



Outcome Agreement with the Scottish Funding Council

2022/23

Introduction

1. This Outcome Agreement follows the launch in November of our new University Strategy, which was developed in consultation with our staff and student bodies. We remain committed to the 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 University Strategy 2022-27 was approved by the University Court at its meeting in February 2022. It affirms that we are a University that is committed to its social purpose, building on our long-standing values. The primacy of social purpose was intrinsic in our founding principles and has evolved and grown with us. 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.

We have significant areas of excellence in research, education and social impact which will enable us to fulfil our mission in transforming lives. Over the next five-year period, we will continue to grow and focus on our internationally recognised excellence in life sciences, medicine and health, and art and design. We will also further develop our competitive strengths in science and engineering, business, law, social sciences and humanities.

3. As we look ahead, we will develop priority academic themes to provide focus and concentrate our impact on those areas where we can make the most difference to the challenges and uncertainties society is facing and support the delivery of the UN Sustainable Development Goals. These themes are:

- Population Health and Wealth;
- Climate Action and Net Zero;
- Equity and Inclusion.

4. The University will continue to deliver high-quality Graduate Apprenticeships as a valuable element of our social purpose. We do, however, believe that the Scottish Government and Funding Council's decision to withdraw direct funding has disadvantaged the institutions which had responded positively to this policy initiative. By requiring us to absorb Graduate Apprenticeships into our allocated funded places, we have lost tuition fee income and have a reduced ability to offer Scottish students the transformative potential of higher education at the University of Dundee.

5. 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. This multiplier represents a

remarkable achievement and delivers a total of £975m GVA for Scotland, made more remarkable in a context of flat public funding over the last 10 years and the underfunding of the sector confirmed by two Audit Scotland reports. The University acknowledges the tough financial environment generally but would argue that these longstanding real terms cuts in funding diminish the impact its research and engagement activities can make and the additional funding it can leverage to support its research and teaching is increasingly at risk. Essentially, they reduce the economic benefit we can deliver for Scotland.

6. In that context, whilst the University will strive to deliver its strategy in alignment with the priorities of the Scottish Government, our ability to continue all of the activities and plans set out in this document relies on our capacity to maintain funding levels across those activities from all sources. As a result, the commitments below will need to be subject to ongoing review .

7. The past twelve months at the University have been marked by difficult ongoing industrial relations. The University took the decision to revise its in-house defined benefit pension scheme to address issues around affordability, deficit and scale of liabilities. After a period of consultation with staff and campus unions, the University's governing body, the Court, approved significant changes to the scheme and its closure to new members. The changes have not been universally welcomed, as they result in benefits reductions for current members. However, they deliver a defined contribution scheme for new staff that is also available to the significant number of current staff unable to access the existing scheme due to its high employee cost and barriers to entry. This issue together with the ongoing cost of living crisis have meant the University has faced some disruption as a result of prolonged industrial action. Despite this the University has continued to deliver teaching and research in line with its objectives.

8. 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 staff union branches of Unison, Unite, and the University and College Union (UCU), and through the executive of the Dundee University Students' Association (DUSA).

Fair access and transitions

9. 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 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.

10. We are pleased to have risen three places in the Social Inclusion Ranking of the Times Good University Guides 2023 and we are the highest ranked of the chartered institutions in this table. The University of Dundee scored most highly in the following measures:

- Black achievement gap – we are ranked second in this, excluding those institutions where the measure is not applicable;
- MD20 low participation areas, where the University ranked fifth. This result mirrored the SFC Widening Access Report 2020-21 (excluding small specialist institutions); and
- First Generation Students, where the University is ranked sixth and where the top five ranked are all post-92 institutions. The University of Dundee is the top-ranked chartered university for this measure.

11. We continue to prioritise articulation from FE 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 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

12. 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 to offering bespoke support to groups such as care experienced applicants and learners who are carers. Our use of supported offers via UCAS to provide access students with 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, and also secures their strong subsequent progression. All contextually eligible applicants (over 1,600 per year) are offered this support.

13. 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 student retention. We have also created a new, core-funded Access Officer post. This year saw the return of face-to-face Summer Schools following the global pandemic and we have been pleased to observe an increase in our SIMD20 intake.

14. 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 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, which continues 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/>.

15. In October 2022 we were awarded [University of Sanctuary](#) status, acknowledging our commitment to providing a place of safety for people seeking sanctuary. Alongside this, we welcomed 25 humanitarian scholars to the University this academic year, including 14 from Ukraine. We are committed to continuing to welcome asylum seekers and refugees into our community.

16. 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.

High quality, learning, teaching and support

17. The University remains fully committed to delivering high quality learning, teaching and support for our students. Our recently-launched [Education and Student Experience strategy](#) will continue to support our success in this area, with the vision of offering world-leading education and student experience across our portfolio. Our goal is offering students opportunities to benefit from work-based learning and enabling them to be change-makers and partners in developing a curriculum that has breadth and depth.

18. The University has a broad education portfolio and we continue to enhance and develop our programmes of study through annual and periodic review. Our approach to learning, teaching and support is aligned to the QAA Quality Code and the Scottish Credit & Qualifications Framework and is designed to allow students to transfer credit internally or to other institutions, wherever specific prior learning is not a pre-requisite to transfer. The ongoing implementation of a project to identify *Curriculum Design Principles* is intended 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, and we look forward to our Quality Enhancement and Standards Review in April 2023 as part of Phase 1 of the SFC's developing Tertiary Quality Framework. Our courses are also externally accredited and recognised by various professional, statutory and regulatory bodies.

19. As outlined in our annual report on Institution-led Review, we take an evidence-based approach to ensuring that 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 were a significant cause for concern for the University and an action planning approach informed by the feedback has been implemented to address the issues highlighted by students. The Vice-Principal (Education) is working closely with Schools and Directorates to ensure that appropriate actions are taken and that students are effectively supported to fully return to campus this academic year. This activity includes the use of a student 'pulse-check' survey every semester, which enables Schools, and the University as a whole, to respond to feedback within the semester. Alongside the Education and Student Experience strategy, our [Digital strategy](#) is designed to support engagement with new and emerging technologies to transform our research, education and engagement approach and to provide the best possible student experience. By taking a 'digital first' approach, we aim to deliver digital and campus experiences that will seamlessly support research-led teaching. We are supporting students and staff to be confident in the digital learning environment.

20. As described above, we are fully committed to delivering widening access outcomes. We continue to offer a range of programmes of support intended to ensure that students are supported through the transitions into and through our University. Before students start, we offer support for transition through our Access Summer Schools, which include subject-based and academic skills focused modules; SFC funded programmes such as the Reach and ACES AHDP Projects; and by offering bespoke support to groups such as care experienced applicants and learners who are carers.

