

Outcome Agreement with the Scottish Funding Council

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Introduction

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 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. The alignment of 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 students to improve more than any other university over the period. The University has the 4th highest proportion of Full Time MD20 entrants (CoWA measure - 15.5%)¹ in Scotland.

Process

6. The Outcome agreement has been drafted through negotiation with the Scottish Funding Council and following consultation with our Students' Association, our staff unions and our governing body. The consultation 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.

¹ <http://www.sfc.ac.uk/publications-statistics/statistical-publications/statistical-publications-2018/SFCST062018.aspx>

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

Commission on Widening Access (CoWA)

7. The University has been committed since its inception in 1881 to widening access to education. We introduced targeted access provision in 1993. 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, further intensifying when opportunities arise, and always looking to improve what we do and how we do it.
8. We commit a considerable proportion of our core funding to supporting access from diverse backgrounds, including our Access Summer Schools, targeted staff to support widening access and articulation and further support to support retention of these students. Details of this activity is set out below. We note that despite our success in this area, we are not currently eligible to receive funds from the Widening Access and Retention Fund and, as costs increase and income remains flat, this will undermine our ability to sustain this activity.
9. The activity we undertake to meet CoWA targets is integrated into our approach for admissions and student support. The most significant change in this area is the change to our contextual admissions policy, which we reviewed following the recommendations from CoWA. Details of this approach are set out below. The University's approach is already compliant with the requirement for access thresholds, which we promote via our recruitment activity in Scotland. We have revised our published information to clarify our access thresholds in line with recommendations from the Universities Scotland Admissions Working Group. Our approach to contextual admissions, which is annually refreshed, clearly sets out that care experienced learners are part of our Contextual Category 1 (see below) and receive adjusted offers. Our outreach to schools, pupils and parents highlights our positive approach to widening access. This helps ensure that the additional places we received in 2012-13 continue to be used for widening access purposes, particularly focusing on MD20 students.
10. We continue to work to improve our approach to both retention and progression for all students including MD20 students, care experienced students, carers and articulation students. This includes targeted tutor support. Further details of this this are set out below under the heading for Priority 2.
11. 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 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, 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 S3 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. ACES 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. 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 works with pupils who are interested in studying Medicine, Dentistry, or Law and is co-ordinated at the University of Dundee for Tayside. As with ACES, Reach prioritises pupils in S4-S6 who have a contextual admissions flag. 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 them 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'

12. Annually we review our contextual admissions factors. Most recently, we broadened our approach to contextual admissions, focussing on a wider set of contextual factors. These are:

Contextual Category 1 - this applicant cohort includes any applicant who met one or more of the following flags:

- A - Home Postcode in SIMD Q1
- B – Lowest 40 Scottish state schools ranked by school attainment and progress to University
- C – Care experienced
- D – Unpaid carer
- E - Refugee / Asylum seeker

Contextual Category 2 - this applicant cohort includes any applicant who met one or more of the following:

- M - Home Postcode in SIMD Q2
- N - Next lowest ranked 163 Scottish state schools (ranked by school attainment and progress to University)
- O - Participation in Reach/ACES access activity
- P - Mental Health issues
- Q - Other disability declared
- R - SWAP East Apply Centre
- S - Transgender
- T - Estranged
- U - Adult Returner
- V – Disrupted Education & Remote / Rural– assessed as attending 5 of more Primary / Secondary schools or residing more than 40 miles from their secondary school.
- Z - Other (e.g. assessed criminal conviction, children's panel enquiry, etc.)

13. As a result of this broadening of our approach, we expect to see a change in entry profile away from purely postcode driven (SIMD) factors. For 2018/19 entry, this resulted in a small increase in our MD20 intakes, but in fewer entrants from MD20-40 postcodes due to the larger set of contextual factors now considered. How this will play out in the medium term is not yet clear, but this change in our admissions processes is fully in line with the expectations of Scottish Government for contextual admissions. The fall in MD20-40 entrants highlights the tension that can appear between the different priorities and measures, where action undertaken to deliver one can impact on another. We remain fully committed to widening access to those from deprived backgrounds and will consider how our approach can be improved in the coming cycle.
14. Alongside our contextual admissions policy, we continue with our commitment to engagement with schools (e.g. SHEP, Reach, ACES), our access support through Summer Schools and offering bespoke support to groups such as care experienced applicants and learners who are carers. Our use of supported offers via UCAS to enable Access students a clear route to achieve the minimum level of preparedness and qualification for them to be successful at Dundee lies at the heart of this, whilst it also secures their strong subsequent progression. All contextually eligible students (around 1,000 per year) are offered this support.
15. 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 and well-established face-to-face Access Summer School, running since 1993, and our Online Summer School preparatory and qualifying courses which to date have helped over 2,400 students, reflecting the individual's learner journey needs.
<http://uod.ac.uk/incontext>
<https://www.dundee.ac.uk/study/widening-access/>
16. 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.
17. 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.
18. In partnership with DUSA, 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 that is likely to 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. Thereafter, we will target an annual change of

1% in subject areas with a gender balance that has greater than 75% gender representation for either gender. Table 1 below summarises the subjects in this category. This list differs from the list published in our gender action plan, as provisional data for 2018/19 shows that Physics now has below 75% gender representation from males. Our Gender Action Plan can be found here: <https://uod.app.box.com/s/ywl12fgr2xhrtxxkijw0s2kzhfm0oc3e0>

Table 1: Subjects with > 75% gender representation from either gender in 2018/19

	Gender	> 75%
Education	F	✓
Social Work	F	✓
Nursing and Health Sciences	F	✓
Forensic Anthropology and Anatomy	F	✓
Computing	M	✓
Engineering	M	✓
Psychology	F	✓

For Example: Equality and Diversity Initiatives

Building on the success of our Women in Science Festival and Dundee Literary Festival, in October 2018 we launched 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 includes 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, includes 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 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.

19. As noted above transgender status is considered as part of our contextual admissions policy. Many young people transition around the time they are considering university and our admissions teams have received training to help support these applicants. One potential barrier relates to having documentation and we have procedures in place to support students where the expected documentation may not be available. Prior to matriculation all accepted students are guided to the University's 'LIVE Smart' resources which includes information and support resources for LGBTQ+ students. Live Smart is also promoted during open days. These resources are also highlighted when the students commence their studies and again at regular intervals throughout their studies. The LIVE Smart resources for LGBTQ+ students were co-developed in association with the LGBTQ+ Student Society. The LIVE Smart resources for LGBTQ+ students can be found here:

<https://libguides.dundee.ac.uk/c.php?g=664589&p=4702861>

In addition to the Live Smart Resources, we work in partnership with DUSA to support transgender students throughout their studies. Student Services staff are trained to understand and support

transgendered students with issues such as bullying and 'coming out'. The University has introduced gender neutral / ungendered toilets across key buildings on campus. Our student support hub is a third party hate crime reporting centre should any student report a hate crime. Similar support is available to our transgender staff members.

20. We also offer support to students who have little or no family support (estranged students). Considered as part of our contextual admissions, these students also have targeted support through the LIVE Smart portal, our student services and DUSA. The University is currently considering signing up to the Stand-Alone Pledge to better highlight our support for estranged students. The resources on LIVE Smart for these students can be found here:

<https://libguides.dundee.ac.uk/c.php?g=664589&p=4715018>

21. 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, including a silver award in our world leading School of Life Sciences.

