1. The University of Dundee launched its new five-year *University Strategy to 2022* in September 2017. This sets out the ambitious agenda for the University for the next five years within the context of our vision of becoming Scotland’s leading University. Our focus in this five-year period is to realise the potential of our staff, students and wider community through becoming a more coherent and effective High Performance Community. In realising this potential, we will be fulfilling our core purpose of transforming lives through the creation, sharing and application of knowledge.

2. Our core purpose of transforming lives corresponds well with the priorities set out by Scottish Government. Through our University Strategy to 2022 we identify many priority areas that are coterminous with Scottish Government and Scottish Funding Council (SFC) priorities and contribute in significant ways to Scottish Government’s National Outcomes. We undertake activity in these priority areas because they are essential to our core purpose, which means we aim to be the most potent force for social, cultural and economic transformation in our region. We have always been clear that our outcome agreements with the Funding Council will align with the University’s strategy to avoid confusion of purpose. The Funding Council supports this approach.

*Figure 1: Our strategy at a glance*
3. Through the first five years of our transforming lives vision, our University Strategy to 2017 has guided us to significant achievements contributing greatly to the priorities set out by Scottish Government and SFC. As early adopters of intensification, we have been delivering on these priorities for several years. This is the approach we have taken since the introduction of the Outcome Agreement process and our ambition has already led to excellent outcomes. We have been more successful than any other University in improving access to students from deprived backgrounds (SFC Learning for All). Our research has been of the highest calibre, pushing new boundaries in response to the issues facing society and delivering real world impact that truly transforms lives. We have continued our sector leading approach to working with other sectors to translate the knowledge we create into real-world solutions, contributing over three quarter of a billion pounds to the Scottish Economy annually.

4. There have been challenges in this period. The University has faced significant financial pressures, with reductions in public funding combining with our success in high-cost, intensive research that is not fully funded to create budgetary deficits. We are progressing the implementation of our financial recovery plan and doing so in a way that ensures we maintain the focus on our strategic priorities.

Success in previous outcome agreements

5. As previously reported in our self-evaluation reports, the University continues to contribute successfully to Scottish Government priorities delivering triple excellence in research, learning & teaching and knowledge exchange. These achievements have been validated with external recognition through many accolades in this period, including being named Scotland’s Most Innovative University (Reuters), consolidating our place in the World’s top 200 (Times Higher), ranked in the World’s top 100 and top in Scotland for environmentally sustainable universities (Greenmetric), named Scottish University of the Year for two consecutive years by the Times/Sunday Times and shortlisted for UK University of the Year in the 2017 Times Higher Education Awards. These accolades arose from outstanding performance across learning and teaching, research, knowledge exchange and in reducing our relative carbon footprint.

6. The alignment this outcome agreement with our strategy is best exemplified by our aim to identify and support those with the highest potential to benefit from our programmes of study, regardless of educational background. We successfully employed the additional places awarded by the SFC to widen access to both MD20 and MD40 students. The SFC publication, Learning for All, concurs that no other institution has improved more in this arena since the introduction of the additional places. The University has the 4th highest proportion of MD20 students (15.9%) and has improved more in this period than any other university (excluding SSIs). We also have one of the highest proportions of MD40 students in 2014/15 (4th in Scotland). We are also the most improved university (excluding SSIs) for improving access to MD40 students since 2011/12 (improved by 8.7% since 2011/12).

7. The University entered in to the first year of the TEF and was awarded TEF Gold status. As a result, the University is one of only twelve institutions in the UK to be both in the world top 200 (Times Higher) and to be awarded TEF gold. This performance is underpinned by excellent NSS results and improvements in metrics such as Graduate Outcomes, Student Staff Ratios, Completion Rates and Entry Tariffs. In research and knowledge exchange, excellent research across our disciplines has delivered high quality outputs that are highly cited by other researchers and by organisations filing for patents and other forms of intellectual property.

Process

8. As part of the process of developing this draft, the University met with both Staff Unions and our Students’ Association. This was achieved through the local committees of staff unions consisting of Unison, Unite, and the University and Colleges Union, and through the executive of the Dundee University Students’ Association (DUSA). The President of DUSA is also a member of the Outcome Agreement Team for the University and participates in meetings with the SFC.
Priority 1: Widening access – Access to education for people from the widest range of backgrounds, including implementation of the recommendations of CoWA and addressing gender balance

9. The University has been committed since its inception in 1881 to widening access to education. We have clearly continued to demonstrate this commitment through our tremendous success in widening access in the last five years. We welcome the focus on this important area of our activity through CoWA. Our approach is now to ensure we sustain our success in widening access, intensifying when opportunities arise, and always looking to improve what we do and how we do it.

10. Our Recruitment and Admissions Policy, our Contextual Admissions Policy and our Gender Action Plan set out our approach to identifying and addressing under-representation of protected characteristic and socio-economic groups in our institution. We are committed to continuous improvement in this area, learning from what works well and improving what can be improved. We communicate frequently with applicants, publishing easy to understand public-facing guidance tailored for student enquirers. We will continue to work with low progression schools through initiatives such as the Discovering Degrees for Schools programme, Lift Off, STEP UP, Reach and ACES, to name but some.

**For Example: Widening Access**

**Discovering Degrees** is a University of Dundee tailor-made programme, providing free motivational insight into university life to S2 students at low progression secondary schools. The programme promotes higher education as a realistic and beneficial goal, raises pupils' and teachers' aspirations, while emphasising the rewards of undergraduate study.

**ACES** is a national project involving the four major art schools in Scotland. It is co-ordinated in Tayside by the University of Dundee. ACES provides school pupils with an insight into studying Art & Design or Architecture at university and the careers into which these degrees can lead. We work with pupils in S4-S6 to offer support with university applications, including advice, activities for developing key skills and guidance for building their portfolios.

**Reach Tayside** works with pupils who are interested in studying Medicine, Dentistry, or Law and is co-ordinated at the University of Dundee. Reach prioritises pupils in S4-S6 who attend a low progression school, or who are the first person in their family to go to university, have care responsibilities, or are from a low income background. Reach does this through helping applicants gain an insight and experience of their chosen degree through taster sessions with degree specific practical activities for applicants to learn new skills. The Student Experience Days help pupils find out more about their chosen profession and helps then understand what university life is like. Reach also helps applicants to improve their applications through a variety of channels: email, webchats, 1-2-1 mentoring and group workshops. This helps pupils understand the various tasks and assessments that will be part of their applicant journey including the application itself, UCAS, personal statements, UKCAT, interviews and MMI. Reach also provides work experience and shadowing to help applicants gain a greater insight into their chosen profession and studying for these.

**LIFTOFF** is the Tayside and Fife component of the Schools for Higher Education Programme (SHEP). Through LIFTOFF we work with specific schools to encourage entry to our programmes of study from students from deprived backgrounds. For example, for students wishing to enter Nursing and Health Sciences courses, LIFTOFF uses an immersive simulation to introduce applicants to current students, key skills to be developed on the course, insight into the mastery of both technical and non-technical skills, introduces them to both academic and clinical staff, and utilises simulated patients to give them insight into the experience of nursing. In feedback, participants noted: ‘I totally agree it was amazing! Can't wait to go back, really gave us an insight into what it would be like to be a nursing student...’

‘I really enjoyed the simulation practice as it showed me how much the 3rd year students have learned and showed me where I could possibly be in three years’
Through our Contextual Admissions Policy, applicants from under-represented socio-economic groups are identified early and their entrance to the University is supported by offers that allow alternative means of demonstrating potential. This is complemented by active engagement between staff, student peers and under-represented applicants throughout the admissions process. We also support applicants through the delivery of pre-entry support at different levels of engagement including our successful face-to-face DUAL Summer School and our Online Summer School preparatory and qualifying courses which to date have helped over 2,000 students, reflecting the individual’s learner journey needs. 

http://uod.ac.uk/incontext
https://www.dundee.ac.uk/study/widening-access/

11. We play a leading role in the sector in widening access, through sharing of good practice, the coordination we provide, and through our participation in projects. For example, we are currently playing a lead role in supporting the SFC’s new Schools Engagement Framework, which is the next iteration of AHDP and SHEP. Senior officers participate in Universities Scotland’s Access and Admissions committees and groups including the Admissions Committee, Languages Group and Bridging Programmes Group.