21. Our Access Summer Schools moved successfully to fully online in 2020 and 2021 due to the pandemic, and the knowledge gained from this experience informed the development of the 2022 Summer School and our offering for summer 2023 as part of a blended approach. Demand, successful completion and subsequent progression remain strong. The University also has an important series of welcome events for students each year. These include highly popular social events, as well as inputs from the Academic Skills Centre and the Careers Service, aimed at introducing new students to the services that can support their transition through study and into the workplace as well as reminding returning students of the support available to them. The first Welcome Week held in person for two years due to the pandemic saw a very high turnout and was received enthusiastically by students. Pre-sessional online courses aimed at international students are also an increasing feature of the summer. The existing English for International Students courses are being supplemented this year by the highly successful Taught Master's Essentials course,

developed and delivered by the Academic Skills Centre, which provides an introduction to becoming a student at the University of Dundee and transitioning effectively into living and studying in Scotland. The aim is to repeat this course again in December 2022 for the January 2023 intake.

22. The University assigns an Advisor of Studies to every student to provide them with academic and pastoral guidance and, where appropriate, to refer them to our extensive range of support services. In light of our increasing numbers of taught postgraduate students, work is ongoing to ensure the provision of Advisors for this expanding group of students is effective, equitable, and acknowledges the associated increased workload for academic staff. Working in partnership with DUSA, we review support for students on an ongoing basis to ensure that we are collaborating and 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 Exam Revision toolkits. The University has a rigorous digital 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 Executive Committee, comprising senior officers from the University and DUSA and co-chaired by the President of DUSA and the University Secretary.

23. In addition to academic support, all students are also supported through our pastoral and wellbeing services. Prior to Covid-19, demand for these services was increasing year on year, especially in relation to counselling and mental health. As a result, the additional funding for mental health counsellors announced by Scottish Government and SFC during the pandemic was critically important. 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. However, we also recognise that the numbers of staff and students presenting with conditions related to mental health, stress and related factors have been increasing. Online provision of support has generally worked well, and we will 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. Further support for disability and Student Services is planned in light of the rise of student numbers across our campuses.

24. The University works in close partnership with DUSA to support students who may be struggling or in distress. Our partnership approach has continued to develop following lessons learnt during the pandemic and supplements the support offered by the pastoral staff leads and student welfare representatives in each of our schools. These important roles enable the University to better identify groups that are experiencing stress/distress and target the support we provide. These representatives have close links with staff in Student Services to ensure effective referrals. Our Student Services Team deals with around 500 enquiries a week and is split into three Hubs: our *Enquiry Hub* acts as the interface between the student and Student Services, including Registry; the *Skills Hub* comprises the Academic Skills Centre, Careers Service, and English for International Students; and the *Support Hub* comprises the Counselling Service, the Health Service, Disability Services and the Student Funding Unit. Many of these services are successfully offered online as well as in person. Introduced initially in response to the pandemic, this has, where appropriate, improved the nature of the support available, and so both options (online and in person) have been retained. The Support Hub provides a comprehensive range of services for all students, including those with diverse needs and those from disadvantaged backgrounds. Students from all backgrounds, both home and international, are encouraged to drop into the Global Room which provides a welcoming meeting place and a focus for a rolling welcome in addition to regular international lunches, featuring regional cuisine.

25. The University was an early adopter of ASIST, Mental Health First Aid and safeTALK and the adoption of these approaches was informed 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 to the Healthy Universities initiative and has completed its first self-review to identify areas of strength and areas where we want to improve. The University has a thriving Institute of Sport & Exercise, offering a range of classes and activities alongside a pool and fitness studio, and our Sports Union is at the heart of a network of sports clubs focused on participation as well as performance. The University takes its commitment to physical wellbeing seriously, acknowledging the contribution it also makes to mental health.

26. As set out above, our accreditation as a University of Sanctuary forms an important part of our public commitment to creating a welcoming campus and culture for people escaping oppressive regimes and seeking sanctuary in the UK.

Partnership, participation and student experience

27. Our students are key partners in the realisation of our mission: 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. We have reaffirmed our commitment to this partnership approach in our Education and Student Experience strategy and are currently developing our new Student Partnership Agreement which will run for the coming three years.

28. In our new Partnership Agreement, we seek to recognise the impact that the pandemic has had on our student and staff community and therefore on the student experience overall. We recognise that we need to reinvigorate some of our previous strengths, such as our approach to student representation, and we have worked closely with DUSA in developing the new Agreement. Both the University and DUSA are committed to measuring our progress and to reporting this jointly to our community.

29. 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 school 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. Our approach to representation is codified in a Student Voice and Representation Agreement co-developed with DUSA.

30. The Student Experience Executive Committee, mentioned above, ensures the coordination and smooth running of our support services. 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 & 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 school presidents regularly meet with the School Executive Groups of our academic schools.

Learning with impact

31. 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 Access, Retention, Progression & Graduate Outcomes Committee. Our system of academic advisors (described above) is critical in supporting students through their studies and is further enhanced by the Senior Advisors of Study in each School, who provide effective oversight of the system. Senior Advisors are responsible for ensuring that each School holds an Advisors' Forum each year to disseminate good practice within Schools. Two years ago, we launched an electronic

attendance capture and response management system to further optimise our response to the early warning signs of disengagement by students in order that more timely information is available to our Advisors. This has now gained a good level of acceptance among students.

32. As we emerge from the global pandemic, we are focussing on the cost-of-living crisis and have allocated a minimum of £150k of our own resources to the student hardship fund, have made 150 laptops available to students to reduce digital poverty, and in partnership with DUSA we have established a breakfast club. Further actions to mitigate the impact of the cost-of-living crisis are being discussed with DUSA and will rollout over the course of the year. These initiatives come at significant additional cost, which is being met by unregulated fee income given the underfunding of Scottish students.

33. Throughout students' studies, we remain focussed on ensuring that they are prepared for employment or establishing their own businesses or creative 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 actively contribute to development in the Schools of Business and Science & Engineering. Students also have extensive opportunities to network with employers at Careers Fairs and employer-led skills sessions and presentations, which have successfully returned to in-person delivery. 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. We continue to seek employers to join our expanding network and have recently invested in new Employer Engagement posts as part of our strategic ambition to expand opportunities for work-related learning in the curriculum.

34. 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. Our ability to continue this work is, however, constrained in the light of funding decisions, but we remain committed to this activity.

35. We have 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, amongst other things, our strong links to employers and businesses.

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. 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 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. The number of students availing themselves of this module has increased steadily and new employers continue to engage following successful expansion via remote/blended internships during the pandemic.

37. We have Employability & Enterprise Leads in each academic school and these regularly share practice through the Employability & Enterprise Committee. The Committee is chaired by the Vice-Principal for Education and includes representation from employers, students and Professional Services staff.

38. 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 5,000 University of Dundee students have now completed these modules since their launch in 2004.

39. Our academic Schools continue to participate in the Skills Development and Investment Plans, both directly and indirectly. Direct involvement includes assisting in the development of the plans, offering CPD training to support them, developing content in response to the SFC Upskilling fund, and working through innovation centres and their funded places to meet the skills needs of 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 reviews of our curricula.

40. We recognise that much skills development normally takes place outwith the formal curriculum and we are now seeing strong re-engagement in extra-curricular activity following the return to campus. We continue to promote our skills award (Dundee Plus), which supports 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, a new School Volunteering Programme has been launched for 2022/23 which will involve Dundee students supporting teachers in those local primary and secondary schools which have high numbers of children who require language support. We continue to provide extra support for graduating students whose time at university was impacted by the pandemic. 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. In addition, we actively promote our Upskilling offering to support Scotland's economic recovery and have invested in updated web and marketing campaigns.

