

## Outcome Agreement with the Scottish Funding Council

2021/22

### Introduction

1. This Outcome Agreement is negotiated as we develop our new University Strategy in consultation with our staff and student bodies. We are clear that we remain committed to key priorities that are fully aligned with our mission and values, and the priorities of Scottish Government and Scottish Funding Council (SFC). Our success will contribute to our region's and Scotland's success.
2. Our current University Strategy to 2022 comes to an end at the end of this academic year and we have made significant progress in many areas:
  - We have improved our position across all of the major university rankings.
  - We have increased our income from teaching and broadened our horizons, welcoming students from more countries than ever before.
  - We have maintained our progress in widening access to higher education. →
  - We have improved our student retention and graduate employment and are now among the top institutions in the UK.
  - We have been named among Europe's most innovative universities, reflecting the strength of our research. Our Research excellence, strength and intensity is demonstrated by our UK top 5 position for the proportion of our income won and our world leading excellence demonstrated by our top 50 position in the Leiden World Ranking of Citations (proportion of citations in the top 1% of citations).
  - Working with partners, we brought the V&A to Dundee and won a considerable contribution to our region's future through the Tay Cities Deal.

Alongside these key areas of progress, we have progressed key areas such as Upskilling, National Skills and Graduate Apprenticeships, where we have a refreshed offering for supporting economic recovery and career progression in Scotland.

3. The Coronavirus Pandemic has had a significant impact on the University since January 2020, when the planned Jan 2020 intake into the University was adversely affected by the emerging pandemic. As we moved through different phases of lockdown and other public health measures, student intakes, our wider student body, our staff, and our finances were affected. We have reported elsewhere to SFC on the significant effort by staff and students to contribute to public health and the work of the University. We are grateful to both SFC and the Scottish Government for the support offered throughout the pandemic, both financial and other support.
4. As we look ahead to 2021/22, we note the significant risks that could affect the commitments that we make below. At the time of writing, there is a surge in numbers and hospitalisations in the UK and in many other countries. New variants of Covid-19 may emerge. Alongside public health measures being reintroduced, as the sector addresses pensions deficits in its pensions schemes, it is likely that there will be disruption through industrial action by staff unions.
5. We welcome the recent decision by the SFC to return to a model based on funded places for the allocation of the Teaching Grant. We understand why the SFC sought to minimise the disruption caused in changing the model by allocating additional places to several institutions, but wish to highlight that we were not afforded the opportunity of additional

places as a result of this change. We would like to agree how we can ensure that the University of Dundee is able to offer additional places when these are next available.

6. This 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 joint committees of staff unions consisting of Unison, Unite, and the University and Colleges Union (UCU), 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 negotiation meetings with the SFC. An Equality Impact Assessment has been completed in relation to this agreement.

#### **Fair access and transitions**

7. We are and continue to be fully committed to the principle and practice of widening access to our University. We have made significant progress since in the start of the Outcome Agreement process and are the leading research intensive in Scotland for widening access to students from the most deprived 20% of areas.
8. We continue to prioritise Articulation from FE partners and actively work with our partners mapping *curricula* and encouraging this route into HE. Data from the National Articulation Database shows that the University is outperforming most other research intensives for absolute numbers articulating with advanced standing and we are the most successful research-intensive outside of the central belt. This is also an example of our success in partnership working with FE Colleges where prior learning is considered as part of the admissions process and students are offered the best pathway for them.

*Table 1: Articulation with Advanced Standing for Research Intensive Institutions (source: National Articulation Database on 19/01/2021)*

	Number of students articulating with advanced standing
Heriot Watt	177
Strathclyde	114
Dundee	97
Aberdeen	51
Stirling	21
Glasgow	15
Edinburgh	12
St Andrews	1

9. We continue to undertake activity to meet Commissioner for Widening Access (CoWA) targets, alongside our contextual admissions policy. We are committed to engagement with schools (e.g. LIFTOFF, Reach, ACES, City Campus), our targeted pre-entry support through Access 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 applicants (over 1,600 per year) are offered this support.
10. 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 activity to support retention of these students. We would welcome access to the Widening Access and Retention Fund (WARF), as we are not currently eligible to receive these funds, which undermines our ability to sustain this activity as costs rise and income remains relatively unchanged.

11. We are compliant with the requirement for access thresholds, which we promote via our recruitment activity in Scotland. 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 supported offers. Our outreach to schools, pupils and parents highlights our positive approach to widening access. We remain the only Scottish partner of the Talent Foundry, who continue to encourage the youngest secondary school pupils to aspire to HE. 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. Our approach to widening access is set out here: <https://www.dundee.ac.uk/study/widening-access/>
12. We remain committed to fair access, transitions and ongoing support for students from widening access backgrounds.

### **High quality, learning, teaching and support**

13. The University is fully committed to delivering on high quality learning, teaching and support for our students. We successfully achieve this and will continue to do so as this lies at the heart of our mission to 'transform lives, locally and globally, through the creation, sharing and application of knowledge'.
14. Throughout the pandemic we continued to deliver our high quality programmes and support for students while also adhering to public health guidance. We have taken a cautious approach to on-campus delivery in Semester 1 of 2021/22, maintaining 1m social distancing and limiting class sizes. We expect to relax some of these restrictions in Semester 2 of 2021/22, should public health guidance allow, though we expect to continue to limit class sizes.
15. The University has a broad education portfolio and we enhance and develop our programmes of study to ensure they remain leading in Scotland and aligned to the skills requirements of industry. Our courses are aligned to the QAA Quality Code and 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. We have developed a set of Curriculum Design Principles to ensure that our portfolio continues to meet the needs of employers and students. Our most recent ELIR report confirmed confidence in our quality and academic processes. Our courses are also externally accredited and recognised by various professional, statutory and regulatory bodies.
16. We take an evidence-based approach to ensuring we continue to enhance and improve our learning, teaching and support. This includes both qualitative feedback from students and staff, and metric-driven evidence. Our most recent NSS results, heavily impacted by the pandemic, were a great cause for concern for the University and an action planning approach informed by the feedback has been implemented to address the concerns of students. Though our results remain well above the sector median, our aim is to return to the top quartile of institutions and towards the top of this group, as quickly as possible.
17. As noted above, we are in the process of refreshing our University Strategy. This includes planning our digital transformation, creating a more digitally enabled University, where both staff and

students are supported to succeed in their respective roles through the use of smart technology. Our digital strategy will be approved as part of this, though digital transformation features prominently in our overall strategy, our Education and Student Experience Strategy and our Research Strategy. The Pandemic highlighted weaknesses in our digital preparedness and we have already begun transforming our Education and Student Experience through technological and digital investment, including investment in smarter teaching spaces that enable hybrid delivery.