12. The University is fundamentally committed to our Public Sector Equality Duty and works to improve its approach for staff and students across the range of protected characteristics. This is a fundamental part of our Transforming Lives vision and our University Strategy to 2022: every high performing community must value diversity and enable all of its members to succeed.

13. In partnership with DUSA in 2017, we developed and published our Gender Action Plan setting out how we will proactively address gender imbalances in our programmes of study, specifically targeting those subject areas with severe imbalances. This is an ambitious programme that will contribute to wider societal change and will require action within and beyond our institutional reach to challenge stereotypes and promote positive role models through nurseries, primary schools, secondary schools and universities. While a substantial focus of our Gender Action Plan is focused on specific subjects, we recognise that change is only possible if gender action is embedded more widely in our activity. As a result, the plan describes co-ordinated activity across the institution that will have a positive impact on gender balance across all subject areas. Target setting in this area is difficult due to (a) many factors being beyond our direct control, (b) the need to evaluate initiatives and to understand their impact and (c) the requirement that we meet Scottish Government workforce targets in Nursing and Education, subjects that are traditionally more female in composition will affect our gender composition in the short term. With this in mind, we are targeting an absolute increase in the number of students underrepresented in each subject in the next two years. We will then review and be in a better position to set targets at that point. Our Gender Action Plan can be found here: https://uod.app.box.com/s/ywl12fgr2xhrtxxkjwt0s2kzhfm0oc3e0

**For Example: Equality and Diversity Initiatives**

Building on the success of our Women in Science Festival and Dundee Literary Festival, in October 2018 we will launch our new Festival of the Future to showcase our successes and promote equality and diversity issues across Science and the arts. The festival of the future includes cultural events, workshops, student-led activities and community focussed activity led by the University of Dundee as well as attracting high profile external authors and speakers. It will include strands that focus on women in science, men in under-represented careers such as nursing and primary school teaching, and wider social and equality and diversity issues. In addition to this, our Saturday Series, the longest running free public lecture series in Scotland, will include a specially focused event on Women in Science for International Women’s day each year and will also look to address prominent social issues through all other talks in the series. Some examples of topics covered this year are: Mental health, racial and gender equality, and why it is important to involve young people in the policy making process.
#MenDoCare is an innovative campaign launched by the University to raise awareness of men in nursing careers. The campaign raises awareness of nursing as a changing profession, with new skills, roles and challenges, highlights the need for nurses to be resilient, flexible members of teams with expertise from surgery and A&E to GP practice and counselling patients. More specifically, the campaign promotes positive male role models in the nursing profession and highlights how many men also have characteristics and attributes that can have a real and positive impact for their patients. The campaign is now a national initiative that is attracting a following nationally and internationally.

14. The University has a long-established Equality, Diversity and Inclusion Committee overseeing all equality and diversity policy, including monitoring and implementation thereof. The Committee is working on promoting equality, diversity and inclusion across the protected characteristics and its inclusive approach importantly includes input from some of our protected characteristic staff network groups. The University holds Athena SWAN awards, both institutionally and in individual departments.

15. We are committed to recruiting those from care experience backgrounds and employ both transitional and support arrangements to assist them complete their programmes of study. Our contextual admissions policy includes identification of care experience applicants and our programme of active engagement targets these applicants providing individual advice and guidance. In addition, the University has signed up to the Who Cares? Charter and staff will receive additional training to support care experienced applicants and students. Fuller details of the support we offer to care experienced students can be found on this webpage for care experienced applicants: https://www.dundee.ac.uk/student-services/student-community/careexperiencedstudents/

Our corporate parenting policy can be found here:
https://uod.app.box.com/v/corporateparentingpolicy

16. Similarly, we are committed to supporting staff and students with caring responsibilities. We support students to enter and complete our programmes of study. Through our contextual admissions policy we ask carers to self-identify and offer individual support to these applicants. In 2016, the University invested £600,000 in creating a new nursery on campus for students and staff, expanding capacity and aiming to better support those with child-caring responsibilities to attend university. This included expanding the service to include babies, enabling those with younger children to use the service. Our support for students includes having a named contact, peer support and support from wider student services, including financial support. Fuller details of the support we offer to students with care responsibilities can be found on this webpage:
https://www.dundee.ac.uk/student-services/student-community/studentswithcaringresponsibilities/

We also offer additional support for students with children:
https://www.dundee.ac.uk/student-services/student-community/studentswithchildren/

A range of options for staff with caring responsibilities including flexible working and carers leave can be found here:
https://www.dundee.ac.uk/hr/policiesprocedures/worklife/carersleave/

17. We continue to actively work to maximising opportunities for progression from FE colleges to our university. We have appointed senior academic leadership in this area to oversee our important partnership approach with FE colleges and are already seeing growth in this area. This activity is supported by the full-time appointment of a university funded Transitions Officer, a role that is designed to help FE students consider higher education as a realistic and beneficial goal, stimulate motivation for FE students to articulate to the University, and emphasise the rewards of undergraduate study. The Transitions Officer additionally provides individualised support to students articulating to the University on agreed pathways from partner Colleges. In 2016/17 the Academic Skills Centre introduced the innovative STEP UP (Student Transitions Enhancement Programme for University Progression) credit bearing module for articulation students, designed to help develop academic skills, preparedness,
and sense of belonging at the University. This module was nominated for a Herald Higher Education Award and commended by the judges for innovation in a difficult area, equipping College students with the tools and confidence to succeed at University. As one student attested: ‘It has allowed me to see the importance of self-study and learning and shown me that I can achieve more if I work on it’. We will continue to employ the additional articulation places awarded by SFC to support this activity and, with the support of our SFC outcome agreement team, are exploring how to deepen relationships with local FE colleges.

18. We support learners from disadvantaged and under-represented groups throughout their learning journey, to assist them to complete their programmes of study. Our Retention and Progression Strategy and Action Plan is monitored by the Retention and Progression Committee. The University assigns an Adviser of Studies to every student to provide them with academic guidance and where necessary to refer them to the extensive range of support services provided by the University. Working in partnership with Dundee University Students’ Association (DUSA), we jointly reviewed support for students to ensure that we are collaboratively operating effectively and to enhance consistency of implementation. Support for the complete learner journey is provided to students by our Academic Skills Centre (ASC). ASC, inter alia, delivers one-to-one support sessions and a comprehensive series of workshops including an annual Academic Skills Week co-organised with DUSA. It also provides a number of student-facing resources including the Live Smart, Learn Smart and the Exam Revision toolkits. The University has a rigorous early warning system for student disengagement, monitoring student attendance and assignment submissions to identify students at risk and follow this up with individual meetings. The coordination and smooth running of all these support services is overseen by the Student Experience Oversight Group, comprising of senior officers from the University and DUSA and co-chaired by the President of DUSA and the University Secretary. We are looking to improve the information we can provide to students to help them understand their progression and are looking to analytics to support this.

19. SFC strategic investments underpin our success in widening access and retention. The additional places for MD20 students and Reach and ACES are funded through the SFC. Without this funding, we would not have the demonstrable success achieved to date. We will continue to employ this funding to best effect to meet our aim of widening access to all those with the highest potential to benefit from our courses, regardless of educational background. We will be exploring with our SFC outcome agreement team funding opportunities for supporting students from deprived backgrounds throughout their studies. We would highlight that the Widening Access and Retention Premium is not currently allocated to the University and thus not supporting a University that is delivering in this arena.

20. The targets set in the annex to this document for Priority 1 reflect the intention of maintaining our impressive performance in widening access.

Priority 2: High quality learning in a learning system which is seamlessly connected for the learner, including learning which prepares people well for the world of work, prioritising provision that meets known skills gaps in the economy

21. Our transforming lives vision sets out that our core purpose is ‘to transform lives locally and globally through the creation, sharing and application of knowledge’. Our students are key partners in the realisation of this core purpose: the learning they experience transforms their lives and, later, their application of that learned knowledge and experience in their careers will transform the lives of those around them. This is underpinned by our high-quality learning and teaching, excellent student support and a unwavering commitment to enabling our students to succeed.

22. Our high-quality learning and teaching is externally validated through the ELIR process and recognised through the achievement of accolades such as our award of TEF Gold, being ranked in the top 10 in the
UK in the NSS and for graduate level employment, and entering the top 30 in all three UK league tables in 2017 (Complete University Guide, Guardian university Guide and Sunday Times Good University Guide).

