UNIVERSITY OF DUNDEE

OUTCOME AGREEMENT WITH THE SCOTTISH FUNDING COUNCIL

Introduction

1 This document represents a final draft outcome agreement between the University and the Scottish Funding Council (SFC) following a number of meetings between members of the Senior Management Team and SFC officers. The draft has been shared with the Dundee University Students’ Association and will be considered by the University Court at its meeting on 3 September 2012.

2 We are currently finalising our new Vision & Strategy to 2017, which will include the setting of detailed performance indicators and targets for all areas of activity. Our outcome agreement therefore at this stage outlines the University’s baseline performance in relation to certain outcomes and provides a high level description of the performance indicators that will be used to measure its achievements in relation to the various activities set out in this agreement. However, more detailed trend data and targets will be agreed with the SFC in September 2012 once the process of finalising the performance indicators and targets for our new Strategy has been completed.

Outcome 1: Improve university/industry collaboration and the exploitation of research

3 The University has a leading position in Knowledge Exchange (KE) and significantly outperforms the sector average in almost every area, mainly through its strengths in the Life Sciences. Our Strategy to 2017 embeds Wider Impact (including KE and public engagement) as a core academic purpose alongside Learning and Teaching and Research. We wish to explore with SFC how, in partnership with other institutions (and in the context of the establishment of ICs and a Single Knowledge Exchange Organisation), Dundee might take a role in KE for the Life Sciences commensurate with its record of achievement in this area.

4 Strategically, we aim to maintain and, where possible, further enhance our performance through applying the expertise gained in the Life Sciences to other areas of research strength. In setting targets for KE both in our University Strategy to 2017 and this outcome agreement, we will consider performance over a five-year time frame with annual review. The performance indicators that will be used to measure the University’s achievements in relation to the range of activities set out for Outcome 1 are as follows:

- Income from industry and ‘other’ sources;
- Licensing income and number of licensing transactions;
- Number of spin-out/start-up companies created;
- Consultancy income and number of consultancy transactions;
- Number of projects funded through the Portal and BioPortal.

Enhancing engagement with business and industry

5 In 2010/11 the University reported in its SFC KT return a total income of £41.1m against a sector average of £18.8m, with £11.8m of grants from industry (sector average £4.7m) and income from consultancy, translational awards and venturing of £5.6m, £7.3m and £6.8m respectively against sector averages of £3.6m, £0.8m and £0.5m. The aim of our engagement with business and industry in future is to maintain and build upon existing relationships and to increase the number, quality and (where appropriate) financial value of new relationships. Specifically, we will:
(a) Leverage our IP assets to create sustainable investable companies and transfer knowledge and innovation to existing companies and organisations, for example by continuing to work with Frontier IP to develop sustainable spin-out propositions. Our models are flexible and reflect the diversity of opportunities with which we work, with examples including:

- **Aridhia Informatics**: The University, NHS Tayside and Scottish SME Aridhia Informatics, have entered into an agreement with the Dasman Diabetes Institute and the Ministry of Health in Kuwait to allow the partners to explore collaborative opportunities to jointly develop education, clinical networks and informatics proposals linked to improving health care in Kuwait, with an initial focus on diabetes. We have also partnered with Aridhia, the University of Edinburgh and NHS Health Boards of Tayside and Lothian on a TSB funded programme to support the development of targeted treatments for cancer.

- **Star Dundee**: Star Dundee is a successful ten-year spin-out focused on space wire technology. The company has strong international links in Europe, China, Japan and the USA, with one of its key customers being NASA. Recently, in partnership with the University and collaborators based in Israel, Germany and Italy, it has received an EU award of £1.87m. The company continues to license and develop Dundee technology and Research & Innovations Services has developed a sustainable KE approach with the company enabling the University and the company to share knowledge and IP for mutual benefit.

- **M Squared Lasers**: The University has established a KE relationship with the Scottish SME M Squared Lasers in the development of lasers for industrial use. This has led to M Squared and the University partnering on 3 KTPs, a major FP7 programme and licensing of two of the 2 University’s patents to M Squared. The first EU programme, coordinated by the University has generated over 100 publications and conference presentations and 4 patent applications. M Squared received £400k of EU funding and has already benefited from sales of products developed through the collaboration.

(b) Retain and develop targeted, dedicated support for SMEs including incubation and company-creation support in addition to the Innovation Portal and our work with Interface.