18. Technology is but one part of the importance enhancements we are making to become more digitally enabled. Our curriculum design principles support staff in understanding how to best enhance our curricula through the deployment of digital technology and software. Our Centre for Technology and Innovation in Learning (CTIL) is leading on sharing and promoting best practice in digital transformation and offers a comprehensive and context-specific training and support to our educators and students.
19. As described above, we are fully committed to delivering widening access outcomes. As part of this we have several different programmes of support to help ensure that students have good experiences of transitions into and through our University. Before students start, we offer a range of support for transition through our summer schools, SFC funded programmes such as the Reach and ACES AHDP Projects and offering bespoke support to groups such as care experienced applicants and learners who are carers. Our Access Summer Schools moved fully online 2020 and 2021 due to the Pandemic. Demand, successful completion and subsequent progression remain strong. The University also has an important series of welcome events for students each year to support them with their transition or return to study.
20. The University assigns an Advisor 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 review support for students on an ongoing basis 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) which delivers, inter alia, one-to-one support sessions and a comprehensive series of workshops including an annual Academic Skills Week co-organised with DUSA. It also provides student-facing resources including the Live Smart, Learn Smart and the Exam Revision toolkits. ASC has provided key support for learners and teaching staff during the pandemic. 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.
21. In addition to academic support, all students are also supported through our pastoral and wellbeing support. Prior to Covid-19, demand on these services was increasing annually, especially in relation to counselling and mental health. As a result, the additional funding for mental health counsellors announced by Scottish Government and SFC was gratefully received. 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 have been increasing, though waiting lists have reduced during the pandemic. Online provision of support has generally worked well and we would intend to maintain a blended approach going forward as this improves access to services for students on other campuses and for students who have difficulty travelling to our City campus.

22. The University also works in close partnership with DUSA to support students who may be struggling or in distress. This was stepped up during the pandemic and included a range of activities to support students through social events, welfare checks, wellbeing resources and food packs.
23. This is supplementing the support offered by our pastoral support staff leads and student welfare representatives in each of our schools who focus on welfare issues. These important roles enable the University to better identify groups that are experiencing stress/distress and better target support for these students. These representatives have close links with staff in Student Services to ensure effective referrals. Our excellent Student Services Team deals with around 500 enquiries a week and our Enquiry Hub acts as 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. After the initial four month lockdown period our Enquiry Centre remained open and where necessary students were given in person appointments for support. The Support Hub provides a comprehensive range of support services for all students, including those with diverse needs and those from disadvantaged backgrounds. Many of these services are now successfully offered online, initially in response to the pandemic but here this has led to enhancement of the support available this has been retained.
24. The University was also 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. The University is also a signatory of the Healthy Universities initiative and have completed our first self-review to identify areas of strength and areas we want to improve.
25. In addition to this, in October 2021, we submitted our application to become accredited as a University of Sanctuary. This is part of our public commitment to creating a culture of welcome for people seeking sanctuary within, and beyond, our campuses. In May 2021 Carers Trust Scotland awarded us the Going Higher for Student Carers Recognition award for our work supporting students with caring responsibilities.

### **Partnership, participation and student experience**

26. Our students are key partners in the realisation of our mission to transform lives: 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 an unwavering commitment to enabling our students to succeed.
27. This partnership is an integral part of our success and students are an integral and valued part of our community. We actively seek and listen to our students in delivering improved and enhanced outcomes for them through our curricula and support. Our students 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 with our students is formalised through Student Partnership Agreements (SPA) with our Students' Association. Our SPAs are designed to promote the engagement of students during their period of study at the University. Our institutional student partnership agreement can be found here: <https://www.dundee.ac.uk/corporate-information/student-partnership-agreement>

28. All students are encouraged to provide feedback on their experience whenever possible. We regularly deploy surveys and focus groups, in addition to our regular interaction with DUSA, student representatives and class presidents, to seek views from students on both their academic and pastoral needs. Through our annual programme of enhancement meetings, our Schools are required to provide evidence of how student feedback is shaping the academic and pastoral support that is provided to our students.
29. The coordination and smooth running of our 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. Senior level partnership is also demonstrated through our committee and governance structures. For example, DUSA's Vice President for Academia is a member of the Learning and Teaching Committee of our Senate which sets the overall direction for Education and Student Experience for the University. The President of DUSA is a member of the governing body of the University, our University Court, and the University Management Group. Our class presidents regularly meet with the School Executives for our academic schools. There are many examples of such partnership working throughout our management and governing structures, and in the working groups we set up.

### **Learning with impact**

30. The University supports learners 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. Our system of academic advisors (described above) is critical in supporting students through their studies and this is further enhanced through our Senior Advisors of Study in each School, who provide effective oversight and smooth functioning this. Senior Advisors are responsible for ensuring that each School holds an Advisors Forum each year to disseminate good practice within Schools. We recently launched our new electronic attendance capture and response management system to further optimise our response to early warning signs of disengagement by students so that more timely information is available to our Advisors.
31. Monitoring of attendance in remote modes of studying imposed by the pandemic did present challenges, but our support systems including advising moved successfully online. Due to the impact of the pandemic on the work available to students, we also saw a large increase in requests for financial support from students. The additional funding from SFC and Scottish Government was essential for enabling us to respond to this demand, but we also highlight that our alumni network around the world also responded positively and significantly through their generous donations to mitigate student hardship.
32. Throughout their studies, we also remain focussed on ensuring that our students are prepared for employment or establishing their own businesses and practices on completion of their studies. The University maintains strong links with a wide range of employers who have opportunities to develop and contribute to the curriculum. For example, Industrial Advisory Boards have recently been established in Social Sciences and Business following the successful model implemented in our School of Science & Engineering. Students also have extensive opportunities to network with employers at Careers Fairs and employer-led skills sessions and presentations, which successfully moved online during the pandemic. 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. Though these opportunities were adversely affected by the pandemic, we are now seeing these are beginning to recover. We continue to seek employers to join our expanding network and to become part of the success of making the University of Dundee Graduate.

