



Outcome Agreement with the Scottish Funding Council 2023-24

Introduction

1. 2023-24 represents the second year of our *University of Dundee Strategy, 2022-27*, launched in November 2022, which was developed in consultation with our staff and student bodies. We remain committed to the priorities of Scottish Government and Scottish Funding Council (SFC) and our success will contribute to our region's and Scotland's success.
2. Our vision is to be a University globally renowned for our social purpose, delivered through our intensity and excellence in research, education and engagement. We are passionate about our social purpose, focusing our excellence to make a difference. And though our reach is global, we are *of Dundee, and for Dundee*. As such, we will:
 - Continue to transform lives, locally and globally, working together as a community to deliver positive change;
 - Enhance the intensity of our focus in research, education and engagement. This triple intensity will ensure that we pursue excellence in all that we do;
 - Ensure that the legacy we pass on will be strong, vibrant and relevant to current and future challenges we will all face;
 - Deliver impact through our graduates and students, our research and scholarship and our contribution to health, society and the economy across the globe and here in Scotland;
 - Move forward with confidence, clarity of direction and focus to ensure that our high performing community continues to have a positive impact on the world around us.
3. In research, we will build on our areas of strength, with a focus on health and wellbeing, sustainability and the just transition, human-centred technologies, and design and creativity. This work will be developed in line with the United Nation's Sustainable Development Goals. We will strengthen Dundee's position as a knowledge-rich environment, organising interdisciplinary research to support cluster-based talent-development, innovation and dynamic entrepreneurship.
4. Our aim is to champion national, regional and local benefits in terms of prosperity, jobs and wellbeing. Recently recognised as the best UK University for supporting spinout businesses, we will continue to build on the foundations of our success that lie in world-leading life and biomedical sciences research, and innovative entrepreneurial researchers. However, several of our spinouts have relocated away from Dundee as they pursue their growth strategies. This is why we are aiming to develop an Innovation District in the city to anchor our companies here in Dundee, with an ultimate vision to help this city become a magnet for high value jobs in the life sciences and health sector. It is critical that we work in partnership with Government and its agencies, and vice versa, to create the infrastructure that will help keep these businesses and the jobs they create, closer to their origins.
5. For our students, we seek to offer a world-leading education and student experience through a blend of traditional programmes, flexible and stackable qualifications, with flexibility and support for learning on campus, online, or in blended ways. All programmes will offer students opportunities to benefit from work-based learning, and support successful transitions into the world of work. Our students will be change-makers: able to actively engage with knowledge, reflective thinkers helping to challenge and broaden the curriculum, lifelong learners helping to extend our networks of interpersonal relationships outwards, while shaping our values as ethically conscious members of our community.
6. Public investment in the University represents a critical but declining proportion of the income the University has to invest in achieving our desired strategic outcomes. In 2022-23 we saw higher than

projected demand and rapid growth from international students for our taught postgraduate programmes. Building on healthy recruitment in 2021-22, this has put the University in a stronger financial position. However, like all Universities, we are cognisant of the volatility in international markets, and public investment remains critical to our financial sustainability and the local and national outcomes we are able to generate. Such investment has impressive multiplier effects: a report from BiGGAR Economics to the University in June 2022 set out the level of Gross Valued Added (GVA) the University contributes to the local, regional, national and global economies. In relation to the Scottish Economy, the report concluded that for every £1 received from the Scottish Government via the SFC the University generates £10 of GVA.

7. This document explains the outcomes we are seeking to make progress on delivering in 2023-24.

Fair access and transitions

8. Our approach to widening access is set out here: <https://www.dundee.ac.uk/widening-access>
9. We have made significant progress towards the Commission on Widening Access (CoWA) interim target. For 22/23 16% of our applications and 17% of our matriculations were from Quintile One, and we expect further progress towards the 18% CoWA target.
10. We continue to prioritise articulation from FE and work actively with existing and potential new partners, mapping curricula and encouraging this route into HE. The number of diverse pathways is growing every year with Life Sciences, Humanities, Social Work, Engineering and Urban Planning developing very recent pathway agreements (2022-23) with FE Colleges.
11. We continue to undertake a wide range of other activities to meet CoWA targets, alongside our contextual admissions policy. We are committed to engagement with schools to support entry into HE for pupils from deprived backgrounds, via a range of specific programmes, including LIFTOFF, Reach, ACES, City Campus, as well as Open Day events and other Outreach activities. Some of our additional activities support widening access into STEM-based subjects for S5/S6 pupils from under-represented backgrounds, including our EMBEDD project, the Career Ready programme, and a Life Sciences Work Experience programme. We also remain the only Scottish partner of the Talent Foundry, which continues to encourage the youngest secondary school pupils to aspire to HE.
12. We provide targeted pre-entry support through our on-campus and online Access Summer Schools. This year, 269 UCAS offer holders took part in our Access Summer School programmes, which was a substantial increase on Summer 2022. Additionally, a 'Teacher Insight Day' will be held in August 2023 to provide support, resources and up-to-date information to Scottish secondary school teachers about different pathways into HE for their pupils, as well as our contextual admissions policy and our Access Summer School programmes.
13. The University of Dundee offers bespoke support to specific access groups, such as care experienced applicants and learners who are carers. This includes a new collaborative partnership with the Dundee Carers Centre, Abertay University and Dundee & Angus College which aims to scale up existing initiatives to support the learning, training and accreditation for unpaid carers of all ages. This collaboration will focus on (i) developing supported progression routes into/between FE/HE; (ii) developing awareness of carers issues and (iii) developing policy, training and practical supports in the educational institutions to improve retention and completion rates for unpaid carers.
14. We commit a considerable proportion of our core funding to supporting access from diverse backgrounds and further activities to support students in both matriculation and retention, including our Access Summer Schools and dedicated staff to support widening access and articulation, including a new, core funded Access Officer post for 2023/24. We are compliant with the requirement for access thresholds which we promote via our recruitment activities in Scotland. Our approach to contextual admissions, which is annually refreshed, clearly sets out that care experienced learners and carers are part of our Contextual Category 1 and receive adjusted supported offers

(<https://www.dundee.ac.uk/corporate-information/contextual-admissions-policy>). Our outreach to schools, pupils and parents highlights our positive approach to access for all, ensuring that the additional places we received in 2012-13 continue to be used for widening access purposes, particularly focusing on MD20 students.