(c) Create new models of cooperation and for investment in our research and translation of research results. For example:

- **Design in Action (DIA)**, which is a KE hub interfacing with the Creative Industries sector as well as sectors that have not traditionally employed design as a core component of their business systems. DIA is a £6.5m collaboration among major academic partners in Scotland funded by the AHRC, industry and cultural and business agencies and will provide a vehicle through which Scottish industry can increase competitiveness and adopt and sustain innovation. The initiative is fully engaged with the development of the V&A at Dundee and ultimately some DIA activity will be located within the flagship premises. KE methodology will be flexible and include Open Innovation participation.

- Future developments include an aspiration to collaborate with Abertay to innovate in the connected digital economy, operating across the areas of content, technology and tools driving the growth of this economy across platforms. Research and KE will have a particular focus on interactive entertainment, education, publishing, social networks and other related business-to-consumer propositions that link users to digital information.

(d) Engage in partnerships globally and nationally to achieve effective KE, where we have a reputation for successful engagement with industry through consortia. The much-cited Division of Signal Transduction Therapy (DSTT) partnership, first established in 1998, involves six of the world’s leading pharmaceutical companies (http://www.lifesci.dundee.ac.uk/research/dstt/). It will provide core support of £14.4m for research on the development of new drug treatments for major global diseases, having been renewed for a further four-year period from July 2012 to June 2016. In continuing to fund the programme, the member companies are explicitly recognising the KE value of the arrangement. Dundee has also engaged in other consortia and increasingly in large EU funded partnerships between academia and industry.
(e) Incentivise staff across the University to engage in high impact KE through explicit revenue sharing and promotional strategies. For example, in the last 12 months two staff have been promoted to Professorial positions primarily on the basis of achievements in KE and KE/innovation are explicitly recognised in the University's Objective-Setting & Review process that informs the promotion of staff.

6 The University will continue to work effectively in supporting the Government's Key Economic Sectors. In the Life Sciences, we are a major player, with over 85% of the value of research-related awards across all funders (including industry) being directed at work that encompasses basic, translational and clinical research as well as medical devices and plant sciences. Our College of Art & Design is central to our links to the Creative Industries, illustrated by developments such as the KE hub, Design in Action. In the area of Energy, our focus is on renewables, where niche strengths in engineering and areas of energy law and policy are complemented by expertise at other universities, while we have sought to enhance our engagement with the Food & Drink sector over recent years.

7 The University has been increasingly successful in EU Framework Programmes, which are natural vehicles for KE. In seeking to grow this funding we will actively support (with our resources) applications that engage with Scottish companies, contributing to innovation and company growth across the key sectors and potentially attracting inward investment.

8 Over recent years, we have increased the use of student placements and initiatives like the Enterprise Gym as mechanisms for employer engagement and skills development. In 2011/12, over 500 students participated in activities in the Enterprise Gym, which focuses on encouraging the development of enterprise and entrepreneurial skills in students. In 2012/13 we plan to expand the Enterprise Gym opportunity to 700 students, create a post of ‘entrepreneur-in-residence’ and launch a Graduate Enterprise Scheme to identify and support students with potential business propositions. In 2012/13 this newly-developed scheme will aim to secure sponsorship from local businesses to support four students with business propositions to develop their business ideas through the provision of a placement, stipend, working space and free expert mentoring. If successful, it is anticipated that the scheme will be mainstreamed and expanded if appropriate from 2013/14 onwards.

Removing barriers to the exploitation of research for economic and wider societal benefit

9 Our intellectual property (IP) is creatively employed through a mixed portfolio of flexible deal structures. Easy Access IP will be incorporated into our approach from 2012/2013 and our IP portfolio has been reviewed to identify suitable candidates for inclusion which will be posted on our own website and www.university-technology.com. We are actively involved in the development of sector-wide template agreements for collaboration with business and industry and are committed to avoiding individual negotiation of contracts wherever possible. We will participate fully in the debate around the development of the best model for a single knowledge exchange organisation for Scotland and any associated consultation exercises.

10 While the University does not consider that the various SFC research pools have a primary role in KE, appropriate outputs from pools will be handled on a consultative and collaborative basis between the relevant institutions and we will continue to make business development support from Research & Innovation Services available to them. Other means of managing KE include the contribution by individual institutions and/or through the work of the ICs and proposed Single Knowledge Exchange Organisation.