Equalities and inclusion

41. The University seeks to become recognised as at the forefront of equity and inclusion within the higher education sector. The new University Strategy has a specific focus on future equity and inclusion. This will be achieved through a strategic vision that will embed a deep commitment to equality and to the development of an inclusive culture for both students and staff. The University is currently reviewing the structure and practice of our EDI work so that, as we strengthen the management and governance framework relating to equality, it becomes fully mainstreamed into our everyday practices.

42. The University continues to fulfil the statutory obligations of the Scottish Specific Duties as required under the Equality Act 2010. We are currently delivering against our new set of Equality Outcomes for 2021 to 2025 but are mindful of the new National Equality Outcomes that will be required by the Scottish Government to tackle persistent inequalities. Further information can be found here: <https://www.dundee.ac.uk/corporate-information/equality-outcomes-plan-2021-2025>

43. In January 2022, the University was the second in Scotland to successfully be awarded the Race Equality Charter Bronze Award from Advance HE. Workstreams have been established to progress initiatives which will further improve race equality at Dundee. The University has publicly committed to increasing our efforts to address racial inequalities, including the structural barriers that still exist. Further information can be found here: [About the Race Equality Charter | University of Dundee](#)

44. Our work on gender equality is focused on the Athena Swan charter which we were first awarded in 2012. We are currently in the process of applying for a new charter at the end of

November 2022 and will agree a five-year action plan to further embed gender and sex equality within the University for both staff and students. The Athena Swan Charter can be accessed here: [The transformed UK Athena Swan Charter | Advance HE \(advance-he.ac.uk\)](#)

45. Additionally, as part of the plans drawn up by the European Commission to actively promote gender equality, from 2022 every university must have a gender equality plan in order to be eligible for European funding for research purposes. The University of Dundee's Gender Equality Plan is publicly available on our website <https://www.dundee.ac.uk/corporate-information/gender-equality-plan>

46. On Gender Based Violence (GBV), the University of Dundee has an Equally Safe Working Group made up of representatives from across the University and DUSA, which meets regularly throughout the year to monitor progress against its priorities. Outputs have included the delivery of training for staff who receive disclosures and the development of a new policy to support students including the promotion of a range of report, support and prevention options. The University also contributes to locally organised events including the 16 Days of Activism and Reclaim the Night marches. In addition, we have become a signatory to the EmilyTest Charter and will make a submission to 'take the test' within the next year.

47. 2,086 students were registered with Disability Services during academic year 2021/22 which represented an increase of 5% on the previous academic year. This figure forms part of a general upward trend over the last six years, in line with an increasing complexity of student support needs. The number of registered students disclosing multiple disabilities has increased by 111% over the past six years, and the figure for those disclosing mental health difficulties has increased by 128% over the same period. Student Services support in this area extends beyond those who decide to register with the Service, and an additional 664 students were supported during this period, including students awaiting dyslexia screening/diagnosis, prospective students and applicants, and students with temporary disabilities. Feedback from students who accessed the Service had been overwhelmingly positive, but funding pressures mean it is almost impossible to keep up with growing demand.

48. Prospective and returning students with autism spectrum disorders or mental health difficulties are supported by successful transition events and the Disability Services team works with colleagues at Open Days and Visit Days to provide information on the support available to disabled students at the University and answer any questions. In-person drop-in sessions are also a feature of Welcome Week for new and returning students.

49. Flexibility of response to student needs has been achieved by building on our experiences during the pandemic and appointments are now offered in person or online, in response to the specific student circumstances. Additional flexibility is also being offered through a new process for academic year 2022/23, involving the use of an online dyslexia screening tool that students can complete independently through the Service to reduce the waiting times for screening appointments with a Disability Advisor.

Research excellence

50. The University returned a strong overall performance in REF 2021, with 84% of our research assessed as 'world-leading' or 'internationally excellent' and all submitted units demonstrating some world-leading research. For the second successive REF, we are the top-rated University in the UK for Biological Sciences (based on the Times Higher Education's GPA ratings) with 71% of our submission assessed as world-leading. We also recorded strong performances in our clinical-related research (Clinical Medicine and Allied Health Professions), our disciplinary clusters of Mathematical Sciences, Computer Science and Informatics, Engineering, and Art & Design.

51. Our REF results provide a solid foundation from which to launch our new “Research with Impact” strategy, a key aim of which is to grow our capacity for, and quality of, internationally competitive research in selected areas. An early example of our investment in the new strategy is the University’s investment of c.£6M in 2021/22 in the creation of a new [Centre for Targeted Protein Degradation \(CeTPD\)](#), which will open formally during 2022/23. The Centre builds on the world-leading research of Professor Alessio Ciulli in the University’s School of Life Sciences which promises to revolutionise drug discovery and which has already attracted major investment from global pharmaceutical companies excited by the potential of this work.

52. Our excellence agenda is supported through our annual review of research which focuses on the quality of outputs and the identification of current and potential impact. This enables a University-wide view of research quality and sustainability.

53. The quality of our scientific research outputs is globally recognised through the citations that they receive. The CWTS Leiden Ranking (2022) 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 for all sciences and in the top 20 for the fields of biomedical & health sciences and life & earth sciences.

54. The excellence of our research is reflected in our impacts, which range from new approaches to drug discovery to design for disability and environmental monitoring. Two case studies are set out below. They give a sense of the scale and impact of work at the University, and further case studies will be submitted in due course.

55. Our research intensity is exemplified by the fact that we have one of the highest proportions of research funding to teaching funding of any university in the UK. However, the failure of UKRI and other UK research funders to meet the full costs of research, alongside insufficient and increasingly uncompetitive levels of SFC REG to meet the gap to full economic cost, means our world class research and the research outcomes set out in this agreement are underfunded and under threat.

56. Our strategy aims to foster a vibrant and inclusive approach to research. We will continue to promote an open research culture including open access publishing; the proportion of our publications that are open access (92.6%) is the fourth highest in the world (CWTS Leiden Ranking 2022). The University is a signatory to the San Francisco Declaration on Research Assessment and is in the process of reviewing and building upon our understanding of, and commitment to, the responsible use of metrics.

57. The University is committed to the *Concordat to Support Research Integrity*, and this year’s statement required as part of this commitment will be published at the end of April 2023. Our online research integrity training is mandatory for postgraduate researchers and their supervisors and is licensed to a number of other higher education institutions. Research Integrity Leads and Advisors are responsible for promoting a culture of research integrity in their Schools and come together through an internal network to share best practice and receive support from their colleagues. The University is a co-founder of the Scottish Research Integrity Network, which provides a forum for the sharing of expertise in research integrity across all research active institutions in Scotland.

58. Research culture has many facets and hence enhancing it is very resource intensive activity, which in England (unlike Scotland), is supported by additional ring-fenced funding.