33. The University is also actively engaged with employers through the Graduate Apprentice Scheme, where we are a leading institution in taking this agenda forward in Scotland, co-designing the curriculum with employers. We hope that SFC and Scottish Government will be able to resolve the uncertainty in the funding available for the Scheme.
34. We recently gained recognition for our public engagement through a Gold Watermark from the National Coordinating Centre for Public Engagement, the first university in Scotland and third in the UK to achieve this accolade. The Watermark recognises our strong links to employers and businesses.
35. 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 and new employers have engaged with the opportunity to offer remote internships during the pandemic.
36. We have Employability & Enterprise Leads in each Academic School and these regularly share practice through the Employability & Enterprise sub-committee. The sub-committee is chaired by the Vice-Principal for Education and also includes representation from employers, students and Professional Services staff.
37. The University is a leader in the development of credit-bearing Careers Education and continues to advise other Universities on this topic nationally and internationally. Following an award-winning research project into the impact of dedicated careers modules, a member of Careers Service staff has contributed to a national toolkit for embedding employability. Over 4000 University of Dundee students have now completed these modules since their launch in 2004.
38. 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, developing content in response to the SFC Upskilling fund, 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.
39. We recognise that much skills development normally takes place outwith the formal curriculum. This has been challenging for many during the pandemic as work and other opportunities have been adversely affected and our ability to mitigate this has been limited. One example of mitigation has been the option for virtual placements with employers. We continued to promote our skills award (Dundee Plus) where possible, 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. For example, Leadership Plus, which offers mentoring from senior staff in banking, retail and IT organisations, was expanded with over 30

Alumni joining the scheme to offer remote mentoring to our students. Alongside this, our Careers Service and DUSA have collaborated on a COVID-19 volunteering award for students who go above and beyond during the pandemic. We expect there to be a challenging labour market in the coming months and our enhancements to our offering will help to mitigate this. For example, our Careers Service offered a tailored week of activities for graduating students and the Centre for Entrepreneurship offers accelerator places to graduates to support them in this difficult labour market.

40. In addition to this, we actively promote our Upskilling Offering (including National Transition Training Fund) to support Scotland's economic recovery. Our offering has evolved over the last three years and offers exciting and relevant upskilling opportunities across five thematic areas: Community, Creativity, Health, Digital, and Career development. More details on this offering can be found here: <https://www.dundee.ac.uk/cpd-upskilling/coursestodevelopyourcareer/>

### **Public health emergency**

41. As referred to throughout this document, the University has taken and continues to take steps to the health and wellbeing of our staff and students throughout the pandemic. This includes moving activity online, operating a socially distanced campus and offering wellbeing support to staff and students.

### **Equalities and inclusion**

42. The University is fundamentally committed to the 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 value set and will be an integral part of our new University Strategy.
43. 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. We have submitted an application for the Race Charter Mark to demonstrate our commitment to addressing issues of race inequality. We are also actively engaged with the Stonewall Workplace Equality Index. We are integrating the committees overseeing our Gender Action Plan, Athena Swan, and Race Charter activities to ensure that there is cross fertilization of the benefits of each of these for our staff and students. We remain committed to addressing gender based violence (GBV) and are expecting to apply for the GBV Charter developed by EmilyTest soon after its launch.
44. We 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 welfare representatives in each school and through the adoption of the zero-tolerance approach to harassment, bullying and sexual harassment. Welfare representatives work together with the DUSA Vice President of Student Welfare to highlight issues within Schools, which helps to influence the campaigns which DUSA and the University run in partnership allowing campaigns to be tailored to Schools and student requirements. Student representatives are also members of our Equality and Diversity Committee, the Athena SWAN panels in each school and our Race Charter Committee.



45. We actively value diversity, as it enhances the strength of our community and is crucial to our success. We will also enhance Equality and Diversity in our curricula, by implementing the framework developed by the Higher Education Academy, integrating this into our Curriculum Design Principles and providing support to our staff to be able to do this effectively. It is of utmost importance to us that all of students are enabled to succeed.
46. Our equality outcomes plan can be found here:  
<https://www.dundee.ac.uk/corporate-information/equality-outcomes-plan-2021-2025>
47. The institutional repository to key documents relating to equality and diversity can be found here:  
<https://www.dundee.ac.uk/equality-diversity/publications-policy>

### Research excellence

48. 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\*.
49. As part of our preparation for REF2021, we continued 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 enhances interdisciplinary and collaborative opportunities, particularly in relation to solving global and societal problems. This has given rise to exciting impact case studies for inclusion in the REF2021 process.
50. Our approach aligns well with Scottish Government priorities and the UN Sustainable Development Goals. We have performed excellently in the first two years of the Times Higher Impact Rankings, which examine contribution to the UN Sustainable Development Goals. Our most recent rankings include:

<i>Sustainable Development Goal</i>	<i>World Ranking</i>
SDG 2: Zero Hunger	76 <sup>th</sup>
SDG 8: Decent Work and Economic Growth	46 <sup>th</sup>
SDG 12: Responsible Consumption and Production	43 <sup>rd</sup>
SDG 13: Climate Action	5 <sup>th</sup> (top in the UK)
SDG 14: Life Below Water	24 <sup>th</sup> (top in Scotland)
SDG 15: Life on Land	27 <sup>th</sup> (top in the Scotland)
SDG 16: Peace, Justice and Strong Institutions	22 <sup>nd</sup>

These rankings not only confirm that our research is of the highest quality, but it also points to our broad-based, real world impact and how we are fulfilling our core purpose of transforming lives. We continue to build partnerships with internationally excellent universities to support the best collaborative approaches to contributing to these goals.

51. Our research community was dynamic in the face of Covid-19. Our best minds turned themselves to dealing with the virus and the impact of the pandemic, including health, social, economic and cultural effects. For example, we have been involved in clinical trials for vaccines and treatment drugs to combat Covid-19. The University is one of only two Scottish universities playing key roles in a pan-

European consortium seeking to accelerate the development of therapies for Covid-19 and future coronaviruses.