Extending and improving engagement with Scottish SMEs

11 The Innovation Portal responds to Interface enquiries and is a gateway for SMEs to access the expertise and facilities of the University of Dundee, Abertay University and the James Hutton Institute (JHI). The Portal has worked with companies and organisations from various sectors within Tayside and across Scotland and manages the SFC Voucher Scheme in parallel with its own Small Grants Scheme. Over the last five years, it has engaged with 197 companies, funding 95 projects with a cumulative SME spend of £3.67m. An independent evaluation in 2010 covering the previous 4 years estimated 138 additional jobs and a cumulative GVA increase of £19.6m for the Tayside economy by 2013. Over that time, some 1,000 Interface enquiries have been processed, leading to 17
12. As an extension to the Innovation Portal, the BioPortal works alongside Bio Dundee and Dundee City Council to focus specifically on bio/medical companies. With the addition of a Bioko Fund to its Small Grant Scheme (SGS), the Portal can provide grants to companies to facilitate the commercialisation of IP from any of the academic partners. Designed on an Easy Access IP model, the fund introduces a shared risk and reward strategy in response to the needs of bio/medical SMEs.

13. We will work with our partners to ensure that both the Portal and BioPortal are actively marketed and fully utilised. In doing so, we will consider on an annual basis over the five year time-frame of our strategy any opportunities for expansion, both in terms of the scale of the facilities and level of investment available. The Portal and BioPortal have a single Steering Group and integrated management structure, with the BioPortal having been created to enhance the performance of the Biosciences industry in Dundee and provide dedicated grant schemes and initiatives suited to the particular needs of that industry.

Enhancing the level of engagement with public policy and the wider community

14. The University’s strategy for engaging the wider community with the outputs of its research is premised on:

- Enhancing the skills and employability of researchers by providing them with communication training and support;
- Promoting the profile of our researchers through organising events and co-ordinating with regional and national activities;
- Supporting colleagues to secure funding for their own public engagement projects;
- Advising on impact statements required by funders to increase research grant success;
- Supporting administrators as they prepare for the impact assessment within REF.

15. Our public engagement office is responsible for supporting the achievement of these aims. Our direct engagement with the public is considerable, but in 2012/13 we will enhance the ways in which we capture and evaluate these interactions to ensure their impact is measured, identify the most beneficial types of activity and further improve our support infrastructure.

Outcome 2: Enhance the international competitiveness of research at the University

16. Given that this outcome is not the focus of attention for 2012/13 agreements, we have chosen to provide only a brief overview of our work in this area.

17. Through our research strategy, we will enhance our reputation as a university delivering research that is internationally excellent, has high impact and is focused in ways that are distinctive and create intensity. Investment will be targeted strategically on areas of current and potential strength, with interdisciplinary and collaborative opportunities sought in relation to our three key challenges of promoting the sustainable use of global resources, shaping the future through innovative design and improving social, cultural and physical well-being.

18. The performance indicators that will be used to measure the University’s achievements in relation to the range of activities set out for Outcome 2 are as follows:

- Total research income
- Proportion of total research income derived from peer-reviewed grant awards
- Number of staff with personal fellowships, investigator awards or programme grants
- Success rate of applications to RCUK, Wellcome Trust, EU and major charitable funders
- Research income and overhead recovery by academic FTE
- Diversity of research income across all sources including EU, industry and business collaborations
- Number of research postgraduate students
• Increase in the number of international research postgraduate students
• PhD completion rates within four years

19 We will focus effort on areas where the breadth, depth and intensity of research meet the highest standards of excellence. Within this context we will seek to continually evaluate the quality of our research on an ongoing basis in order that we can invest in areas of high quality and, where necessary, disinvest in those that are not. We will work to achieve the highest possible ratings in the Research Excellence Framework 2014, through ensuring that only staff producing internationally-leading and world-class research (as defined by outputs at 3* or 4*, with a maximum of one 2* output for staff on an upward trajectory) are returned. The SFC Research Excellence Grant will continue to be focused on work that meets these standards and on supporting the infrastructure required to sustain them into the future. The issue to address here is the basis of our focus and intensity. Disinvestment means not allocating staff time to undertake research that does not meet our standards and which does not attract high level sustainable funding, but rather creating pockets of intensive excellence within and across disciplines linked to our three key challenges. To achieve this we will continue to evaluate research performance of staff annually through a rigorous objective setting and review process and will not allocate research time to staff where there is clear evidence over a three year cycle of failure to sustain a research portfolio which meets our excellence criteria.