22. 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 in Category 1, which mean that these students are guaranteed an offer if they meet the conditions set in our access thresholds.

Furthermore, 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 are receiving 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>

23. Similarly, we are committed to supporting staff and students who are carers and those with caring responsibilities for children. We support these students to enter and complete our programmes of study. Through our contextual admissions policy we ask student 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 both student carers and those with caring responsibilities for children includes having a named contact, peer support and support from wider student services, including financial support. The University is working with the Carers' Trust and is seeking recognition of our support through their 'Going higher' scheme. 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/>

24. We continue to grow and develop our partnership working with both FE and HE institutions in Scotland. This includes activity aligned with improving articulation (e.g. Dundee & Angus College, Fife College, Perth College), activity in controlled subject areas (e.g. Aberdeen, UHI, St Andrews), and activity in research and knowledge exchange partnerships (e.g. Glasgow, Stirling).

25. Maximising opportunities for progression from FE colleges to our university is part of our contribution to CoWA implementation. 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 our full-time 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. The STEP UP module has been shortlisted for a sparqs Student Engagement Award in 2019 in the Category for *Engaging Diversely : An initiative delivered by a students' association, or led by a students' association in partnership with their college or university, which demonstrates a clear commitment to developing student engagement activities that reflect the diversity of the student population*. 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.
26. 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 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.
27. 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.
28. We recognise that current national SFC funding for Reach and ACES ends in July 2020 and we welcome the recent opportunity to bid to expand and extend this to July 2021.

29. 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

30. 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.

31. 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).

32. The University is committed to increasing rates of retention and progression for all students. This will help ensure that we meet the aim of CoWA to ensure that the retention of SIMD20, care experienced, carers and articulation students is comparable to the institution norm. 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. In 2018/19, we further enhanced our support by appointing a Senior Advisor of Studies in each School to ensure effective oversight and smooth functioning of the Advisers of Study system to support all students. Senior Advisers are responsible for ensuring that each School hold an Advisers Forum each year to disseminate good practice within Schools. We recently approved the procurement of an electronic attendance capture and response management system to further optimise our response to early warning signs of disengagement by students. It is our intention to phase this in from 2019-20.

33. Where we recognise that a particular group of students would benefit from a target intervention, then we make the necessary interventions. One such example is providing targeted support for MD20 students in first year medicine (see blue box immediately below).

For example: Supporting students from areas of multiple deprivation.

The School of Medicine has made significant progress with its widening access programme over the past few years, including the development of contextualised admissions, a Gateway to Medicine programme and, more recently, a summer school. As part of the contextualised admissions process applicants are given scores for adverse circumstances affecting their performance at school. Those who have experienced high adversity are more likely to be invited to interview.

Analysis of a formative assessment taken in the middle of semester 1 showed poor performance in subsets of students. The data showed that many MD20/40 students, particularly those with high adversity scores, were struggling with this assessment. The pattern was repeated in the end of year exams. Many students in this group were then required to repeat year 1 of the programme. In addition

to the financial implications for the individuals concerned, this experience also had a negative impact on their confidence to progress.

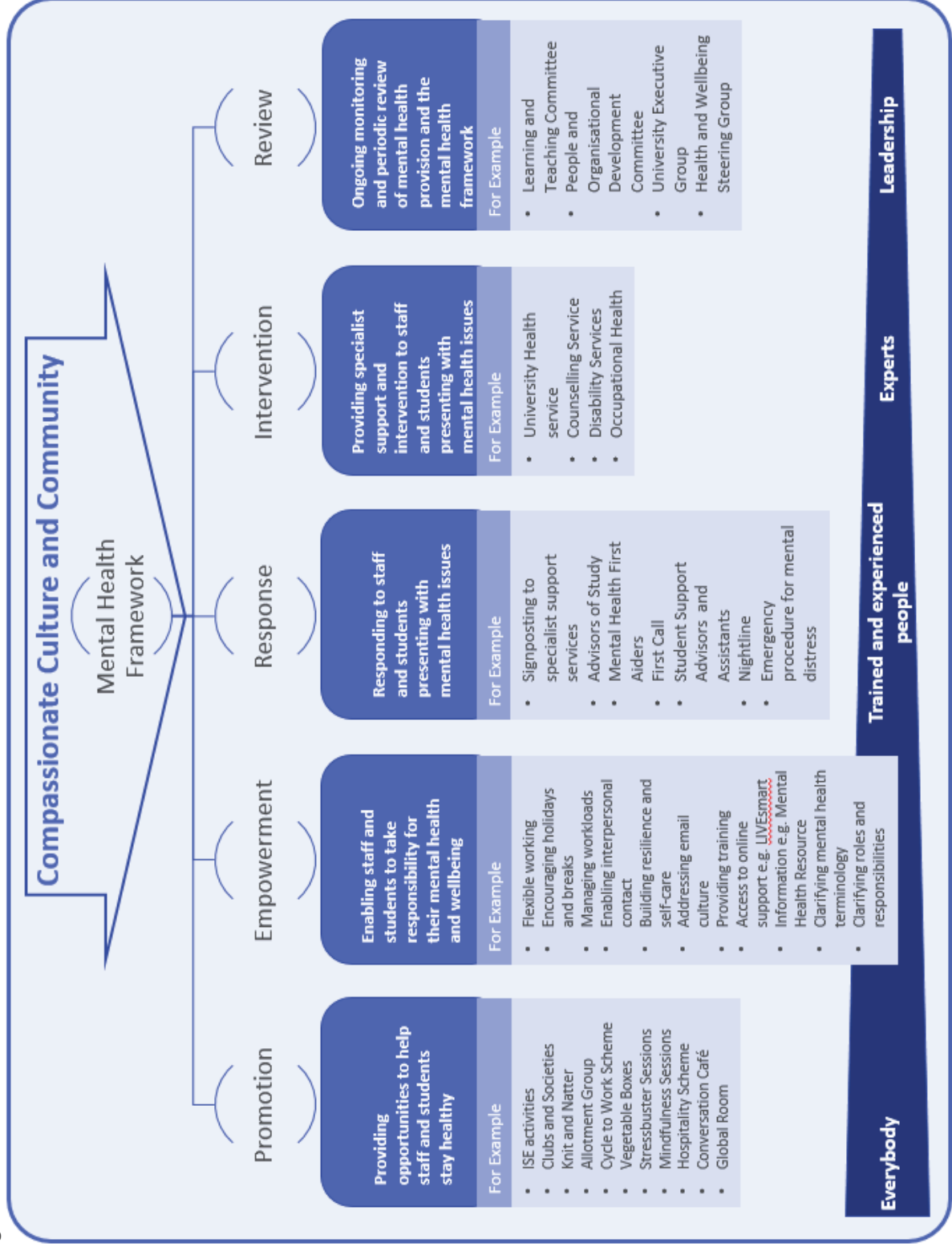
The School recognised that this specific group of students needs additional support to 'learn how to learn', and has introduced specific interventions including the summer school, the formative assessment in semester 1 (including detailed analyses of the outcomes) and a series of extra sessions to support this student group in their learning. In 2019, the School is launching their own targeted Access Summer School module; this is the first of its kind.

This approach provides an example of how additional support can be provided to students from areas of multiple deprivation using an evidenced-based approach. Although it is too early to fully evaluate the effectiveness of the School's method of targeted support for disadvantaged students, it has been noted that MD20/40 students with high adversity scores who enter the programme through the Gateway to Medicine programme (which provides a substantial amount of study skills and confidence building work) do not struggle in the first year.