23. The University is committed to increasing rates of retention and progression for all students. As outlined above, our approach is set out in our Retention and Progression Strategy and Action Plan, which is overseen and monitored by our Retention and Progression Committee. We assign an Adviser of Studies to each student to provide academic guidance and support, and where necessary referral to the extensive range of support services provided by the University. Our student Enquiry Centre deals with around 500 enquiries a week and provides the interface between the student and Student Services, including Registry, the Careers and Enterprise Hub, the Academic Skills Centre and the Support Hub which contains: Counselling; the Health Service; Disability Services; and the Student Funding Unit. The Support Hub provides a comprehensive range of support services for all students, including those with diverse needs and those from disadvantaged backgrounds. Demand on these services is increasing annually, especially in relation to mental health; as a result, we invested further in this area in by appointing additional mental health nursing capacity. It is increasingly challenging to maintain these services with demand outstripping our ability to invest and we would welcome SFC considering how resource can be made available to support the increasing needs of students.

24. Students are encouraged to participate in DUSA’s Student Societies and volunteering opportunities to develop transferrable skills. As mentioned above, students are supported throughout the learner journey by the Academic Skills Centre including one-to-one support sessions designed to support academic skills and examinations preparation. DUSA plays a key role in supporting students through academic appeals. The University has employed a rigorous early warning system for student disengagement, monitoring both student attendance and assignment submissions to identify students at risk. This is followed up with individual meetings to guide the student to appropriate support, academic or pastoral and to review their progress. We are already seeing the benefits of our new initiatives and will continue with these to deliver better retention going forward.

25. In addition to this, we are actively exploring opportunities in the arena of analytics. This approach is focussed on giving individual students insight into their patterns of engagement with learning and study opportunities. This is part of our supportive approach to empower and better inform the learner to take control of their learner experience. Evidence from other institutions that have implemented this approach is that retention rates increase. We look forward to updating our SFC outcome agreement team on our progress in implementing this.

26. We note the focus on the retention of students by age outlined in the Outcome Agreement Guidance and will develop our approach to this once we have undertaken the necessary research to ensure our evidence-based approach targets the right areas. The TEF metrics relating to this indicate that our performance for continuation is not significantly different from benchmark for both full-time young and mature students, with continuation for mature students above benchmark and continuation for young students below benchmark.

**For Example: Student Partnership**

Students are an integral and valued part of our community and play an active leadership role through their representatives. We work in partnership with the Students’ Association and Student Representatives Council to deliver better outcomes for students.

Our partnership is formalised in an annual Student Partnership Agreement (SPA) to further enhance the experience of our students. In place since since 2013, these have been developed to promote an understanding between students and staff about agreed enhancement-focused goals that are important to all individuals who are part of the University. Each annual SPA is an important statement of our commitment to the fostering of our University community within which we all have a role and a function.
to perform and where we all have rights and responsibilities. Our SPAs are designed to promote the engagement of students during their period of study at the University. All students are encouraged to provide feedback on their experience whenever possible.

The annual SPA complements other strategic documents such as the Joint Agreement on Student Representation, the Memorandum of Understanding between DUSA and the University and the Code of Practice Regarding the Implementation of the Education Act 1994 – Provisions Relating to Students’ Unions.

The University and DUSA are proud of the contribution that we make together to the City of Dundee, the rest of Scotland and beyond. Our student body and its relationship with academic and Professional Services staff is central to our core purpose and vision. The University and DUSA value the diversity of our student population and work to make sure everyone feels supported and a part of the community. All staff and students should interact in a way which helps create an inclusive, pleasant and welcoming environment for everyone.

Our SPAs detail agreed priorities for each academic year and include key performance indicators to help with evaluation of effectiveness. The decisions we make, the improvements we introduce and the developments we plan are all shaped by the views and opinions of our students. Partnership working with our students is fundamental to our approach.

In 2017 we have taken our partnership approach further by piloting the extension of the institutional partnership agreement approach to the level of the School, developing School Partnership Action Plans to address the enhancement areas of focus at School level in partnership with School Student Presidents.

Our 2017 student partnership agreement can be found here: https://www.dundee.ac.uk/qf/documents/details/student-partnership-agreement-2017.php

27. The University maintains strong links with a wide range of employers who have opportunities to develop and contribute to the curriculum. For example, an Industrial Advisory Board in Science and Engineering ensures that the curriculum develops to meet the needs of industry while graduate employers carry out assessed mock interviews during the Career Planning Module. Students also have extensive opportunities to network with employers at five annual Careers Fairs and a charity volunteering fair, as well as participating in employer-led skills sessions and presentations. These links with employers ensure that a wide range of internships, part-time roles, volunteering opportunities and graduate jobs are promoted to all students through the University-wide Jobshop portal. The University is also actively engaged with employers through the Graduate Apprentice Scheme, where we are a leading institution in taking this agenda forward in Scotland, co-designing the curriculum with employers.

28. Evidence of the success of our approach gauged from recent TEF metrics and Longitudinal Education Outcome (LEO) dataset, with the University at and above the benchmark for:
   - All employment or further study,
   - Highly skilled employment or further study
   - Sustained employment or further study
   - Above median earnings threshold or further study.

For Sustained Employment and Further study, the University is in the top decile of absolute performance in the UK.

29. The University continues to offer a high proportion of professional degrees where work-based learning is central to the teaching and learning of the subject, such as Architecture, Dentistry, Nursing, Medicine, Education, Social Work and Community Learning & Development. In other disciplines, many Schools offer opportunities for subject-specific work-based learning and encourage students to take them up, for
example through optional sandwich years, credit-bearing industrial placements and vacation internships. These opportunities are advertised to all students and support for finding placements is offered by discipline staff and the University Careers Service. All students whose degree pathway allows have the option of taking a credit-bearing module at Level 2 which combines a 30 hour internship with activities and assessments designed to facilitate reflection on the experience, and articulation of the skills and knowledge gained. The number of students availing of this module has increased steadily.

30. Employability & Enterprise Leads have been appointed in each Academic School and regularly share practice through the Employability & Enterprise sub-committee. The sub-committee is chaired by the Vice-Principal for Learning & Teaching and also includes representation from employers, students and Professional Services staff.

31. The University is a leader in the development of credit-bearing Careers Education and recently carried out research to show the impact of our Career Planning and Internship-based modules which are available to all students whose degree pathways allow. If students have opted to take these modules the odds of them reaching a graduate employment destination (as opposed to non-graduate employment) were 40.1 per cent higher than those who had not taken a module. The research also found that students who had received careers education felt more prepared for life after graduation. This research garnered national and international interest and was recognised through the Association of Graduate Careers Advisory Services (AGCAS) 2017 award for research-informed practice. Over 3000 University of Dundee students have completed these modules since their launch in 2004.

32. Our academic units continue to participate in the Skills Development and Investment Plans, both directly and indirectly. Direct involvement includes taking part in the development of these plans, offering CPD training to support these plans, filling SFC funded places for skills (UG and TPG), and working through innovation centres and their funded places to meet the skills need in Scotland. Indirect activity includes our commercialisation and knowledge exchange activity, working with SMEs to develop their capacity, and our engagement with Professional, Statutory and Regulatory Bodies (PSRB) to develop and carry out ongoing review of our curricula. For example, one of our Life Sciences Professors is member of the SDS Life Sciences Skills Group of LiSAB (Scottish Life Sciences Advisory Board), charged with implementing the Life Sciences SIP (Skills Investment Plan) across Scottish HEIs.

33. In addition, the University recognises that much skills development takes place outwith the formal curriculum and continues to promote our skills award (Dundee Plus), which requires students to reflect on and evidence the skills they develop alongside their studies. The award categories are based on the key graduate employability skills as identified by the CBI’s FutureFit report. A new range of routes to obtain the award have been developed in partnership with the Students’ Association and a wide range of local partners. These include Leadership Plus, which combines leadership training from the armed forces with mentoring from senior staff in banking, retail and IT organisations. Another route currently offered to over 100 students annually is School Tutoring Plus which places students in a local school to contribute to lessons while gaining classroom experience and leads to a guaranteed interview for a place on the University of Dundee Postgraduate Diploma in Education (PGDE). We are exploring other ways of recognising achievement and learning through initiatives such as open badges.