20 We will develop the potential to grow high quality research by expanding these intensive clusters internally and through collaborative models such as research pooling, partnerships with industry and working with applied research institutes such as JHI.

21 The retention and recruitment of research staff of the highest calibre will be central to our strategy, based on clear excellence criteria and rigorous tenure evaluation; and we will continue to have in place career development pathways and training for all research staff. We will maintain a framework of research governance and policy that is of the highest standard and is actively disseminated across the research community.

22 In 2011/12 our income from research grants and contracts is likely to exceed £90m (attracting overheads of £11.2m), which would represent a welcome return to the level achieved in 2009/10 (£93m) following a dip to £69.2m in 2010/11. We will seek progressively to increase research income and associated overhead recovery, and to diversify the funding base through better engagement with business and industry, international funding agencies and more targeted applications to grant awarding bodies such as the research councils. Research collaborations, both nationally and internationally, will also increase.

23 The University will enhance the quality and number of its research postgraduate students by building international markets that match institutional research strengths. We will introduce a University-wide research postgraduate student support and development network and optimise the use of dedicated space and facilities for such students.

Outcome 3: Access for people from the widest possible range of backgrounds

Introduction

24 Within our new vision, the concept of Transforming Lives is defined as the University’s core purpose. Widening access is therefore central to our vision and our intentions are expressed in the Learning and Teaching Strategy to 2017, which states that:

• We will seek to identify those with the highest potential to benefit from our courses, no matter the route they take;
• We will develop a formal Widening Participation & Access Strategy in 2012-13, using scholarships, bursaries, credit transfer and excellent student operational systems to enable those who are challenged by circumstance to access and benefit fully from their time at Dundee;
• We will work within Tayside and Fife to develop appropriate pathways, partnering with all the educational providers to create effective and efficient routes which recognise the individual learner and which will be reported upon in the 2013/14 agreement with the SFC. These relationships are being built through the Articulation Hub, with two of our Schools having received
Hub funding to develop joint courses with Dundee College and another agreeing a student exchange system; and

- We will develop alternative degree and other qualification paths, including 3 and 4 year degree options, and part-time opportunities, tailored to learners with different prior experience, while ensuring that they are fully part of the community of the University. Four Schools in the University are already offering 3 year degrees (Law, Life Sciences, Duncan of Jordanstone College of Art & Design and Computing) tailored to students entering at SCQF level 8. Part of the ‘contextualising admissions’ work will also look at how to encourage suitably-qualified Scottish candidates to choose these routes, rather than repeat the SCQF 7 year unnecessarily.

25 The performance indicators that will be used to measure the University’s achievements in relation to the range of activities set out for Outcome 3 are as follows:

- Undergraduate learning and teaching added value
- Number of students articulating into SCQF level 8 and above
- Number of students admitted from deprived areas or circumstances, including MD20% and MD40% students

Promote access to the University through an outreach strategy

26 The University has a significant track record in outreach aimed at widening participation, including published research. Current activities for 2012/13 include our Discovering Degrees programme for S2 pupils from low progression secondary schools, Reach Scotland, ACES Scotland, Inspiring Future Nurses, the City Campus project (see below), our long-standing Access Summer School, the online Discover Learning at Dundee programme and a new initiative for the 2012/13 cycle designed to provide additional pre-conversion support for MD20% and MD40% candidates, including those from a looked after background, and engaging fully with the Schools for Higher Education Programme, and the Scottish Wider Access Programme. Further details of the University’s current outreach programmes can be found in the Annex.

27 However, 2012/13 will be a year in which we will bring forward a new Widening Participation & Access Strategy to 2017 that will better reflect the changing educational landscape. This will review current activities to identify those that most effectively support our access ambitions, while identifying gaps in our ability to attract students to Dundee from disadvantaged backgrounds.

28 Our analysis indicates that some individuals and groups do not see higher education at Dundee as a possible destination, despite having the required qualifications and potential to benefit. The net result, coupled with a tendency towards all institutions becoming selecting (rather than recruiting) due to student demand is that the landscape has shifted. While an element of this phenomenon probably reflects long-standing educational and societal factors, in 2012/13 we will investigate the underlying causes and bring forward plans to try to address them for implementation in 2013/14 with a view to achieving targeted increases in our number of MD20% students in particular.