15. In October 2022 we were awarded University of Sanctuary status, acknowledging our commitment to inclusion and integration, providing a place of safety for people seeking sanctuary. Alongside this, we have awarded 24 humanitarian scholarships for the 23/24 academic year. This includes 16 'Afghan Women's Scholarship' awardees and 2 'Ukraine Crisis Fund' awardees, underlining our support to disenfranchised groups around the world.
16. We are committed to continuing to welcome asylum seekers and refugees into our community. This is reinforced by our "Afghanistan, Palestine and Syria Support Fund" which saw 100 offer-holders from these geographies having their tuition fees discounted from Overseas-level to Home-level for the academic year 23/24.
17. The current funding environment puts our ability to resource the full range of these activities at significant risk, but our commitment to fair access, transitions and ongoing support for students from widening access backgrounds is undiminished.

Quality learning and teaching

18. The University remains committed fully to delivering high-quality learning, teaching and support for our students. It ensures this through a robust ecosystem incorporating annual and periodic reviews within our [Institution-led Review](#) (ILR) activity. Our approach is evidence based and involves an annual review cycle that comprises [annual module review](#), [annual programme review](#) and [External Examiner reporting](#). These activities focus on individual 'units' of delivery i.e. modules and programmes, which are then incorporated into a School Annual Learning and Teaching Enhancement (LTE) Report where the taught portfolio is reviewed holistically. All reports are discussed in meetings with school representatives with the Vice Principal (Education) and Director of Quality and Academic Standards. Students are represented throughout the process, including in the meetings to review the report and action plan.
19. During 2022/23 the University underwent a Quality Assurance Agency (QAA) [Quality Enhancement and Standards Review](#) (QESR). The [QESR Report](#) identified three features of good practice, including implementing institutional strategies, using student journey data for enhancement, and Digital Champions, who are embedded in each school and advise on digital innovation. In addition, it highlighted one recommendation related to the need to develop a systematic approach to professional services review, a common theme for other Universities. The University of Dundee will work to address this recommendation during the academic year 2023/24.
20. The University's Retention and Progression Committee was suspended during the COVID pandemic because of the unknown impact of the severe disruption to learning and teaching. During 2022/23, the Vice Principal (Education) re-instated the committee, extending its remit to focus on the entire student journey. The committee was renamed the Access, Retention, Progression and Outcomes Committee (ARPOC) and it has identified gaps in recent years related to retention, progression and attainment (degree outcomes). We believe those gaps are generally similar to those found in the rest of the sector but the situation is complex and varies between School and discipline areas. The University is using these data to develop specific actions intended to close such gaps. For example, the Fees & Scholarships Committee working with our Students Association has approved a new scholarship for students from a Black & Minority Ethnic (BAME) background that will provide enhanced financial support in each year of study. The ambition of this project is to better financially support these students through their studies, particularly those who are SIMD20, to improve degree outcomes.

21. The [Periodic Programme Review](#) process is similarly robust and evidence-based. Our annual Institution Led Review and Enhancement report draws attention to the programmes reviewed during this cycle, capturing the themes from the reviews. The reviews identify good practices, recommended changes for programmes and suggestions for development. University policy stipulates that PPR events include a student representative as a full member of the PPR Board. The student Board members are elected representatives and will either be executive members of DUSA or School Presidents who have undergone training, including input from staff from the Quality and Academic Standards Office, DUSA's Head of Operations (Student Experience) and the outgoing DUSA Executive Team.
22. During 2022/23, the University approved a new process to support the [periodic review of research degree provision](#). The policy was developed following an extensive consultation period and was designed to complement the existing annual review of such provisions. It will be introduced during the academic year 2023/24. The approach is designed to enhance opportunities for sharing of good practice and to support and inform scholarly and teaching activity.
23. The University reviews all national survey feedback and provides Schools and programme teams with reports and data analysis toolkits to enable them to undertake more detailed analyses in their subject areas. The 2023 data was disappointing, it saw overall satisfaction drop from 77% to 74% (note some caution is warranted given the changes to NSS data capture and reporting). There is variation within and across School with some areas of very good practice evident, for example in Dentistry. The review of data is incorporated into our annual action planning. For academic year 2023/24, each school and discipline will undertake a detailed analysis of NSS performance looking across all NSS thematic areas, to identify areas of strength and of weakness. The biggest challenges are the following themes, Student Voice, Organisation & Management, and Assessment & Feedback, although work will be undertaken in all areas to improve performance in relationship to national benchmarks. The Vice-Principal (Education) leads this work and is working closely with school, professional services directorates and the Student's Association leadership team to ensure that action plans are implemented.
24. The University works in close partnership with Dundee University Students Association (DUSA). This includes a clear and detailed [Student Partnership Agreement](#) that sets out shared priorities, principles and responsibilities. During 2022/23, our shared priorities were engaging our community, student learning and research experience, and the student voice. The new executive is now in place and has been supported by the Vice Principal (Education) and Director of Quality and Academic Standards. In 2023/24 we will work with DUSA to develop a series of outcomes that can be achieved within the academic year that give the SPA purpose. For two of the SPA themes, Engaging the Student Community and the Student Voice, and there is a clear link with weaker NSS performance (Student Voice), and by working with DUSA, the University is developing a series of actions that will remedy this issue.
25. The University has established a new Education Academy and is recruiting for senior leadership posts. The Education Academy will support the institution to deliver the [enabling strategy for Education & the Student Experience](#) within the overall [University strategy](#). The education and student experience sub strategy will support the University in continuing the development of our [Curriculum Design Principles](#) and in support of our vision for a leading-edge programme portfolio enabled by digital technologies. The development has student experience at its heart as we begin work on our priorities: the programme portfolio; scholarship, digital campus, academic development; and employability and enterprise, and the provision of services for students. The Academy will combine activity and expertise from across the University to support its ambitious agenda.
26. The University recognises that student mental health and well-being is an ever more critical issue. It works with DUSA and Student Services to support and strengthen student welfare. The pandemic has created longer-lasting challenges for domestic and international students and we seek actively to understand better changing student needs and how to address them. As mentioned above, the University plans to review its relevant professional support services and identify current strengths and weaknesses concerning the current student population and develop a framework for its ongoing systematic review.