34. 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.
35. Demand on these services is increasing annually, especially in relation to counselling and 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 many of whom arrive at University with pre-existing conditions. The University has a strong track record in this area, working in partnership with our students. We have well-established and highly valued provision of mental health nurses, student and staff counsellors, mental health advisors in Disability Services, general pastoral support workers, and partnership working with the NHS. Yet, we also recognise that the numbers of staff and students presenting with conditions related to mental health, stress and related factors are increasing.
36. To address this, acting in partnership with DUSA, we have put in place pastoral support staff leads in each of our academic schools. Alongside this, DUSA is introducing student representatives in each of our schools who will focus on welfare issues and support School Presidents on this important agenda. This will enable the University to better identify groups that are experiencing stress/distress and better target support for these students.
37. The University was an early adopter of ASIST, Mental Health First Aid and safeTALK and we informed the adoption of these approaches by NUS and UUK. These programmes are delivered to groups of both staff and students at regular intervals to increase the pool of trained individuals in our community who can help people in distress.
38. We established our new Health and Wellbeing Steering Group in July 2018 to provide senior oversight of activity in this area. Its purpose is to coordinate the activities which promote a positive and compassionate culture of health and wellbeing among students and staff and contribute to our high performance community. This includes a particular focus on mental health. The Steering Group's membership includes students, Human Resources and Organisational Development, Health and Safety Services, Staff Unions, Student Services, Estates, the Institute of Sports and Exercise, other professional services and academic staff.

39. The University is a signatory of the Health Universities initiative and one of the Steering Group's key priorities is to conduct the Healthy Universities self-review.
40. The mental health framework has been endorsed by our Health & Wellbeing Strategy Group and plans for implementation will be agreed in the coming six months. At its core is the concept of a 'compassionate culture and community'. Going forward we recognise that it is important to take a proactive approach to developing resilience across the whole University community. This will mean that specialist workers can focus their efforts on meeting the needs of the increasing numbers of students and staff with more serious mental health issues. The developing framework is described in figure 2 below:

Figure 2: Mental Health Framework



41. Further highlighting the partnership working between our Students' Association and the University, our community has worked to develop our response to the wider societal issues around Gender Based Violence (GBV) and the Scottish Government's Equally Safe strategy. The University condemns violence of all types, but highlights our response to GBV here. In January 2018, we established a working group comprising staff and students to tackle how we address these issues, including gender-based disciplinary issues (named in spring 2018 as the Equally Safe Group).
42. Prior to this the University had been an active participant in a local 'Joint University Advisory Group on Sexual Violence and Abuse' organized through Dundee City Council with input from Police Scotland and local support agencies such as Dundee Women's Aid and Dundee's Women's Rape and Sexual Abuse Centre (WRASAC).
43. Now well-established, our own Equally Safe Group has membership comprising students, members of academic staff, and members of professional services (Student Services, Security Services and Human Resources & Organisational Development). The Group meets on a roughly monthly basis and its aims are broadly to provide a forum to consider issues relating to GBV and its prevention, but specifically to:
 - Review support mechanisms for students and staff experiencing GBV;
 - Review policies, procedures, protocols and guidance for tackling and where appropriate investigating instances of GBV;
 - Develop a three-tiered approach of response, prevention and intervention which promotes awareness and cultural change;
 - Engage with the Equally Safe in Higher Education Toolkit.
44. The work of the Group has made considerable progress in ensuring clear signposting to support for students affected by GBV, but in addition it has also achieved the following:
 - Supporting DUSA on the development of a zero-tolerance support card for students and patrons at DUSA. The card provides details of support services at the University, but also at Dundee & Angus College, St Andrews University and Abertay University, since the Union is patronised by students from across the region;
 - Supporting the further development through student services of the Live Smart Resources on the student services webpages: <http://libguides.dundee.ac.uk/livesmart> which provide quick and easy sign-posting and access to support resources internally and externally;
 - Establishing the Enquiry Centre as the support hub for those experiencing GBV (reinforced through both staff and student support cards);
 - Encouragement through DUSA's Campaigns Working Group to establish appropriate awareness-raising events for students;
 - Supporting OPD in the development of training resources for advisers of studies;
 - Recruitment of a dedicated fulltime student support worker for GBV;
 - Distribution of the Universities Scotland GBV Support card to all University staff, Court members and staff at the Students' Association.
45. Going forward, the work of the group over the next period will focus on:
 - Considering appropriate data sharing between the University and DUSA on incidents of GBV to enable a joint approach to support;
 - Establishing a University policy statement on GBV which sets out clear behavioural expectations and provides clear signposting for how incidents will be dealt with. Parallel work in Legal to review the Student Discipline Code (Ordinance 40) will align with this work;
 - Establishing a consistent reporting methodology for incidents of GBV;
 - Working with Counselling on understanding the impact of GBV on students and their studies;
 - Addressing the support needs of staff experiencing GBV, and how this might differ from students.

46. In addition to this, the Equally Safe Group continues to invite input from outside of the University to ensure we are developing best practice. To this end we have met with Anni Donaldson (University of Strathclyde) and Fiona Drouet. Both meetings have provided invaluable input into the work we are doing and how we should develop this for the future.
47. 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.
48. 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.
49. 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 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 University has further enhanced the approach through targeted funding for Student Voice Support Officers to further support representation in every school. This is one of many examples identified by sparqs as being leading practice in Scotland.

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>

50. 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 Apprenticeship Scheme, where we are a leading institution in taking this agenda forward in Scotland, co-designing the curriculum with employers.
51. 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.
52. 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.

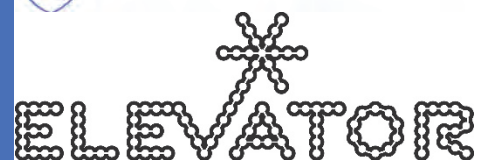
53. Employability & Enterprise Leads have been appointed in each Academic School and regularly share practice through the Employability & Enterprise sub-committee. The sub-committee is chaired by the Vice-Principal for Learning & Teaching and also includes representation from employers, students and Professional Services staff.
54. 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.
55. Our academic Schools 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.
56. 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.



Centre of Entrepreneurship
University of Dundee



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.

57. We are concerned about setting targets for graduate outcomes based on data from the Destinations of Leavers from Higher Education (DLHE) survey, as this survey has been discontinued. The replacement Graduate Outcomes Survey is considerably different in both content and the methodology used to deploy it. We expect the Graduate Outcomes survey to have a much lower response rate as a result of these changes. We are not able to quantify the impact of this on results as the first results have not yet been published.
58. 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, second in the UK and top ten in the world for international student satisfaction. This includes DUSA and the Sports Union being recognised as first in the world for Sports and Societies. 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.
59. 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. The new network is seamless across our City Campus including between buildings and in open spaces. 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 recently launched our most recently refurbished floor in the library in and our new Interactive Learning Suite in our Dalhousie Building.
60. 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.

61. 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 SFC REG 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.
62. 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.
63. 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

64. 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*.
65. As part of our preparation for REF2021, we will continue to 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.