29 In terms of overall student numbers, the sixth SFC ‘Learning for All’ report showed that among the eight pre-92 universities in 2010/11 the University was second only to Strathclyde for its proportion of MD20% students (10.8% against a sector average of 8.0%) and was third behind Strathclyde and Stirling for its proportion of MD40% students (25.4% against a sector average of 20.8%). The equivalent figures for young full-time entrants only were 7.6% (average 6.3%) in relation to MD20% and 19.8% (average 17.4%) in the case of MD40%. Against our SFC comparator group, we had a higher proportion of MD20% students (10.8%) than both Heriot-Watt (7.9%) and Stirling (9.2%) but lower than Strathclyde (12.8%); while for MD40% we had a higher proportion of students (25.4%) than Heriot-Watt (20.3%) but lower than Strathclyde and Stirling (27.9% and 27.0% respectively).

30 Our view is that success in widening access is not only about the number of students who matriculate from MD20/40% and other backgrounds, but also about those who successfully complete: it is the graduates from our programmes who are the true measure of our success in widening access. Our associated performance indicators will therefore contain several strands of baseline data, including progression rate at each stage (not just level 1 to level 2), graduation achievements, data on recruitment and matriculation of MD20/40% and relating to those from other deprived backgrounds. To gain full value from this information, we will be instituting in 2012/13 a tracking
mechanism in order not only to be able to identify which programmes and routes are favoured, but the relative success of these students in graduating with their qualification of choice.

31 Baseline data from the Reach Scotland and ACES projects show how Dundee performs in four key areas of widening participation. This shows that slightly fewer than half as many Q1 and Q2 students apply to Dundee as might be expected. This is currently being addressed for certain professional degrees by the Reach Scotland, ACES and Inspiring Future Nurses projects, lessons from which will be applied more widely through expanded outreach work.

32 The disadvantaged nature of our local catchment has meant that historically such students have gravitated to us naturally; however, SFC data suggests that more recently factors such as increases in entry grades and reduced school subject choices, have reduced this flow. We know that around 50% of Q1 and Q2 students offered places at Dundee decline them. The University has responded through a City Campus project that provides on-campus teaching space for four Advanced Higher subjects to Dundee City Council, which supplies teachers, materials and pupils. Not only has this maintained the range of qualifying subjects open to local pupils at a time of reduced school provision, but also given them a taste of the campus that is now appearing positively in, for example, UCAS Personal Statements. The outcomes of this activity will be evaluated in 2012/13.

33 It is important that activities undertaken by the University to seek to increase its numbers of MD20% and MD40% students are not implemented at the expense of other local institutions. We will therefore aim to work closely with the University of Abertay Dundee and local further education colleges to ensure that our initiatives in this area are co-ordinated and that together we achieve an overall increase in the total population of such students entering higher education.

34 The review of the effectiveness and value for money of our current initiatives will lead to recommendations for change being brought forward by April 2013 that will be implemented in session 2013/14. Given our ongoing strategic commitment to access, budgets will need to be reassessed where funding is moving in-house following the loss of widening participation and associated grants. Further, we will take a more holistic approach to access; while Summer Schools work well for preparing students for HE where there is no prior experience, ours are currently not solely aimed at those from disadvantaged backgrounds and so we will review how they are targeted.

35 Additionally, Summer Schools cannot replace years of poor development in mathematical, numeracy and science skills, which makes transition to STEM in higher education especially difficult. This is a joint problem of the secondary, further and higher education systems. We will work in partnership with all our stakeholders, including close collaborations with Tayside and Fife further education and secondary school systems. In particular, we have identified an opportunity for significant co-curricular work around SCQF 7 in 2012/13, which would start to address the issue of candidates being poorly prepared in their skills and knowledge for studying STEM subjects. Currently (2012/13) two Schools have Articulation Hub funding for joint developments (Nursing & Midwifery, and Computing), and a third has agreed student and module exchange opportunities (Life Sciences, with 20 students this year from Dundee College taking a Life Science module). We would welcome the opportunity to explore this work further with the Funding Council.

36 Initiatives to deliver further improvements in our recruitment of MD20% and MD40% students and to take forward co-curricular work around SCQF 7 are both likely to require significant and focused investment. We would welcome the opportunity to discuss funding opportunities with SFC against plans for delivering targeted improvements in performance in these areas.