52. Our excellence agenda is supported through our annual review which focuses on the quality of outputs, the sustainability of research and the identification of 'impact'. Our excellence agenda underpins our high-quality research portfolio. We continue to invest in the development of researchers of the future, nurturing talent through our doctoral programmes, participating in UKRI funded doctoral training programmes and participating in research collaborations.
53. The quality of our research outputs is globally recognised through the number of citations that they receive. The Leiden World Ranking places the University in the top 40 institutions in the world for the proportion of publications that belong to the top 1% most frequently cited.

**Research sustainability  
(incorporates collaboration)**

54. As an internationally leading University, 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.
55. As a research-intensive University, the University remains vulnerable due to the way research is funded in the UK. 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. Research Excellence Grant 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. The impact on the world class research base in Scotland, and on the sector's consequent capacity to leverage other sources of research funding, should be considered carefully before changes are made to REG allocation methods.
56. The additional SFC funding announced to support research activity during the pandemic has been very important for supporting the sustainability of our research activity. From March 2020, our Research Office and Schools responded quickly and effectively to the Covid-19 crisis. This includes responding to how restrictions associated with the pandemic affected our portfolio of research projects. Our response also considered the impact on the post-doctoral staff and activity was undertaken to protect research jobs. The funding also helped to support the costs accrued with the deferral, bridging and extension of research projects. The grant also helped to offset the significant additional costs incurred due to the changes in the ways of working arising from the pandemic and in addressing the impairment to our research capacity.
57. The University has been hugely successful with applying for and winning grants associated with the Covid-19 virus and its impact (health, social and cultural). The additional research funding will also continue to support activity to win this additional funding, while also supporting the additional costs of redirecting part of our research focus to the response to the pandemic.

58. The Researcher and Research Postgraduate training programme has been redesigned to fit with the restrictions placed on us by the pandemic (e.g. new modes of delivery, new content, etc.). The pandemic has also affected our research student community, disrupting their research and affecting their employed work. The additional funding also provided support for research students.
59. Research postgraduate students and our post-doctoral staff are vital to 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. The SFC RPG grant is an important mechanism for supporting this activity. We are also committed to the development and support of our post-doctoral staff community through the commitments in the Concordat to support the Career Development of Researchers. This sits alongside our commitment to the Concordat for Research Integrity.

### **Responsive institutions**

60. The University of Dundee is and will continue to be responsive to the needs of our City, Region and Scotland. As mentioned above, we are committed to fulfilling our civic purpose, and transforming lives through our activity to result in better health, social, economic and cultural outcomes for the people of Scotland.
61. As mentioned above, have rapidly grown our upskilling offering in response to the SFC and Scottish Government's priorities for economic recovery, supporting jobs and supporting career progression. We are working with employers and Skills Development Scotland to ensure that our curricula are aligned with the skills requirements for Scotland. Due to the high proportion of accreditation in our course portfolio, we are aligning our provision with the expectations of professional bodies and the expectations of the labour market. Our new strategy has digital skills at its core and this transformation of our University will help our students to develop the required skills for the rapidly evolving workplace. Alongside this, our curriculum design principles requires all of our courses to put meta skills, such as self-management and motivation, social intelligence and innovation, to ensure that a Dundee graduate is best equipped for whatever they choose to do after graduation.
62. We are fully committed to widening access, to both full courses of study and shorter upskilling courses, and creating pathways for people who wish to retrain, upskill or develop their career.

### **Confident and highly capable - work-ready - graduates**

63. As noted above (Learning with Impact section), we actively engage with employers all the time through the Graduate Apprenticeship office, our Careers Service (which includes our Upskilling Activity), skills development boards, PRSB engagement, and through our Centre for Entrepreneurship. From these interactions and through organisations such as Skills Development Scotland we are engaging with market intelligence information about the workforce. Our professional degrees in health have their intakes directly determined by such market intelligence and we are actively engaged in the groups that plan these workforces. Both DHLE and Graduate Outcomes results demonstrate that the University has an excellent track record in preparing our graduates for positive destinations after their study here.
64. We offer part time and CPD opportunities for those wishing to upskill or change career path. Recently, when Michelin announced the closure of their factory in Dundee, we were actively engaged with SDS in providing advice and opportunities to employees there who were made redundant. As the Michelin Innovation Parc concept emerged, an initiative focused on sustainable mobility and low

carbon energy innovations and aims to progress emerging technology for a greener future, the University was engaged and actively shaping proposals. For more details, see <https://www.dundee.ac.uk/stories/exciting-collaboration-underway-university-dundee-and-michelin-scotland-innovation-parc>

65. From very early on in the pandemic, it became obvious that the world of work was changed. Digital skills became a more important requirement for students and graduates alike. Over a longer period, we have seen an increase in requirements for graduates to have programming skills and this is an area which we are developing (upskilling the workforce in programming and other digital skills). We have been embedding more programming into relevant UG programmes to deal with this demand. For those already in the workforce, we are currently offering our online Java and Python courses with places funded through the Upskilling Fund.
66. Throughout the pandemic, we maintained ongoing interaction (introductions, communicating what the university provides) with companies, smaller start-ups and our main employers. Employers were made aware that as far as possible it is business as usual for our students (for graduates and those seeking summer positions) and that degree classifications should be treated no differently than before. As in-person events became impossible, we transformed our programme into series of remote/online talks from employers, remote Careers Fairs and remote internships. We have also seen local industry keen to contribute the covid response in Scotland. This is an example of the University working with local industry and the NHS:  
<https://www.dundee.ac.uk/stories/stitch-time-saves-ninewells>
67. The development of our students through both curricular and extra-curricular activities, including placements, volunteering and other activities, ensures that our graduates are continuing to further study, employment or establishing their own businesses and practices with the skills, knowledge and capabilities to be successful in their careers. The University, in partnership with Elevator, offers a cutting-edge Centre for Entrepreneurship on campus becoming the only Scottish University with a business accelerator programme that is open to staff, students, graduates and the general public. Designed to promote and support innovation-driven companies from across Dundee, Tayside and beyond, the centre represents a significant investment by the University, Elevator, the Scottish Government and other key partners. The Centre drives innovation within businesses and works to commercialise new and existing technologies across many sectors, including life sciences, digital media, gaming and other creative sectors. The Centre for Entrepreneurship works closely with the Scottish Institute for Enterprise, Enterprise Campus and Entrepreneurial Scotland to ensure that a clear pathway for entrepreneurial development is available to all students.  
<https://www.dundee.ac.uk/entrepreneurship/>