<https://www.dundee.ac.uk/research/globalchallenges/>

66. 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.
67. We are compliant with the *Concordat to support research integrity* and have appointed research integrity leads in each of our academic schools to help coordinate this activity. Our leading approach means that we are actively supporting other institutions in achieving compliance through our online research integrity training.
68. 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 and Data Management policies set out the expectations of our research community in this regard.
69. 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 STEM 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 STEM 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-STEM schools and the School of Art and Design currently awaits an award application result. We aim that each School within the University (or representative disciplines within each) applies for at least Athena SWAN Bronze Department Award status by the end of 2018/19. As noted above, our School of Life Sciences has achieved an Athena Swan silver award. 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.
70. 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. This is particularly the case with funding from charitable sources, which is invaluable to supporting world-changing research. 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.

71. 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.

For Example: Research Excellence Grant supporting excellence in research outcomes

The Research Excellence Grant is an integral part of our research economy and all research outcomes in the University are either directly or indirectly supported by the REG grant. For every £1 of REG grant, we estimate that we generate at least £4 of research income. As pointed out above, the systemic underfunding of research in the dual funding model means that the REG grant does not fully meet its purpose of bridging the gap between the funded and unfunded components of research for the public good and therefore does not fully support the research infrastructure of the University.

Despite this, the University is very successful in delivering excellent research outcomes with a real impact on the world, supported in part by REG. We highlight two examples of this:

Multi-modal Retinal Biomarkers for Vascular Dementia; Developing and Enabling Image Analysis Tools (Joint with University of Edinburgh)

Project Timeline: 30/04/15 to 29/08/18

This joint project with the University of Edinburgh was an interdisciplinary project seeking to develop additional diagnostic approaches to cardiovascular conditions for those with type 2 diabetes. This will have a real impact on the diagnosis and treatment of such conditions for patients in Scotland and the wider world.

The project was funded by the Engineering and Physical Sciences Research Council (EPSRC) and, under the dual funding model, supported by the REG grant. The funding splits were as follows:

Full Economic Cost (fEC) of the project	£433, 259
Amount applied for (permitted costs for EPSRC):	£405,648
Awarded by EPSRC:	£329,760
% fEC recovery	76%
Unfunded costs of this project (supported in part by REG)	£103,499

The details of this Grant are available on our Research Portal:

<https://discovery.dundee.ac.uk/en/projects/multi-modal-retinal-biomarkers-for-vascular-dementia-developing-a>

A key output from this grant is this academic research article which is available under open access:

<https://discovery.dundee.ac.uk/en/publications/a-multimodal-approach-to-cardiovascular-risk-stratification-in-pa>

Wellcome Trust Grant WT096598MA (senior investigator award)

This grant supports the research activity of one of our world leading researchers. This research is aimed at understanding better the replication of DNA and cell mitosis, leading to better health and wellbeing outcomes, including improving our understanding, diagnosis and treatment of cancer.

The senior investigator award is funded by the Wellcome Trust and, under the dual funding model, supported by the REG grant. The funding splits were as follows:

Full Economic Cost (fEC) of the project	£3,163,805
Amount applied for (permitted costs for Wellcome Trust funding):	£1,597,877
Awarded by Wellcome Trust:	£1,680,967
% fEC recovery	53%
Unfunded costs of this project (supported in part by REG)	£1,482,838

Key outputs from this grant include these academic research articles which are available under open access:

<https://www.pnas.org/content/113/39/E5757#ack-1>

<https://discovery.dundee.ac.uk/en/publications/lgr5-intestinal-stem-cells-reside-in-an-unlicensed-g1-phase>

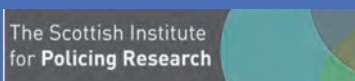
The outputs were also enabled by a Wellcome Trust centre status grant (WT097945), a Wellcome Trust technology platform award (097945/B/11/Z), a Wellcome Trust award (101468/Z/13/Z) and program grants from Cancer Research UK (C430/A11243 and C303/A14301), and a Medical Research Council studentship.

72. 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.
73. The University is an international institution, ranked in the top 20 in the world by the Leiden World ranking². 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

² For proportion of citations that are in the top 1% in the world's most cited publications.

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.socsciscotland.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).

74. 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.

75. 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

76. 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.
77. 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.
78. 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.

World
Top **50**

→ The only UK university ranked
in the world top 50 of the
Nature Innovation Index

Star Dundee

Star Dundee is an aerospace engineering spin out company from the University. The company has now 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 continues to attract additional investment and works in partnership with major Pharmaceutical companies. The work of Exscientia has led to several therapeutics being advanced into the clinic.

IOmet

A novel commercial and collaboration arrangement between the University of Dundee and IOmet, 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 IOmet 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.

79. 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.
80. 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 to continuing our approach

to making our intellectual property accessible to other sectors, which has already led to ground-breaking innovations in healthcare and pharmaceuticals.

81. 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/>
82. 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 be found here:
http://www.sfc.ac.uk/web/FILES/UIF/UIF_Final_-_University_of_Dundee.pdf
83. 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.
84. In September 2018, the V&A in Dundee opened to the public and welcomed over 100,000 visitors in its first 3 weeks. The V&A in Dundee was an idea that was developed and promoted by the University with the support of partners in the City of Dundee, including Abertay University, 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.

85. 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:
<https://www.dundee.ac.uk/news/2017/7m-to-establish-scotland-india-partnership-to-tackle-diabetes.php>
86. 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.
87. 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.
88. We continue to be a key partner of the V&A and to work with them to shape the economic and cultural development of the region. Our key role in the Tay Cities Deal will result in an enhanced role in the economic development of our region.

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

89. 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.
90. 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.

91. We are actively working with Universities Scotland and Universities UK to ensure that we and the wider sector are prepared for Brexit. The ongoing uncertainty around what Brexit means that we have in place a series of mitigations to be activated as required as more certainty emerges. The University has key partnerships with institutions across Europe, including as part of the Erasmus agreement and our research (e.g. CERN); we are working to assure partners that we remain committed to working across borders.
92. 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 student Vice-Presidents 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 acknowledge 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.
93. 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. Our British Sign Language Working group oversees our contribution to this agenda and oversaw the development of our BSL Plan, which addresses both the accessibility and cultural aspects of the language. The institutional repository to key documents relating to equality and diversity can be found here:
<https://www.dundee.ac.uk/equality-diversity/publications-policy/publications/>
This includes the link to the British Sign Language (BSL) plan for the University.
94. We are committed to and already pay the living wage to our staff. Alongside this we work well in partnership with our staff unions on the fair work agenda, aiming at ensuring all employees have an effective voice, opportunity, security, fulfilment and respect in their working lives with the University.
95. 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. We are working towards *Cyber Essentials* accreditation in 2019.
96. 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.
97. 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.

98. 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 most protected characteristics; due to small numbers we are unable to report specifics here. However, for example, Court now has majority of female members.

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 9 males and 15 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 continue to take action to encourage candidates from diverse backgrounds when elections take place in the University.

On the executive group the gender split is five males and four females (including our interim Vice-Principle for Education). Similarly, as these roles become vacant, we will actively encourage applicants from a diverse range of backgrounds.

Summary

99. 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.
100. 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 1: University Innovation Fund Response

University Innovation Fund (UIF) 2019-2020

The University welcomes the platform grant of £250 k and re-affirms its commitment to match and invest further to deliver the University research and innovation agenda. This report builds on the 3-year plan submitted in 2017 and demonstrates achievements and highlights planned activity for 2019/20.