For Example: Centre of Entrepreneurship and Elevator

The University, in partnership with Elevator has established a cutting-edge Centre of Entrepreneurship on campus becoming the only Scottish University with a business accelerator programme that is open to staff, students, graduates and the general public.

Designed to promote and support innovation-driven companies from across Dundee, Tayside and beyond, the centre represents a £250,000 investment by the University, Elevator, the Scottish...
Government and other key partners. The new centre aims to drive innovation within businesses and commercialise new and existing technologies across many sectors, including life sciences, digital media, gaming and other creative sectors.

For the university’s second annual, public-facing Entrepreneurship Week, events included social enterprise, women in business, investment and a variety of start-up support workshops. One of the highlights of the week was the Principal’s public lecture in entrepreneurship which was delivered by the University’s Rector Mark Beaumont BEM who has just achieved the amazing feat of cycling around the world in under 80 days. Mark spoke about the entrepreneurial approach he has taken throughout his career to plan and carry out such endeavours. The week concluded with the final of the £26k Venture 2018 new business competition which, with workshops from V&A Dundee, Entrepreneurial Scotland, Elevator and Coca-Cola 5 by 20. Entrepreneurship Week ran in parallel with the city’s wider Dundee Business Week from 19 - 23 February 2018.

34. A key priority of our new strategy is to be a uniquely welcoming community. Recent International Student Barometer results reveal that we are top in Scotland and top ten in the world for international student satisfaction. This highlights our success in internationalising our student community. We continue to promote outward mobility of our students and staff as a valuable development opportunity. We are signatories of the Universities UK Go International pledge to double the number of students studying, working or volunteering abroad during their studies and have established a Global Room on campus as a focus for this activity. We recently worked in partnership with Common Purpose to arrange a Leadership skills and Cultural Awareness programme in Dubai aimed at students who face barriers to experiencing outward mobility. 43 students took part in the trip including care leavers, single parents, students from MD20 and MD40 postcodes and students with disabilities. We have no plans to alter our modern foreign language provision and continue to promote it to our student community and adult learner community in Tayside. This includes both accredited learning and more informal learning of languages.

35. We continue to make significant investments in our infrastructure and services to support excellent outcomes for students, as reflected in strong results in the National Student Survey and the International Student Barometer, particularly with respect to investments in staff time and infrastructure to enhance our Learning Resources and Environment. In 2017/18, we invested in our virtual environment by installing a new network to better enhance the student learning experience. This delivers better WIFI and connectivity, supports our ‘Bring Your Own Device’ approach, has improved AV provision for students and teachers, and, alongside these, introduced enhanced support through our helpdesk. We also invested significantly in our library environments expanding the opening hours to 24 hours a day and Christmas vacation opening. We work in partnership with our students to redesign and modify the study environments in our libraries to fit with modern pedagogic approaches. Based on this approach, we launched our most recently refurbished floor in the library in 2017/18.

36. We have no plans to significantly alter the spread of our teaching provision, though we will look to enhance and develop our programmes of study to ensure they remain leading in Scotland. Within this provision, we have Schools that significantly contribute to the training and development of the health and social care workforce in Scotland, particularly leading the development of curricula that deliver the skills and values required to deliver high quality care in Scotland. We are working with our partners in the NHS and across other institutions to address the new elaborated priorities relating to access and workforce numbers to Dentistry, Medicine and Nursing, and the promotion of General Practice. In partnership with the University of St Andrews, we recently launched the Scottish Graduate Entry Medicine Programme (ScotGEM) to increase the numbers of doctors qualifying in Scotland. Alongside this we will continue to be responsive to Scottish Government priorities in Education, including early learning and childcare provision and teacher education in low student demand subjects. For example, to widen access to teaching professions, we have launched distance learning provision for primary teaching
across Scotland to Local Authority Staff and, in partnership with UHI, we are offering a new diploma in secondary education that integrates paid placements. In STEM subjects and Art & Design, we will increase the numbers of student entrants. This includes promoting access to these priority subject areas to low participation groups (as outlined above under Priority 1). The University has no plans to significantly alter its provision in Gaelic language and is committed to being responsive to appetite in our student body for growth in this provision. Our support for English for Speakers of Other Languages is offered to applicants in a number of different ways: pre-sessional support (before starting their course), in-sessional support (alongside their study) and in partnership with FE Colleges where this is appropriate.

37. Our approach to STEM subjects is integrated into our wider strategy, which is to focus on excellence across the range of activity in our teaching, research and wider impact. We have world leading activity in STEM areas, not least in Life Sciences and Pharmaceuticals where both Nature and Clarivate have recently ranked the University as the top UK institution for innovation and working with industry. We make a significant contribution to academia, to transforming lives through the application of the knowledge we create by working with industry, and to the Scottish Economy from the jobs and economic wealth generated by this activity. We recognise the importance of this activity in STEM subjects and plan to support and grow this sustainably. As noted in paragraph 42, the current dual funding model of research and reductions in funding for leading units such as Life Sciences in Dundee undermines these nationally and regionally significant assets. Similarly, we note in paragraph 55 that funding to support knowledge exchange from SFC has similarly reduced for these leading units. We and the wider sector need Scottish Government and Scottish Funding Council to take note that these national assets need their support to continue to thrive.

38. Our courses are all aligned to the Scottish Credit and Qualifications Framework and designed to allow students to transfer credit internally or to other institutions, wherever specific prior learning is not a pre-requisite to transfer.

39. The targets set in the annex to this document reflect the intention of sustaining and consolidating strength in this area.

**Priority 3: internationally competitive and impactful research**

40. The University’s performance in REF 2014 created an excellent platform upon which to further enhance our contribution to Scotland’s world leading research base. Our performance in REF was exceptional for some areas, particularly Biological Sciences (top university in the UK), Maths (second only to Oxford for 3* and 4* research), Engineering (top 10 in the UK) and Clinical Medicine (top in UK for impact). There was strong performance elsewhere in Art and Design, Allied Health Professions (Dentistry & Nursing), Computer Science, English, Psychology, Psychiatry & Neuroscience, Geography and Education, all having more than 70% of their research scored as 3* and 4*.

41. As part of our preparation for REF2021, we will continue to the drive expectations that all research undertaken at the University is of an internationally excellent standard, has high impact and is focused in ways that are distinctive. Our approach will enhance interdisciplinary and collaborative opportunities, particularly in relation to solving global and societal problems. In our transforming lives vision and new strategy we articulate this focus through our four interdisciplinary themes:
   - Understanding and improving health and wellbeing
   - Life-enhancing creativity and design
   - Innovating technological solutions to tomorrow’s problems
   - Promoting social change to enhance diversity, justice and socio-economic prosperity

It is easy to see how these themes align with Scottish Government priorities and global challenges. We will continue to build partnerships with internationally excellent universities to support the best collaborative approaches to solving these issues.
Our revised approach to annual review will focus on the quality of outputs, the sustainability of research and the identification of ‘impact’ and will deliver a high-quality research portfolio that will enhance our submission to REF2021. We will continue to invest in the development of researchers of the future, nurturing talent through our doctoral programmes, participating in RCUK funded doctoral training programmes and participating in research pools.

In accordance with the Concordat on Open Research Data, the University supports the principle that the published or publicly presented results of research should be made freely available to the widest possible audience; this is consistent with the requirements of an increasing number of funders that the outputs arising from the studies they fund must be made openly available. Our Open Access policy sets out the expectations of our research community in this regard.

As set out in our strategy, the University continues in its commitment to the equality and diversity agenda, supporting all staff, including researchers, and particularly those who have protected characteristics, to develop and further their careers. We have been active in applying through the Athena SWAN programme for accreditation of our support for staff regardless of gender. The programme has led to the creation of action plans for improving the progression of women in STEMM subjects and more generally addressing career progression issues that affect all genders, for example those related to parental leave. The University has now achieved an institution bronze award under the new expanded charter regulations and all five of Dundee’s STEMM Schools have now achieved bronze awards, the Schools of Dentistry, Medicine and Nursing and Health Sciences recently renewing their bronze award, indicating progress against their original action plan. There is now Athena SWAN activity in all four non-STEMM schools and the School of Art and Design currently awaits an award application result. We aim that each School within UoD (or representative “departments” within each) applies for at least Athena SWAN Bronze Department Award status by November 2018. As a University with international standing, attracting the best and brightest researchers from around the world remains central to our strategy. We are fully committed to celebrating the diversity and strength that this approach brings to our community.