Coherent learning provision

27. The University makes clear its commitment to deliver a world-leading education and student experience through a blend of traditional programmes, stackable qualifications, and micro-credentials, with flexibility and support to learn on campus, through blended learning or online. The university is working proactively to determine the disciplines we will focus on. This process is informed by the best available market intelligence and evidence of our performance in research, education, and engagement. In 2022/23 each school used the available data to develop five-year portfolio plans which now feed into the annual planning process where they will be reviewed. Through this process we continue to craft a balanced and forward-looking academic portfolio that is sustainable, meets employer/student demand, and delivers impact to the wider community.
28. A key priority for the institution as articulated in our 2022-2027 Strategy, is curriculum transformation. This project is informed and driven by the University's development and implementation of our Curriculum Design Principles. These principles establish a core set of values and design elements that underpin programme development and review and were developed in consultation with staff and students. A significant focus of the principles is employability. Graduate attributes are an explicit feature of the principles with teams required to ensure they consider how best to support their development within an award. All new programmes are required to address the Curriculum Design Principles in their development. Schools are tasked with reviewing existing programmes through the normal Periodic Programme Review (PPR) cycle, ensuring that those awards align to the principles; the process should be complete by the end of the strategic planning round in 2027.
29. The University has a robust process to support the development of new provision. It includes an initial Programme Approval process whereby teams set out initial proposals. This process helps ensure we focus our energy on developments that are of value to the University. A critical element of our approach is, where appropriate, to work in partnership with others. Again, our partnership activity is supported by a robust process to ensure we identify projects and initiatives that can be beneficial to the partners involved and our students.
30. The new Education Academy, mentioned above, will work with Schools and Directorates to deliver excellence in teaching and scholarship, supporting digital skills for students and staff, and strengthening a culture of high-quality and innovative learning design and digital enhancement. This development will further enhance our ability to strengthen the development of skills and attributes that support our students in the transition to further study and the world of work.
31. Data will be an important component of the work of the Academy. Currently the University makes available extensive data that includes information related to recruitment and admissions, student journey, retention and progression and student outcomes in terms of graduation and their transition to further study or employment. In addition, we make available information to inform new curriculum development including competitor analysis, demand trends and insights from an external review of the university portfolio conducted in 2021/22. Strategic Planning is working with the Education Academy to develop data dashboards that will support this type of work.

Work-based learning and skills

32. The University actively engages regularly with employers through the Graduate Apprenticeships office, our Careers Service (which includes co-ordination of our Upskilling courses offered across four thematic areas), skills development boards, PSRB engagement, and through our Centre for Entrepreneurship. We currently have over 100 Graduate Apprenticeship partners from across Tayside/Angus/Fife. From these interactions and through groups such as the Tay Cities Skills Advisory Board we are engaging with market intelligence information about the workforce. We have commissioned market research for the international and RUK audiences to better understand market demand for our courses. This information was used to inform 5 year-portfolio reviews in all Schools, the findings of which are now embedded in normal business through the annual planning round and the annual learning and

teaching reviews. This will result in a modern, forward-thinking and creative education offer at Dundee. Graduate [Outcomes](#) results demonstrate that the University has an excellent track record in preparing our graduates for positive destinations after their study here.

33. Our students directly benefit from our links with industry. For example, Engineering students gain direct skills and experience through our partnership role in the Michelin Scotland Innovation Parc (MSIP) Skills Academy. Another group of students had the opportunity to work at the Large Hadron Collider Facility at CERN, Switzerland, where they were engaged in projects around the science operations. Students also have extensive opportunities to network with employers at Careers Fairs and employer-led sessions, which we continue to grow annually and will launch our first Green Careers Festival in 2023. 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.
34. We continue to seek opportunities to innovate and grow our work-related learning provision and in 2022 entered into partnership with EmployAbility to deliver high quality employability support for students with neurodivergent conditions, mental health conditions and other disabilities. We will build on this in 2023 by recruiting a research intern in partnership with Inclusion Scotland to help us understand barriers to entering the workforce faced by graduating students with disabilities.
35. 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.
36. 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.
37. 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. Significant investment has been made in staff to support internship management going forward so that we can increase the number of such opportunities for students and an audit of existing WBL modules commenced in Sept 23 in order to set baseline metrics which will inform targets for future years. These opportunities are advertised to all students and support for finding placements is offered by staff within individual disciplines and the University Careers Service. Where degree pathways allow, all students 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.
38. As mentioned above, the newly established Education Academy has identified the development of employability skills and more comprehensive credit-bearing internship activity as a priority. The ambition is to develop greater capacity in areas where there are gaps in our provision and to that end, the University Executive Group has allocated additional funding for this purpose. Within 2 years, there will be greater consistency of opportunity for all students to gain work-related skills, either as part of their course, or a supplementary activity.