UIF Collaboration - Summary of progress and future plans (see Appendix A to this annex)

Collaboration across the Scottish HEI partners remains a priority for Dundee. Through the Research and Commercial Director's sub-Committee (RCDG) and regular planning meetings and engagement with the appointed UIF Manager, Dundee has worked in partnership across the Sector. It has been agreed that there is overlap and synergies across the seven outcomes and that it is appropriate to cluster many of the activities to deliver, whilst still reporting on the outcomes individually. Dundee supports this development and whilst Dundee will not lead on one particular outcome it has participated and will continue to contribute to the collaborative UIF workshops and planning. As the planning moves into the next phase and proposals and priorities are developed Dundee will engage a wider group of practitioners from the Technology Transfer Office (TTO) and the Centre for Entrepreneurialism (CoE) to implement and drive initiatives.

Dundee is particularly keen to develop collaborative practitioner networks, forums and shared training for the different specialisms within the TTO with the aim of developing and strengthening performance and growing a pool of trained and experienced TTO staff for the sector. This approach facilitates more rapid development of staff than can be achieved through individual training and mentoring alone. Directors of TTOs have these support mechanisms at a national, UK and international level through RCDG, PraxisAuril, ASTP, AUTM and LES. Developing similar and specific forums for developing professionals in the sector will have a positive impact on performance across the seven UIF Outcomes and will contribute to resilience and continuity of practice in the sector.

Outcome 1 (demand stimulation)

The University continues to demonstrate a strong track record of effective collaboration and repeat business with industry through a range of flexible models engaging SME's too multinationals and across a range of funding initiatives. The aim is to build on this success and embed the good practice amassed through the experience of developing and managing long term commercial and public sector collaborations and relationships. Priority areas for the University include; strengthening the range and number of engagements with SME's, building on existing relationships and developing new partnerships and relationships on an international and national basis

Current and Ongoing

During 2018 the University joined the Northeast of Scotland KTP Centre and is actively promoting and working with the KTP team to increase engagement. Examples of developing existing relationships include a deepening and expansion of the drug discovery collaborations with ONO the oldest Japanese

Pharmaceutical company. The relationship has building and includes visiting scientists and a range of collaborative models with a number of key academics and continues to grow from an initial project.

A drug discovery collaboration with Boeringehr Ingleheim (BI) which based on leading research in a novel and ground-breaking field which was recently a front-page feature in Nature, has grown in strength and expanded over the last few years. This particular collaboration was developed through BIs existing collaboration and relationship with the University through the 20-year Dundee multi-industry consortium DSTT. Dundee's academic collaborator has also attracted investment from a UK based Venture Capitalist for a drug discovery spin-out company to be based in Dundee.

All these examples are supported in their development and growth by the TTO.

Networking and Raising Awareness

Interdisciplinarity is central to the research and KE development of the University. A programme of events under the auspices of Dundee Interdisciplinary and Innovation Forum (DIIF) supports the academic community to work across research boundaries, engage with Industry and external stakeholder and respond to major challenges. DIIF events are held throughout the year and are designed to provide networking environments which range from small groups to 100 plus. The aim is to encourage and facilitate interdisciplinary collaborations, with the long-term view of solving major challenges and creating lasting social and economic impact. The TTO coordinates and supports the DIIF initiative.

Public Engagement is a priority activity for the University, with a recently created PE forum, championed by the Vice Principal for Research and KE has been established to work across academic schools and professional services. This forum aims to identify synergies, share best practice and exchange knowledge internally and externally. PE projects teams are in place as the University is working on an institutional application for a Gold Watermark, working in partnership with the National Co-ordinating Centre for Public Engagement. The institutional endeavour builds directly on the 'Faculty' Gold Watermark awarded to the School of Life Sciences in December 2017, the first of its kind in the UK.

Industrial Strategy Challenge Fund

The UKRI Industrial Strategy is a key opportunity for increasing industry engagement. Through the UIF grant the University has appointed an ISCF Opportunity Manager for an initial 10-month period to October 2019. The aim of the post is to champion the UK's Industrial Strategy at the University of Dundee and facilitate engagement. Progress to date has identified ISCF opportunities and improved the intelligence flow and strategic positioning of the University playing to institutional strengths, spanning across STEM to creative industries, and raising awareness across the research community.

Future Plans: Will increase and deepen the understanding of ISCF and wider Industrial Strategy opportunities, map expertise at the university to industrial strategy challenges, to identify key areas of focus, identify/establish networks of academia/industry/funders to exploit, develop an engagement plan, to target both internal and external stakeholders.

Collaboration

Complementary to the University ISCF, Dundee supports the collaborative HEI proposal to appointment an ISCF Coordinator working at the national level, seeking to shape policy and helping prospecting of opportunities and consortia building with contributing HEIs, and sharing foresighting and intelligence on future calls and priorities.

Industry engagement events including Industry/Academia Sector events, Open Days and industry visits and seminars are in planning for the future.

Outcome 2 (simplification/commercialisation)

The University is fully engaged with collaborative initiatives between Scottish HEIs to simplify business access and engagement at the national level. The University continues to play a central role in the development and review of a series of institution contract templates for use across the University sector and external industry stakeholders. This is an excellent example of cross Institutional collaboration, sharing knowledge, ideas and best practice to the benefit of the wider Scottish University sector.

The University participated in the RCDG collaboration to create a public document to support ease of understanding and transparency on common principles adopted by Scottish HEIs to encourage and facilitate company formation.

The University continues to work in partnership with Interface and to utilize and support UT.com to identify potential partners and offer opportunities for collaboration.

Current and Ongoing

The UIF grant has enabled the University to build building capacity in company creation, development and support. A short-term Company Creation Consultant has been in place since February 2019 through the embedding of an experienced consultant in the TTO

Activities include the development of spinout pipeline and early stage opportunities to assess commercial potential. In partnership with the Centre for Entrepreneurship the post provides cohesive and joined up support for start-up and spinout opportunities including; IP review and access to University IP support to strengthen IP assets for potential investment and identification of appropriate 'plug in support'. A review of the spinout process will be undertaken to introduce a gaited staged review for opportunities simplifying the process and increasing transparency.

Moving forwards we will be developing strategic partnerships with commercial funding bodies / accelerators / business plan competitions to increase applications to: Scottish Enterprise High Growth Spinout Programme, Biocity (making use of their experts' network to add value to early stage opportunities), Royal Society of Edinburgh Fellowships, ICure Program, Converge Challenge and Innovate UK.

The Consultant will join the HEI Spin out support group and contribute to the collaborative HEI Outcome groups.

Outcome 3 (simplification/greater innovation)

The University is a partner in the recently awarded Tay Cities deal. Development plans are being evolved to grow the biomedical and forensic activity in Tayside, Scotland and international markets working with EAs, local Councils, industry, NHS and regional academic partners. A unique innovation hub is being progressed to provide proactive support for a broad range of disciplines leading to new company formation in the region. Economic growth including jobs, technology spin outs and inward investment are identified outputs.

Moving forwards we are committed to growing our **Research & Innovation Competition Fund** to promote engagement with industry events, KTN networks with other HEIs will be implemented. This will increase the University profile, create stimulation of new business and make it easier for industry to access and engage with the University research and innovation portfolio.

Outcome 4 (Entrepreneurialism)

Current and Ongoing

The University is committed to embedding enterprise and entrepreneurial throughout its research and educational programmes.