As a research-intensive University, the University remains financially vulnerable due to the structural issue of underfunding of research in the UK. We have previously articulated our concern that the dual funding model for research in the UK is not sufficiently well funded. We are appropriately unabashed in our claim to be a world leading institution that has a significant positive impact on the Scottish Economy, not least in respect to life sciences and drug discovery. Inadequate funding of research in the UK puts this at risk. The vast majority of research funding for projects does not fund more than 80% of the cost of research (and some much less than this). This has been exacerbated by recent reductions in Research Excellence Funding (REG) funding at the University (c. £2m in two years, a 9% reduction), which has significant implications for our financial sustainability and our ability to support world-leading research. REG funding is pivotal in supporting Scotland’s research base as REG provides important leverage to support research grant income. Falling REG in leading institutions means the platform to support excellent research activity is shrinking, which ultimately will erode the world class research base in Scotland.

In addition to urging both SFC and Scottish Government to address the weakness in the dual funding model, we will continue to be proactive in taking action to address our financial sustainability. This includes diversifying our research income base, through maximising income from UK research councils and innovative funding partnerships with industry. We will not be targeting growth in research income, as the underfunding of research noted above will worsen our financial sustainability. But we will seek to sustain and intensify within our current footprint.
Research postgraduate students and our post-doctoral staff are an important part of our research community. They bring dynamism, new insights and important contributions to our research portfolio. They are the lead researchers of tomorrow. We are committed to growing research postgraduate student numbers further and supporting their development through their studies. Similarly, we are committed to the development and support of our post-doctoral staff community.

The University is an international institution, ranked in the top 200 in the world (Times Higher world rankings). We see great strength in partnership, in the sharing of knowledge and learning with others. We are committed to working with excellent institutions in Scotland, in the UK, in Europe and the wider world. We are committed to sustaining our valued partnerships in Europe beyond the UK’s exit from the European Union. For example, we are deepening and broadening our relationship with CERN, the European Organization for Nuclear Research, which will greatly benefit both institutions.

For Example: Research pooling and the University of Dundee

The University of Dundee is a prominent collaborator in the SFC strategy to develop research pooling across Scottish HEIs. With the ambition of creating a critical mass of excellence within key areas, the aim is to build national capacity with powerful well-resourced research communities that are attractive to leading researchers from around the world and that produce world-class research fundamental to building a flourishing knowledge economy. Key features of pooling are i) agreement and coordination of a pan-Scottish research strategy within defined individual research areas; ii) sharing of major facilities and equipment; and iii) joint doctoral training programmes that will attract PhD students from across the UK and around the world. The University of Dundee plays a leading role in pooling initiatives, seeking to match funds from HEIs and other external bodies. We are a partner in the following three examples:

Scottish Institute for Policing Research (SIPR) [http://www.sipr.ac.uk/]

SIPR is a collaboration between Police Scotland and 14 Scottish universities established to carry out high quality, independent research and to make evidence-based contributions to policing policy and practice. Since its foundation in 2007 SIPR has been led from the University of Dundee and, in addition to high quality research, engages in a range of knowledge transfer activities in order to strengthen the evidence base on which policing policy and practice are developed. The consortium of Higher Education Institutions involved in SIPR are Abertay, Dundee, Edinburgh, Edinburgh Napier, GCU, Glasgow, Heriot-Watt, OU (Scotland), Queen Margaret, Robert Gordon, St Andrews, Stirling, Strathclyde and the West of Scotland.

Scottish Universities Life Sciences Alliance (SULSA) [http://www.sulsa.ac.uk/]

SULSA was established in 2007 to ensure that Scotland remains one of the world’s leading centres for Life Sciences research. By providing leading researchers with access to state-of-the-art facilities and complementary expertise, SULSA enables Life Sciences investigators in Scotland to retain their competitive edge. This partnership integrates the strongest research intensive Life Science programmes within the Universities of Aberdeen, Dundee, Edinburgh, Glasgow, St Andrews and Strathclyde to build on improving human health and strengthening economic development.

Scottish Graduate School of Social Science (SGSSS) [http://www.socscисcotland.ac.uk/]

SGSSS is the UK’s largest facilitator of funding, training and support for doctoral students in social science and is funded jointly by the ESRC and SFC. Established as a Doctoral Training Centre in 2011 and renewed and enlarged as a Doctoral Training Partnership in 2017, the SGSSS combines the expertise of 16 universities across Scotland. Its mission is the creation of a world-class research environment for PhD students with comprehensive research training in both discipline-specific and interdisciplinary pathways.
It also manages a programme of advanced training courses and an annual summer school which offer our students unprecedented opportunities to develop their research, knowledge exchange and transferable professional skills. The member institutions are Aberdeen, Abertay, Dundee, Edinburgh, ENU, Glasgow, GCU, HWU, UHI, QMU, RGU, SRUC, St Andrews, Stirling, Strathclyde and UWS.

At the heart of the SGSSS is the Doctoral Training Partnership (formerly the Doctoral Training Centre) in Scotland. The SGSSS was established in 2011 and is the biggest of 14 Economic & Social Research Council (ESRC) accredited DTPs in the United Kingdom. The bid for renewed funding has been successful and from 1 October 2017 the SGSSS will be one of the ESRC's 14 Doctoral Training Partnerships (DTP).

49. The University is very active in enhancing public and cultural engagement with our activities and has been committed to this since our foundation in 1881. We support our researchers to develop their communication skills as part of our Organisational and Professional Development programme. This helps them to translate their research into a format that is accessible to the public, while also enhancing the employability and skills of our researchers. We have a very active engagement with the public through the events we arrange. The showpiece events are part of the Saturday Evening Lecture Series, which is the longest running public lecture series in Scotland. Alongside this showpiece, there is a large programme of engagement through public talks, activities in primary and secondary schools, and open doors events to bring more members of the public onto our campuses. We rightly recognise excellence in public engagement through our promotions process and awards such as the Stephen Fry Award for Public Engagement, which is made annually.

**For Example: Gold Engage Watermark award**

Our School of Life Sciences has been awarded a prestigious Gold Watermark for its work in bringing world-class science to the wider community. The School is the first to receive the faculty-level Gold Engage Watermark award from the National Co-ordinating Centre for Public Engagement.

The Engage Watermark is an award granted to institutions to recognise their strategic support for public engagement and their commitment to improve the support offered. Just as a watermark runs through the fabric of a document, an Engage Watermark indicates that engagement runs through the fabric of an institution.

To achieve a Gold award the School of Life Sciences demonstrated that they are a beacon of excellence when it comes to sharing the work they do with the wider community and show how public engagement has built substantial momentum over several years. The School’s support for public engagement is embedded across many areas of its work, with a clear understanding of its significance and value in the staff and student bodies.

Paul Manners, Director of NCCPE said, “We were delighted to pilot the Faculty Watermark with the University of Dundee’s School of Life Sciences. This rigorous process looks at all aspects of support faculties provide to stimulate high quality mutually beneficial public engagement with research. The School provides a gold standard which we hope will inspire others to make a long term, concerted commitment to public engagement. We were delighted to see exemplary professional support, and a culture in which creativity and innovation were flourishing, enriching the research and bringing real value to the many communities they engage with.”

Public engagement undertaken by the School of Life Sciences includes engaging local schools and groups on scientific topics and providing career-long professional learning opportunities for local teachers. Many of the successful flagship projects led by the School are built on strong creative collaborations with key partners within the University and in the local community. Engagement with local schools in science
through storytelling and stop-motion animation has been enabled through partnership with Dundee Contemporary Arts and outreach activities focused on plant sciences are in close collaboration with the University of Dundee Botanic Gardens and the James Hutton Institute. LifeSpace Science Art Research Gallery is a joint project with Duncan of Jordanstone College of Art & Design that engages artists and scientists in exciting new collaborations, while Outer Space | Inner Space, an interactive, science outreach programme held at the Mills Observatory, is in collaboration with researchers from the School of Science and Engineering and Leisure and Culture Dundee.

50. The targets set in the annex to this document for Priority 3 reflect that we are already a leading University for the volume of research.

Priority 4: effective knowledge exchange and innovation including excellent collaboration between universities and industry

51. The University has an excellent track record in engagement with other sectors and contributing to the economy of our region and Scotland. A recent economic impact assessment reveals that the University supports over 8000 jobs and contributes over three quarters of a billion pounds to the Scottish economy. We aim to continue in this, proactively seeking out more partnerships with industry and transferring the knowledge we create into other sectors.