Net zero and environmental sustainability response

39. In responding to its commitments in relation to net zero and the UN Sustainable Development Goal 13 (Climate Action), the University has set the high-level ambition to reach net zero on greenhouse gas emissions by 2045 and a 75% reduction by 2030. To support these ambitions, the University has become a signatory to the Net Zero Challenge for Universities & Colleges. We regard these targets as our *minimum* pledge and are taking steps actively to reduce emissions faster if we can. We have developed an [Interim Carbon Management Plan](#) which sets out these goals.

40. At present, we are working towards a full Carbon Management Strategy, which will set out clear interim targets and milestones on the journey to 2045; we expect this work to be complete by January 2024. Key to this work is our focus on identifying accurate data on our emissions in compliance with the Public Bodies Climate Change Duties. We have now had all three scopes independently collated, measured and verified meaning that we have the most accurate data available to help shape our plan in more detail. The most recent data (2021/22) now shows our emissions according to each of the three scopes as follows:
- Scope 1: 15,806 tCO₂e
 - Scope 2: 1,383 tCO₂e
 - Scope 3: 78,938 tCO₂e
 - For business travel under Scope 3 on its own the figure is: 1,311 tCO₂e
41. This will see a large reported increase in our emissions overall, which will effectively form a new baseline. We will be reporting our emissions in accordance with our Duties and the expectations of the Scottish Government. Our current review of data has highlighted the importance of working with suppliers both independently and through APUC to address supply chain issues and the next period will see a focus on this aspect of emissions reduction.
42. The Carbon Management Strategy has been developed by the University's Carbon Action Planning Group (CAPG), which will in time report to an overarching Carbon Management Board, chaired by the Principal & Vice-Chancellor. The CAPG includes membership from across the University, including DUSA. We are developing a network of local champions who will work with the CAPG to communicate initiatives and collect ideas to ensure a whole institution approach. The University's governing body, at its annual Retreat earlier in 2023, had the opportunity to discuss and debate the University's response to the climate emergency and will continue to play a role in future developments.
43. The University has introduced a requirement for its constituent Schools and professional services to consider environmental responses as part of the institutional planning process. The University is also in the process of providing Schools and Directorates with their own disaggregated emissions data to enable wider ownership of measures to reduce emissions. A newly appointed Project Manager (Carbon Reduction) will work with the local champions to define and address local targets for action.
44. As part of our capital planning process we will continue to require appropriate environmental considerations for all capital proposals. We also require all new builds to be built to Passivhaus standards, where possible. As part of a new development within our Tay Cities Deal we are piloting a ground source heat exchange heating system. If successful it is our intention to roll this out more widely across campus. We have recently refurbished our gas-fired Combined Heat & Power facility in such a way that it could be converted to hydrogen fuel if this becomes sustainable in the future, and we are discussing a possible pilot already. This will lead to a wider investment into a new renewable energy approach for the whole of our City Campus. Coupled with this we are working proactively to upgrade building fabric where possible to improve insulation and the ability of buildings to provide an appropriate and effective barrier with their environment (so-called envelope performance).
45. The next year will see us consult on and introduce revised travel policies to provide better guidance on how the community can reduce business travel. In terms of commuting, we already collaborate with Dundee City Council on green travel initiatives such as Cycle to Work and are pursuing actively the introduction of a salary sacrifice scheme to encourage staff to buy electric vehicles.
46. In terms of academic engagement, the University has been working with DUSA to develop a module for all new students on their environmental responsibilities, and we expect to roll this out to the community during the next academic year. We have a range of undergraduate programmes about sustainability, and the Vice-Principal (Education) is working with Associate Deans (Learning & Teaching) on developing capacity across our programmes for engagement with environmental themes. In research, we have recently announced the establishment of the Binks Sustainability Institute with the aid of a donation from the Binks Trust (see below).

High-quality research and innovation

47. A key principle of the UoD budgeting process is that internal allocations of SFC grants, including the Research Excellence Grant (REG) and Research Postgraduate Grant (RPG), mirror the allocation methods applied by the SFC, with no top-slicing. This approach provides transparency of how the grant funding has been 'earned' and aligns the funding to the Schools with the highest research quality whilst also considering volume and cost factors.
48. REG and RPG allocations form part of the overall economy of each of our Schools where income, research costs and other activities together deliver an overall financial contribution. Schools generate positive financial contributions supporting the costs of our central professional services. With a transparent SFC grant allocation model in place for other areas (i.e. tuition fee income), School target contributions are set, recognising that their potential financial performance may vary significantly. To deliver targets, budgets are agreed per School ensuring areas of strategic priority are sufficiently supported and SFC grants are used in line with the purpose of the funding.
49. Research-related expenditure budgets well exceed the level of SFC research funding across all Schools, with the key use of REG being to support our costs of delivering research excellence, including academic research staff, research support services and the operating infrastructure needed to enable our world-leading research, such as scientific labs and facilities.
50. As part of our University Strategy, we are committed to growing the size and diversity of our Postgraduate Researcher (PGR) cohort and supporting their professional development. The RPG is an important enabler of this activity, also supporting investment in the environment needed for high quality research training. The Doctoral Academy (DA), supported by the RPG, is the central unit for postgraduate research, providing support for Schools and Directorates on strategic leadership, culture, and marketing, aiming to improve the researcher experience and associated governance. DA flagship initiatives include the 100 Research Projects, quality enhancement, and impact through researcher development. The new Africa Doctoral Fellowship Scheme builds capacity in African partner institutions through equitable research relationships. Upcoming projects address Race Equality Charter actions and emerging themes from the 2023 Postgraduate Research Experience Survey.