## **Knowledge Exchange and Innovation**

68. 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 a range of sectors.
69. There are a number of motivations for the University to engage in innovation and commercialisation activities and these are usually not mutually exclusive:

- To demonstrate impact from the research carried out by University staff. This includes contributing to the delivery of Impact that will be assessed in the Research Excellence Framework.
- To create impact (economic, social, health, public good, etc) via commercial products and services that would not normally be delivered directly from a University.
- As a sub-set of the above point, to contribute to the University's positive impact on inclusive growth within our locality/ region via the creation of highly skilled jobs and high value-added products and services.
- To provide a channel to economic or societal benefit from University research, where no such channel or market currently exists.
- To develop a local market for our highly-skilled graduates, and retain graduate talent in our region.
- To help attract and retain entrepreneurial and externally-engaged academic and research staff, who know that they will have the opportunity to commercialise their work at Dundee.
- To provide an appropriate route for development of lines of business that may start as service offerings of the University but which by virtue of scale and/or nature of activity may be better supported (e.g. from an insurance or other risk point of view) from a company vehicle.

This activity is in greater focus as we support Scotland's recovery from the pandemic.

70. We have developed and continue to engage in response to the UK Government's Industrial Strategy and Scotland's Economic Strategy. Our aim is to raise awareness of the challenges highlighted with these and consider how the University engages with the funding opportunities, including the Industrial Strategy Challenge Fund (ISCF) and investments in Knowledge Transfer Partnerships, industrial PhDs, fellowships and the emerging regional development funds. Integral to this effort is a robust relationship management programme with new and existing industry partners as well as with key stakeholders across the HEI sector.
71. 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.
72. 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 (KTP). 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/>
73. 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.
74. In the last few months, one of our spinout companies has achieved success that is unparalleled by any other spinout from any university in Scotland. Exscientia is a pharmaceutical firm that uses artificial intelligence in drug discovery. It is the biggest IPO from a European biotech in history, the biggest UK biotech by market capitalization, and the biggest UK spin out of the last decade. More details about Exscientia can be read here: <https://www.dundee.ac.uk/stories/exscientia>

75. Our University Innovation Fund Plan can be found in the appendices to this document.

### **Collaboration**

76. 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, Forth Valley), activity in controlled subject areas (e.g. Aberdeen, UHI, St Andrews), and activity in research and knowledge exchange partnerships (e.g. Glasgow, Stirling).
77. We continue to explore other opportunities to collaborate with public and private sectors to support economic development in our region (for example, the Michelin Parc initiative mentioned above) and have been exploring partnership working to reduce carbon emissions.
78. 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.

### **Climate emergency**

79. As highlighted above, the most recent THE Impact Rankings highlight the contribution of the University to Climate Action, where we are ranked top institution in the UK and top 5 in the world. 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. Our new strategy reaffirms our commitment to achieving net zero and we are establishing Climate Action as a key priority for our academic and organisational endeavour.
80. 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. However, the opening of additional buildings, such as the high-energy-use Discovery Centre, has expanded our footprint and meant that carbon output initially increased in absolute terms. However, we are already exploring new initiatives to address high energy usage 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.
81. The University was an early adopter of alternative energy production, installing our Combined Heat & Power (CHP) station in 1996. 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. We have continued to innovate and improve our energy centre over the years and our installation was shortlisted by the Association of Decentralised Energy in 2017 for an award under the category "Innovation of the Decade".
82. 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. Indeed, some of the greatest reductions in carbon output might be delivered from mundane but expensive upgrades to building fabric e.g. insulation, windows, airtightness etc. Our long-term aim is to move away from use of fossil fuels and develop a new energy centre using a mix of renewable technologies. In the

interim, we expect to upgrade two of the CHP engines which will significantly reduce the emissions of the centre. This “E” series engine will initially only be released worldwide to a few esteemed customers who have previously demonstrated their ability to deliver high performance from their CHP plant. We expect that we will be the first to install this model in the UK. These engines have half the NOx emissions compared to the previous ones. Alongside this, we have recently successfully completely divested from fossil fuel companies.

83. We also employ the principles from a Circular Economy approach, where we aim to keep resources in use for as long as possible, extract the maximum value from them whilst in use, then recover and regenerate products and materials at the end of each use. For example, we have a furniture re-use store for office furniture and equipment. The Re-Use store also assists numerous local charities and communities with office furniture, supporting our local community in greener approaches. Our Freeshop (and halls recycling) for students, which helps students to recycle belongings that they do not wish to take home after completion of their studies, greatly enhances the student experience. The Re-Use Store and the Freeshop have both been running since 2010.
84. In our academic endeavour, we continue to teach, research and engage the public on issues relating to the climate emergency. We highlight above that we are actively engaged with the UN Sustainable Development Goals and are highly ranked for our contribution to many of these.

### **Summary**

85. 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.
86. We look to SFC and Scottish Government to support institutions that are delivering on these priorities, like University of Dundee, with their funding decisions. Addressing the funding deficit in higher education will enable the University of Dundee to contribute even more to Scotland’s success. Below average funding settlements from SFC reduce our ability to be a beacon institution for these priorities and impose savings on our success that limit our ability to deliver more.

## Appendix: University Innovation Fund Plan 2021/22

The University of Dundee's current 5-year 'Strategy to 2022', states our core purpose as to "transform lives, locally and globally, through the creation, sharing and application of knowledge". The Strategy is built on working in partnership with external stakeholders to collaboratively engage on challenges of high societal importance and impact, and our collective energy is focused on 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

The University is currently developing its new 5-year Strategy, which has two sub-strategies of particular relevance to our UIF endeavour – *Research with Impact* and *Engagement and Enterprise*. Engagement and Enterprise will be a fundamental part of Dundee's identity as a triple intensive University alongside education and research, and our vision is to be an agent for positive social change and an exemplar of how to listen to, learn from, and work with our communities, locally, regionally and internationally. **The UIF outcomes will continue to align with the Dundee's ambitions, and we therefore confirm that we will utilise and match fund our UIF Platform Grant as we have done to date.** This paper provides an overview of the activities that our UIF resources will be directed towards, and highlights some of the new initiatives that will be supported in 21/22.