52. Our School of Life Sciences is sector leading for engaging with industry through innovative approaches to sharing our IP, for example the Division of Signal Transduction Therapy. These approaches are excellent examples of industry-university partnership that reflect both the contribution of the University to Scotland’s economy and the innovative approach the University has adopted to improve the recovery of the full economic cost of research.

53. Our innovative approach to knowledge transfer, coupled with the strength of our research, has led to several accolades in recent years. Reuters named the University as the most innovative university in Scotland and in the top five in the UK (2016). In 2017, in Life and Medical Sciences was recognised in the ‘The State of Innovation’ report by Clarivate Analytics, which ranks Dundee as the most influential scientific research institution in the world for pharmaceuticals for the period 2006-16. This places the University ahead of the likes of Massachusetts Institute of Technology (MIT) and the University of California Berkeley. This is mirrored by the recent Nature Innovation Index, in which our LENS Score (knowledge of scholarly work cited in patent literature and the value of the patents as perceived by the applicants) ranked us as the only UK University in the top 50 in the world (26th). The University of Cambridge (51st) is the next highest-ranked institution from the UK.

For Example: Business Engagement and Spinout Activity

The University has continued to implement and build on its own established good practice around the engagement of business and industry. A flexible and business-like approach to collaboration and deal structuring has led to many positive outcomes with social and economic impact and an exceptional Commercialisation income return to the University of £5m.

Star Dundee

Star Dundee is an aerospace engineering spin out company from the University. This year the company has moved to an Employee Ownership structure. The University facilitated this development through release of equity and engaging with the redevelopment of Legal Agreements in a flexible and pragmatic
manner. The company is now growing through the new management structure and building on its international exports, reputation and collaborations.

**Exscientia**

Exscientia is an Artificial Intelligence Drug Discovery spin out company from the University which has grown organically for 5 years. The University has applied a flexible and pragmatic approach to facilitate the company’s development and to support the creation of additional share pools to assist in the recruitment of very senior and experienced Management. The company has recently secured investment of 15m Euros and has secured deals with major Pharmaceutical partners of over £250m. The work of Exscientia has led to several therapeutics being advanced into the clinic.

**I0met**

A novel commercial and collaboration arrangement between the University of Dundee and I0met, a Scottish SME and part funded by SFC Horizon Fund led to the development of an IP portfolio in the field of cancer immunology. A flexible approach and rapid response by the University with respect to restructuring of the deal and agreements to facilitate a sale of the assets, ultimately resulted in the acquisition of I0met by Merck Sharp and Dohme MSD) an international Pharmaceutical company at a reported value of £280 million whilst retaining the company in Scotland and has the potential to deliver novel leading cancer therapeutics, originating from the Scottish research base.

54. We will look to continue our successful approaches, thereby contributing significantly to the Innovation Action Plan for Scotland. As part of our contribution to the Innovation Action Plan for Scotland, the University will continue embedding employability and enterprise skills in the curriculum for all. The next stage is a structured and supported pathway for those who wish to develop an idea further. This is primarily provided by the Centre of Entrepreneurship which organises an extra-curricular programme of competitions and events for students and staff to develop their enterprising skills and try out new business creation in a supported environment. Much of the provision in this area is organised by student interns with input from a group of business patrons.

55. In addition to this, we will work directly with other sectors through our consultancy and service work, using knowledge and expertise to transformative effect. We are committed continuing our approach to making our intellectual property accessible to other sectors, which has already led to ground-breaking innovations in healthcare and pharmaceuticals.

56. We underpin this approach with our business portal, guiding Scottish SMEs to funding opportunities such as the SFC funded Innovation Vouchers, Scottish Enterprise Research and Development Grants, and Knowledge Transfer Partnerships. The SFC Innovation Vouchers scheme aims to build relationships between SMEs and academic experts in Scotland. The aim of the scheme is to fund projects which drive innovation, leading to new products, services and processes that will benefit the business, the institution and the Scottish economy. Our portal can be found here: [https://www.dundee.ac.uk/industry/fundingopportunities/](https://www.dundee.ac.uk/industry/fundingopportunities/)

57. We have separately reported on our contribution and plans based on the University Innovation Fund (UIF). We are sector leading in adopting innovative partnerships with industry and aim to continue this upward trajectory. We are committed to sharing and developing best practice with our Scottish HEI partners to address the 7 outcomes outlined in the UIF Guidance. We are concerned that the funding relating to this type of activity from SFC has fallen over the last several years. We demonstrate success in this area, with external recognition of this from Nature, Clarivate and Reuters ranking us as leading in the UK, and yet see reduced funding. Our most recent response to the UIF can found here: [http://www.sfc.ac.uk/web/FILES/UIF/UIF_Final_-_University_of_Dundee.pdf](http://www.sfc.ac.uk/web/FILES/UIF/UIF_Final_-_University_of_Dundee.pdf)
58. We have launched a new Business School at the University to provide a sharper focus on the skills and knowledge required by industry and to better support regional growth, via an approach of richness, reach and affiliation. This will be achieved by:

- promoting entrepreneurship through programmes which encourage new businesses in the region to be created by academic staff, students and alumni, working with the University’s Centre of Entrepreneurship and our Centre for Enterprise, Employability and Careers.
- supporting growth in our region by helping existing local businesses to develop, improve and grow. This will take the form of developing leadership and management skills, creativity, innovation, trade and problem solving for SMEs which is in sync with the UK National Productivity Investment Fund.

59. In September 2018, the V&A in Dundee will open to the public. This was an idea that was developed and promoted by the University with the support of partners in the City of Dundee and across Scotland. It is a singular example of the extraordinary transformative effect that the University is having on its region and Scotland. In a similar vein, we are active co-creators in the City Deal plans and actively engage with the communities in our city and region to transform lives.

**For Example: Transforming Lives through our engagement**

Our Institute for Sports and Exercise (ISE) contributes significantly to our core purpose of transforming lives through its engagement and outreach work with the wider community of our region to impact on people’s lives through positive experiences of sport, exercise and physical activity. The ISE’s promotion of social, cultural and physical wellbeing permeates through our Active Living Programme with high adherence and retention member rates helped by partnerships and referral links with the NHS, social group cohesion and the emergence of new supported physical activity projects.

The ‘Working and Cancer Dundee’ project formed alliances with the University and two local businesses to offer tailored, individual exercise sessions for people returning to work following a cancer diagnosis. The project supported by a national cancer charity ‘Breast Foot Forward’, has attracted people who recognise the role of exercise in returning to work after such a life changing event.

Work with national governing body, Cycling Scotland has allowed ISE to build on our active campus ethos to facilitate a new project. The aim is to encourage older adults to be more physically active by commuting to and from ISE and around the city. The cycling project includes supported coaching, staff training, inclusive infrastructure and resources.

2017-18 year will see an increase in the number of clinical populations accessing our Active Living Programme at ISE. A new project of sport participation for people with dementia, will aim to enrich the lives of participants and their carer. Importantly, the ISE environment will offer opportunities for the participants to remain physically active beyond the project, a model used to support other local people living with long term conditions.

Wider impact is influenced through ‘can do’ working with key stakeholders to play a proactive, leading role in the health and wellbeing of our community. Recent engagement with the MS Society has allowed ISE to be play a central role in the city to offer an ‘active living experience’ for local people managing their Multiple Sclerosis condition. This package has been possible with partnership investment and shared knowledge to create opportunities that will make a positive difference to people’s lives.

60. As noted above we are active internationally in this arena and recognised for this. One example of our contribution to Global Challenges using Official Development Assistance involves an innovative approach developed at the University applied to establish a major new Scotland-India clinical partnership to combat diabetes:
61. The University is aware of and compliant with EU Competition law with respect to “State Aid” and monitors relationships with industry where these regulations apply.

62. We will continue to work with Scotland’s enterprise agencies, Scottish Government, business networks, Interface, and others to increase the demand and quality of engagement from businesses and the public sector for university services. Working with Interface, we currently handle 200 Interface directed enquiries per annum, in addition to supporting Interface events and meetings.