Supporting sustainability and future research excellence

51. Sustaining research excellence in the current climate is a huge challenge, with significant real terms reduction in REG over the years. Even if we consider student fees, RPG activity underperforms financially. Inflationary pressures have added greatly to all research cost and continue to do so. Research excellence can only be maintained through financial support from other areas of the University's economy, incl. an increase of the financial contribution of tuition fee income from international students and commercial activities. Also, unfunded Full Economic Costs of non-commercial funded research, which includes a high volume of charity funding, exceeds REG funding.
52. Engaging with collaborators across the UK as well as internationally to support applications for large scale research or training grants maximalising on our research excellence and impacts is a priority for sustaining future research excellence. A small team dedicated to winning externally funded multi-million-pound collaborative bids will be created in 2023-24.
53. Key strategic research priorities have received additional investment in the University's 2023-24 budget, e.g. to increase the number of Principal Investigators in the School of Life Sciences, along with additional research support staff. The UOD will also build and expand its research excellence through investment in interdisciplinary research institutes. The first, the Binks Institute of Sustainability (BioS), has just been launched with the aid of a substantial donation from the Binks Trust. The BioS builds on existing interdisciplinary research and teaching strengths, from sustainable food, energy, and construction materials to environmental governance and urban design.

54. The sustainability of world-leading research relies on state-of-the-art facilities. A Strategic Research Fund contributes ~£2M pa to capital projects across the university supporting future research excellence. This complements existing school budgets for research equipment.

Enabling an excellent research environment and positive cultures

55. In our Research & Innovation Services (RIS) a new team will be established in 2023-24 to support and develop research culture and environment. This team will work with Schools and other central services on initiatives and programmes which will create a supportive and inclusive research environment for researchers and research-enabling staff across all areas. Including the development of a new expanded researcher development training program.

56. A pilot project implementing the CREDiT taxonomy within systems and processes is underway, enabling appropriate reporting of all colleagues' contributions to the generation of research. The addition in 2021 of academic-related staff to our institutional repository facilitates the visibility of their contribution to research as will planned targeted support for technicians, public engagement specialists, and other research-enabling staff. We signed the Technician Commitment in June 2021, and are selecting champions and a University Chief Technician to drive this area forward.

57. We proactively support and promote impactful research, and in 2022-23 we refreshed our network of Impact Champions, establishing a forum for the group to share best practice to build impact capability. An expansion of professional support for impact and public engagement is planned during 2023-24, providing better strategic alignment and combined resource to support these areas. In 2023-24 we will also apply for the renewal of our Gold Engage Watermark, with the longer-term ambition to achieve a Platinum award (NCCPE).

58. The University has a team dedicated to open research practice and was 3rd in the world and 1st in Scotland for the proportion of published research available as open access (2023 CWTS Leiden Ranking). Mediated deposit of research outputs and recording of non-traditional research outputs underpins a successful open publication culture, supported by an Institutional Open Access Fund comparable in size to those of major funders. A Rights Retention Strategy, implemented 2023-24, will reinforce this further. UoD also leads on the Scottish Universities Press initiative, delivering a viable option for long-form OA publications.

59. The FAIR principles for data management and stewardship are embedded in our support services for research data management, with reproducibility a stated goal. In this respect, the University will join the UK Reproducibility Network in 2023-24.

60. The University is a signatory to the San Francisco Declaration on Research Assessment (DORA) and has made a commitment to the implementation of its principles and responsible use of research metrics. The DORA working group leads this work and has co-produced two explanatory videos on DORA and the responsible use of metrics complimenting existing statements of commitment. DORA principles are applied in our promotion and probation processes and all other areas of research assessment.

61. The University is a co-founder of the Scottish Research Integrity Network and hosted the first in-person meeting of the network since COVID in spring 2023. UoD is represented by staff on both the UK Research Integrity Office Advisory Council and the UK Committee on Research Integrity. The most recent annual statement on research integrity is available from this [link](#). The University is a signatory to the Concordat to Support the Career Development of Researchers. A copy of the most recent annual progress report is attached. In 23/24 we will apply to renew our HR Research Excellence Award.

CASE STUDY: Neglected Tropical Diseases

The Research Excellence Grant (REG) is being used by the University of Dundee's School of Life Sciences to develop new diagnostic tools and drug treatments to help eradicate neglected tropical diseases such as Malaria.

The REG provides undirected core funds that are used to support the salaries of scientific researchers, and which help the University to meet the full economic costs of externally funded research projects. This enables the advancement of fundamental research to a stage where it becomes a viable investment option for clinical development in partnership with pharmaceutical companies and non-profit organisations.

For example, Dundee-based research identified new screening tools for the diagnosis of Human African Trypanosomiasis (HAT), or sleeping sickness. Working in partnership with both private and non-profit organisation, the Foundation for Innovative New Diagnostics, and the private sector (Abbott, now Standard Diagnostics Inc.), a new Rapid Diagnostic Test for HAT was developed that has been used with over 57,000 people, benefitting those diagnosed and treated as well as the collaborating partners.