As always, some of our UIF activities will be institution specific, while others will be collaborative within the Sector. The Research and Commercialisation Directors' Group (RCDG) of Universities Scotland (US), will continue to be the main forum for collaboration across the Scottish HEIs to deliver UIF outcomes. This involves regular planning meetings and coordination through US' appointed UIF Manager to cluster multiple activities in pursuit of the UIF's seven national outcomes, economic recovery, and achieving Scotland' net-zero targets. Throughout 21/22 Dundee will play a leading role in the collaborative activity, with both the Chair of RCDG (Dr David McBeth) and the UIF Manager (Dr Orla Kelly) being Dundee staff.

### Outcome 1 (Demand Stimulation)

Dundee is committed to working 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. We engage actively with Interface using our UIF-backed resources and as noted below are in the process of greatly increasing our outreach to other sources of demand.

Dundee is also part of the UIF Challenge Fund Network, a network of university Business Development Managers with a focus on mission- or challenge-based funding. The group meets quarterly to share knowledge of the complex funding landscape and strategic relationships with key stakeholders, foresight upcoming opportunities and facilitating collaborative bid development.

Since the start of 2021, the University's Research & Innovation Services ("RIS") Directorate has been re-structured to have a Regional Innovation team, and via this team several new initiatives have been started in 2021 that will ramp up in 21/22 with the support of our UIF. These include:

1. The creation of a new post of 'Regional Engagement Programmes Manager'. This post will develop a programme of regionally-focussed partnering events starting in 21/22 aimed at stimulating demand from industry and outside organisations for collaborative activity with the University. Events already organised include with the Industrial Biotechnology Innovation Centre (IBioIC), and the Michelin Scotland Innovation Parc (MSIP), both of which address Net Zero directly, as well as regional priorities and the Programme will be developed in this vein i.e., with a mixture of priority (E.g., Net Zero) and regional character.
2. The launch of an Innovation and Impact Development Fund (IIDF). This funding scheme was piloted



in 2021. It encourages and supports the academic community to engage with and facilitate regional collaboration with SMEs, public sector and third sector organisations. Funding of up to £2,500 per project is made to projects that demonstrate regional collaboration, impact, and potential for future funding opportunities in their applications. The pilot received excellent engagement with 22 applications across 8 Schools, 17 of which were funded. Therefore, a second round will be launched in 21/22 as part of an event showcasing the impact of the 2021 projects. *(Also meets Outcome 6 – Inclusive Growth and Social Impact).*

3. Taking on the University-level co-ordination of the University's involvement in the Tay Cities Deal (TCD), in particular, working with project leads on the University's two major projects "Growing the Biomedical Cluster" and "Just-TECH" to develop and validate the projects' company-facing business plans.

#### Outcome 2 (Simplification/Commercialisation)

The University of Dundee, in partnership with the Enterprise Agencies (EAs) and Interface, Scottish HEIs as a sector strive to simplify business access to the knowledge and expertise in Scottish universities. Dundee participates in the UIF Enterprise Support Group (now a sub-group of Universities Scotland [RCDG]) and in the RCDG Contracts Sub-Group both of which address directly this outcome.

Dundee is already recognised as a UK-leading university for commercialisation via commercial licensing and spin-out company formation. In 2020, the University was 1<sup>st</sup> in Scotland and 5<sup>th</sup> in the UK in the [Octopus Ventures Entrepreneurial Impact Ranking](#), while in 2021 it placed 6<sup>th</sup> in the UK in the [University Spinout Report 2021](#) (GovGrant), developing 1.5% of the UK's spinouts with these companies raising £325.7 million over the past two decades. Outstanding recent successes from our life sciences spin-outs [Exscientia Ltd](#) and [Amphista Ltd](#) will be reported in detail in our UIF 20/21 report, but we expect to move closer to the top of the UK tables. We have also made great strides in recent years in attracting investment from the global pharmaceutical industry – in 20/21 our industry research income (HESA) rose to c. £15M. c. 20% of our total research income.

These successes depend on our continued commitment to deploying UIF in support of the ongoing activities of our Research and Innovation Services (RIS), Centre for Entrepreneurship (CfE) and School-based translational units such as the [Drug Discovery Unit](#). We use the [RCDG Contract Templates] in all of our dealings with Scottish-based industry partners and we have been progressively moving towards devolved standardised simple agreements (Non-Disclosure, Material Transfer, etc.) that can be signed off at School level thereby reducing transaction times for company partners.

Our plans for 21/22 and beyond in this area include:

1. Direct support for the creation of a new Life Sciences Innovation District in the city, which will include a £25M investment from the Tay Cities Deal in an Innovation Hub for Biomedical spin-outs and start-ups – target opening late 2023.
2. Direct support for the University's new Centre for [Targeted Protein Degradation](#), which will be one of the mechanisms by which we grow Industry Research Income from £15M to £20M over the next 5 years.
3. Using the [beLAB1407](#) partnership between some of the UK's leading Universities (including Edinburgh), Evotec and Bristol Myers Squibb to generate at least one high growth potential spin-out in the next 3 years.
4. Adoption of a Stage-gated process for commercialisation opportunities that will use objective criteria for progressing these towards successful outcomes. The process will provide a basis for the University to invest modest amounts in developing early-stage technologies for the first time, and allow us to devote UIF-backed commercialisation staff resource to the most promising opportunities.
5. Creating a new Spin-out Advisory Board with external representatives from the investment and entrepreneurial communities to add value to our spin-out company opportunities and give us the best chance of creating future "Exscientias".

6. Investing commercially in at least one of our most high potential spin-outs to demonstrate the University's commitment to this activity and to economic growth in our region.