Priority 5: ensuring provision of quality learning in Scottish higher education institutions, i.e. HE strategic futures, Quality Assurance and HE governance

63. The most recent Greenmetric world ranking has placed the University in the top 100 in the world, top in Scotland and in the top 10 in the UK for its environmental sustainability. We have worked to raise awareness of environmental issues across our campuses and amongst both staff and students and will continue to keep these important issues at the top of our agenda.

64. We are committed to meeting our obligations under the Climate Change (Scotland) Act 2009 and improving our environmental sustainability. There is a tension between growth in our activities and reducing our carbon footprint. Recent figures show that energy reduction within our footprint has been successful, resulting in lower carbon production. The opening of additional buildings, such as the high-energy-use Discovery Centre, has expanded our footprint and meant that carbon output has increased in absolute terms. The national measure for carbon is absolute and we would welcome discussion about this becoming a relative measure to allow for growth like this. Our partner DUSA is also working to reduce its environmental impact to ensure that we have a campus-wide approach to environmental sustainability. Initiatives from DUSA include decreasing non-biodegradable packaging at its retail and catering facilities.

For Example: University of Dundee Energy Centre

In 1996 the University installed a 3.1MWe Combined Heat & Power (CHP) installation - fuelled by natural gas. The CHP Plant generates electricity which is fed into the University’s private high voltage network. The thermal energy recovered from the process is distributed through the campus wide district heating networks – to serve all the buildings on the main campus. This was the first CHP installation at a Scottish University.

The installation brought considerable environmental and cost benefits to the University. By capturing and utilising heat that would otherwise be wasted from the production of energy at power stations (30-40% efficient), the CHP plant (75-80% efficient) requires less fuel to produce the same amount of energy. In addition, as less fuel is used, the emissions of Carbon Dioxide (CO2) are also reduced, with savings of around 2,250 tonnes per annum. As gas is significantly cheaper than purchased electricity, there is also a cost benefit to the University, which when coupled with tax benefits i.e. CCL exemption through the CHPQA scheme and suppression of Triad charges, equates to annual savings in excess of £1.25 Million. Over the years, the University has made a number of improvements to the CHP scheme to enhance these benefits.

A very low temperature district heating network (VLTHW) was added with new connections to the CHP Plant. This recovered heat which was previously rejected to atmosphere and distributed it for use in the Dalhousie Building, Queen Mother Building and Discovery Centre. This project was the first of its kind in a UK University and won a prestigious Green Gown Award.
In the summer months, the CHP Plant was less efficient - when there is minimal demand for space heating in the buildings. To counteract this, the University invested in absorption chilling for new Life Sciences buildings. These absorption chillers utilise heat from the CHP plant to produce ‘coolth’ for air conditioning etc. In technical terms, this means the University is now achieving Trigeneration (Combined Heat, Power & Cooling).

In 2014 an additional 1.2MWe generator was installed, bringing the total generating capacity to 4.3MWe and allowing the CHP plant to now generate around 96% of the annual electrical load of the main campus and around 58% of the annual thermal load. The CHP plant has proven to be extremely reliable, with few major breakdowns over the 21 years of operation.

The Energy Centre (which houses the CHP) is also used for education purposes. Undergraduate and postgraduate students as diverse as engineers, energy lawyers & economists benefit from lectures & tours, with specific reference to the energy efficiency of the plant and the associated economics. In addition, staff from other Universities have visited to learn from best practice and seen how CHP can be best utilised for optimum performance. This has resulted in numerous CHP installations at other Scottish institutions.

The CHP installation was shortlisted by the Association of Decentralised Energy in 2017 for an award under the category “Innovation of the Decade”.

One of the drawbacks of being a leader in this field is that where others can benefit from investment to achieve new carbon reductions, our plant requires investment to maintain and improve on these reductions. A shift in focus from funding exciting new programmes in carbon reduction to upgrading existing and often trailblazing initiatives will be required in the coming years.

65. As evidenced above, our new strategy reaffirms our commitment to eliminating discrimination, advancing equality of opportunity and fostering good relations. This is true of our approach with both our staff and students. We will actively monitor our progress in this endeavour and use this information to enhance our approach. We support staff network groups for protected characteristics, to enable our diverse groups to voice concerns collectively and to provide a consultative forum for issues and future development. Our partnership with DUSA also contributes to this agenda through the creation of Vice-President Student Representatives in each school for Equality and Diversity and through the adoption of the zero-tolerance approach to harassment, bullying and sexual harassment. Student representatives are also members of our Equality and Diversity Committee and the Athena SWAN panels in each school. By the end of 2020, in addition to the Gender Action Plan (outlined above), we will further enhance our commitment to the Public Sector Equality Duty by developing the following action plans for other groups with protected characteristics: Race Equality Action Plan, Disability Action Plan (including our commitment to British Sign Language), LGBT+ Action Plan and a Carer Action Plan. We acknowledged and value diversity, as it enhances the strength of our community and is crucial to our vision of being Scotland’s leading university. We will also enhance Equality and Diversity in our curricula, by implementing the framework developed by the Higher Education Academy and providing support to our staff to be able to do this effectively.

66. As part of our commitment to Equality and Diversity, we have formed a leadership group to consider how we can best contribute to the British Sign Language National Plan. We will produce a plan by September 2018, which addresses both the accessibility and cultural aspects of the language.

67. We are committed to and already pay the living wage to our staff.
68. We have recently engaged the UCSS Information Security / Cybersecurity unit to support our cybersecurity resilience. We are auditing and improving our security arrangements as part of our annual cycle of improvement.

69. In relation to Brexit, we continue to communicate with government and policy makers to ensure that decisions can result in outcomes that benefit of our community, our region and Scotland. We are actively supporting staff and students from EU member states and communicating with applicants to ensure that these groups have the information they need to make decisions. We are actively pursuing partnerships with key institutions across Europe and have recently developed a key partnership with CERN. We are concerned about the impact of Brexit on research funding, and student and staff mobility; we will discuss this with SFC in our regular meetings.

70. Our Business Transformation process is underway and currently focussed on the replacement of core business systems. Our new systems will provide better and more timely information and allow us to realise efficiencies in (for example) procurement and how we deliver activity. The wider programme has the aim of securing improved efficiency and effectiveness in our functions and aligned with the pursuit of value for money in the use of public funding. We are still in the early phases of implementation of the Business Transformation programme and work will continue on this for the period covered by this outcome agreement. We expect to be able to report on improved efficiency and effectiveness as implementation progresses.

71. On 12 April 2017, we received Privy Council approval for the changes to our Governance Structure to further comply with the Scottish HE Code of Good Governance and the HE Governance (Scotland) Act. As we were already largely compliant, good governance being at the heart of our success, we were one of the first institutions to reach this stage. As mentioned above, we will be further enhancing our approaches to equality and diversity in the next three-year period and this will apply equally to our governing bodies and senior management. Analysis of the composition of our University Court shows that there is diversity in the Court across several protected characteristics; due to small numbers we are unable to report specifics here.

For Example: Good governance
The nine principles of Public Life in Scotland (selflessness, integrity, objectivity, accountability, openness, honesty, leadership, public service, and respect) are a core element of how the University aspires to conduct its business. The University moved quickly to implement the requirements of the Higher Education Governance (Scotland) Act 2016 ['the Act'], amending its governing instruments, with the approval of the Privy Council, to give full force to the Act and achieve full compliance by the end of the 2016/17 academic year. More recently, the governing body has confirmed its commitment to achieving compliance with the revised Scottish Code of Good Higher Education Governance (2017) by the end of the 2017/18 academic year, and its Governance & Nominations Committee is currently leading a process of review which will identify the actions and mechanisms by which this compliance will be achieved.

The current gender split on court is 12 males and 11 females. This includes elected representatives to Court from Students, Staff and Senate. We recognise that maintaining a gender balance can be challenging with 12 members effectively elected (by Staff Council, by the student body, by Senate, by the electorate in Dundee (Lord Provost) and by staff unions), but will take action to encourage candidates from diverse backgrounds when elections take place in the University.

On the executive group the gender split is seven males and two females. Similarly, as these roles become vacant, we will actively encourage applicants from a diverse range of backgrounds.

Summary
72. The University is committed and working intensively on each of the funding priorities of SFC and Scottish Government. These priorities align with our core purpose of transforming lives and our wider strategy. We report great success in our annual outcome agreement self-evaluations and the outcomes we are delivering demonstrate the intensity of our approach. We are committed to building upon and sustaining this success as we move forward this with outcome agreement.