Other research has resulted in new 'gold-standard' screening platforms that are now widely used by the pharmaceutical industry. The screening platforms decrease the time and costs associated with the development of new drugs, reducing the risk for pharmaceutical companies and encouraging sustained investment, which is particularly important for neglected tropical diseases that have a high prevalence in developing countries where it is harder for drug companies to recoup development costs.

The REG has been used by the School to support fundamental research in this area for over a decade, contributing towards progress on shared goals of eradication of neglected tropical diseases, estimated by The World Health Organisation to affect more than 1 billion people worldwide.

NSET Priorities: Productive Businesses and Regions.

NPF: International (open, connected and make a positive contribution), Economy (globally competitive, entrepreneurial, inclusive and sustainable).

SDGs: 17 (Partnership for the Goals), 9 (Industry, Innovation, Infrastructure), 3 (Good Health and Well-being), 10 (Reduced Inequalities).

CASE STUDY: Partnership with Rautomead, a Local SME

Dundee University's School of Science and Engineering aims to address major global challenges through the translation of fundamental research into real-world solutions.

The School uses a range of fundings sources, including funding from UK and European Research Councils, Innovate UK and others, as well as mechanisms such as Knowledge Transfer Partnerships (KTPs), to support research and its application through business collaborations. REG funding supplements these, supporting the infrastructure and resources of the School as well as the collaborative activities that deliver change in business settings.

This approach enables the application of laboratory concepts and technology into the manufacturing process. For example, research from the School formed the basis for a KTP partnership with local SME Rautomead Ltd., a manufacturer of continuous casting equipment.

The research-based partnership has been supported by REG funding for more than 10 years and has contributed to an estimated growth of £1-2 million per year in Rautomead's bottom line and a 10% increase in permanent staff between 2015-2021. Other benefits include improved production lead times, reduction in resources used, improved product quality and yield, and the development of new products and services.

Collectively, the benefits derived from the research partnership have enabled Rautomead to respond to changing market demands, such as those generated by the manufacturers of electric vehicles, and the expertise developed through the partnership has opened up new global market opportunities for the company.

NSET Priorities: Productive Businesses & Regions; New Market Opportunities; A Skilled Workforce.

NPF: Economy (globally competitive, entrepreneurial, inclusive and sustainable); International (open, connected and make a positive contribution).

SDGs: 9 (Industry, Innovation, Infrastructure), 17 (Partnership for the Goals).

University Innovation Fund

62. The University's 'Strategy to 2027' aligns with our core purpose - to "transform lives, locally and globally, through the creation, sharing and application of knowledge". Our collective energy is focused on three interdisciplinary themes: (i) Population Health and Wealth, (ii) Climate Action and Net Zero, and (iii) Equity and Inclusion. Two sub-strategies have particular relevance to our UIF plan: 'Research with Impact' and 'Engagement and Enterprise'. Our ambitions continue to align well with the UIF outcomes, and we therefore confirm that we will use and match fund our UIF Platform Grant as we have done to date.
63. SFC funding is critical for facilitating the leveraging of additional funding. For example:
- UIF funded staff coupled with £6 million of University cash allowed us to develop the business case for our flagship [Centre for Targeted Protein Degradation \(CeTPD\)](#). This has attracted £37 million of globally mobile inward R&D Investment from international companies such as Boehringer-Ingelheim, Almirall SA and Eisai.
 - UIF-backed staff from RIS worked intensively with academic researchers and the leadership of School of Science & Engineering, and local advanced manufacturing SME Rautomead Ltd to win an EPSRC entry level Prosperity Partnership in 2023 (c. £600k).
64. The following paragraphs provide an overview of our UIF-backed activities, and highlight some of the main initiatives that will be supported in AY 2023/24.
65. 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 KE&I Development Manager (an ex-Dundee staff member now hosted at UWS).
66. We are also committed to supporting the further development and implementation of SFC's review plans particularly in relation to the University KEIF and becoming strategically closer to SFC infrastructure investments.
67. We will use the uplift in a very focused way, as follows:
- To accelerate business planning for a Life Sciences Innovation District in Tayside, in partnership with Dundee City Council, Scottish Enterprise, James Hutton Institute and HE/FE partners – this is directly aligned with the Scottish Innovation Strategy's "Innovation Clusters – Health & Life Sciences" cluster plan;
 - To promote, together with the Universities of Glasgow & Edinburgh, a pilot "Proof of Concept Fund" for Health & Life Sciences technologies. This aligns with the Innovation Strategy's Health & Life Sciences cluster, and its "Innovation Investment Programme";
 - To work via the US RCDG Enterprise Support Group to partner and support the proposed Seed/Series A investment fund being promoted by Glasgow, Strathclyde and Edinburgh;
 - To create a new Vice Principal for Enterprise & Economic Transformation, to lead in all areas relevant to the Innovation Strategy and the Entrepreneurial Campus initiative.