Case Study 1: The Centre for Targeted Protein Degradation

The Scottish Funding Council's Research Excellence Grant (REG) has been crucial to advancing the science of drug discovery and development. REG funding partially supported the full economic costs of key research projects, leveraging and supplementing competitively awarded funding from the European Research Council, UK Research Councils and others. Collectively, the funding has contributed to the creation of one of the UK's leading centres for biological sciences research – the Centre for Targeted Protein Degradation.

The Centre works at the forefront of drug discovery. It builds on the research of Prof. Alessio Ciulli, which has attracted over £1.9 million in European and UK Research Council research funding since 2013 and has changed what used to be seen as a niche area of chemical biology into a major area of investment for global pharmaceutical companies.

The research focuses on a class of drugs that work with the cell's natural processes to target and degrade the proteins that cause disease. It differs from traditional routes to drug discovery and has created new avenues for investment through the development of drugs for diseases that were thought to be 'undruggable'. The approach can be used across diverse therapeutic areas, including oncology, dermatology, neuroscience and respiratory diseases. The first compounds (known as Proteolysis-targeting chimeras, or PROTACs) developed using this approach are being trialled as potential treatments for a range of diseases.

The initial public funding stimulated collective investment of £36 million from global pharmaceutical companies into collaborative research with the University of Dundee between 2016 and 2022, plus commercialisation income of more than £1 million in royalties and milestone payments. In 2017 Amphista Therapeutics was spun-out from the University with co-founding venture capital investor Advent Life Sciences, enabling the commercial exploitation of the research with £6 million in Series A financing raised from co-investors in 2020 and a further £40 million in Series B financing in 2021. Initial public funding was necessary to help secure private sector investment and enable the establishment of the Centre.

In addition to financial investment, new partnerships and collaborative agreements have generated jobs in Dundee and elsewhere. A collaborative partnership with Boehringer Ingelheim, for example, established in 2016 and extended in 2018 and 2020, led to the formation of a joint research team that generated new jobs in the University of Dundee (30 FTEs) and at Boehringer Ingelheim focused on the development of new therapeutics.

This research contributes to progress against the strategic priorities outlined in Scotland's National Strategy for Economic Transformation and the National Performance Framework. The REG contributed over £500,000 towards the full economic costs of the research between 2013 and 2018. When combined with funding from other sources, this has provided a foundation for entrepreneurial activities and research exploitation that is benefitting the economy through inward investment, the creation of jobs and the development of new market opportunities through industry partnerships. At an international level, this contributes to the United Nations Sustainable Development Goals for partnership, for good health and well-being, and for industry, innovation and infrastructure.

Case Study 2: Women's Entrepreneurship

The University of Dundee School of Business is one of the UK's newest and fastest growing business schools. The Business School has received over £900,000 in funding from the Research Excellence Grant (REG) between 2017 and 2023. This has supported researchers including Professor Norin Arshed and her work on women's enterprise policy and the landscape for women entrepreneurs in Scotland.

The economic contribution of women has been a priority for the UK government for more than 20 years. In Scotland, women-owned businesses account for 13% of private sector employment, yet despite efforts by policymakers to increase the number and quality of women-owned businesses, men are still almost twice as likely to start a business as women.

Arshed's work has shown how top-down gender stereotyping of women entrepreneurs by policymakers led to responses in women entrepreneurs and others that undermined the delivery of policy objectives, destabilising women's enterprise policy. Her findings also exposed how shifting strategic agendas coupled with a lack of resources and inconsistencies around the delivery of women's enterprise policy initiatives had a negative effect on policy outcomes.

The research continued through the pandemic, with further findings demonstrating how existing barriers to women entrepreneurs have been amplified by COVID-19. Access to finance in sectors dominated by women was disproportionately affected, often being hit first and hardest, yet frequently last to receive financial assistance. Despite a willingness of enterprise agencies to help, much of the support was found to be confusing and generic.

Recommendations from the research have been adopted by the Scottish Government, leading to the creation of a Scotland-wide collaboration of local women's business centres and a new national panel of experts advising on women's business growth.

Collectively, the research findings form a core part of the evidence base for the establishment of the £50 million government backed Women's Business Centre announced by Scotland's First Minister in September 2021.

Arshed's work continues to inform stakeholders and policymakers, and to change understanding of women's business in Scotland. The research contributes to the Scottish Government's strategic priorities for fairness in work, business and society identified in the National Performance Framework and in the National Strategy for Economic Transformation, and to Sustainable Development Goal 5 on Gender Equality.

Research sustainability (incorporates collaboration)

59. As a leading research-intensive University, we see great strength in collaborative research with others. We are committed to working with excellent institutions in Scotland, the UK and internationally. We have sustained many of 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 Organisation for Nuclear Research, which will greatly benefit both institutions. We have joined the European University Association and are active in the debate about helping resolve the future of the UK's involvement in Horizon Europe, with association to the main Horizon programmes still our preferred outcome.

60. Our REF2021 performance confirms our assertion that we have world-leading research in a number of disciplines, and a significant positive impact on the Scottish Economy, and society more broadly. This is especially true in health-related subjects. Research Excellence Grant funding is essential in supporting our research base as REG provides critical leverage to support research grant income. This is particularly the case with funding from charitable sources, which is invaluable to supporting world-changing research in many of the areas in which we excel.

61. Sustaining research in the current climate is hugely challenging. Aside from the current economic turmoil, the significant real terms cuts in REG over the years, policy decisions on REG allocation and the lack of additional investment in research in Scotland following the REF results, compared to England, mean there will be difficult decisions ahead for Dundee as for all research-intensives. These will be taken in line with our strategic vision to be recognised as a world-leading university, and collaborative partner of choice, based on the excellence and transformative impact of our 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.

62. Postgraduate researchers (PGRs) and our research staff bring dynamism, new insights and important contributions to our research community. They are the lead researchers of tomorrow and will contribute to the wider Scottish economy through diverse career paths. We are committed to growing the size and diversity of our PGR cohort and supporting their professional development. The SFC RPG grant is a very important enabler of this activity. We develop and support our research community through our commitments in the Concordat to Support the Career Development of Researchers. This is strongly evidenced by the University retaining its [HR Excellence in Research](#) award since 2011, with associated action and implementation plans being overseen by a senior level group with a chair at Professorial level. This sits alongside our commitment to the Concordat to Support Research Integrity.

63. Researcher Development for research staff and PGRs now covers in-person, online and hybrid opportunities. These modes of delivery and increased investment in self-directed learning, ensure that we accommodate the needs of those embracing hybrid working and our distance learners. The University solicits feedback from research staff and line managers of research staff through the national *Culture, Employment and Development in Academic Research Survey* (CEDARS) and PGRs via the *Postgraduate Research Experience Survey* (PRES). This allows the opportunity for benchmarking, identifying areas for improvement across the research environment and feeding back to survey participants on the implementation of key actions

64. The University has invested strategically in a Doctoral Academy, with PGRs at its heart. The Academy has three core areas of focus: 1. governance across all aspects of PG research and supervision, 2. culture and experience, and 3. marketing and recruitment. The Academy's mission is to provide strategic leadership and support to Schools and services in our collective efforts to improve research student numbers (where we currently fall below benchmark), to create an excellent PGR experience, and to offer outstanding skills training and personal development to all our PGRs and their supervisors.