73. We look to SFC and Scottish Government to support institutions that are delivering on these priorities, like University of Dundee, with their funding decisions.
### Annex A: SFC Outcome Agreement Targets for 2018-19 to 2020-21

* denotes priority measure  
** denotes retention figures where the underlying proportion is likely less than 50, meaning projections are subject to greater change

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<tr>
<td>Scottish Government strategic priority: Access to education for people from the widest range of backgrounds, including implementation of the recommendations of the CoWA and addressing gender balance</td>
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<tr>
<td>Measure 1: Articulation - The number and proportion of Scotland-domiciled learners articulating from college to degree level courses with advanced standing</td>
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<tr>
<td>Scotland-domiciled HN entrants from college to UG programmes</td>
<td>389</td>
<td>450</td>
<td>450</td>
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<tr>
<td>Proportion of Scotland-domiciled HN entrants articulating with Advanced Standing</td>
<td>12.9%</td>
<td>17.8%</td>
<td>17.8%</td>
<td>17.8%</td>
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<tr>
<td>Measure 2: Deprivation - The proportion of Scotland-domiciled undergraduate entrants from the 20% and 40% most deprived postcodes</td>
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<tr>
<td>2a: Proportion of SDUEs from 20% most deprived postcodes</td>
<td>15.0%</td>
<td>15.9%</td>
<td>15.9%</td>
<td>16.0%</td>
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<tr>
<td>Additional CoWA target: proportion of full-time first degree SDUEs entrants from the 20% most deprived data zones</td>
<td>14.3%</td>
<td>14.8%</td>
<td>15.3%</td>
<td>15.8%</td>
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<tr>
<td>2b: Proportion of SDUEs from 40% most deprived postcodes</td>
<td>35.4%</td>
<td>35.5%</td>
<td>35.5%</td>
<td>35.6%</td>
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<td>Measure 3: SHEP Schools - The proportion of Scotland-domiciled undergraduate entrants from the SHEP schools (i.e. schools with consistently low rates of progression to higher education)</td>
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<tr>
<td>Proportion of SDUE from SHEP Schools</td>
<td>5.8%</td>
<td>7.2%</td>
<td>7.2%</td>
<td>7.2%</td>
</tr>
<tr>
<td>Measure 4: Protected Characteristics - The proportion of Scotland-domiciled undergraduate entrants by different protected characteristic groups and care leavers</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male Proportion</td>
<td>32.9%</td>
<td>34.8%</td>
<td>34.8%</td>
<td>34.8%</td>
</tr>
<tr>
<td>Female Proportion</td>
<td>67.1%</td>
<td>65.2%</td>
<td>65.2%</td>
<td>65.2%</td>
</tr>
<tr>
<td>Under 21 Proportion</td>
<td>71.6%</td>
<td>67.0%</td>
<td>67.0%</td>
<td>67.0%</td>
</tr>
<tr>
<td>21 and over Proportion</td>
<td>28.4%</td>
<td>33.0%</td>
<td>33.0%</td>
<td>33.0%</td>
</tr>
<tr>
<td>Proportion – BME</td>
<td>7.6%</td>
<td>6.4%</td>
<td>6.5%</td>
<td>6.6%</td>
</tr>
<tr>
<td>Proportion – Disability</td>
<td>12.5%</td>
<td>13.2%</td>
<td>13.3%</td>
<td>13.6%</td>
</tr>
<tr>
<td>Proportion - Care Experience</td>
<td>0.0%</td>
<td>0.5%</td>
<td>0.7%</td>
<td>0.9%</td>
</tr>
<tr>
<td>Measure 5: Retention by Protected Characteristics - The proportion of full-time first year Scotland-domiciled entrants from different characteristic groups returning to study in year two</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Proportion MD20 retained</td>
<td>89.8%</td>
<td>92.2%</td>
<td>92.6%</td>
<td>92.6%</td>
</tr>
<tr>
<td>Proportion MD20/40 retained</td>
<td>91.9%</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Proportion of Males retained</td>
<td>93.1%</td>
<td>90.5%</td>
<td>90.5%</td>
<td>90.5%</td>
</tr>
<tr>
<td>Proportion of Females retained</td>
<td>95.4%</td>
<td>93.6%</td>
<td>93.6%</td>
<td>93.6%</td>
</tr>
<tr>
<td>Proportion of Under 21s retained</td>
<td>95.0%</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Proportion of 21 and over retained</td>
<td>93.4%</td>
<td>90.4%</td>
<td>90.4%</td>
<td>90.4%</td>
</tr>
<tr>
<td>Proportion retained – BME</td>
<td>97.4%</td>
<td>93.2%</td>
<td>93.2%</td>
<td>93.2%</td>
</tr>
<tr>
<td>Proportion retained – Disability</td>
<td>95.0%</td>
<td>91.9%</td>
<td>92.4%</td>
<td>92.4%</td>
</tr>
<tr>
<td>Proportion retained - Care Experience**</td>
<td>-</td>
<td>83.3%</td>
<td>85.7%</td>
<td>85.7%</td>
</tr>
</tbody>
</table>
Scottish Government strategic priority: High quality learning in a learning system which is seamlessly connected for the learner, including learning which prepares people well for the world of work, prioritising provision that meets known skills gaps in the economy

<table>
<thead>
<tr>
<th>Measure 6: Retention - The proportion of full-time first year Scotland-domiciled undergraduate entrants returning to study in year two</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proportion retained: 94.6% 93.5% 94.0% 94.0%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Measure 7: Satisfaction - The difference (+/-) from the individual institution’s benchmark figure for students satisfied with the overall quality of their course of study in the National Student Survey</th>
</tr>
</thead>
<tbody>
<tr>
<td>% Satisfaction: 91% 91% 91% 91%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Measure 8: STEM - The proportion of Scotland-domiciled undergraduate entrants to STEM courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proportion of SDUE to STEM courses: 22.0% 26.4% 26.4% 26.4%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Measure 9a: Graduate Destinations - The proportion of Scotland-domiciled graduates entering positive destinations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proportion of graduates in positive destinations: 96.2% 96.4% 96.6% 96.6%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Measure 9b: Graduate Destinations - The proportion of Scotland-domiciled full-time first degree respondents entering professional occupations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proportion of FT first degree respondents in professional occupations: - - - -</td>
</tr>
</tbody>
</table>

Scottish government priority: internationally competitive and impactful research

<table>
<thead>
<tr>
<th>Measure 10: The number of research postgraduate students</th>
</tr>
</thead>
<tbody>
<tr>
<td>RPG students: 572 640 660 660</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Measure 11: Total income from the UK Research Councils</th>
</tr>
</thead>
<tbody>
<tr>
<td>RCUK income: £18,605k £19,000k £19,000k £19,000k</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Measure 12: Total research income from all sources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research income: £72,865k £73,000k £73,000k £73,000k</td>
</tr>
</tbody>
</table>

Scottish Government priority: effective knowledge exchange and innovation including excellent collaboration between universities and industry

<table>
<thead>
<tr>
<th>Measure 13: IVs - The number of SFC innovation Vouchers (IVs), Follow-on IVs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Innovation Vouchers (IVs): 7 20 20 8</td>
</tr>
<tr>
<td>Follow-on IVs: 0 0 0 0</td>
</tr>
</tbody>
</table>

Scottish Government priority: ensuring provision of quality learning in Scottish higher education institutions, i.e. HE strategic futures, Quality Assurance and HE governance

<table>
<thead>
<tr>
<th>Measure 14: UIF - Individual HEI UIF progress measures and sector wide reporting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tonnes CO2e: Tbc - - -</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Measure 15: Carbon - Gross carbon footprint</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tonnes CO2e: Tbc - - -</td>
</tr>
</tbody>
</table>
Outcome Agreement between NAME OF UNIVERSITY and the Scottish Funding Council for AY 2018-19

On behalf of NAME OF UNIVERSITY: UNIVERSITY OF DUNDEE

Signed: C. Peter Donnes
Print name: PROFESSOR SIR CHARLES PETER DONNES
Position: Principal
Date: 27 July 2018

Signed:
Print name: Ronnen Bawie
Position: Chair
Date: 27 July 2018

On behalf of the Scottish Funding Council:

Signed: John Kemp
Print name: John Kemp
Position: Interim Chief Executive
Date: 26 June 2018