Enable and encourage admissions from the widest possible range of backgrounds

37 The University is in the process of rolling out a contextualised admissions process over the period to 2013/14 designed to take account of the fact that applicants come from different backgrounds and have not all had the same opportunities to realise their academic potential. Currently, contextualised admissions is very subject specific (for example, in relation to Medicine), but during 2012/13 we will review approaches to the use of such systems across Scotland and the UK, and present proposals of the approach we feel would be most appropriate to Dundee. Realistically, a review reporting in 2012/13 can only be implemented at the earliest in 2013/14 for entry the following session, though of
course any obvious changes we can make without disadvantaging applicants will be implemented as soon as possible.

Outcome 4: Efficiency of the learner journey and improved retention

*Description of efforts to improve retention and completion rates*

38 The University has been continuously active in its efforts to support the learner journey through the implementation of our *2007 Retention Strategy* which led to enhanced induction processes, embedded academic skills provision, re-orientated support services and greater student engagement. Key initiatives have included the *Gateway to Learning Induction Programme*, our *Personal Academic Student Skills* module and the *Preparatory Resit Exam Programme*. We will build on this work in partnership with the student body and student representatives in developing a new retention strategy from 2012.

39 The performance indicators that will be used to measure the University’s achievements in relation to the range of activities set out for Outcome 4 are as follows:

- Progression and attainment rates, including for MD20% and MD40% students
- Overall student satisfaction
- Graduate level employment and uptake of programmes of advanced study
- Proportion of students engaged in activity related to employability, enterprise and entrepreneurship

40 For 2012/13 we will establish a *Student Support & Retention Forum* which will report to the Learning & Teaching Committee on the implementation of this aspect of our Learning and Teaching Strategy. The Forum will be responsible for:

- Developing, by April 2013, and implementing, a student retention strategy for 2013-2017;
- Evaluating the impact of current student support initiatives on student retention and the overall student experience;
- Ensuring the University has in place support for students from looked after backgrounds
- Providing leadership, profiling and support in the area of student retention; and
- Disseminating good practice in the area of student support and retention.

41 The overall retention rate for Scottish domiciled undergraduate full-time students for academic year 2010/11 was 88.3%, against figures of 90.1% and 90.35% for 2008/09 and 2009/10 respectively. The retention rate for MD20% undergraduate full-time students in academic year 2010/11 was 84.8%, against figures of 87.2% and 86.4% for 2008/09 and 1009/10 respectively.

*Targets for improvement in student retention and completion.*

42 We are above the sector average for retention in the overall Scottish student entrant population and the MD20% group, but internally have seen a small decline in our retention since 2008/09. We will seek to achieve targets of 90.3%, 90.5% and 90.7% for our overall population for the three years starting from 2012/13; and of 86.4%, 87.1% and 87.2% over the equivalent period for the MD20% group.

Outcome 5: Equality and diversity

43 We are committed to an inclusive learning environment for students and staff and to enhancing equality and diversity in areas where there is an evident challenge. We will publish equality outcomes that help enable us to meet our obligations in terms of the equality duty by April 2013 and put in place specific equality and diversity outcomes from session 2013/14 onwards. Our data management systems for reporting upon equality outcomes for students and staff will be further enhanced to underpin the analysis of our performance and influence future decision-making and target-setting.

44 The performance indicators that will be used to measure the University’s achievements in relation to the range of activities set out for Outcome 5 are as follows:
Diversity of student intake

45 The University has a long-standing commitment to best practice in its student recruitment processes and to the concept of fair admissions. We have reviewed our student population by protected characteristic group using 2010/11 HESA data, although this analysis is complicated by internal factors such as subject mix and location, as well as external factors such as the attainment of such groups in the secondary education system and broader societal stereotypes.

46 In terms of gender, the University’s UK first degree population was 64% female, similar to that of Stirling University and significantly higher than the other institutions in its comparator group. This reflects the University’s subject mix, with a relatively large proportion of students in Nursing and Primary Education which have long-standing records of appealing to female applicants. Similar imbalances in Dentistry and Medicine reflect the differential performance of female pupils in the secondary education system, especially at the very highest levels of entrance qualification. The University has a higher proportion of male students in areas such as science, mathematics and engineering. While we will continue to seek ways to encourage applications from those subjects where one gender appears to be under-represented, on the basis of our analysis we do not feel that there is a need to set targets in that regard.