Outcome 1 (Demand Stimulation)

68. Dundee works with the Enterprise Agencies, Scottish Government (SG), business networks, Interface, the Scottish Innovation Centres and others to stimulate demand from business and the public sector. We engage using the UIF-backed staff of Research & Innovation Services (RIS) and in have doubled Innovation Vouchers awarded, grown Knowledge Transfer Partnerships (3 new full KTPs in 2023) and a strong pipeline. Our main foci are regional (Tay Cities) and national (Scotland). RIS's Regional Engagement team leads several initiatives using our UIF. These include:

- A rolling programme of engagement events aimed at creating productive new relationships between University staff and organisations from the private, public and third sectors. We use the programme to invite Scottish Innovation Centres (“ICs”) and other sectoral organisations into the University in order that we can identify and support opportunities with their partner/ member companies. Since September 2021 the programme has delivered 20 events (547 attendees), taken part in 3 regional showcases, and sponsored 3 rounds of Courier Business Awards.
- Our [Innovation and Impact Development Fund \(IIDF\)](#), incentivised academics with £3.5k per project to engage SMEs, public sector and third sector organisations and demonstrate collaboration, impact, and potential for future funding. IIDF had excellent uptake - 20 projects covered all 8 of our 8 Schools. See re-launch below (also meets Outcome 6).
- Providing University-level co-ordination of our two major Tay Cities Deal projects to develop/ validate their company-facing business plans (also meets Outcomes 3 and 6).

69. In 2023/24 and beyond, we will use UIF in this area to:

- Expand and extend our Regional Programme to stimulate demand and increase ease of access for business, public and third sector organisations;
- Re-launch IIDF as Collaborate for Impact “C4I” with 8 £5k projects to be funded annually;
- Pilot a new approach to identifying and maintaining strategic partnerships at a local and national level, including [Eden Project Dundee](#), the V&A, [Michelin Scotland Innovation Parc \(“MSIP”\)](#) and the City’s Creative and Cultural Sector.

Outcome 2 (Simplification/Commercialisation)

70. In partnership with the Enterprise Agencies and Interface, we strive to simplify business access to our knowledge and expertise. We participate in the US RCDG Enterprise Support Group (ESG) and Contracts Sub-Group, which both address this outcome. We use RCDG Contract Templates in all dealings with Scottish companies, and have devolved standardised simple agreements (Non-Disclosure, Material Transfer, etc.) to Schools, reducing transaction times for company partners.

71. Dundee is recognised as a UK leader for commercialisation via commercial licensing and spin-out company formation. In 2023, Dundee was named 1st in the UK for Spin-out Success by Octopus Ventures in its Entrepreneurial Impact Ranking, to add to several other UK Top 10 placings in independent surveys since 2020. These awards recognise outstanding success from companies like [Exscientia Ltd](#) and [Amphista Therapeutics Ltd](#), but also explicitly cite our entrepreneurial culture (see Outcome 4). Our continued success depends on our commitment to deploy UIF in support of the activities of RIS, our Centre for Entrepreneurship (CfE) and School-based translational assets like the [Drug Discovery Unit](#) and the [MRC Protein Phosphorylation and Ubiquitylation Unit](#).

72. In 2023/24 and beyond we will use UIF and UIF-backed staff to:

- Make the case, with Glasgow, Edinburgh and Scottish Enterprise, for a pilot Proof of Concept Fund – to increase the number and quality of commercial opportunities from our collective life sciences and biomedical research. This addresses the Innovation Strategy’s “Innovation Investment Programme” goals;
- Continue our stage-gated process for commercialisation opportunities, which provides an objective basis for us to invest (modestly) in early-stage technologies and concentrate UIF-backed commercialisation staff resource on the most promising opportunities.

Outcome 3 (Simplification/Greater Innovation)

73. The new Research Commercialisation Framework for Scotland will be an important driver of university Knowledge Exchange activity. Dundee already has a strong track record of using its sectoral knowledge strategically to promote greater innovation in the economy, and is committed to promoting economic

recovery through Innovation. The Scottish Innovation Strategy's selection of Health & Life Sciences as one of four Innovation Clusters provides strategic endorsement of one of the main areas where we deploy UIF support to address this outcome.

74. We opened the industry-facing Centre for Targeted Protein Degradation (CeTPD) in 2023, and started building our £40M Life Sciences Innovation Hub with Tay Cities Deal funding. We are creating a MedTech Innovation Centre, and joined Phase 2 of Scotland's [Medical Devices Manufacturing Centre](#). With Heriot-Watt we won an EPSRC Place-based Impact Acceleration Account in medical devices, and we also created a new cross-disciplinary [Centre for Medical Engineering & Technology](#).
75. Looking to 23/24 and beyond:
- We will use our global reputation (top UK University for Biological Sciences in REFs 2021 & 2014) and high-level links with the pharmaceutical industry, global specialist venture capital and the NHS to design a Life Sciences Innovation District centred on Dundee that will benefit Scotland as a whole. We are partnered with Dundee City Council (see Outcome 6), James Hutton Institute and Scottish Enterprise in this development, and it is a flagship activity in our Engagement & Enterprise strategy;
 - We will secure all funding for our Life Sciences Innovation Hub with a view to opening a fully fitted out Hub by Q4/24, as the cornerstone of the Life Sciences Innovation District;
 - We will grow R&D investment in our CeTPD from the international pharmaceutical industry, growing Industry Research Income from c. £13M pa to c. £20M pa in 5 years.
 - We will open and continue developing the partnerships that will deliver both economic and patient benefits in the Tay Cities Region from our MedTech Innovation Centre.

