

Strategic Dialogue Cycle 2

UCC Self Evaluation Report 2015

Each higher education institution is required to complete a self-evaluation report setting out a review of institutional performance against the first set of interim targets, as at year end 2014.

The template should largely be populated as per the published compact.

The self-evaluation should include a commentary on progress and description/ explanation of any departures from the expected/agreed performance as set out in the mission-based performance compact 2014 – 2016 with particular reference to (a) institutional objectives and performance indicators, (b) interim targets set as at end 2014 and having regard to (c) March 2015 data returns to the HEA.

The self-evaluation should, where possible, benchmark your institution's performance, either at institutional level or according to a particular objective, with that of chosen national and/ or international comparators. Institutions should also set out the data source against which progress has been reported.

In addition, progress to date on compact targets should be identified in the last column of the template using a colour code as follows:

	Target achieved or exceeded
	Substantial progress made, targets not met in full and reasons identified
	Target not met for identified reasons

Institution objective	Performance indicator	Baseline	Interim target, end 2014	Progress against 2014 target, commentary and data source	Interim target, end 2015	Final target, end 2016	Summary
Details as per published compact	Details as per published compact	Details as per published compact	Details as per published compact	Details of whether interim target achieved, data source, commentary/ explanation	Details as per published compact	Details as per published compact	Colour code according to achievement of target

1. Regional Clusters

Institution objective	Performance indicator	Baseline	Interim target, end 2014	Progress against 2014 target, commentary and data source	Interim target, end 2015	Final target, end 2016	Summary
1. Create a formal regional cluster between the named member institutions	Agree and implement a framework for cluster operation and commence implementation of agreed collaborative projects	Many inter-institutional relationships exist but no formalised cluster structure is in place.	<p>Agree and implement a governance framework for joint activities including</p> <ul style="list-style-type: none"> The establishment of a cluster board Creation of an MOU for operation of the cluster Development of arbitration procedures Development of a coordinated work-plan for the implementation of agreed projects 	<p>Achieved</p> <ul style="list-style-type: none"> A cluster board has been established comprising the Presidents and Registrars of the five cluster HEIs. An MoU (Framework for Cooperation) comprising of terms of reference for the cluster has been agreed and signed for the cluster (shown in Appendix XX). The chairpersonship of the cluster rotates on a six-monthly basis between the five HEIs. In 2014, the chairpersonship was held by UCC, WIT and IT Tralee. Arbitration procedures have been agreed as part of the Framework. A work plan focusing on the areas of mapping, academic progression and research is in place. <p>Source: Southern Regional Cluster Meeting Minutes</p>	Complete a progress review in terms of delivery of the work plan and implementation of agreed projects.	Evaluate the effectiveness of the governance framework in place for the cluster and explore further collaborative opportunities.	

2. Improve student pathways	Produce a mapping profile which outlines learner opportunities and pathways for all disciplines and levels across the cluster region which will assist in future academic planning and delivery	Many inter-institutional pathways exist but no complete mapping profile is available	<ul style="list-style-type: none"> Initial focus of the cluster is anticipated to be on improving student pathways given priority attached to the transitions initiative Perform baseline mapping process in terms of student pathways from secondary through to tertiary education and graduate destination (this will require engagement of secondary and FE providers as well student representative bodies) <p>Final output - mapping profile.</p>	<p>Achieved</p> <ul style="list-style-type: none"> A baseline mapping has been completed focusing on secondary to tertiary education. This has captured provision at Levels 6-8 of the NFQ. Individual HEIs have engaged with secondary, FE providers and the recently formed Education and Training Boards as part of continually enhancing student pathways. Formal agreements are now in place between HEIs and ETBs/FE providers. <p>Source: Southern Regional Cluster Meeting Minutes</p>	Develop uniform access/progression scheme for the cluster.	Review pathways profile based on new academic developments	
3. Shared academic planning	Develop a cluster wide academic planning structure focused on the delivery of national priority objectives such as the Transitions Programme, Horizon	<p>No cluster wide academic planning structure exists. However there is an understanding that:</p> <ul style="list-style-type: none"> Individual institutes will continue to 	<p>Baseline mapping of academic programme provision across the cluster completed</p> <p>Research mapping completed to identify potential research synergies</p>	<p>Achieved</p> <ul style="list-style-type: none"> A baseline mapping of academic programmes across NFQ Levels 6-8 has been completed. This is being continuously reviewed. A research mapping has been completed. 	Implementation of joint academic developments which are informed by the baseline mapping process across the cluster and targeted at	Review operation of academic planning process with a view to identifying new areas for	

	<p>2020 and other objectives focused on improving the economic, social and cultural profile of the cluster region.</p>	<p>provide a broad base of undergraduate course opportunities up to level 8 to satisfy needs of individual hinterlands given the geographical scale of region</p> <ul style="list-style-type: none"> • External stakeholders such as regulatory and professional bodies will also influence the planning and delivery process • The number of CAO entry paths is anticipated to reduce with the collective implementation of the transitions initiative • Agreement that there are benefits to shared academic planning in specialist areas, most notably at level 9 and above 	<p>(Programme and research mapping will provide a profile across the cluster and will inform next steps – complete during academic year 2014/15)</p>	<p>Source: Southern Regional Cluster Meeting Minutes</p>	<p>delivering on regional economic and social needs</p>	<p>collaboration in the next round of institutional compacts</p>	
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		<ul style="list-style-type: none">• Acceptance this will lead to the creation of strong thematic areas in individual and cooperating institutes in the cluster <p>This activity is particularly relevant to the delivery of Horizon 2020, Government objectives, targets for R&D activity and enterprise and industry development. It is also relevant to the delivery of industry and employer needs, hence engagement with employers in the region is significant to academic planning agenda</p>					
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2. Participation, equal access and lifelong Learning

Institution objective	Performance indicator	Baseline	Interim target, end 2014	Progress against 2014 target, commentary and data source	Interim target, end 2015	Final target, end 2016	Summary						
1. Ease student transition to, and progression through, their undergraduate programme	<ul style="list-style-type: none"> • First year retention rate • Progression 	<ul style="list-style-type: none"> • Head of Student Experience in place • 1st Year Student Experience Coordinator in place • 2010/11 baseline: 90% 1st year student retention rate. 	<ol style="list-style-type: none"> 1. Implement Semesterisation 2. Achieve 91% 1st year student retention rate. 	<p>Achieved.</p> <ul style="list-style-type: none"> • Semesterisation introduced on 8 September 2014. Source: www.ucc.ie/en/semesterisation • 91% 1st year student retention rate achieved. (source: ITS student records system) 	<ol style="list-style-type: none"> 1. Implement new programme of scholarships for incoming and currently registered students. 2. Maintain 91% 1st year student retention rate. 	<ol style="list-style-type: none"> 1. Complete in-depth analysis of progression which will identify predictive indicators of non-progression or delayed progression. 2. Maintain 91% 1st year student retention rate. 							
2. Increase the number of pathways to level 8 programmes from Further Education programmes and evolve our policy for Recognition of Prior Learning (RPL).	Number of FETAC entry routes	30 FETAC links into programmes with a total quota of 59	<ol style="list-style-type: none"> 1. 48 FETAC links to 33 programmes with a total quota of 163 2. Have new RPL policy implemented. 	<p>Achieved.</p> <ul style="list-style-type: none"> • 35 UCC Programmes now have a FETAC pathways. Benchmark data: (source: university websites) <table border="1" data-bbox="1301 1289 1491 1414"> <tbody> <tr> <td>NUIG</td> <td>6</td> </tr> <tr> <td>TCD</td> <td>5</td> </tr> <tr> <td>UCC</td> <td>35</td> </tr> </tbody> </table>	NUIG	6	TCD	5	UCC	35	Increase FETAC quotas for 60% of level 8 programmes	Increase number of Further Education Colleges to which we are linked.	
NUIG	6												
TCD	5												
UCC	35												

				<table border="1"> <tr> <td>UCD</td> <td>17</td> </tr> </table> <ul style="list-style-type: none"> 118 FETAC courses in total are recognised by UCC. Benchmark data: (source: university websites) <table border="1"> <tr> <td>NUIG</td> <td>29</td> </tr> <tr> <td>TCD</td> <td>10</td> </tr> <tr> <td>UCC</td> <td>118</td> </tr> <tr> <td>UCD</td> <td>26</td> </tr> </table>	UCD	17	NUIG	29	TCD	10	UCC	118	UCD	26									
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3. Support access for socio-economic disadvantaged students, students with disabilities and mature students.	Numbers of 'access' students	2010/11 baseline data: <ul style="list-style-type: none"> Mature student intake: 403 Students with a Disability intake: 144 UCC PLUS+ student intake: 144 	<ul style="list-style-type: none"> Mature student intake: 310 Students with a Disability intake: 175 UCC PLUS+ student intake: 170 	Achieved. <ul style="list-style-type: none"> Mature intake: 333 Benchmark data: (source: HEA) <table border="1"> <tr> <td>NUIG</td> <td>197</td> </tr> <tr> <td>TCD</td> <td>225</td> </tr> <tr> <td>UCC</td> <td>333</td> </tr> <tr> <td>UCD</td> <td>267</td> </tr> </table> <ul style="list-style-type: none"> Disability intake: 232 UCC Plus+ intake: 189 Benchmark data (source: DARE/HEAR Shared Services Unit (DHSSU) in the IUA) excluding FETAC entrants: <table border="1"> <tr> <td>NUIG</td> <td>246</td> </tr> <tr> <td>TCD</td> <td>191</td> </tr> <tr> <td>UCC</td> <td>182</td> </tr> <tr> <td>UCD</td> <td>227</td> </tr> </table>	NUIG	197	TCD	225	UCC	333	UCD	267	NUIG	246	TCD	191	UCC	182	UCD	227	<ul style="list-style-type: none"> Mature student intake: 315 Students with a Disability intake: 185 UCC PLUS+ student intake: 185 	<ul style="list-style-type: none"> Mature student intake: 320 Students with a Disability intake: 190 UCC PLUS+ student intake: 195 	
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<p>4. Develop improved opportunities for lifelong learning including continuing professional development and executive education in collaboration with the Irish Management Institute and with partners nationally and internationally</p>	<p>1. Annual number of Adult Continuing Education (ACE) lifelong learning graduates 2. Annual number of graduates from UCC/IMI programmes 3. Number of outreach centres across the South of Ireland 4. Learning opportunities for healthcare and social professionals undergoing accreditation with CORU (CORU is Ireland's multi-profession health regulator whose role is to protect the public by promoting high standards of professional conduct, education, training and competence through statutory registration of health and social care professionals).</p>	<p>Baseline 2010/11</p> <ul style="list-style-type: none"> • 10 outreach centres • ACE numbers graduating with a certificate, diploma or masters in 2010/11: 453 	<p>Specific targeted initiatives created to reach specific populations such as Autism Spectrum Studies, Women's Studies (Knocknaheeny), new certificate/diploma introduced to enhance access for non-English mother tongue groups.</p>	<p>Achieved.</p> <ul style="list-style-type: none"> • Certificate and diploma in Autism Spectrum Studies (delivered in UCC, Bantry, Waterford, Killarney, Limerick, Letterkenny and Galway). Source: http://www.ucc.ie/en/ace-daus/ • Certificate and Diploma in Women Studies introduced. Source: http://www.ucc.ie/en/ace-dws/ • Adult and Community Education Officer appointed (Clíodhna O'Callaghan) to drive community engagement agenda. • UCC ACE programmes delivered in 101 centres nationally. 	<p>1. Exemplar progression routes developed into full-time and part-time programmes (Certificate in Arts, Diploma in European Art History, B.Soc.Science/Youth & Community Work. 2. Coordinated UCC branded CPD in place</p>	<p>1. Maintain number of outreach centres 2. New programmes in place providing accreditation and learning opportunities to healthcare and social care professionals.</p>	
<p>5. Prioritise the provision of lifelong education and training to the healthcare professionals in the region.</p>	<p>Completion of the ASSERT (Application of Science to Simulation, Education and Research on Training for Health Professionals) Centre in UCC's College of Medicine & Health. (see http://www.ucc.ie/en/assert/)</p>	<p>A dedicated ASSERT facility does not currently exist.</p>	<p>Secure planning permission for the ASSERT Centre building</p>	<p>Achieved. Source: Cork City Council, planning application 1335753</p>	<p>Initiate construction of the ASSERT Centre building</p>	<p>Complete construction of the ASSERT Centre building</p>	


3. Excellent teaching and learning and quality of the student experience¹

Institution objective	Performance indicator	Baseline	Interim target, end 2014	Progress against 2014 target, commentary and data source	Interim target, end 2015	Final target, end 2016	Summary
1. Strengthen the integration of research, teaching and learning through the greater engagement of researchers in teaching activities and by maximising opportunities for students to participate in research programmes throughout their undergraduate studies	Number of undergraduate programmes with student-involved research from first year onwards	UCC has identified five strands for the integration of research, teaching and learning: researchers teaching about their research; undergraduate modules on research skills; undergraduate students carrying out research; postgraduate teaching assistants; Scholarship of Teaching and Learning. These are being implemented, but not all quantified. Some barriers exist.	Opportunities confirmed for student participation in authentic research in each UG programme and data recorded on UCC's student record system	Achieved. <ul style="list-style-type: none"> Every final year student conducts independent research; the research project is assigned to the module number recorded on the ITS student record system. Source: http://www.ucc.ie/modules/	1. The extent and quality of student involvement in research in current undergraduate programmes mapped using an international index tool (e.g. the Council of Undergraduate Research (CUR) index) and areas for improvement identified and addressed 2. Quercus Scholarship scheme for talented students in operation	Student-involved research from first year onwards contained in all undergraduate programmes	
2. Develop greater opportunities for part-time and flexible learning by providing the	<ul style="list-style-type: none"> Number of e-learning students enrolled Percentage of students studying 	2010/11 baseline data: <ul style="list-style-type: none"> Five courses identified as being substantially online. 	1. Two additional learning technologists funded and in place	Achieved. 1. Two additional learning technologists (Tom O'Mara and Damian Drohan) hired.	1. One additional learning technologist in place	1. An e-Learning infrastructure established with a distinct e-learning market presence.	

<p>necessary 'future-proofed' infrastructure to improve the provision of research-informed, open access Technology Enhanced Learning at UCC</p>	<p>part-time/through flexible learning</p>	<ul style="list-style-type: none"> • 100 students identified as being 'on-line learners' • 8% of students studying part-time/through flexible learning 	<ol style="list-style-type: none"> 2. Six new online Master's programmes launched 3. Inter-institutional strategy developed for digital learning using the Strategic Innovation and Development Fund allocation in collaboration with the National Forum for Teaching and Learning. 4. UCC's on-line brand marketed and launched. 	<ol style="list-style-type: none"> 2. 12 online Masters programmes launched (CKL42, CKD12, CKR29, CKD14, CKR51, CKX20, CKW06, CKX50, CKX05, CKX03, CKX34/49, CKJ03) Source: http://www.ucc.ie/en/online/ 3. Inter-institutional grants awarded to UCC by the National Forum, UCC leading 2 projects and collaborating on 2 others. Source: http://www.teachingandlearning.ie/priority-themes/benchmarking-digital-platform/16190-2/ 4. UCC's on-line brand marketed and launched. Source: http://www.ucc.ie/en/online/ 	<ol style="list-style-type: none"> 2. Six additional online Master's programmes launched 	<ol style="list-style-type: none"> 2. 9% of students studying part-time/through flexible learning 	
<p>3. Strengthen UCC's capacity to deliver teaching qualification programmes to greater numbers of staff</p>	<p>Number of staff with formal qualifications in teaching and learning</p>	<p>2010/11 baseline data:</p> <ul style="list-style-type: none"> • 240 staff completed one or more accredited courses in Teaching and Learning in Higher Education (TLHE) • Over 600 academic staff had attended staff development seminars/workshops in T and L • 160 postgraduate teaching assistants had completed an accredited course in TLHE. 	<ol style="list-style-type: none"> 1. 350 staff to have completed one or more accredited courses in TLHE 2. >50% academic staff to have participated in professional development seminars/workshops in TLHE 3. 300 postgraduate teaching assistants to have completed an accredited course in TLHE 4. An accredited course available for postdoc/research staff 	<p>Achieved.</p> <ol style="list-style-type: none"> 1. 449 staff have completed one or more accredited courses in TLHE Source: ITS Students Record System. 2. At least 449 of UCC's 803 academic staff (56%) have participated in professional development seminars/workshops in TLHE Source: ITS Students Record System. 3. 197 postgraduate teaching assistants have completed an accredited course in TLHE (demand lower than anticipated). 64 researchers have completed an accredited course in TLHE. This brings the cumulative total of staff completing accredited courses in TLHE to 710 (449+197+64), exceeding the planned total of 650. 	<ol style="list-style-type: none"> 1. 60% of academic staff engaged in professional development in TLHE (cumulative since the initiation of HEA targeted initiatives) 	<ol style="list-style-type: none"> 1. Increased numbers of academic staff participating in and completing academic practice qualifications in higher education 2. Academic practice qualifications introduced as compulsory for all newly appointed early career teaching staff 	

		<ul style="list-style-type: none"> • 20 postdoc/research staff who wish to teach had completed a course in TLHE 		<p>Source: Register in NAIRTL (Centre for the Integration of Research, Teaching & Learning)</p> <p>4. An accredited course available for postdoc/research staff. Course code CKB102</p> <p>Source: http://www.ucc.ie/en/ckb02/ ITS Students Record System.</p>			
4. Continue to play a leading role nationally in Teaching and Learning support and scholarship	Active participation in National fora	<ul style="list-style-type: none"> • Contributing to the work of the National Forum for the Enhancement of Teaching and Learning through the IUA. • Two institutional contacts liaising with the National Forum • Membership of National networks • Leading the National Academy for the Integration of Research, Teaching and Learning (NAIRTL) 	Proposals developed and submitted to the National Forum on the theme of Teaching for Transitions.	<p>Achieved.</p> <p>Proposals developed and submitted to the National Forum on the theme of Teaching for Transitions, led by Dr. Bettie Higgs and Dr. Catherine O'Mahony.</p> <p>Source: http://www.teachingandlearning.ie/t-l-scholarship/national-forum-research-projects/</p>	Rebrand NAIRTL as a network (Network for Advancing the Integration of Research, Teaching & Learning)	International collaborations established for the Centre for the Integration of Research, Teaching & Learning (CIRTL)	
5. Continue to act on recommendations with respect to excellence in teaching & learning in the Bologna Process, in the Quality	Number of Quality Review and student feedback recommendations addressed	<ul style="list-style-type: none"> • Informal mechanism in place • Detailed analysis of institutional student reviews in place 	1. A protocol formulated to address Quality Review recommendations with respect to excellence in teaching and learning	<p>Achieved.</p> <p>The new process of periodic review for academic units addresses interim targets 1 to 4. (source: www.ucc.ie/en/gpu/guidelines). The revised guidelines respond to a recommendation in the UCC's Institutional Review report about greater focus and clarity about the</p>	<p>1. One key recommendation implemented for each review completed.</p> <p>2. Offer a range of relevant professional development</p>	New curriculum management system designed which will enable semesterisation to include credit accumulation.	

<p>Review reports for academic units and from student feedback surveys</p>		<p>2. A formal process in place to respond to student survey feedback relating to the quality of teaching and learning.</p> <p>3. Formal engagement with the Teaching & Learning centre for all units preparing for a Quality Review.</p> <p>4. Analysis completed of the extent to which learning outcomes are written for each programme and module to international best practice standards.</p> <p>5. Analysis completed of the extent to which the programme learning outcomes constructively align with module learning outcomes.</p> <p>6. Analysis completed of the extent to which module learning outcomes constructively align with assessment.</p>	<p>purpose of reviews. The first step in responding to this was to separate out the processes for reviewing academic units from other types of support or management units.</p> <p>This has allowed a threefold focus for academic units undergoing review:</p> <ol style="list-style-type: none"> 1. An opportunity, after a period of time during which modules will have been revised, removed, added, to reflect on whether provision within the unit is still located correctly on the national qualifications framework; 2. A review of the student experience that enables them to achieve the standards required (i.e teaching, learning, assessment (including learning outcomes), welfare, resources, student feedback etc. 3. An opportunity for the unit under review to put forward any matter on which they would welcome discussion with external peers. <p>The clearer focus for reviews of academic units allows for a clearer process for consideration of recommendations on excellence in teaching and learning.</p>	<p>sessions to meet Bologna objectives relating to learning outcomes.</p>	
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<p>6. Improve student satisfaction, engagement and employability</p>	<ul style="list-style-type: none"> • Student placement opportunities within programmes provided either through volunteering activities, international placement or work placement • Percentage of graduates in employment or further study • First year retention rate • National and University student survey scores • Completion of planned actions 	<p>2010/11 baseline:</p> <ul style="list-style-type: none"> • 60% of undergraduate courses offer placement opportunities • 86% student satisfaction survey score • 300 student peer-support volunteers • 90% 1st year student retention rate. 	<ol style="list-style-type: none"> 1. Maintain an 86% student satisfaction score in the UCC student survey 2. Students participating on all Quality Review panels 3. Maintain 300 student peer-support volunteers 	<p>Achieved.</p> <ol style="list-style-type: none"> 1. 89% student satisfaction score in the UCC student survey (source: www.ucc.ie/en/studentexperience) 2. A Students Union officer now participates on all quality review panels 3. UCC had 300 student peer-support volunteers in 2014 <p>Benchmark data note: UCD and TCD run their programmes differently to UCC and it is therefore not possible to compare like with like. TCD's model, which is probably closest to that of UCC, splits the peer support programme into peer support mentors and peer supporters, who have different duties.</p>	<ol style="list-style-type: none"> 1. Maintain an 86% student satisfaction score in the UCC student survey 2. Maintain 300 student peer-support volunteers 	<ol style="list-style-type: none"> 1. Maintain student satisfaction scores in the National Student Survey 2. Achieve an 88% student satisfaction score in the UCC student survey 3. Maintain 300 student peer-support volunteers 4. 91% of primary degree graduates in employment or further study 5. 85% of undergraduate programmes provide placement opportunities 6. Achieve 91.5% 1st year student retention rate. 	
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Benchmarked Performance (Teaching and Learning):

Source: U-Multirank 2014.

U-Multirank takes a multi-dimensional approach to university performance by taking into account different aspects and dimensions of the performance of universities: teaching and learning, research, knowledge transfer, international orientation and regional engagement. The U-Multirank methodology looks at the scores of universities on individual indicators and places these in five performance groups ('A' "very good" through to 'E' "weak").

Teaching & Learning	UCC	NUIG	UCD	TCD	QUB	University of Southampton	University of Edinburgh	Aarhus University	University of Leiden	University of Otago
Bachelor graduation rate	A	-	-	-	-	-	-	-	-	-
Masters graduation rate	C	-	-	-	-	-	-	-	-	-
Graduating on time (bachelors)	-	-	-	-	-	-	-	B	-	-
Graduating on time (masters)	A	-	-	-	-	-	-	D	-	-

4. High quality, internationally competitive research and innovation

Institution objective	Performance indicator	Baseline	Interim target, end 2014	Progress against 2014 target, commentary and data source	Interim target, end 2015	Final target, end 2016	Summary
1. Establish SFI Research Centres as a key element of the research landscape in UCC	<ol style="list-style-type: none"> 1. Number and scale of research centres and institutes of Industry partners 2. Scale of leveraged non-Exchequer income 3. Number of researchers employed in each centre 	SFI research centres established in 2013	<ol style="list-style-type: none"> 1. Centres operating as efficient research units 2. 25 established industry contracts in place 	<p>Achieved.</p> <ol style="list-style-type: none"> 1. Each UCC-(co)led SFI Research Centres has completed their establishment phase and has made significant progress in the consolidation and development of their research programme and industrial engagement. Centres have been established to operate as efficient research units. UCC leads four, co-leads one SFI Research Centre and is a partner in six of the other seven SFI Research Centres. The UCC-led centres are: <ul style="list-style-type: none"> • APC (food and health) • INFANT (perinatal) • MAREI (marine renewable energy) • IPIC @TNI (photonics) • INSIGHT (big data and data analytics). 2. 89 industry contracts in place by December 2014 between the UCC-(co)led SFI Research Centres and a wide range of national and international SME and MNC industry partners. This is significantly ahead of the 	<ol style="list-style-type: none"> 1. 50 established industry contracts in place 2. Demonstrated success in leveraging Horizon 2020 funding across each research centre 3. APC SFI Microbiome Research Centre launched under the new Research Institutes Centres and Units policy by the University 	<ol style="list-style-type: none"> 1. Each research centre established as a thriving interdisciplinary research unit based on Exchequer and non-Exchequer income. 2. 200 active researchers employed across research centres. 	

				interim target set as 50 established industry contracts in place by end 2015. Source: see http://www.sfi.ie/investments-achievements/sfi-research-centres.html for the research centres listed above.			
2. Ensure the sustainability, competitiveness and strategic coherence of research in UCC by diversifying funding sources.	<ul style="list-style-type: none"> • Research income • Non-Exchequer research income • Number of new funding sources 	<p>2010-11: research income: €78.6M</p> <p>2010-11: non-Exchequer research income: €18M</p> <p>2010-11: 181 doctoral graduates</p>	<p>1. A European Project Support Office established to support PIs in seeking funding from Horizon 2020</p> <p>2. Specific measures implemented to nurture trans-disciplinary research especially linking STEM and humanities research teams, including the launch of the Irish Humanities Alliance</p> <p>3. All new PhD students enrolled in UCC to be on a structured PhD programme.</p>	<p>Achieved</p> <p>1. UCC's European Project Support Office, the Prime UCC Project Office, was established. As of 15th January 2015, Prime UCC was engaged by 16 clients and 9 applications were submitted to EU and related funding programmes with 7 proposals in preparation. Current Horizon 2020 success rate is 50%. (Source: www.ucc.ie/en/prime)</p> <p>2. The following specific measures were implemented to nurture trans-disciplinary research:</p> <ul style="list-style-type: none"> • Establishment of the UCC Horizon 2020 Support Task Force. • Delivery of the 'Tackling Societal Challenges' Seminar Series, jointly hosted by the College of Arts, Celtic Studies and Social Sciences (CACSSS) and UCC Research Support Services (RSS). • Delivery by UCC RSS of (i) funding Information Workshops and (ii) Mentorship Programmes, focussed on building 	<p>1. The pool of researchers that secure external funding expanded by 15%.</p> <p>2. Specific measures implemented to support early career PIs in seeking funding and developing their research teams</p>	<p>1. Non-Exchequer funding increased to €25M</p> <p>2. 230 doctoral graduates</p>	

				<p>partnerships and exploiting trans-disciplinary opportunities for STEM, humanities and social sciences researchers.</p> <ul style="list-style-type: none"> • Comprehensive UCC engagement, through the Irish Humanities Alliance (IHA), the Irish Social Sciences Platform (ISSP) and the Irish Research Council (IRC), in supporting the National Experts and the National Delegate in proposing trans-disciplinary elements for the 2016 and 2017 H2020 Work programmes. • UCC had its first intake of BA in Digital Humanities & Information Technology (CK118) in September 2014, joint programme across the College of Arts, Celtic Studies & Social Sciences and the College of Science, Engineering & Food Science. <p>3. All new PhD students enrolled in UCC are now on a structured PhD programme. (source: http://www.ucc.ie/en/graduatestudies/structured/)</p>			
3. Undertake a comprehensive university wide review of research.	<ul style="list-style-type: none"> • Output of the review • Performance relative to the 2009 output 	Previous Research Quality Review completed in 2009	<ol style="list-style-type: none"> 1. Review panels in place 2. Schools and research centre submissions received based on research to end of 2014. 	<p>Achieved.</p> <ol style="list-style-type: none"> 1. All review panels in place (source: http://www.ucc.ie/en/qpu/rqr-1415/) 2. Schools and research centre submissions received based on research to end of 2014. 	Completion of the review of research across all disciplines by external peer review	Outputs of the review employed to support growth of research	

(source: <http://www.ucc.ie/en/qpu/rqr-1415/>)



Benchmarked Performance (Research):

1. Source: U-Multirank 2014.

U-Multirank takes a multi-dimensional approach to university performance by taking into account different aspects and dimensions of the performance of universities: teaching and learning, research, knowledge transfer, international orientation and regional engagement. The U-Multirank methodology looks at the scores of universities on individual indicators and places these in five performance groups ('A' "very good" through to 'E' "weak").

Research	UCC	NUIG	UCD	TCD	QUB	University of Southampton	University of Edinburgh	Aarhus University	University of Leiden	University of Otago
Citation rate	A	B	B	A	A	A	A	A	A	B
Research publications (absolute numbers)	A	-	-	-	-	-	-	-	-	-
Research publications (size normalised)	A	A	A	A	A	A	A	A	A	A
External research income	A	-	-	-	-	-	-	-	-	-
Art related output	A	-	-	-	-	-	-	E	-	-
Top cited publications (% of total publications)	A	A	A	A	A	A	A	A	A	A

Interdisciplinary publications (% of total publications)	A	B	B	B	B	C	B	B	C	B
Post-doc positions	A	A	-	-	-	-	-	A	-	-

2. Source: CWTS Leiden Ranking 2014

The Leiden Ranking measures scientific performance only based on publication output, citation impact and scientific collaboration from Thomson Reuters Web of Science (WOS) database. Only universities with more than 700 WOS publications per year are included

The Leiden Ranking categorises disciplines in the following fields:

- Biomedical and health sciences
- Life and earth sciences
- Mathematics and computer science
- Physical sciences and engineering
- Social sciences and humanities

The 2015 ranking is based on publications in 2010–2013

The two key Leiden ranking indicators are:

- the number and proportion of the publications of a university that, compared with other publications in the same field and in the same year, belong to the top **1%** most frequently cited
- the number and proportion of the publications of a university that, compared with other publications in the same field and in the same year, belong to the top **10%** most frequently cited

	2015 Rank	Biomedical & health sciences	Life & earth sciences	Mathematics & computer science	Physical sciences & engineering	Social sciences & humanities
UCC	52	39	65	43	117	398
NUIG	132	-	299	-	31	180
TCD	90	88	-	446	81	119
UCD	175	215	114	276	109	-
University of Southampton	104	79	-	-	98	161
University of Leiden	86	72	-	178	102	109
University of Otago	176	-	136	-	389	250
Aarhus University	199	142	214	346	227	-
University of Edinburgh	55	43	49	99	140	69
QUB	200	108	-	447	311	-

The number and proportion of the publications of a university that, compared with other publications in the same field and in the same year, belong to the top 1% most frequently cited

	2014 Rank	2015 Rank	2014-2015 Trend	Biomedical & health sciences	Life & earth sciences	Mathematics & computer science	Physical sciences & engineering	Social sciences & humanities
UCC	175	188	-13	121	159	221	318	319
TCD	80	106	-26	84	113	196	118	192
UCD	298	271	+27	186	235	409	231	385
NUIG	205	261	-56	173	276	267	140	398
University of Southampton	156	128	+28	56	189	216	151	199
University of Leiden	53	52	+1	49	155	204	56	71
University of Otago	249	240	+9	223	167	-	138	232
Aarhus University	131	159	-28	196	179	421	83	131
University of Edinburgh	62	63	-1	48	68	120	105	122
QUB	292	208	+84	126	145	292	229	311

The number and proportion of the publications of a university that, compared with other publications in the same field and in the same year, belong to the top **10%** most frequently cited

5. Enhanced engagement with enterprise and the community and embedded knowledge exchange

Institution objective	Performance indicator	Baseline	Interim target, end 2014	Progress against 2014 target, commentary and data source	Interim target, end 2015	Final target, end 2016	Summary
1. Further develop innovation and entrepreneurship under UCC's 'Innovation Platform' to meet national economic development and job creation needs through the coherent delivery of innovation and entrepreneurship initiatives	<ul style="list-style-type: none"> • New start-up businesses created including high potential start-ups (HPSUs) and graduate enterprises • New jobs created 	Between 2010 and 2012: 6 UCC Start-up companies were established creating approx. 50 new jobs	<ol style="list-style-type: none"> 1. Establish effective operation of a UCC-led Technology Transfer consortium together with CIT and Teagasc to enhance economic development in the region 2. Delivery of the National Demonstrator Health Innovation Hub initiative. 3. Increase in the participation of graduate companies in the Ignite Graduate Business Innovation Centre to 37 companies 4. Establish 6 new start-up companies 5. Completion of 35 licences, options or other technology transfer agreements with industry 	<p>Achieved.</p> <ol style="list-style-type: none"> 1. A UCC-led Technology Transfer consortium was established with CIT and Teagasc (source: http://www.teagasc.ie/research/collaboration/events.asp) 2. National Demonstrator Health Innovation Hub successfully delivered (source: http://www.hih.ie/) 3. In 2014 participation of graduate companies in the Ignite Graduate Business Innovation Centre was increased to 37 companies. As of July 2014 62 jobs had been created since 2011. (source: http://www.ucc.ie/en/ignite/) 4. 22 new start-up companies established in 2013-14; 4 established through research commercialisation (Atlantia and Metabalomic Diagnostics in 2013; Grasp Wearable Technologies & Magnomics 	Entrepreneurship education embedded in all undergraduate and post graduate programmes.	<ol style="list-style-type: none"> 1. Roadmap agreed with the Hospital Group Board in the south for the development for the Healthcare and Technology Innovation Cluster at Cork University Hospital 2. Master plan developed and funding model agreed with partners (Cork City Council, Cork County Council, CIT, the IDA and EI) for the development of the Cork Science and Innovation Park 3. 12 HPSUs established in the period 2013-2016 4. 100 additional jobs created in UCC-created start-up businesses (HPSU and 	

			6. Conclusion of at least 60 significant industry research agreements	<p>in 2014) and 18 by recent graduates (Anabio, Festhive, Mohago, OnTheQT, Ottera, UrYearBook, VConnecta, Voumove in 2013; AgTeCH4, AppMakelt, CEMOOD, Good As Gold Foods Ltd, Talent Strata, myBoom, Pundit Arena, TriFolium, Sigma Nutrition and Uniwink in 2014)</p> <p>5. 35 licences, options or other technology transfer agreements were completed with industry in 2013-14 (13 licences and options in 2013, 22 licences and options in 2014).</p> <p>6. 89 industry contracts were in place by December 2014. Source: see http://www.sfi.ie/investments-achievements/sfi-research-centres.html</p>	graduate enterprises) 5. Completion of 70 licences, options or other technology transfer agreements with industry 6. Completion of 130 significant research agreements with industry		
2. Develop the Irish Maritime and Energy Resource Cluster (IMERC) as a research and commercial cluster of world standing in collaboration with CIT and the Irish Naval Service.	<ul style="list-style-type: none"> • New start-up businesses created • New research jobs created 	IMERC launched in November 2011	70 new research jobs delivered	Achieved. 70 research jobs created by iMERC through MAREI, the Beaufort Laboratory and the Halpin Centre for Research and Innovation (a further 130 jobs were created in the construction of the Beaufort Laboratory). (source: Dr. Val Cummins, iMERC)	Construction of the Beaufort Laboratory on the IMERC site completed	Industry suites, incubation units and enterprise centres developed and operational	
3. Combine the regions hospitals and UCC's College of Medicine & Health	Achievement of planned actions	A single Academic Healthcare Centre	1. Governance model agreed for engagement with hospital partners	Achieved. 1. Governance model agreed for engagement with hospital partners with Prof John	Project roadmap agreed for the delivery of an AHC with a tripartite	Two projects delivered from the roadmap	

<p>into a single integrated Academic Healthcare Centre (AHC) to improve the provision of clinical care, health education, training, research and innovation and to achieve an increase in the quality of service to the region.</p>		<p>does not currently exist.</p>	<p>2. The Clinical Research Facility fully embedded in UCC's College of Medicine & Health as an enabler of patient focussed research.</p>	<p>Higgins appointed Chief Academic Officer on the Executive Leadership of the Hospital Group (source: Kathryn Neville, College Manager, College of Medicine & Health)</p> <p>2. The Clinical Research Facility is now fully embedded in UCC's College of Medicine & Health. The governance of the quality assurance and risk mitigation aspects of the work of the Clinical Research Facility (CRF) have been agreed and implemented. Staff in the CRF-C are providing a quality assurance/risk mitigation function to the research in the College. The teaching function of the CRF-C is fully embedded in the UCC's College of Medicine & Health through the Department of Epidemiology and Public Health. The Director of the CRF-C has a joint appointment with this department with responsibility for patient-focused research. (source: Kathryn Neville, College Manager, College of Medicine & Health)</p>	<p>mission of education, research and service delivery (legislation permitting*)</p>		
<p>4. Achieve an international leadership position</p>	<ul style="list-style-type: none"> • Achievement of planned actions 	<ul style="list-style-type: none"> • 250 external members engaged with advisory 	<p>1. A coherent plan for the improved engagement with</p>	<p>Achieved.</p>	<p>1. Framework developed for an</p>	<p>1. Regional IBEC-HEI forum held and further</p>	

<p>as an 'engaged university' through engagement with employers and enterprise, community engagement and corporate social responsibility</p>	<ul style="list-style-type: none"> • Number of primary and second level students participating in the Eureka Centre for the promotion of STEM subjects 	<p>boards across the University.</p> <ul style="list-style-type: none"> • Existing policy is that each College has an external advisory board. • Strong strategic research collaborations with the Pharmaceutical, Food, Hardware ICT and Software ICT industries • UCC is a member of the CASP (Cork Area Strategic Plan) body in partnership with Cork City Council, Cork County Council, Cork Chamber, CIT, IDA, EI, ESB, NRA, Port of Cork, Bus Éireann, Iarannrod Éireann and the South Western Regional Authority. • A formalised process of industry and employer surveys and interviews exists to support Strategic Planning at UCC 	<p>enterprise and employers developed</p> <ol style="list-style-type: none"> 2. Centre for Global Development expanded to include engagement with UCC's student body and alumni 3. Mapping exercise completed of external engagement activities in Arts, Celtic Studies and Social Sciences. 	<ol style="list-style-type: none"> 1. 2014 plan for improved engagement with enterprise and employers delivered: <ul style="list-style-type: none"> • UCC Business School established. • External Advisory Board established to advise on CPD provision (membership entirely external, includes industry professional bodies and Chamber of Commerce) • UCC has become a member of the IBEC Regional Group (represented by Rónán Ó Dubhghaill) • UCC Business School governance structures have been agreed and Prof. Ciaran Murphy appointed Head of School. 2. Centre for Global Engagement expanded to include student membership with 3 positions held by members of the Students' Union. Source www.ucc.ie/cgd/peopleExecutive.htm 3. An extensive mapping exercise which identified, recorded and analysed the external engagement activities carried out by the Schools and Departments within the College of Arts, Celtic Studies and Social Sciences was completed 2014. This mapping exercise identified key trends which demonstrate the impact 	<p>annual regional IBEC-HEI forum.</p> <ol style="list-style-type: none"> 2. Community-Based Research including UCC's Community-Academic Research Links (CARL) programme enhanced and expanded. 3. Programme developed to achieve a reduction in energy usage of 33% by 2020 vs. 2000; a 18% reduction achieved by end 2015. 	<p>recommendations for improvement identified.</p> <ol style="list-style-type: none"> 2. Annual engagement with over 4,000 students maintained in the Eureka Centre 3. UCC's Community-Academic Research Links (CARL) to facilitate students undertaking research projects that address 'real world' issues submitted by local civil society organisations active across all four Colleges in UCC. 	
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	<ul style="list-style-type: none"> • UCC is a Corporate Member of Cork Chamber of Commerce • UCC represented on the boards of industry bodies including the Cork Electronics Industry Association, Energy@Cork, IT@Cork. • In 2010/11, UCC's Eureka Centre did not exist (UCC's Eureka Centre develops and implements a programme of promotion of Science, Engineering, Technology and Mathematics (STEM) at primary and secondary levels to encourage the study of science, engineering and technology, to meet national skill needs as identified by the Expert Group on Future 		<p>of the University community in civil and public society. In particular the exercise demonstrated that deep connections between the University and public, private and civil agencies which serve to enrich both the University and the wider community. Findings of the mapping exercise are recorded in detail in the External Engagement Working Party Final Report, compiled by Virginia Teehan and approved by the College in October 2014. (source: http://engagement.ucc.ie/)</p> <p>4. The SFI Spokes Programme has facilitated major industry collaborations with national and international companies e.g. the collaboration between APC and Janssen.</p>		
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		<p>Skills Needs/Forfás reports)</p> <ul style="list-style-type: none"> • Pilot Community-Academic Research Links (CARL) programme established. • Staff-led Centre for Global Development established 					
<p>5. Strengthen and promote the Irish language, heritage and culture in the University and in its Munster hinterland.</p>	<ul style="list-style-type: none"> • Number of enrolled students • Participation on Scéimeanna na Gaeilge. 	<ul style="list-style-type: none"> • UCC outreach and community facility in Dún Chíomhán, Ballyferriter, Co. Kerry. • Student Gaeltacht, Áras Uí Thuama, on campus • Multiactivity centre including Irish TV and radio broadcasting centre, music venue and staff venue on campus • 1,600 students attending part-time Irish courses • 2,500 participants in UCC's Irish network and Scéimeanna Gaeilge. 	<ol style="list-style-type: none"> 1. Maintain 1,600 students attending part-time Irish courses 2. Maintain 2,500 participants in UCC's Irish network and Scéimeanna Gaeilge. 3. Maintain UCC's Irish language teaching abroad 	<p>Achieved.</p> <ol style="list-style-type: none"> 1. 1,741 students attended part-time Irish courses. 2. 2,503 students participated in UCC's Irish network and Scéimeanna Gaeilge. 3. UCC's Irish language teaching abroad programmes delivered to 85 students in the University of Bochum, Germany. <p>(source: UCC's Ionad na Gaeilge Labhartha http://www.ucc.ie/ga/igl/)</p>	<ol style="list-style-type: none"> 1. Maintain 1,600 students attending part-time Irish courses 2. Maintain 2,500 participants in UCC's Irish network and Scéimeanna Gaeilge. 3. Maintain UCC's Irish language teaching abroad 	<ol style="list-style-type: none"> 1. Maintain 1,600 students attending part-time Irish courses 2. Maintain 2,500 participants in UCC's Irish network and Scéimeanna Gaeilge. 3. Maintain UCC's Irish language teaching abroad 	

		<ul style="list-style-type: none"> • Irish language delivery in international locations: Spain (A Coruna), Germany (Bochum) and France (Paris , Lille) • Irish folklore and Irish history module • MA in Irish Studies 					
6. Build on the University's existing contributions to the cultural and artistic life in Ireland by strengthening research, practice and learning in the creative arts.	<ul style="list-style-type: none"> • Completion of planned actions • Number of Artist in Residence schemes 	<p>2010/11 Baseline:</p> <ul style="list-style-type: none"> • Artist in Residence schemes did not exist • Lewis Glucksman Gallery awarded full accreditation on Museums Standards Programme of Ireland (2013) • Strong collaboration between the Lewis Glucksman Gallery and UCC's College of Arts, Celtic Studies and Social Sciences and UCC's College of Medicine and Health. • 60,000 visitors per annum to the 	1. Proposal finalised, in consultation with local and internationally based stakeholders, to develop the Creative Hub at UCC (a dedicated space designed to support arts practice, research and learning and facilitate the integration of this work with the Irish creative arts, technologies, digital humanities and civil society networks) in collaboration with local authorities and locally and nationally based arts and cultural organisations.	<p>Partially Achieved.</p> <ol style="list-style-type: none"> 1. In 2014 the proposal to develop the Creative Hub was partially finalised (consultation took longer than expected) 2. The action relating to the Artist in Residence scheme was completed. 3. Consolidation was completed on collaboration with Dingle / Corca Dhuibhne History Interactive Timeline. Funding was received and the project completed. <p>(Source: UCC's College of Arts, Celtic Studies and Social Sciences)</p>	<ol style="list-style-type: none"> 1. Fundraising plan for the Creative Hub finalised. 2. Lewis Glucksman Gallery research collaborations extended to include UCC's College of Science, Engineering and Food Science and UCC's College of Business and Law. 	<ol style="list-style-type: none"> 1. Creative Hub site and building specification finalised and creative programme developed. 2. Exhibition co-curated with Boston College on Irish Arts and Crafts Movement using cultural resources in UCC's care (exhibition to show in Boston 2016 and Ireland in 2016/17). 3. Museum Standards Programme of Ireland accreditation retained by the Glucksman Gallery 	

		Lewis Glucksman Gallery	<p>2. Artist in Residence scheme consolidated and expanded in collaboration with the Arts Council to include Writer in Residence and Traditional Artist in Residence.</p> <p>3. Consolidate collaboration with Dingle / Corca Dhuibhne History Interactive Timeline (a community project to put in place an easily accessible online tool on the history and heritage of the region)</p>			4. Lewis Glucksman Gallery research collaborations completed and partnerships extended to include all four UCC Colleges.	
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Benchmarked Performance (Knowledge Transfer and Regional Engagement):

Source: U-Multirank 2014.

U-Multirank takes a multi-dimensional approach to university performance by taking into account different aspects and dimensions of the performance of universities: teaching and learning, research, knowledge transfer, international orientation and regional engagement. The U-Multirank methodology looks at the scores of universities on individual indicators and places these in five performance groups ('A' "very good" through to 'E' "weak").

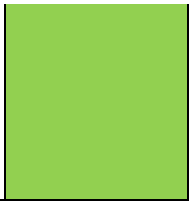
Knowledge Transfer	UCC	NUIG	UCD	TCD	QUB	University of Southampton	University of Edinburgh	Aarhus University	University of Leiden	University of Otago
Co-publications with industrial partners (% of total publications)	A	B	B	B	A	A	A	A	A	C
Income from private sources (per fte academic staff)	-	-	-	-	-	-	-	-	-	-
Patents awarded (absolute numbers)	A	-	-	-	-	-	-	-	-	-
Patents awarded (size normalised)	A	A	B	A	A	A	A	C	A	D
Industry co-patents (% of total patents)	D	D	E	D	D	C	C	B	A	A
Spin-offs	C	C	-	-	-	-	-	D	-	-
Publications cited in patents	A	A	A	A	A	A	A	A	A	B
Income from continuous professional development (% of total income)	-	-	-	-	-	-	-	-	-	-

Regional Engagement	UCC	NUIG	UCD	TCD	QUB	University of Southampton	University of Edinburgh	Aarhus University	University of Leiden	University of Otago
Bachelor graduates working in region	A	-	-	-	-	-	-	-	-	-
Master graduates working in region	A	-	-	-	-	-	-	-	-	-
Student internships in region	B	B	-	-	-	-	-	-	-	-
Regional joint publications (% of total publications)	D	C	B	B	D	D	D	D	A	D

6. Enhanced internationalisation

Institution objective	Performance indicator	Baseline	Interim target, end 2014	Progress against 2014 target, commentary and data source	Interim target, end 2015	Final target, end 2016	Summary
1. Strengthen partnerships with universities of similar vision	<ul style="list-style-type: none"> • Number of overseas students • Number of joint programmes 	<ul style="list-style-type: none"> • 2010-11: 2,100 overseas students • UCC awards international degrees in partnership with universities in Africa with Mekelle University (Ethiopia); in Asia with Beijing Technology and Business University, Henan University of Economics and Law, Guilin University of Electronic Technology and Nanyang Technological University in Singapore; in Europe with the University of Nijmegen, University of Utrecht, University of Applied Science Utrecht, Institut 	<ol style="list-style-type: none"> 1. Internationalisation risk analysis completed 2. Approval for at least one '4+0' programme secured with a partner university in China 	<p>Partially Achieved.</p> <ol style="list-style-type: none"> 1. Internationalisation risk analysis was not completed in 2014 2. Approval granted for the Food Science '4+0' programme secured with Beijing Technology and Business University (BTBU) in China. 	<ol style="list-style-type: none"> 1. One new partnership established in China. 2. 'Erasmus For All' programmes established in Eastern Europe and Asia 3. Initial Africa direct-recruited cohort on campus 	Development and business plan agreed with partner institutions for 1 transnational education (TNE) programme.	Partial achievement of the internationalisation target due to the departure in September of the Vice President for External Relations, Trevor Holmes.

		Supérieur du Commerce de Paris (ISC Paris) and the Ecole Nationale des Travaux Publics, Lyon and in the US with the University of Montana.					
2. Increase the international student cohort to 16% in support of Ireland's international education strategy.	Percentage of overseas students at UCC	2010/11: 11.8% in (as measured from student records on UCC's ITS system)	<ol style="list-style-type: none"> 1. International steering group established to oversee the delivery of the internationalisation policy 2. Seven regional working groups (Africa, ASEAN, China, EU, India, Latin America, US) implemented. 3. Regional plans in implementation reflecting the four pillars of UCC's Internationalisation Strategy. 4. Additional foundation pathways developed into UCC. 	<p>Achieved.</p> <ol style="list-style-type: none"> 1. International steering group established, chaired by the President, with terms of reference approved on 3 September 2014. 2. Seven regional working groups (Africa, ASEAN, China, EU, India, Latin America, US) implemented with chairs as follows: <ul style="list-style-type: none"> Africa (Paul Conway) Asean (David Kerins) China (Sverre Lidholm) Europe (Piarais MacEinrí) India (Pat Fitzpatrick) Latin America (Nuala Finnegan) North America (Brendan Dooley) 3. Regional plans in implementation for the regional working groups 4. An additional foundation pathway, Masters Qualifying Examination (Business), was introduced in 2014. 	International markets prioritised by College and strategic partners identified.	15% of UCC students from overseas	
3. Further internationalise the curriculum.	Number of international placement opportunities for UCC students.	<p>20% of undergraduate programmes provide a year abroad</p> <p>630 exchange students</p>	Extended range of programmes offering international study.	<p>Achieved.</p> <p>CK110 World Languages introduced.</p> <p>B.Sc. in Risk and Actuarial Science '2+2' programme introduced in partnership with Beijing Technological and Business University.</p>	Number of exchange students increased to 800	<p>25% of undergraduate programmes to provide a year abroad</p> <p>Number of Erasmus</p>	

	Percentage of UG programmes with year abroad. Number of exchange students			Source: http://www.ucc.ie/en/ck110/		students increased by 30% from baseline	
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Benchmarked Performance (International Orientation):

Source: U-Multirank 2014.

U-Multirank takes a multi-dimensional approach to university performance by taking into account different aspects and dimensions of the performance of universities: teaching and learning, research, knowledge transfer, international orientation and regional engagement. The U-Multirank methodology looks at the scores of universities on individual indicators and places these in five performance groups ('A' "very good" through to 'E' "weak").

International Orientation	UCC	NUIG	UCD	TCD	QUB	University of Southampton	University of Edinburgh	Aarhus University	University of Leiden	University of Otago
Foreign language bachelor programs	A	-	-	-	-	-	-	-	-	-
Foreign language master programs	D	-	-	-	-	-	-	-	-	-
Student mobility	A	A	-	-	-	-	-	A	-	-
International academic staff (% of total academic staff)	A	A	-	-	-	-	-	-	-	-
International joint publications (% of total publications)	A	A	A	A	A	A	A	A	A	A
International doctorate degrees (% of total doctorate degrees)	A	A	-	-	-	-	-	B	-	-

7. Institutional consolidation

Institution objective	Performance indicator	Baseline	Interim target, end 2014	Progress against 2014 target, commentary and data source	Interim target, end 2015	Final target, end 2016	Summary
1. Establish a shared services model across regional HEI partners	Achievement of planned actions	Initial discussions have taken place	Proposals discussed and implementation model agreed with regional partners regarding shared HR and student services	Achieved. Developed shared recruitment portal universityvacancies.com. Source: http://www.universityvacancies.com/ Office of Government Procurement established and extended across the procurement activities of HEIs. (source: http://www.procurement.ie/)	Quantified savings achieved for UCC arising from the national Procurement shared services initiative	An expanded regional shared services model in operation	
2. Establish UCC as one of the six centres of excellence for initial teacher education under the initial teacher education review by the HEA	Achievement of planned actions Number of students registered in the Professional Masters in Education	2010/11 baseline: Centres of excellence for initial teacher education did not exist.	CIT programme for Art and Design integrated into a joint professional masters of education (art and design) 25 students enrolled in the Professional Masters in Education (Art & Design)	Partially achieved. The first intake of students on the Professional Masters of Education (Art and Design) was in 2014 with 20 students. Intake is lower than projected because of difficulties in securing placements in what is a minority optional school subject in the secondary system and because of capacity limits in the general PME course to accommodate higher numbers of students in the suite of common modules.	40 students enrolled in the Professional Masters in Education (Art & Design)	40 students enrolled in the Professional Masters in Education (Art & Design)	