The Centre for Entrepreneurship (CoE) has been operating since autumn 2017 and successfully works in partnership with Elevator's Dundee Accelerator and the University's TTO. The University is committed to increasing the uptake of student places within the Centre for Entrepreneurialism and expansion of CPD and continuing education through University of Dundee School of Business – increasing business and management skills across all UG, TPG and RPG programmes

Progress: 2018/19

- Enhanced Entrepreneurial Masterclass public lecture programme launched with 10 discipline specific masterclasses, one for each school at the university (including the business school);
- Venture 2019 competition had 48 entries from staff, students and recent graduates with the highest prize fund so far in the history of the competition of £27,500;
- Delivered an Entrepreneurship Week in 2019 programme with 15 events – the most events delivered to date in that week;
- Established a strategic alliance with Entrepreneurial Scotland for the University of Dundee, the first relationship of this type in Scotland.

Examples of successful outcomes

Platinum Informatics provides software and consulting services for data and workflow management and for data analysis and visualisation in laboratory environments. The CoE worked closely with the team to help them achieve a top 6 placing in the Converge Challenge competition as well as being a Scottish Edge 2018 Competition Winner £100K (top 3 from 268 entrants).

MyWay Digital is an innovative award-winning spinout that provides a digital platform to help people with diabetes self-manage their condition thus improving quality of life and reducing health complications. CEO, Dr Debbie Wake received a prestigious Innovate UK Women in Innovation award which also provided a £50,000 grant, greatly enhancing the profile of the business. Following this Entrepreneurial Scotland chose Debbie and the business for a national TV campaign in partnership with STV, again providing significant exposure. The company are raising £5m to scale their platform globally with £2m commitment from the Scottish Investment Bank, currently employing 23 people in Dundee and Edinburgh, securing an extended pitch slot at EIE in April 2019.

Future plans and focus

Early discussions continue to support the Scottish wide proposal to establish regional centres of excellence, led by Strathclyde University. Early engagement in entrepreneurial learning is recognised as a critical factor in the innovation process and a series of new undergraduate teaching modules have been embedded into the curriculum to foster creativity and support innovation, with new foci on subjects including Life Sciences, Business and Engineering.

The University will continue to invest and support Graduate Apprenticeships and boosting entrepreneurship, enterprise and employability across all student groups (UG to RPG). Developing relationships with key employers and investors, particularly in the Scottish sector is a key focus for the near to medium term future.

Outcome 5 (International)

The University has an international outlook for research and teaching and collaborates and cooperates with industry, government and academia on a global scale. The University is effectively a global company with extensive networks and has established, successful working relationships with SDI and has participated in and contributed to inward and outward missions led by SDI for the past two decades.

Current and Ongoing

The University is a member of the University Technologies Scotland (UTS) group which supports a Consultant, Bob Creighton, a Global Scot based in the US to help Scottish Universities engage effectively and market Scottish innovation and research strengths in the US. The personal connections that the Consultant holds with fellow Global Scots in key positions in the industry and academic sectors strengthens the leverage that Scottish Universities have when approaching US contacts. Outcomes include the attraction of the largest Japanese company, Takeda, to Scotland for a joint Scottish HEI partnering event hosted by Edinburgh University in 2018. This event was a direct result of a Scottish University UTS outward mission to Boston in October 2017. Follow up is ongoing and more of these types of events and engagements are planned. Dundee has recently signed a deal with Takeda in the Alzheimer's field with the University's Drug Discovery Unit and collaborators in Cambridge and the MRC Laboratory of Molecular Biology and this complements the planned wider collaboration with Takeda in Scotland.

A recent visit by the Director of the MIT Licensing Office was a direct result of the UTS Scottish mission to Boston in 2017. Dundee hosted Director Ms Lesley Millar Nicholson and Scottish HEIs representative met with her and shared practice and experiences in what was deemed as a very successful visit with learning and inspiration for both sides .

The University of Dundee is committed to the "Team Scotland" concept and will ensure where appropriate that activities are connected across the sector.

Future Plans

International research and innovation collaboration development is an integral part of the partnership work with academics in the proposal development pipeline. The University will establish an internal International Innovation Fund, dedicated for staff and students fostering international collaboration, e.g., exchange programmes and visits to international partners exploring new models combining research, education and business, which will build on Dundee's growing connectedness e.g. UNESCO network.

Increased internationalisation in research, educational and business networking will continue to be a key focus. This will include new joint education and research institutes; collaborating with Scottish Government and SDI and help shape the development of the Translational Research Centre and Science Park at Haining.

Global Challenges is a priority area of engagement and a robust strategy is now in place to proactively respond to the research funding available from UKRI through the GCRF initiative. A range of innovative interventions will encourage, implement and facilitate the funding provided by SFC for GCRF related activity. A dedicated Research Development Manager has led implementation of this plan, an indication

of the importance the University places in this area. Collaborative learning opportunities and good practice are being shared between the Scottish HEIs.

Outcome 6 (inclusive growth and social impact)

Current and Ongoing

The University is major employer in the City of Dundee and region supporting over 8000 jobs and has always embraced the 'Town and Gown' ethos. The social and economic impact of the University is currently contributing to a significant transformation of the region. The University was key to winning UNESCO City of Design status and in bringing the V&A at Dundee to the City which accompanied by the waterfront redevelopments provide a springboard for future growth.

Progress

The University continues to leverage international interest in the V&A and UNESCO City of Design status. We have continued to build on major AHRC investments including the 'Design in Action' Hub and the new £7M Creative Industries Cluster award 'InGAME: Innovation for Games and Media'. The links creative industries with arts and humanities led research to support regional growth.

A Decommissioning event in 2018 hosted by the University of Dundee in partnership with the Universities of St Andrews, Abertay and the James Hutton Institute (JHI) was attended by 150 delegates from industry and academia. This event has provided the catalyst for a series of decommissioning activities & developments and includes a Decommissioning Challenge Fund (DCF) application to the Scottish Government to appoint an external consultant to explore the potential for a more formal stakeholder network and innovation fund. A workshop was also held on the 18th March attended by more than forty people from a mixture of private and public backgrounds. In parallel regional development work has been initiated on the Circular Economy for materials decommissioned from oil and gas platforms e.g. structural steel.

Future plans

The UKRI investment in Strength in Places (SIP) aligns with the University's priority to engage, support and where appropriate lead innovation to maximize regional economic growth. The outcome of this will, including job creation, skills and talent opportunities and leading-edge innovation and company formation. Areas currently being explored include, Creative Industries, Biomedical and Geotechnical Engineering. The University aims to develop a major SIP proposal (Tayside) building on the concept reflecting the preminent profile of health and well-being research combined with strength in design and the digital innovations. Partners will include Universities of St Andrews, Abertay and the JHI, Regional Councils and support agencies.

The successful outcome of the Tay Cities Deal will leverage substantial opportunities to expand and develop inclusive growth and social impact.