65. The University's Organisational & Professional Development unit, and the Doctoral Academy, work together via an online platform which covers welcome and induction, mental health and wellbeing, viva and submission, public engagement training and professional development and research integrity modules. It also provides information on best practice and regulations to support both postgraduate researchers and their supervisors. There has also been a step change in peer-support and leadership opportunities for postgraduate researchers through various internships (EDI, Wellbeing and Peer Support roles) and representative opportunities, for which there is remuneration. There are routine opportunities to apply to a PGR Community Fund for social events, an annual conference and travel awards, a PGR Development Award programme, Venture funding, an Images of Research competition and the Three Minute Thesis competition. This is complemented by a range of School-based activity on: public engagement; professional development; research methodology; research staff and postgraduate research associations; social events and seminars.

66. A portion of the University's SFC COVID allocation was used to fund extra time for PGRs who

were self-funded or had an external sponsor unable or unwilling to fund pandemic-related extra time. This allocation was matched by the University and resulted in 58 PGRs receiving much needed financial support at a pivotal time during their research degree, between September and December 2021.

Responsive institutions

67. The University of Dundee is and will continue to be responsive to the needs of our City, Region and Scotland. We continue to be committed to fulfilling our civic purpose and transforming lives. With our new Strategy we will work to make a difference in our areas of focus: Population health and wealth; Climate action and net zero; and Equity and inclusion.

68. Our upskilling offering has grown rapidly in response to the SFC and Scottish Government's priorities and we actively promote it to support Scotland's economic recovery and have invested in updated web and marketing campaigns to support it. Our offering has evolved over the last four 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: [Available upskilling courses | University of Dundee](#)

69. We remain 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

70. As we have already seen, the University actively engages regularly with employers 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. We have commissioned market research for the international and RUK audiences to better understand market demand for our courses. This information is being used to inform 5 year-portfolio reviews in all Schools which will result in a modern, forward-thinking and creative education offer at Dundee. 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 DLHE and Graduate Outcomes results demonstrate that the University has an excellent track record in preparing our graduates for positive destinations after their study here.

71. 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.

72. As we emerge from the pandemic, it has become clear that the world of work has changed. Digital skills became an imperative for students and graduates alike. Even prior to the global pandemic, we had seen an increase in requirements for graduates to have programming skills and this is an area we are developing (upskilling the workforce in programming and other digital skills), by embedding more programming into relevant UG programmes. For those already in the workforce, we are currently offering our online Cloud Computing, Java and Python courses with places funded through the Upskilling Fund.

73. We continue to maintain ongoing interaction with companies, smaller start-ups and our main employers. Many of the interactions which moved online during the pandemic have now returned to in-person delivery such as Careers Fairs, but we are ensuring that the unexpected benefits of remote opportunities are not lost – for example, third sector and small employers are still interested in offering blended internships which do not have the same requirement to find a desk

and equipment.

74. 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 and is 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, it 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 elements of the creative industries. 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

75. The University has an excellent track record in engagement with other sectors and contributing to the economy of our region and of Scotland. As previously outlined, a recent independent economic impact assessment revealed that the University supports over 9,410 jobs in Scotland and contributes £975m of Gross Value Added (GVA) to the Scottish economy. We aim to continue in this, proactively seeking out more partnerships with industry, the public and third sectors in the pursuit of innovation and impact.

76. In 2021, the University cemented its commitment to regional engagement and impact by creating its Regional Development Strategy Board (RDSB). Chaired by the Principal, RDSB provides high-level leadership and co-ordination of the University's regionally-facing activities (including but not limited to innovation and skills). RDSB will help the University realise the vision of enabling the transformation of the economy, health, and cultural life of the city region by leading high-impact collaborative initiatives with regional partners from the public, private and third sectors. A key part of RDSB's business is pursuing areas where the University can contribute to the region's green recovery, well-being economy and transition to a net zero carbon society.

77. The University is a leading partner in the [Tay Cities Deal](#) (TCD) which is supported jointly by the UK and Scottish Governments. The main University activity in 2021/22 under the TCD is the £25m "Growing the Biomedical Cluster" project through which we are creating infrastructure to accelerate translation of our world-leading life sciences, biomedical and health research into companies that will provide therapies, treatments and interventions of the future. A key part of this project is the creation of a new Innovation Hub to allow early-stage companies (including spin-outs and start-ups) to grow and scale in Dundee, anchoring economic and societal benefits for our city and for Scotland. The University is heavily engaged with Scottish Enterprise on this activity which directly addresses the concept of a "well-being economy".

78. In 2021/22 the University, through its Research & Innovation Services (RIS), launched a regional rolling programme of [engagement events](#) aimed at creating productive new relationships between the University and organisations from the private, public and third sectors in our region. We also use this programme to invite the relevant Scottish Innovation Centres onto campus in order that we can spot and support opportunities for us to work with them and the company base they support. In 2021/22 alone we hosted 15 such events, with 450 delegates from 18 organisations.

79. 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). Our portal can be found here: <https://www.dundee.ac.uk/industry/>

80. The University places relatively high emphasis on supporting start-up and spin-out companies. Our motivations for this approach are:

- To demonstrate impact from the research carried out by our staff, including 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; and
- 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.

81. In October 2021, the University's spin-out company [Exscientia Ltd](#) listed on the US NASDAQ stock exchange, achieving a valuation of over £2bn at one point. Exscientia uses artificial intelligence to develop new drugs. Exscientia's outstanding success, together with a £40m Series B investment in our spin-out [Amphista Therapeutics Ltd](#) have been reflected in various independent citations of Dundee as a hot-bed of spin-out success. In 2021/22 these included being rated 4th in the UK for equity volume in spin-outs by [Beauhurst & Parkwalk \(March 22\)](#) and 6th in the UK for overall value of spin-outs by [GovGrant \(Sep 21\)](#).

82. Our RIS and [Centre for Entrepreneurship](#) (CfE) continue to support new business creation from our staff, students, and alumni. The CfE provides an exciting start-up environment in which accelerator programmes are run in collaboration with a private sector partner. We engage actively with Converge Challenge and regularly have businesses and entrepreneurs shortlisted in all the main Converge categories annually, including 3 shortlisted in the main competition in May 2022.

83. Our *University Innovation Fund Plan* can be found in the appendix to this document.

Collaboration

84. 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 University, UHI, St Andrews University), and activity in research and knowledge exchange partnerships (e.g. Glasgow University, Stirling University). We continue to explore opportunities for development in this area.

85. We are also continuing to explore other opportunities to collaborate with public and private sectors to support economic development in our region (for example, the Michelin Parc initiative, Eden Scotland) and have been exploring partnership working to reduce carbon emissions as part of our commitment to net zero as part of the climate emergency.