### Outcome 3 (Simplification/Greater Innovation)

Dundee has made strategic use of their sectoral knowledge to promote greater innovation in the economy and is committed to promote to support the UK Government's "place-based" agenda in its efforts to support post-COVID economic recovery. Dundee actively collaborates with other universities to design and adopt innovative new approaches to exploiting the research base, aiming to instigate a significant positive change in Scotland's economic performance.

A notable development to support this outcome is the creation of a University Regional Development Strategy Board (RDSB) in 2021. This board, chaired by the Principal, provides a focus for the University's leadership of regional initiatives. Its main aims include:

1. Driving delivery of regional initiatives that will help define Dundee's global reputation.
2. Setting the high-level agenda for the University's interactions with key external stakeholders in our regional development mission – locally and nationally (Scotland and UK).
3. Providing strategic oversight and high-level co-ordination of the University's activities under the Tay Cities Deal (TCD), including providing high level monitoring of outputs and impact.
4. Identifying and actioning opportunities to use other strategic funding sources to enhance the impact of the University's regional development activity e.g., Strength in Places Fund, Shared Prosperity Fund.

Dundee's formal partnership with Michelin Scotland Innovation Parc (MSIP) has continued to develop, with activity including collaborative events showcasing innovation opportunities between the University and local SMEs, and a successful bid in MSIP's first Innovation Challenge to progress zero emission energy solutions. Similar activity will continue to be supported, notably our contribution to the MSIP Skills Academy. The Skills Academy will offer dedicated skills training to current and future employees of companies located at MSIP and across industry, aiming to provide a comprehensive and accessible skills ecosystem to address industry needs to support Scotland's transition to Net Zero. The University will provide an essential role in these activities by sharing knowledge and expertise to shape the future of industry across Scotland. *(Also meets Outcome 6 – Inclusive Growth and Social Impact).*

### Outcome 4 (Entrepreneurialism)

Dundee is focused on supporting entrepreneurs among staff, students and alumni, by promoting and delivering entrepreneurial opportunities.

At sector level, Dundee is part of a formal subgroup of RCDG, the Enterprise Support Group. ESG meets quarterly and aims to establish a joint programme of support and best practice sharing between HEIs covering both spin-out and start-up companies. The key outcome is to intensify collaboration in terms of processes and procedures and share knowledge on the ecosystem in which we operate to improve interaction with funders, investors, and accelerator programmes.

At institutional level, Dundee is focused on supporting entrepreneurs among its staff, students and alumni, by promoting and delivering entrepreneurial opportunities. The University has committed to embedding an entrepreneurial culture through its [Centre for Entrepreneurship \(CfE\)](#) which was created in 2016. CfE activities include Entrepreneurial Masterclasses with local entrepreneurs and innovators and the internal [Venture Competition](#), providing would-be entrepreneurs with the opportunity to win funding. Participants typically go on to apply for further funding with support from the CfE, most notably Converge Challenge. In 2021, Dundee submitted 17 applications to the Converge Challenge. Of these, 11 made it to the semi-finals. This successful application round placed Dundee as joint-second in Scotland based on the number of semi-finalists in this year's competition and is a testament to the strength of Dundee's

commercialisation and entrepreneurship landscape. This competition will launch for 2022 in November 2021. CfE works in increasingly close partnership with RIS on spin-out opportunities, and also hosts a public access business accelerator programme on campus (the first of its type in Scotland) run by [Elevator](#). The success of the University's entrepreneurial support ecosystem was another feature recognised in the national rankings cited in Outcome 2 above. Our new Principal has nonetheless challenged the University to develop its entrepreneurial success even further and in 21/22, with backing from UIF, we intend to:

1. Create a new strategic plan for entrepreneurial support, to be approved by RDSB that will facilitate further growth and impact from our company creation activities.
2. Reach out to the other HEIs (and FE and Research Institutes) in our region with a view to creating a regional entrepreneurial ecosystem based on Dundee's recognized success.
3. Co-invest with Elevator and Dundee City Council in the set-up of a new HealthTech-specific accelerator in 2022, which will host its first cohort of early-stage companies in 22/23.
4. Deliver 8 online entrepreneurial masterclass talks (one for each School at the university) open to all students, staff, graduates, and the wider community.
5. Lead [Entrepreneurship Week](#) in a range of workshops, seminars a hackathon, and our annual public lecture.
6. Run an additional 8-week extra-curricular evening [Enterprise Challenge Programme](#) following a successful programme in Semester 1 with over 100 applicants for semester 1.

#### Outcome 5 (International)

Dundee is committed to sharing good practice to promote and engage Scotland internationally, operating under Scotland's International Framework. In response to the Scottish Government's Inward Investment Plan, Dundee is contributing to a coordinated approach between Scottish HEIs and the wider sector to explore and act on opportunity areas.

Our plans for 21/22 and beyond in this area include:

1. Utilise our representation on the Research Policy Working Group as part of the European University Association (EUA). Taking an active role through representation from our Principal to ensure that our voice is heard, e.g., in the future direction of the Horizon Europe Framework Programme.
2. Utilise our UK-Singapore Universities Alliance for Entrepreneurship and Innovation to accelerate collaborations in entrepreneurship and innovation between the UK and Singapore.

#### Outcome 6 (Inclusive Growth and Social Impact)

Dundee is committed to building upon current good practice and developing our support of the Scottish Government's ambitions for inclusive growth. The City and Region Deals are a significant investment in specific regions, with university partners playing a unique role. Through UIF collaborative activity, a network KE staff has been established for HEIs to share experience of their City and Region Deals, to learn from each other, expand opportunities, build capacity, and drive outputs to positively impact cities and regions across Scotland.

The University was praised in the Scottish Parliament via a motion submitted by Maggie Chapman MSP, congratulating the University after ranking top in the UK for climate action in the latest edition of the Times Higher Education University Impact Rankings.

Dundee is committed to the highest standards of public engagement and are proud to be a signatory of the National Coordinating Centre for Public Engagement's Manifesto for Public Engagement. In 2020, we became the first university in Scotland to earn the NCCPE's Gold Watermark Award, demonstrating a significant commitment to embedding support for public engagement within the institution. Building on this success and in support of our strategic approach to public engagement we have created and developed the University's Public Engagement Forum. This Forum has representation from all academic schools and

professional services directorates and has supported the development of this Public Engagement Strategy. Through regular meetings and working groups the Forum drives the embedding of public engagement throughout the University and provides a channel for discussion and development for committed public engagement champions.