Outcome 4 (Entrepreneurialism)

76. Dundee participates in the US RCDG Enterprise Support Group (ESG), which identifies and shares best practice covering spin-out and start-up companies. Via ESG we made a leading contribution to proposals to SFC on "Entrepreneurial Campus", and our UIF activities are well-aligned with the goals of the [Entrepreneurial Campus report](#) and [National Strategy for Economic Transformation](#). We will continue to use the UIF Collaboration Manager and the forums she organises to road-test new collaborative ideas and initiatives.
77. Dundee supports entrepreneurship among its staff, students, and alumni. In 2023, 1,155 students received enterprise education through the curriculum and a further 237 via an extra-curricular programme "Enterprise Challenge" run by our Centre for Entrepreneurship (CfE). CfE helps us embed an entrepreneurial culture – it runs Masterclasses with international entrepreneurs, "Path for Potential[®]" (a global podcast), and our internal Venture Competition. Our [Spin-out Academy](#) (launched 2022) run jointly by CfE and RIS encourages Academics and Research staff to think entrepreneurially and commercially about their research. These activities, and others, meant that Dundee made 18 Converge applications to Converge Challenge, of which 9 made their respective semi-finals – our high conversion rate reflects our entrepreneurial culture and mindset.
78. Our plans for 2023/24 and beyond in this area include:
- Establishing an Entrepreneurial steering group, chaired by the new Vice-Principal.
 - Expanding our curriculum-based enterprise education provision, including the initiation of a University-wide online enterprise module open to any student studying at Dundee.
 - Engaging the other HEIs, FE Colleges and Research Institutes in our region with a view to creating a regional entrepreneurial ecosystem based on Dundee's recognised success.
 - Launching Venture 2024 with the highest prize funding to date.
 - Running Entrepreneurship Week 2024, - workshops, lectures and a hackathon.

While financial support for enterprise education for students is outwith the scope of UIF, all of the other activities listed are/will be backed by UIF or by the University's UIF match.

Outcome 5 (International)

79. The University is committed to sharing good practice to promote and engage Scotland internationally, operating under Scotland's International Framework and contributing to a coordinated approach between Scottish HEIs to explore and act on opportunities that arise. While our UIF investment is primarily centred on our aspirations in regional innovation, in 2023/24 we will:
- Support capacity/ capability building for Research and Knowledge Exchange type functions in African partner universities, as part of our publicly-launched Africa initiative;
 - Engage proactively with international pharmaceutical companies to attract R&D Inward investment (see outcome 3) and with global specialist venture capital companies to attract investment into our start-ups and spin-outs (see outcomes 2& 4)

Outcome 6 (Inclusive Growth and Social Impact)

80. Dundee is committed to building on current good practice and developing our support of the Scottish Government's ambitions for inclusive growth. This is reflected in Dundee's "Strategy to 2027", and its "Engagement and Enterprise" sub-strategy. We have a prominent regional focus, reflecting the importance we attach to inclusive growth locally. This includes a Regional Committee (chaired by new Vice Principal) and a Public Engagement Forum to continuously improve our public and community engagement in line with our [NCCPE Gold Watermark for Public Engagement](#).
81. In 2023, we cemented our commitment to the Just Transition to Net Zero by the creation of the Binks Sustainability Institute. [The Institute](#), launched with a significant donation from the Binks Charitable Trust will help societies confront the climate crisis and facilitate living in environmentally sustainable ways. In 2023/24, we will use UIF to help us drive regional activities that will contribute to inclusive growth, social impact and a Just Transition to Net Zero by:
- Recruiting leadership for the Sustainability Institute and starting research, training and KE programmes that will drive our contribution to the Just Transition to Net Zero;
 - Working closely with Dundee City Council, the Eden Project and the Northwood Charitable Trust to develop the case for Eden Project Dundee. In the University's case, this hinges on our ability to evidence how engagement with Eden will deliver our goals for sustainable growth and social impact locally and globally.
 - Exploring the creation of a collaborative Task Force addressing drug abuse and deaths, which will bolster and complement wider efforts in the City and elsewhere.
82. We will also use UIF, and UIF-backed staff, to facilitate workshops, sandpits and events to drive research collaboration (including with outside organisations) and research impact (through policy influence and community projects, among other things).

Outcome 7 (Equality and Diversity)

83. Dundee builds on current good practices and promotes equality and diversity in staff and all who are affected by deployment of UIF. We have a rigorous approach to equality, diversity, and inclusion (EDI) that informs all activities as we work towards the UIF National Outcomes. In 2022 the University implemented a hybrid working policy to better support the diverse needs of staff, and in 2023 appointed an academic lead for EDI, as well as a set of EDI Champions on the Executive Group (each championing at least one EDI characteristic). Several of our Schools have Bronze Athena SWAN gender equality Charter Marks, with Life Sciences having Silver. For 2022-27 we have a bronze Race Equality Charter mark. Dundee is a member of Stonewall, promoting equality for LGBTIQ+ people and


participating in the Stonewall Workplace Equality Index. We are committed to addressing inequalities faced by disabled students and staff to ensure they are able to play a full part in our community and UIF-relevant activities.


84. Our plans for 2023/24 and beyond in this area include:

- Continuing engagement with R&I active staff to increase awareness and knowledge of EDI.
- Building gender equality considerations into internal funding processes, in line with the International Development (Gender Equality) Act 2014 and UKRI requirements.
- Participating in the Stonewall Workplace Equality Index, improving our culture and practices for LGBTQ+ (incl. non-binary) staff via surveys to collect indicators of inclusion in the workplace.


Outcome Agreement between the University of Dundee and the Scottish Funding Council for AY 2023-24

On behalf of the University of Dundee:

Signed: 
Print name: Professor Iain Gillespie
Position: Principal and Vice-Chancellor
Date: 1 December 2023

Signed: 
Print name: Amanda Millar
Position: Chair
Date: 1 December 2023

On behalf of the Scottish Funding Council:

Signed: 
Print name: Karen Watt
Position: Chief Executive
Date: 15 January 2024