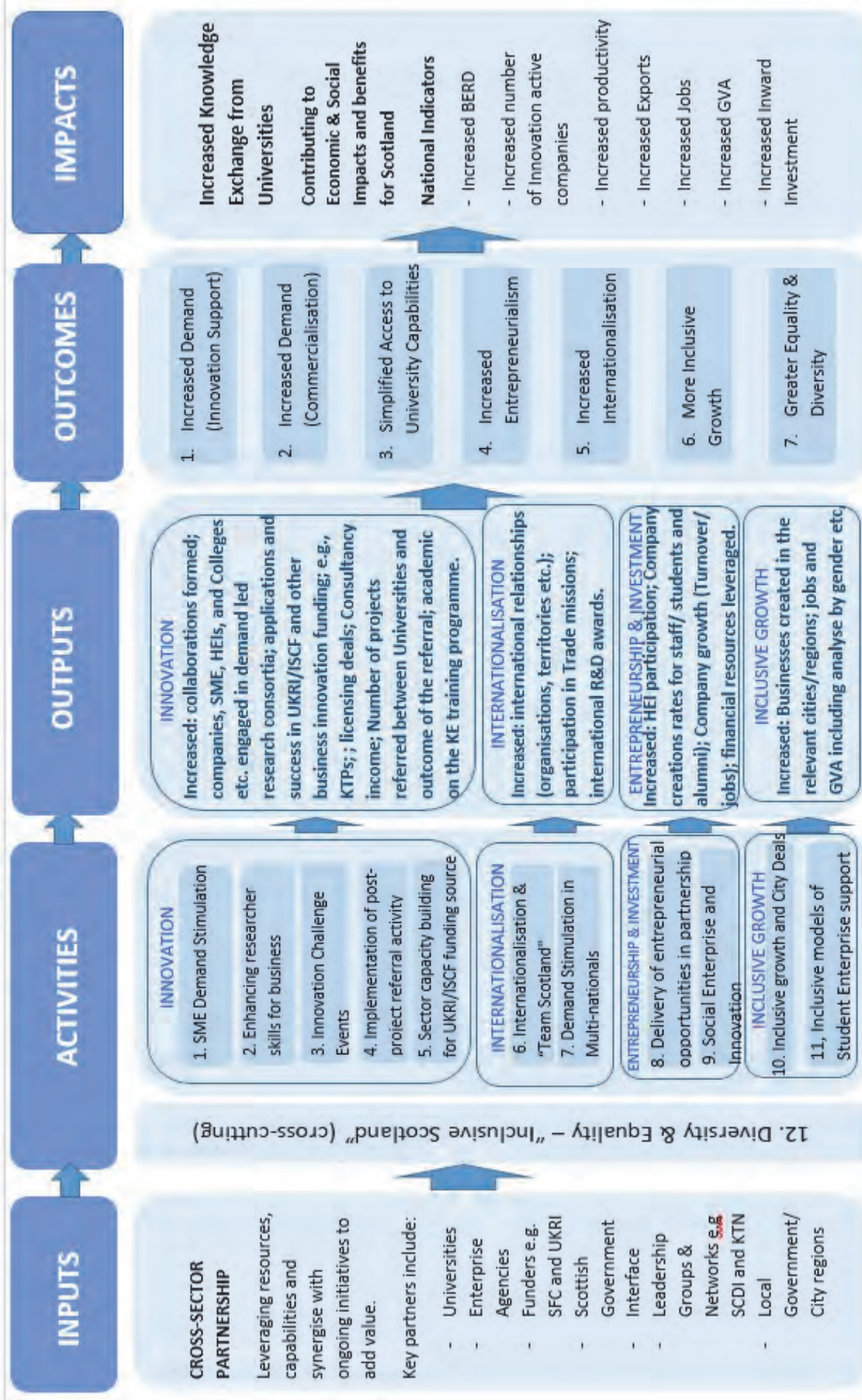
Outcome 7 (Equality and diversity)

This outcome remains integrated in to the ethos and culture at the University of Dundee. The University has a rigorous and progressive values led approach to equality and diversity and this will remain at the heart of all developments and activities as we work towards delivering the UIF National outcomes. The University has adopted E&D mandatory training for all staff. The E&D Team regularly visit Academic Schools and Directorates and increased awareness and knowledge is evident as E&D is part of the toolkit for research and innovation activity.

Impact Assessments are carried out on a regular basis which review existing and new policies and frameworks to ensure equality and diversity are considered, early and by design.

The University is an active member of the collaborative UIF outcome group's training on Equality and Diversity and will continue to engage and participate and share best practice to further support E&D. All initiatives meeting the needs of the Equality and Diversity outcomes are embedded in the activities that reach across all of the University Investment Fund (UIF) outcomes.

UIF Collaborative Approach



Outcome Agreement

School/ Directorate

Academic and Corporate Governance

Person Responsible

Wesley Rennison

Created

20th April, 2018

Last Review

20th April, 2018

Status

Assessed

Next Review

20th April, 2019

Impact Assessment Data

Is this policy relevant to the protected characteristic of Age?

- Yes

There are commitments to monitor and target intakes based on age. (page 23) There are commitments to monitor and target retention of students based on age. (page 24)

The student undergraduate intake is largely c 18 yr old age, but, though small in number, other age groups are admitted each year.

Is the policy relevant to the protected characteristic of Disability?

- Yes

There are commitments to monitor and target intakes based on disability. (page 23) There are commitments to monitor and target retention of students based on disability. (page 24)

Currently 1300 students are supported by Disability Services and the recent establishment of a Disabled Staff Network has attracted interest from over 50 members of staff.

Is the policy relevant to the protected characteristic of Gender Reassignment?

- Yes

Reference to Transgender as part of our contextual admissions policy (page 4)

Text from Page 6 of agreement:

As noted above transgender status is considered as part of our contextual admissions policy. Many young people transition around the time they are considering university and our admissions teams have received training to help support these applicants. One potential barrier relates to having documentation and we have procedures in place to support students where the expected documentation may not be available. Prior to matriculation all accepted students are guided to the University's "LIVE Smart" resources which includes information and support resources for LGBTQ+ students. Live Smart is also promoted during open days. These resources are also highlighted when the students commence their studies and again at regular intervals throughout their studies. The LIVE Smart resources for LGBTQ+ students were co-developed in association with the LGBT+ Student Society. The LIVE Smart resources for LGBTQ+ students can be found here:

<https://libguides.dundee.ac.uk/c.php?g=664589&p=4702861>

In addition to the Live Smart Resources, we work in partnership with DUSA to support transgender students throughout their studies. Student Services staff are trained to understand and support transgendered students with issues such as bullying and "coming out". The University has introduced gender neutral / ungendered toilets across key buildings on campus. Our student support hub is a third party hate crime reporting centre should any student report a hate crime. Similar support is available to our transgender staff members.

Is the policy relevant to the protected characteristic of Marriage and Civil Partnership?

- Yes

While there is no explicit commitment to Marriage and Civil Partnership, the document reaffirms the University's commitment to eliminating discrimination, advancing equality of opportunity and fostering good relations. (page 19) Though not explicitly stated, this will include Marriage and Civil Partnership.

We have HR policies on maternity, paternity, adoption and shared paternity leave. This is the link to these policies: <https://www.dundee.ac.uk/hr/policiesprocedures/worklife/>

Is the policy relevant to the protected characteristic of Pregnancy and Maternity?

- Yes

While there is no explicit commitment to Pregnancy and Maternity, the document reaffirms the University's commitment to eliminating discrimination, advancing equality of opportunity and fostering good relations. (page 19) Though not explicitly stated, this will include Pregnancy and Maternity.

There is a commitment to addressing "career progression issues that affect all genders, for example those related to parental leave." (page 19)

Is the policy relevant to the protected characteristic of Race?

- Yes

There are commitments to monitor and target intakes based on race/ethnicity. (page 23) There are commitments to monitor and target retention of students based on race/ethnicity. (page 24)

We have a Race Equality Action Plan in place (page 29).