47 Insofar as ethnicity is concerned, our proportion of black students (0.8%) is broadly consistent with the sector average and our comparator group. The position in respect of Asian students (3.2%) is similar, while at 1.3% our proportion of students from other racial groups is below the sector average but consistent with our comparator group. The University has a relatively low level of students whose ethnic background is not known (2.1%). In the context of its size, subject mix and location, this analysis suggests that the University does not have a challenge in terms of the ethnic diversity of its student population and so targets for improvement are not required.

48 The University has a record of providing excellent support for disabled students. Comparator data indicates that the small specialist institutions (for example, Edinburgh College of Art, Glasgow School of Art and the Royal Conservatoire of Scotland) have significantly higher proportions of disabled students than the rest of the sector. However, outside that group, our proportion of disabled students (9.1%) is in line with the sector average and comparator institutions. This analysis suggests that the University does not have a challenge in terms of its recruitment of disabled students and so targets for improvement are not required.

Athena Swan Charter

49 Having signed the Athena Swan Charter, we will submit for a Bronze award at University level in November 2012. In the medium term we are committed to bringing all Schools to the Silver Award level, with the emphasis in the early stages being on STEM disciplines. In 2012/13 we will prioritise the achievement of the Silver Award level by the School of Research in the College of Life Sciences and the School of Medicine.

Outcome 6: A more coherent pattern of provision in the higher education sector

Appropriate and responsive provision

50 The University is committed to a portfolio of appropriate, attractive and high quality academic programmes consistent with its long-term strategic aspirations and has taken a strategic decision to retain its academic footprint as it is for the foreseeable future. While it is happy to keep SFC informed of any significant plans to add to, restrict or withdraw provision, it therefore does not anticipate significant departure from its current range of subject areas.

51 We are committed to maintaining our total student numbers within the SFC’s consolidation limits for Scottish-domiciled and EU students and to a broadly similar student population size to 2011/12.
This necessitates a reduced intake in 2012/13. One of the unintended consequences of the changes in Scottish Government policy in relation to student fees is that a higher proportion of our SFC-funded entrants for 2012/13 is likely to be from the EU.

52 The University will continue to deliver strategically-funded places now embedded within the main grant, specifically in relation to 5FTE taught postgraduate places in Creative Arts & Hospitality and 12.5FTE taught postgraduate places in Teaching Quality for Further Education; and will continue to provide students in the majority of subject areas with opportunities to undertake foreign language modules through its School of Humanities. We have allocated our additional 25 funded STEM places evenly across our STEM subjects on the basis that all such subjects have been teaching significant numbers of ‘fees only’ students for some years, but will nevertheless seek to increase our total STEM student numbers to reflect the additional places.

**Collaboration across the sector**

53 We are open to collaboration with other institutions where there is mutual strategic benefit and to liaising with the SFC in respect of its duty to deliver coherent provision.

54 We will continue to pursue collaboration with the universities of Glasgow and Aberdeen in Dentistry through the Board of Academic Dentistry, focusing in 2012/13 on the sharing of resources in areas such as e-learning and anatomy. We are currently in the early stages of exploratory discussions with the University of Aberdeen that may identify opportunities for synergies, efficiencies or new markets for our provision and are happy to brief the SFC on any formal proposals if and when they emerge. In addition, the University is considering collaboration with the University of Stirling in the area of Nursing, where together we have the potential to compete in research terms with the strongest institutions in the UK. We will also lead discussions with key regional partners in the NHS and other institutions on how nursing education provision might best be managed in the context of workforce requirements, academic sustainability, research excellence and student access.

**Further outcomes and activities**

55 The University has recently revised its Estate Strategy. The previous strategy delivered significant enhancements to the campus and was greatly facilitated by funding from SFC and the UK Government. The significant reduction in such funding means that future developments will be funded mainly through our own resources, borrowings and capacity to attract external charitable and philanthropic donations. The focus of the new strategy is on making more efficient and imaginative use of existing buildings and reducing our overall space to deliver benefits in terms of energy consumption, facilities management and carbon footprint. Nevertheless, we will continue to seek opportunities to support new developments for academic growth and to enhance the quality and appearance of external campus spaces.