Fair Work

86. We are committed to Fair Work principles and progressive employment practice.

87. In terms of an effective staff voice, we have longstanding arrangements with the recognised trade unions to discuss pay and conditions at a national and local level. The University has a Local Joint Committee and Health & Safety Committee and formal arrangements for union representation on School and Directorate Health & Safety Committees. We have committed to reviewing our formal and informal engagement with all trade unions with the aim of working together on improving our people policies and procedures, as well as escalating any specific employment issues. Through our People & Talent Strategy we are creating a culture of active listening and communicating and engaging with staff more effectively. We are also learning lessons from organisational change to improve staff experience which we will measure and monitor through our new staff engagement platform in partnership with Hive Ltd. Previous staff surveys have consistently shown that over 90% of employees believe the University is a good place to work, 90% are proud and over 80% would recommend us to friends. This is higher than other universities, as well as generally higher than most public sector organisations.

88. We provide significant organisational and professional development to our staff to equip them for their current roles and to facilitate promotion to more senior roles as they develop. All Staff are invited to access a programme of professional skills development amounting to 188 workshops/webinars in the academic year 2022/23, in addition to 34 aimed exclusively at postgraduate researchers. Staff are also given full and free access to a variety of self-directed learning resources ranging from e-booklets to LinkedIn Learning modules and certified Skills Development Scotland courses. OPD use the Flexible Workforce Development Fund to bring Service Design accreditation to identified cohorts of staff, with 5 individuals being invested in this year to bring these skills back to the workforce and enhance their professional qualifications.

89. All staff are invited to access mentoring via the Professional Development Mentoring scheme, and academic and research staff benefit from annual access to the Teaching Research and Academic Mentoring scheme which is cross-institutional with seven participating HEIs. Ad hoc mentoring partnerships are set up to support and underpin certain leadership and management programmes including Aurora Women in Leadership through Advance HE, and the internal Advance in Management programme.

90. New staff are invited to participate in a New Staff SharePoint site where relevant and pertinent information for new joiners is provided in video, document, and web formats. Mandatory induction modules including Equality, Diversity & Inclusion and Health & Safety are also in place.

91. All staff at the University have access to the People Manager's Resource SharePoint site which covers employee journey from recruitment to end of employment, and all of the HR policies that support these key stages. Self-directed training and resources are embedded for each stage of these to support effective conversations and managerial practice. Induction Good Practice will also be added to this resource in due course.

92. We employ very few staff on zero hours contracts: 0.46% of total headcount (16 people), with 0.45% of these being Tutors (15 people). In addition, the numbers of staff employed on fixed term contracts have declined over the last 3 years with academic staff going from 6.7% to 5.7% over this period and although Research staff numbers remain high (550) they have reduced by a little over 20% since 2019 (689). We have recently established a Short Life Working Group on pay and casualisation to identify and address any areas which do not meet our commitment to anti-casualisation and are implementing the recommendations.

93. We are building EDI into every element of the staff and student journey using a holistic

approach to help us create sustainable positive change. Our focus on EDI initiatives has moved beyond just meeting statutory requirements to cultural change priorities, such as Athena Swan, Race Equality and Stonewall Workplace Equality Index Charter. We have made positive steps in terms of female academic progression and are just below the sector average of 30% in relation to female professors (29%). However, we know we still have significant work to do.

94. Our Public Sector Equality Duty (PSED) statutory reports, published by 30 April 2023, include a full Pay Gap Report. This presents an analysis of the progress made over the last few years toward closing the pay gap and highlights a trend that indicates we are continuously reducing the pay gap as shown in the table below:

Gender Pay Gap based on the snapshot date of end of February each year.

Reporting Year	UoD Mean Pay Gap %	ONS ¹	Advance HE
2020	16.02%		
2021	15.18%		
2022	13.79%	17.1%	15.2%

95. In addition to publishing our PSED we have developed refreshed evidence-based equality outcomes, in line with the recently published National Equality Outcomes; we will:

- Eradicate the degree awarding gap;
- Improve the diversity and representativeness of the University of Dundee workforce; and
- Increase the percentage of staff and students reporting that the University of Dundee has an inclusive culture where they feel safe and respected.

96. We have recently appointed an Institutional Academic Lead and have begun to develop a new EDI Strategy with focused actions to deliver these Equality Outcomes with progress measured through KPIs. This will be published on our website by 28 April 2023.

97. We have paid the real Living Wage for many years and have agreed that we will apply for formal accreditation before the end of this academic year.

Climate emergency

98. As highlighted above, the most recent THE Impact Rankings highlight the contribution of the University to Climate Action, where we are ranked top 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 strategy 2022-27 reaffirms our commitment to achieving net zero and we have established Sustainable Development Goals as a key priority for our academic and organisational endeavour [Sustainable Development Goals | University of Dundee](#). In October 2021, we became a signatory to the Net Zero Challenge for Universities & Colleges, and we are in the process of reviewing and measuring our emissions under scopes 1, 2 and 3 as a means to fully identify our carbon impact to enable us to take action to reduce our carbon footprint.

99. 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 initiatives have 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. We are already exploring new initiatives to address this. Our students' association, DUSA, is also working to reduce its environmental impact to ensure that we

¹ For benchmarking purposes, the 2022 data from the Office of National Statistics (for the whole of the UK) and from Advance HE (for Scotland only) shows the overall mean pay gap within the Higher Education sector.

have a campus-wide approach to environmental sustainability. Initiatives from DUSA include decreasing non-biodegradable packaging at its retail and catering facilities.

100. 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 city 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".

101. 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 (insulation, windows, airtightness etc). Our long-term aim is to move away from the use of fossil fuels and develop a new energy centre using a mix of renewable technologies. In the interim, we have upgraded our CHP engines, thereby significantly reducing the emissions. Alongside this, we have successfully divested the University's endowments from fossil fuel companies.

102. 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) helps students to recycle belongings that they do not wish to take home after completion of their studies, and greatly enhances the student experience. The Re-Use Store and the Freeshop have both been running since 2010.

103. In our academic endeavour, we continue to teach, research and engage the public on issues relating to the climate emergency. We are working to develop a pre-matriculation module with DUSA to ensure that all our students are aware of climate-related issues as well as our collective responsibility to the environment as soon as they join our community.

Summary

104. The University is fully committed to continuing to address 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 continue to 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 with this outcome agreement.

105. However, over a decade of real terms reductions in funding threatens the University's ability to deliver social, economic and cultural benefits for Scotland. As in previous agreements, we look to SFC and the Scottish Government to support their universities as one of the nation's world-class assets and to support those institutions that are delivering on their priorities in the funding decisions they make.

University Innovation Fund Plan 2022/23

The University of Dundee has recently launched its [‘Strategy to 2027’](#). Our core purpose is 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 engage collaboratively on challenges of high societal importance and impact, and our collective energy is focused on three interdisciplinary themes:

- Population Health and Wealth
- Climate Action and Net Zero
- Equity and Inclusion

The Strategy 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, alongside education and research, and one where 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. **Dundee’s ambitions will 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.** This paper provides an overview of the activities that our UIF resources are directed towards, and highlights some of the new initiatives that will be supported in AY 2022/23.

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 Collaboration Manager to cluster multiple activities in pursuit of the UIF’s seven national outcomes, green recovery ambitions, well-being economy, and achieving Scotland’s net- zero targets.

Throughout 2022/23 Dundee will play a leading role in this collaborative activity, not least through our Principal’s convenership of US RKEC and the role of our Director of RIS as Co-Chair of RCDG

Dundee is also proactively engaged in the Scottish funding landscape review and is committed to co-designing the implementation of the proposed Knowledge Exchange and Innovation Fund (KE&I) with SFC.

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 business and the public sector for our services. We engage with Interface using our UIF-backed staff and in 2022 have seen a **doubling of Innovation Vouchers awarded** and a **strong pipeline** of projects. We have developed a new relationship management approach and are greatly increasing our outreach to other sources of demand, including Scottish Innovation Centres.

The University continues to be 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 facilitate collaborative bid development across the Sector in Scotland.

Following RIS’s creation of a Regional Engagement team in 2021/22, several new initiatives have developed with the support of our UIF. These include:

1. The launch of a rolling programme of [engagement events](#) aimed at creating productive new relationships between the University and organisations from the private, public and third sectors in our region. We also use this programme to invite the relevant Scottish Innovation Centres into the University in order that we can identify and support opportunities for us to work with the Innovation Centres and the company base they support. In 2021/22 we hosted 15 of these events, with 450 delegates from 18 organisations.
2. Our [Innovation and Impact Development Fund \(IIDF\)](#), piloted in 2021, which encourages and supports our academics to engage with and facilitate regional collaboration with SMEs, public sector and third sector organisations. Up to £2,500 per project is provided, to demonstrate regional collaboration, impact, and potential for future funding opportunities. The pilot received excellent engagement with 22 applications across 8 Schools, 17 of which were funded. Following the success of the pilot, a second round was launched in September 2022. A University event is planned for March 2023 to showcase the impact of the 2021 projects. (also meets Outcome 6 – Inclusive Growth and Social Impact).
3. Providing University-level co-ordination of the University's involvement in the [Tay Cities Deal \(TCD\)](#) working with project leads on our two major projects 'Growing the Biomedical Cluster' and 'Just-TECH' to develop and validate the projects' company-facing business plans (also meets Outcomes 3 and 6).

Our plans for use of UIF in 2022/23 and beyond in this area include:

1. Extending our programme of regional engagement events to enable ease of access for business, public and third sector organisations to interact with all the academic assets of the University.
2. Reviewing the IIDF to ensure that it is fit for purpose considering the ever-changing economic conditions to support regional businesses (especially SMEs) and third sector organisations.
3. Developing a relationship management strategy with a range of stakeholders to enable a purposeful approach to identifying and maintaining strategic partnerships at a local and national level, including the [Eden Project Dundee](#), the V&A, [Michelin Scotland Innovation Parc \("MSIP"\)](#) and the Creative and Cultural Sector.

Outcome 2 (Simplification/Commercialisation)

The University, in partnership with the Enterprise Agencies, Interface, and the Scottish HEI Sector strives 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 US RCDG) and in the RCDG Contracts Sub-Group, both of which directly address this outcome.

Dundee is recognised as a UK-leading university for commercialisation via commercial licensing and spin-out company formation. In 2021 it placed 6th in the UK in the [University Spinout Report 2021](#) (Gorant), developing 1.5% of the UK's spinouts with these companies raising £325.7 million over the past two decades, while in 2022 Dundee placed 4th in [Beauhurst & Parkwalk "Equity Investment into UK Spin-outs"](#). These awards recognise outstanding success from companies such as [Exscientia Ltd](#) and [Amphista Therapeutics Ltd](#), but also explicitly reference our entrepreneurial ecosystem (*see also Outcome 4*)

We have made great strides over recent years in attracting investment from the global pharmaceutical industry – in 2020/21 our industry research income (HESA) rose to c. £15m. (around 20% of our total research income). We have also been able to invest commercially in [Tay Therapeutics Ltd](#), one of our most high potential spin-outs, demonstrating the University's commitment to this activity and to economic growth in our region.

These successes depend on our continued commitment to deploying UIF in support of the ongoing

activities of RIS, our [Centre for Entrepreneurship \(CfE\)](#) and School-based translational units such as the [Drug Discovery Unit](#). We use the RCDG Contract Templates in all 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.

UIF will support our plans for 2022/23 and beyond in this area, including:

1. Direct support for the creation of a new *Life Sciences Innovation District* in the city, which has included a £20m investment from the Tay Cities Deal in an Innovation Hub for Biomedical spin-outs and start-ups with an anticipated opening date in late 2024 (see also Outcome 3).
2. Direct support for our new Centre for [Targeted Protein Degradation](#), which continues to attract industry funding from global partners such as [Boehringer-Ingelheim](#), [Eisai](#) and [Almirall](#), and is one of the mechanisms by which we will grow Industry Research Income from £15m to £20m over the next 5 years.
3. Continued implementation of our stage-gated process for commercialisation opportunities, which provides an objective basis for us to invest modest amounts in early-stage technologies and to concentrate UIF-backed commercialisation staff resource on the most promising opportunities.

Outcome 3 (Simplification/Greater Innovation)

Dundee makes strategic use of its sectoral knowledge to promote greater innovation in the economy and is committed to promoting economic recovery through Innovation. In specific relation to the Life Sciences Innovation District proposition (*See Outcome 2*), we are using our global reputation (top UK University for Biological Sciences in REF2021 and REF2014, top quartile for Medicine) and our high-level links with the pharmaceutical industry and global life sciences venture capital to design a system that will benefit Scotland as a whole. We are partnered with Dundee City Council (*see Outcome 6*), the James Hutton Institute and others in the Life Sciences Innovation District proposal, and it is the flagship activity in the context of our leading role within the Tay Cities Deal. In 2022 we have engaged actively with Scottish Enterprise, Scottish Government, Scottish National Investment Bank, as well as with the Scotland Office, BEIS and the UK Office for Investment as we cement the funding package for the initiative.

Looking forward to 2022/23 and beyond, we will use UIF to support all relevant activities including:

- Senior staff time devoted to developing the Life Sciences Innovation District (*see Outcome 2*).
- Engagement with the Enterprise Agencies and the rest of the HE Sector on other pan-Scottish innovation initiatives, especially those emerging from the [NSET](#) and the forthcoming Innovation Strategy, both of which we have engaged with vigorously in the consultation phase.

Outcome 4 (Entrepreneurialism)

At sector level, Dundee is part of a formal subgroup of RCDG, the Enterprise Support Group (ESG), which aims to establish a joint programme of support and sharing of best practice between HEIs covering spin-out and start-up companies. As such we have contributed to the Sector's proposals to SFC on the "Entrepreneurial Campus".

At institutional level, Dundee is focused on supporting would-be entrepreneurs among its staff, students, and alumni. We have embedded an entrepreneurial culture through our [Centre for Entrepreneurship \(CfE\)](#). CfE runs Entrepreneurial Masterclasses with local entrepreneurs and innovators, the recently launched "[Path for Potential](#)" podcasts and the internal [Venture Competition](#). Venture participants typically go on to apply for further funding with support from CfE, most notably through the Converge Challenge. In 2022, Dundee had 21 applications to Converge (up

4 from 2021). Of these, 8 made the semi-finals, and 2 into the main final, as well as 1 finalist in the Create Change Challenge Final, and 2 finalists in the Kickstart final. This made Dundee joint-first in Scotland based on main category finalists and reflects the strength of our commercialisation and entrepreneurship landscape. CfE also hosts a public access accelerator programme on campus (the first of its type in Scotland) run by [Elevator](#).

Our plans for 2022/23 and beyond, supported by UIF, in this area include:

1. Establishing a new University-wide entrepreneurial steering group.
2. Continuing to expand our curriculum-based enterprise education provision, including the initiation of a University-wide online enterprise module open to any student studying at Dundee.
3. Reaching out to 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.
4. Launching Venture 2023 with the highest prize funding to date.
5. Delivering eight entrepreneurial masterclass talks (one for each School at the University) open to all students, staff, graduates, and the wider community.
6. Leading [Entrepreneurship Week 2023](#), including - workshops, seminars, a hackathon, and our annual public lecture.
7. Co-investing with Elevator, [Innoscot Health](#) (formerly SHIL) and Dundee City Council to set-up a new HealthTech-specific accelerator which will host its first cohort of early-stage companies in 2023.

Outcome 5 (International)

The University 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, we are contributing to a coordinated approach between Scottish HEIs and the wider sector to explore and act on opportunity areas.

Our plans for 2022/23 and beyond in this area, supported by UIF, include:

1. Continuing to engage with the European University Association (EUA) and 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 for Research and Technology Development (RTD).
2. Building on the success of our involvement in the Global Challenges Research Fund (GCRF), by establishing an *Africa Strategy Oversight Board* with responsibility for the development and implementation of our strategy for increased engagement with Africa. UIF will be used specifically to support capacity/ capability building for Research and Knowledge Exchange type functions within African partner universities.

Outcome 6 (Inclusive Growth and Social Impact)

The University is committed to building on 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 of 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.

Fostering inclusive growth and social impact, as well as achieving the [Just Transition to Net Zero](#), are key elements in Dundee's main Strategy, and its "Engagement and Enterprise" sub-strategy. We have created infrastructure within the University to ensure that the regional dimension is given particular prominence, in light of the importance with which we regard our contribution to the city

of Dundee and the broader geography covered by the Tay Cities Deal. Our infrastructure includes:

- A Regional Development Strategy Board, chaired by our Principal, to provide a focus for the University's leadership of regional initiatives impacting positively on the economy, wellbeing and sustainability of our region, including the Tay Cities Deal, the proposed Eden Project Scotland in Dundee, and other strategic initiatives.
- A Public Engagement Forum, chaired by a senior academic leader to capitalise on our position as the first Scottish university to earn the NCCPE's Gold Watermark Award at institutional level and drive delivery of our [Public Engagement Strategy](#).

In 2022/23, 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:

1. Working closely with Dundee City Council, the Eden Project and the Northwood Charitable Trust to further develop and test the case for [Eden Project Dundee](#). In the University's case, this will hinge on our ability to evidence how engagement with Eden will deliver our goals for sustainable growth and social impact.
2. Working as a strategic partner of [Michelin Scotland Innovation Parc \(MSIP\)](#) to roll out the MSIP Skills Academy, which will offer dedicated skills training to current and future employees of companies located at MSIP and across industry. The Academy aims to support those industries that will help deliver Scotland's transition to Net Zero.
3. 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.

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. 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 has embedded EDI at the heart of its 2022-27 Strategy as one of three priority academic themes, and in 2022 has implemented a hybrid working policy to better support the diverse needs of staff.

Several of our Schools have Bronze Awards under the Athena SWAN gender equality Charter Mark programme. In 2020, 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 31st in the world.

In 2022, the University of Dundee was awarded the bronze mark of the Race Equality Charter for a period of five years. The University is member of Stonewall, supporting and actively promoting equality in the workplace for LGBTQI+ people and participating annually in the Stonewall Workplace Equality Index. We are also fully committed to addressing inequalities faced by our disabled students and staff to ensure they are able to play a full part in our community and our activities in education, research and engagement.

Our plans for 2022/23 and beyond in this area include:

1. Continuing engagement with our Academic Schools and Directorates to increase awareness and knowledge as part of the toolkit for research and innovation activity.
2. Carrying out Equality Impact Assessments to review existing and new policies and frameworks, including integrating gender equality considerations into our internal funding processes, in line with the Gender Equality and International Development Act and UKRI's

requirement of Gender Equality Statements.

3. Continuing to participate in the Stonewall Workplace Equality Index, enabling the University to understand how to improve its 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.


University Outcome Agreement Impact Framework: Supporting Data


Measure	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
A Number of Scottish-domiciled Undergraduate Entrants	2,007	2,042	2,063	2,225	2,173	2,217	2,301	2,172	2,296
B Total number of Scottish-domiciled HN entrants from Scottish colleges to undergraduate programmes		364	413	374	405	350	335	357	381
Number of Scottish-domiciled HN entrants from Scottish colleges to undergraduate programmes with Advanced Standing		97	103	103	97	91	94	103	110
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%	28.9%	28.9%
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	333	372
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%	16.0%	16.7%
D Number of Scottish-domiciled undergraduate entrants with care experience	0	0	0	20	6	13	26	28	34
Proportion of Scottish-domiciled undergraduate entrants with care experience	0.0%	0.0%	0.0%	0.9%	0.3%	0.6%	1.1%	1.3%	1.5%
E Total number of full-time first year SDUE	1,734	1,817	1,872	1,941	2,072	2,032	2,075	1,930	2,023
Number of full-time first year SDUE retained	1,605	1,719	1,763	1,833	1,972	1,916	1,968	1,802	1,900
Proportion of full-time first year SDUE retained	92.6%	94.6%	94.2%	94.4%	95.2%	94.3%	94.8%	93.4%	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	2.19	3.00
G1 The number of Scottish-domiciled undergraduate qualifiers responding to the Graduate Outcomes survey				953	1016	1,027	1,035	1,040	1,045
The proportion of Scottish-domiciled undergraduate qualifiers responding to the Graduate Outcomes survey in a positive destination				918	953	993	994	1,004	1,014
The number of Scottish-domiciled undergraduate qualifiers responding to the Graduate Outcomes survey in a positive destination				96.3%	93.8%	96.7%	96.0%	96.5%	97.0%
G2 The number of Scottish-domiciled full-time first degree qualifiers responding to the Graduate Outcomes survey in employment				687	712	729	735	740	745
The number of Scottish-domiciled full-time first degree qualifiers responding to the Graduate Outcomes survey employed at 'Professional' level or above				531	505	551	551	559	566
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%	75.6%	75.0%	75.5%	76.0%
H Number of Scottish-domiciled Undergraduate Qualifiers	1650	1457	1649	1655	1722	1870	1856	1,912	1,911

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 2022-23

On behalf of the University of Dundee:

Signed: 
Print name: Professor Iain Gillespie
Position: Principal and Vice-Chancellor
Date: 12 May 2023

Signed: 
Print name: Amanda Millar
Position: Chair of Court
Date: 12 May 2023

On behalf of the Scottish Funding Council:

Signed: 
Print name: Karen Watt
Position: Chief Executive
Date: 26 July 2023