Specific targets for BAME students are in place (targets in appendix)

The university currently has low numbers of Scottish domiciled BAME students, but our international students bring additional diversity to our campus.

Is the policy relevant to the protected characteristic of Religion and Belief?

- Yes

While there is no explicit commitment to Religion and Belief, the document reaffirms the University's commitment to eliminating discrimination, advancing equality of opportunity and fostering good relations. (page 19) Though not explicitly stated, this will include Religion and Belief. The University has a Chaplaincy service which provides pastoral advice for the main faith groups, including Christianity and Islam.

Is the policy relevant to the protected characteristic of Sex?

- Yes

In the document, there are several references to gender and improving gender equality for both staff and students.

The University has a Gender action plan in place, public sector equality duties and Athena SWAN action plans in place to address issues related to gender and sex. (page 5, 19)

The Outcome Agreement also includes a section on Gender based violence (page 13) and the University has a working group to support the Scottish Government Equally Safe initiative, which involves staff and students.

Is the policy relevant to the protected characteristic of Sexual Orientation?

- Yes

While there is no explicit commitment to sexual orientation, the document reaffirms the University's commitment to eliminating discrimination, advancing equality of opportunity and fostering good relations. (page 19) Though not explicitly stated, this will include sexual orientation.

The University Equality Outcome Plan details specific actions to support LGBT staff. This includes our LGBT staff network. We have supported LGBT History Month and Dundee Pride in the past and these continue to be part of our work to LGBT equality.

Taking account of the findings so far, is there a possibility that the implementation of this policy would result in a different experience or a detriment for those with protected characteristics?

- Yes

The outcome agreement commits the University to action that will improve access to the University for applicants from protected characteristic groups, improve retention for students from protected characteristic groups and to ensure career progression for staff from protected characteristic groups. The links to the our Equality Outcome Action Plan and Gender Action Plan reflect the activity that is currently ongoing in relation to the protected groups

Based on your findings so far, what recommendations or changes (if any) would you make in relation to the policy and how

it is implemented?

The Outcome Agreement sets out how we will try to improve the impact of the University in relation to equality, diversity and inclusion and is specific throughout on many of the protected characteristics.

No changes are suggested

Where you have recommended actions/changes to the policy, what are the timescales for completion of these

31-10-2020

What monitoring arrangements do you have in place to identify changes in any impact or relevance?

The SFC requires a self-evaluation of progress annually on these matters. This will be reported in October 2020.

Comments

The Outcome Agreement is relevant to protected characteristics as it commits us to improving the diversity of our community and the progression of staff and students from protected characteristic backgrounds.

Annex A: SFC Outcome Agreement Targets for 2019-20 to 2021-22

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

	2017-18 baseline	2019-20 Projection	2020-21 Projection	2021-22 Projection	
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					
Measure 1: Articulation - The number and proportion of Scotland-domiciled learners articulating from college to degree level courses with advanced standing					
Proportion of Scotland-domiciled HN entrants articulating with Advanced Standing	18.4%	17.8%	17.8%	17.8%	*
Measure 2: Deprivation - The proportion of Scotland-domiciled undergraduate entrants from the 20% and 40% most deprived postcodes					
2a: Proportion of SDUEs from 20% most deprived postcodes	15.6%	15.9%	16.0%	16.0%	*
2b: Proportion of SDUEs from 40% most deprived postcode	31.7%	31.6%	31.7%	31.7%	
2c: Additional CoWA target: proportion of full-time first degree SDUEs entrants from the 20% most deprived data zones	15.8%	15.5%	15.8%	16.5%	
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)					
Proportion of SDUE from SHEP Schools	5.6%	7.2%	7.2%	7.2%	
Measure 4: Protected Characteristics - The proportion of Scotland-domiciled undergraduate entrants by different protected characteristic groups and care leavers					
Male Proportion	32.3%	34.8%	34.8%	34.8%	
Female Proportion	67.7%	65.2%	65.2%	65.2%	
Under 21 Proportion	73.1%	67.0%	67.0%	67.0%	
21 and over Proportion	26.9%	33.0%	33.0%	33.0%	
Proportion – BME	7.2%	7.7%	7.8%	7.9%	
Proportion – Disability	13.6%	13.6%	13.6%	13.7%	
Proportion - Care Experience	0.9%	0.7%	0.9%	1.0%	*
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					
Proportion MD20 retained	89.0%	92.6%	92.6%	92.6%	*
Proportion MD20/40 retained	91.3%				
Proportion of Males retained	93.9%	94.2%	94.3%	94.5%	
Proportion of Females retained	94.7%	94.3%	94.4%	94.5%	
Proportion of Under 21s retained	95.0%				
Proportion of 21 and over retained	92.6%	92.0%	92.3%	92.5%	
Proportion retained – BME	97.4%	96.1%	96.1%	96.1%	
Proportion retained – Disability	92.2%	93.7%	93.7%	93.7%	
Proportion retained - Care Experience		85.7%	85.7%	85.7%	*

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				
Measure 6: Retention - The proportion of full-time first year Scotland-domiciled undergraduate entrants returning to study in year two				
Proportion retained	94.4%	94.0%	94.0%	94.0%
Measure 7: Satisfaction - students satisfied with the overall quality of their course of study in the National Student Survey				
% Satisfaction	88.0%	90.0%	90.0%	90.0%
Measure 8: STEM - The proportion of Scotland-domiciled undergraduate entrants to STEM courses				
Proportion of SDUE to STEM courses	20.2%	22.5%	23.0%	23.5%
Measure 9a: Graduate Destinations - The proportion of Scotland-domiciled graduates entering positive destinations				
Proportion of graduates in positive destinations	N/A	N/A	N/A	N/A
Measure 9b: Graduate Destinations - The proportion of Scotland-domiciled full-time first degree respondents entering professional occupations				
Proportion of FT first degree respondents in professional occupations	N/A	N/A	N/A	N/A
Scottish government priority: internationally competitive and impactful research				
Measure 10: The number of research postgraduate students				
RPG students	495	480	490	500
Measure 11: Total income from the UK Research Councils				
RCUK income	£17,414,000	£19,000,000	£19,000,000	£19,000,000
Measure 12: Total research income from all sources				
Research income	£74,018,000	£73,000,000	£73,000,000	£73,000,000
Scottish Government priority: effective knowledge exchange and innovation including excellent collaboration between universities and industry				
Measure 13: IVs - The number of SFC innovation Vouchers (IVs), Follow-on IVs				
Innovation Vouchers (IVs)	4			
Follow-on IVs	0			
Scottish Government priority: ensuring provision of quality learning in Scottish higher education institutions, i.e. HE strategic futures, Quality Assurance and HE governance				
Measure 14: Carbon - Gross carbon footprint				
Tonnes CO2e	30,282	28,556	27,746	26,988

*



Outcome Agreement between the University of Dundee and the Scottish Funding Council for AY 2019-20

On behalf of the University of Dundee:

Signed:

Print name:

PROFESSOR ANDREW ATHERTON

Position:

Principal and Vice-Chancellor

Date:

17/7/19

Signed:

Print name:

RONALD BOWIE

Position:

Chair

Date:

23/7/19

On behalf of the Scottish Funding Council:

Signed:

Print name:

Karen Watt

Position:

Chief Executive

Date:

28 June 2019