56 The University is happy to engage in discussions around its use of SFC strategic funds.

*University of Dundee*  
*August 2012*
### Annex: Current Outreach Activity 2012-13

<table>
<thead>
<tr>
<th>Activity</th>
<th>Target groups / No. students 2012-13</th>
<th>Mode</th>
<th>Staffing committed / Annual resource committed / budget £ &amp; source</th>
<th>Key objectives / impact:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Discovering Degrees for Schools</strong></td>
<td>S2 from low progression schools / ~200</td>
<td>1 &amp; 2</td>
<td>Recruitment Team ~0.05FTE / £1,000pa external annual donation.</td>
<td>1, 2, 4, 5 / All candidates meet WP criteria and/or low progression schools. Data will be stored in SITS to provide a record of engagement as part of contextual admissions to boost applications to HE from local protected characteristic groups.</td>
</tr>
<tr>
<td><strong>Reach Scotland</strong></td>
<td>S4-S6 - Q1&amp;Q2 / ~500</td>
<td>1, 2 &amp; 3</td>
<td>Led by John Blicharski. 1.0FTE Project Officer Gemma Gaw. 0.5FTE Data Analyst Tanaa Maul. / ~£120,000pa from SFC plus office space. Ends Dec 2013</td>
<td>1, 2, 4, 5, 6 / Boost viable applications to HE nationally from protected characteristic groups to high demand professions Medicine, Dentistry, Law and Nursing. Early indications of evidence of application increases from target schools.</td>
</tr>
<tr>
<td><strong>ACES Scotland</strong></td>
<td>S4-S6 - Q1&amp;Q2 / ~500</td>
<td>1, 2 &amp; 3</td>
<td>0.4FTE Project Officer Fiona Dear. 0.4FTE Project Officer Gordon Black. Led by John Blicharski. / ~£25,000pa from NES plus office space.</td>
<td>1, 2, 4, 5, 6 / Boost viable applications to HE nationally from protected characteristic groups to Nursing. Early indications of evidence of application increases from target schools.</td>
</tr>
<tr>
<td><strong>Inspiring Future Nurses</strong></td>
<td>S3 onwards from low progression schools / ~500</td>
<td>1, 2 &amp; 3</td>
<td>Marginal cost. ^ Confirm to LEA availability to expand programme.</td>
<td>1, 2, 3, 4, 5 / Increase links with local schools and communities, noting many are in low progression zones.</td>
</tr>
<tr>
<td><strong>City Campus</strong></td>
<td>S6 / 40p.a.</td>
<td>2</td>
<td>All / Prepare and qualify protected characteristic group candidates for HE entry and progression. Tracking shows progression levels of former DUAL (Dundee University Access to Learning) students on par with</td>
<td>All / Prepare and qualify protected characteristic group candidates for HE entry and progression. Tracking shows progression levels of former DUAL (Dundee University Access to Learning) students on par with</td>
</tr>
<tr>
<td>Discover Learning at Dundee (online Access)</td>
<td>All age, most meeting WP criteria / 9 Scot/EU</td>
<td>1</td>
<td>Led by John Blicharski, support from Recruitment Team ~0.05FTE / £4,000pa external donation.</td>
<td>institutional average. New modules being explored to add to 15 existing DUAL modules (ACES Art added 2012) and 9 DLAD modules. The combined internal Access pool will enable up to 8% of entrance via these routes, subject to each student meeting all standard entry requirements.</td>
</tr>
<tr>
<td>UCAS reject reviews</td>
<td>All age demonstrating potential adverse circumstances / ~1,000</td>
<td>1</td>
<td>John Blicharski ~0.05FTE / 0 Protected time.</td>
<td>2 / Potentially eligible contacted with information about DUAL course.</td>
</tr>
<tr>
<td>SIMD 20 &amp; 40 conversion &amp; support</td>
<td>All age Q1&amp;Q2 / New</td>
<td>1</td>
<td>John Blicharski ~0.05FTE / 0 Protected time.</td>
<td>2 / Proposed activity to start in 2012/13 cycle. This would involve these candidates being given additional pre-conversion support, noting that over 50% of candidates in this group currently offered undergraduate places decline them.</td>
</tr>
<tr>
<td>Development support</td>
<td>Assist delivery of the above</td>
<td>All</td>
<td>Protected time for 3 years / 0.2FTE central funds / named individual.</td>
<td>Help develop and deliver the above plus record in student records to enable tracking</td>
</tr>
</tbody>
</table>