Our plans for 21/22 and beyond in this area include:

1. Successful delivery of the Eden Scotland project as the core of a new eco-social sustainable region.
2. Create a University of Dundee Task Force addressing drug abuse and deaths, which will bolster and complement wider efforts in the city and elsewhere.
3. Support our engagement work will continue within our socially responsible and environmentally sustainable framework.
4. Ensure that contribution to enterprise, engagement, and social purpose is recognised in staff performance and promotion.
5. Review our leadership, resourcing, groups, forums, and governance oversight to ensure they will allow us to attain our goals.
6. Update analysis of the impact of the University on jobs and the economy

#### Outcome 7 (Equality and Diversity)

Dundee strives to build on current good practice and ensure positive promotion of equality and diversity in staff and all who are affected by deployment of the UIF. This outcome remains integrated into the University's ethos and culture. We have a rigorous and progressive values-led approach to equality, diversity, and inclusion (EDI) and this will remain at the heart of all developments and activities as we work towards delivering the UIF National outcomes. The University is an active member of the outcome groups training on Equality and Diversity and will continue to engage and participate and share best practice to further support EDI and to help tackle issues of racism and inequality faced by our staff and students. The University has embedded staff and student wellbeing at the heart of our Transforming Lives strategy, and this will continue in our updated strategy under the theme of 'People and Talent'.

The University was placed 20th in the world in the inaugural Times Higher Education University Impact Rankings. These rankings recognise universities' success in delivering the United Nations' Sustainable Development Goals (SDGs). Our best scores by rank included the SDG of Gender Equality, placing joint 31<sup>st</sup> in the world.

Our plans for 21/22 and beyond in this area include:

1. Continue engagement with Academic Schools and Directorates to increase awareness and knowledge as part of the toolkit for research and innovation activity.
2. Carry out Equality Impact Assessments to reviewing existing and new policies and frameworks, including integrating gender equality considerations into our internal funding process, in line with the Gender Equality and International Development Act and UKRI's requirement of Gender Equality Statements.
3. Participate in the Stonewall Workplace Equality Index, enabling the University to understand how to improve our culture and practices for members of staff who are LGBTQI+ (including staff who are non-binary) by encouraging completion of a short staff survey to anonymously share opinions on key indicators of inclusion in the workplace.
4. Submission to Advance HE for the Race Equality Charter, following the creation and consultation period of an action plan.
5. Implementation of a hybrid working policy to better support our staffs' diverse needs as a response to Pulse survey results.


## University Outcome Agreement Impact Framework: Supporting Data


Measure	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
A Number of Scottish-domiciled Undergraduate Entrants	2,007	2,042	2,063	2,225	2,173	2,217	2,301	2,208
B Total number of Scottish-domiciled HN entrants from Scottish colleges to undergraduate programmes		364	413	374	405	350	335	345
Number of Scottish-domiciled HN entrants from Scottish colleges to undergraduate programmes with Advanced Standing		97	103	103	97	91	94	90
Proportion of Scottish-domiciled HN entrants from Scottish colleges to undergraduate programmes with Advanced Standing		26.6%	24.9%	27.5%	24.0%	26.0%	28.1%	26.1%
C COWA measure: Number of Scottish-domiciled full-time first degree entrants from the 20% most deprived postcodes	274	270	304	325	327	336	354	351
COWA measure: Proportion of Scottish-domiciled full-time first degree entrants from the 20% most deprived postcodes	15.0%	14.3%	15.5%	15.8%	16.2%	16.2%	16.4%	16.3%
D Number of Scottish-domiciled undergraduate entrants with care experience	0	0	0	20	6	13	26	23
Proportion of Scottish-domiciled undergraduate entrants with care experience	0.0%	0.0%	0.0%	0.9%	0.3%	0.6%	1.1%	1.0%
E Total number of full-time first year SDUE	1,734	1,817	1,872	1,941	2,072	2,032	2,075	1,971
Number of full-time first year SDUE retained	1,605	1,719	1,763	1,833	1,972	1,916	1,968	1,852
Proportion of full-time first year SDUE retained	92.6%	94.6%	94.2%	94.4%	95.2%	94.3%	94.8%	93.9%
F The difference (+/-) from the individual institution benchmark figure for students satisfied with the overall quality of their course of study in the National Student Survey	4	5	4	4	6.23	3.94	3.34	3
G1 The number of Scottish-domiciled undergraduate qualifiers responding to the Graduate Outcomes survey				953	1016			
The proportion of Scottish-domiciled undergraduate qualifiers responding to the Graduate Outcomes survey in a positive destination				918	953			
The number of Scottish-domiciled undergraduate qualifiers responding to the Graduate Outcomes survey in a positive destination				96.3%	93.8%			92.0%
G2 The number of Scottish-domiciled full-time first degree qualifiers responding to the Graduate Outcomes survey in employment				687	712			
The number of Scottish-domiciled full-time first degree qualifiers responding to the Graduate Outcomes survey employed at 'Professional' level or above				531	505			
The proportion of Scottish-domiciled full-time first degree qualifiers responding to the Graduate Outcomes survey employed at 'Professional' level or above				77.3%	70.9%			62.0%
H Number of Scottish-domiciled Undergraduate Qualifiers	1650	1457	1649	1655	1722	1870	1856	1,953

Please note that 2018-19 and 2019-20 figures for measures G1 and G2, 2019-20 figures for measures F and H and all 2020-21 figures were impacted by the COVID-19 pandemic and may not be directly comparable to other years.

## Outcome Agreement between the University of Dundee and the Scottish Funding Council for AY 2021-22

### On behalf of the University of Dundee:

Signed:   
Print name: Professor Iain Gillespie  
Position: Principal and Vice-Chancellor  
Date: 19 May 2022

Signed:   
Print name: Mr Ronald Bowie  
Position: Chair  
Date: 19 May 2022

### On behalf of the Scottish Funding Council:

Signed:  
Print name: Karen Watt  
Position: Chief Executive  
Date: