


Higher Education Institution Self-Evaluation Report

1<sup>st</sup> September 2019 – 31<sup>st</sup> August 2020

<p><b>Institution Name</b></p>	<p><b>University College Cork</b></p>
<p><b>Overview of institutional progress</b></p>	<p><i>Overarching Statement (maximum 400 words) The institution should set out its view of the original aims set at the commencement of the compact process, and its view on how the institution as a whole has met those aims. This is not intended to be a simple aggregation of context from the 6 objectives, but rather to describe how the institution as a whole has sought to enhance its performance, and how, using appropriate data and evidence, the institution considers that it has progressed in this regard.</i></p> <p>The 19/20 Academic Year saw UCC excel in many areas. Those successes are symbolised by the opening of the new hub building in January 2020. The Hub creates a new and inclusive social dynamic at the centre of the campus which facilitates learning communities, networking, student interaction, internationalisation, and student friendly service provision. The building will be a key for delivery of many of the objectives set out below. The new hub building will transform the way the University supports student life, and will make services more accessible and convenient. The new building represents an important investment in the future, as UCC improves facilities and spaces to support the student experience and enhance academic excellence. <a href="http://www.ucc.ie/en/thehub">www.ucc.ie/en/thehub</a></p>  <p>The closure of the University campus in March 2020 and the pivot to a hybrid mode of delivery had a deeply significant impact in the reporting period. From mid-March, while working remotely, UCC adapted its pedagogy to ensure students were enabled to complete their semester two curriculum. In that period, online examinations and assessments were held for</p>

over 800 modules, for which 50,000 student submissions were made on UCC's Virtual Learning Environment (VLE) 'Canvas'. Key services moved to an online service delivery model. Two key priorities were set out in that period i.e. the importance of maintaining and promoting high academic standards across the university and the centrality of the welfare of students and staff. UCC is extremely proud of how its staff and students responded to the pandemic.

**Please note:** Each numbered heading below refers to the Key System Objectives, as provided in the *System Performance Framework 2018 – 2020*.

**1. Providing a strong talent pipeline combining knowledge, skills & employability which responds effectively to the needs of our enterprise, public service and community sectors, both nationally and regionally, and maintains Irish leadership in Europe for skill availability;**

*Overarching Statement (maximum of 250 words) The institution should set out its view of progress on the key system objective as a whole, prior to considering sub-elements. While the focus is on the specified domain, the HEA would welcome evidence of synergies with other domains, either planned or otherwise, that have been identified by the institution. Please also provide details of any change in strategic focus since submitting your Compacts.*

From the announcement of HCI (Human Capital Initiative) in late 2019, UCC proactively engaged with all three pillars. In June 2020, UCC was awarded funding for six new postgraduate programmes (727 student places over three years) which were co-developed with enterprise partners responding to skill needs in the region. During 2020, UCC worked closely with enterprise partners on the development of Pillar 3 projects resulting in UCC participation in ten proposals.

In providing a strong talent pipeline, UCC has extensive experience of, and commitment to, student work placement and Work-Integrated Learning (WIL) as an integral part of many of our programmes. To this end, we have worked closely with our industry partners, with whom we have long-standing mutually beneficial and respectful relationships to ensure the safe continuation of student placement during the COVID-19 pandemic. A formal agile decision-making process was developed to guide student placement. This is aligned with the Government Roadmap for reopening society and business; and deals with remote working, on-site working, essential and non-essential work. Special provision was made for placements in healthcare settings which was agreed following consultation with the National COVID-19 Emergency Management Team.

For the 2019/2020 academic year, UCC succeeded in securing almost €700,000 in income to support 220 part-time students on Springboard+ courses. For the Springboard+ 2020 call UCC submitted 16 proposals targeting places for over 450 part-time learners and income of approximately €1.4 million. Industry support for these proposals was extensive with over 36 businesses from around the region providing in excess of 80 letters of support for UCC proposals.

**Strategic Priority 1.1 Strengthen world-ready graduate skills by engaging collaboratively with employers through the Regional Skills Forum and other forums, creating innovative interdisciplinary programmes across the Colleges of Arts, Celtic Studies and Social Science; Business and Law; Medicine and Health; Science, Engineering and Food Science and introducing degree structures that embed greater opportunities for extended work placements.**

<p><b>i. Institution Strategic Initiatives</b></p>	<p><b>1.11</b></p>	<p>Deliver deeper active learning experiences by embedding meaningful student-involved research in all undergraduate programmes and integrating practical skills development through a combination of placements, university-wide modules and an improved laboratory experience for STEM students (Goal 1, Action 2).</p>		
	<p><b>1.12</b></p>	<p>Take all necessary measures to achieve and maintain high status international accreditation and international recognition including advancement of Association to Advance Collegiate Schools of Business (AACSB) accreditation for Cork University Business School.</p>		
	<p><b>1.13</b></p>	<p>Further develop Cork University Business School (CUBS) and successfully maximise the integration of the IMI within UCC to significantly enhance and broaden executive education offered to graduates and industry. Develop and implement the UCC-IMI integration plan.</p>		
	<p><b>1.14</b></p>	<p>Respond to the crisis in teacher-supply by collaborating closely with the Department of Education &amp; Skills (DES) in setting out a plan of action that will enable UCC to increase student intake and the range of subjects offered, in line with public need.</p>		
	<p><b>1.15</b></p>	<p>Develop a UCC Student Success Strategy.</p>		
<p><b>ii. Key Performance Indicators</b></p>	<p><b>Pre-compact Baseline</b></p>	<p><b>Sept 2018-Aug 2019 Progress</b></p>	<p><b>2019/2020 Interim Target</b></p>	<p><b>2019/2020 Actual</b> (Reporting period 1 Sept 2019 – 31 Aug 2020)</p>

<p>Undergraduate Programmes with work placement</p>	<p>62 UG Programmes: 39 with compulsory placement 19 optional placement</p> <p>4,300 students across 90% of our undergraduate programmes participated in work-based, clinical and international placements in 2017</p>	<p>BSc Data Science and Analytics &amp; BA (Hons) (Psychology and Computing) - Both programmes had their first intake of students in academic year 2018/19 (September 2018)</p>	<p>BAgrSc (Hons) – Bachelor of Agricultural Science</p>	<p>BAgrSc degree course introduced with intakes as follows:</p> <p>2019 – 22 2020 – 23</p> <p>These are the figures which were reported in the November returns to HEA each of the two years.</p> <p>Also introduced the BEd Gaeilge in 2020, which includes compulsory placement in schools. First Year intake for 2020 was 51.</p> <p>64 UG Programmes (entry routes):</p> <ul style="list-style-type: none"> <li>- 56 with placements</li> <li>- 32 compulsory</li> <li>- 21 optional</li> </ul> <p>3 with both compulsory and optional placements depending on degree stream</p> <p>A Thematic Quality Review of the organisation of student work placement across UCC was completed in 2019/20. The review included the identification through benchmarking of international good practice. External members of the review panel who provided benchmark information included representatives from University of Waikato, New Zealand, University of Oxford and the Institute of Student Employers (IEO). See Quality Review Report <a href="#">here</a>.</p> <p>Introduction of ‘InPlace’ placement management software system commenced across the university.</p> <p>Key Learnings: Use of the formal Quality Review Process to review existing practices, processes and organisation for work placement across UCC. The review was conducted in early 2020 to provide a University-level view of current good practice in the overall structure and co-ordination of placements, and to identify opportunities to enhance these practices into the future. It is</p>
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				<p>intended that the findings of the Review will also help to shape the implementation of the 'InPlace' placement management software system which is currently being rolled out across the institution.</p> <p>Benchmarking: Benchmark information was provided as part of the Quality Review process referenced above which included an extensive review of Work-Integrated Learning (WIL) best practice world-wide. The detail of full benchmark data across comparator universities of proportion and number of programmes with work placement is unavailable. UCC endeavours to meet the talent and soft-skills needs of the workplace by including, where practicable, placement opportunities in its programmes including work placement, international experience, community-based or clinical experience (Work Integrated Learning). UCC's Graduate Attributes Programme has also been a significant development in this regard (see summary comments below). It is of note that 82% of employers surveyed by Grad Ireland offer placement/internship opportunities and that on average 28% of graduate intake are those that have been on placement/internship with the company; see Grad Ireland Publication, page 17  <a href="http://viewer.zmags.com/publication/840ca42a#/840ca42a/18/">http://viewer.zmags.com/publication/840ca42a#/840ca42a/18/</a></p>
CUBS accreditation	No baseline	A significant body of work has been undertaken right across Cork University Business School in the advancement of its application to Association to Advance Collegiate Schools of Business (AACSB) for international accreditation.	Specific target not indicated	<p>Work to date includes the establishment of a matrix board structure with Vice Deans appointed into key strategic areas cutting across the activities of the School to ensure a cohesive approach in areas such as accreditation, research, learning and teaching, internationalisation and graduate recruitment/programme portfolio. A robust governance structure underpins the School activities to ensure the appropriate feedback and feedforward mechanisms thus ensuring the effective functioning of the School Board. CUBS has been guided by Dean Joyce Strawser of the Stillman School and AACSB Mentor.</p> <p>The School has been successful in progressing to the final stage in its accrediting journey with the Association to Advance</p>

Collegiate Schools of Business (AACSB) with a visit planned for the first quarter 2022 and is now in the process of finalising a final report to agree dates, scope and review panel. The School is on the final leg of this journey. Subject to a successful conclusion and confirmation of accreditation, the school will sit within an elite membership of the top 7% Business Schools across the World.

In the meantime, the School has also progressed its submission for AMBA accreditation for its Executive MBA programme. Achieving such accreditations will align with the Schools vision to be a nationally and internationally recognised Business School and will provide valuable external validation for the School and UCC. (Note AMBA Accreditation was subsequently awarded for a three-year period following a virtual visit in November 2020).

Benchmarking:

	AACSB	EQUIS	AMBA
DCU	Y		Y
NUIG	Y		Y
TCD	Y	Y	Y
UCC			Y
UCD	Y	Y	Y
UL	Y		Y

University	Business School AACSB Accredited?
NUIG	Yes
UCD	Yes
TCD	Yes
QUB	No
Edinburgh	Yes
Southampton	Yes

				<table border="1"> <tr> <td>Leiden</td> <td>No</td> </tr> <tr> <td>Aarhus</td> <td>Yes</td> </tr> <tr> <td>Otago</td> <td>Yes</td> </tr> </table> <p>Source: <a href="https://www.aacsb.edu/accreditation/">https://www.aacsb.edu/accreditation/</a></p> <p>Valuable benchmarking and guidance are being provided by Dean Joyce Strawser of the Stillman School and AACSB Mentor to Cork University Business School.</p>	Leiden	No	Aarhus	Yes	Otago	Yes
Leiden	No									
Aarhus	Yes									
Otago	Yes									
CUBS-IMI integration	No baseline	The UCC-IMI integration project has seen substantial progress in the approval by UCC of a range of measures to streamline and align academic governance arrangements at IMI. Strategic measures are being taken to enhance collaboration between the Business School and IMI in the development and delivery of executive education.	Specific target not indicated	<p>A joint working committee between UCC and the Irish Management Institute (IMI) was formed to explore the feasibility and benefits of integrating IMI programme and participant records on the UCC Student Records system and a pilot was successfully completed.</p> <p>Reporting requirements between IMI and UCC on academic matters were defined and documented and approved by UCC's Academic Board for implementation.</p> <p>An exercise to explore and confirm the implementation of UCC academic policy in IMI was significantly progressed.</p> <p>A Professional Masters award designation was approved by UCC for use by IMI.</p> <p>Substantial work was undertaken by a collaborative UCC and IMI group to advance digital integration, including the drafting of a digital strategy, steps to migrate IMI onto UCC's Microsoft tenancy and the implementation of UCC's Virtual Learning Environment (VLE) Canvas in IMI.</p>						
Teacher Supply	No baseline	UCC have participated at national level in the DES's Teacher Supply Steering Group (TSSG) to develop the Teacher Supply Action Plan for 2018/ 2019 and is part of the Heads of Public Education Forum who meet the DES in this	Specific target not indicated	<p>UCC continues to participate in TSSG and a member of the UCC School of Education is the current chair of the PAC NUI group.</p> <p>In direct response to the Teacher Supply Action Plan, UCC has designed and implemented a BEd Gaeilge (first cohort in 2020), see <a href="https://www.ucc.ie/en/ck124/">https://www.ucc.ie/en/ck124/</a>.</p> <p>In 2020, UCC submitted three applications for programme designed to upskill teachers in Spanish, Physics and Maths teaching.</p>						

		regard. Locally, the School of Education, as part of the PAC PME group, introduced a subject-based application system for 2019 entrants.		
Student Success Strategy	No strategy in place	The development of a University-wide Student Success Strategy has been approved by the University Management Team as a key deliverable in the University Annual Plan 2019/20	Student Success Strategy	In May 2020 the Head of the Student Experience, Paul Moriarty, established a Steering Group to further develop the UCC Student Success Strategy. However the COVID closure impacted plans for student and staff surveys as a key element of developing the Student Success Strategy. A Student Success working group was established chaired by Kathy Bradley. Audits completed of the touch-points for success across the university under three broad strands for the student journey, Begin, Belong, Become. The National Forum for the Enhancement of Teaching & Learning is currently finalising its framework and the UCC Success Strategy will be drafted to ensure it is mapped to the national framework. In 2020 funding was secured through UCC's Learning & Teaching office to secure resources to finalise the research and drafting of the Success Strategy in 2021 in consultation with the National Forum. The framework for UCC Student Success was publicised in 2019/20 as the Student Support Tree, see <a href="#">Support Tree Infographic</a>
<p><b>iii. Interim targets, commentary and data source (maximum of 300 words)</b></p> <p><b>Please colour code this box in line with progress achieved.</b></p>	<p><i>Please provide commentary on your Institution's progress and achievements with regard to the Strategic Initiatives and Interim Targets set out above and published in your Compact, for this Key System Objective as at 31<sup>st</sup> August 2020. In the event your Institution has diverged from the strategic initiatives agreed in your Compact, please provide a rationale for same. Please colour code your progress in the box to the left.</i></p> <p>UCC has exceeded its planned achievements against most of the interim targets as set out above. UCC has also introduced and advanced a significant new initiative, the Graduates Attributes Programme, since 2019 to achieve the objectives of Strategic Priority 1.1 as set out below:</p> <p>A significant body of work has been completed in the Graduate Attributes Programme (UCC Academic Strategy: Priority Four). See <a href="https://www.ucc.ie/en/graduateattributes/">https://www.ucc.ie/en/graduateattributes/</a>.</p> <ul style="list-style-type: none"> <li>Transition In initiatives: A range of initiatives have been developed to guide students into the right programme of study for them, and to support first years on their higher education journey. For instance, videos and online digital assets were created to develop skills awareness and personal attributes covering topics including self-care, managing feelings, positive mental attitudes, goal-setting and</li> </ul>			



building relationships to name but a few. An “every-day matters” course was successfully piloted with first year students.

- Transition through initiatives: Targeted supports to deliver skills training and develop attributes that go beyond disciplinary knowledge are now in place. For instance, a “Student Success” Course is being hosted on Canvas; a tool to measure each of the UCC values and attributes has been developed and will be integrated into the student annual registration process from 2021.
- Transition out initiatives: Final year students are benefiting from a range of initiatives to prepare them to transition into professional environments, delivering on the ambitions of UCC’s institutional employability and employment guide. The workshops which were developed and completed in 2019-2020, featured input from industry partners, academics and relevant professional support services who are collaborating on the development of thematic workshops, all relating to employability skills development.

Furthermore, UCC responded to the July 2020 Jobs Stimulus opportunity to provide 241 free and subsidised places following the award of €1.8million under the programme announced by Minister for Further and Higher Education, Research, Innovation and Science Simon Harris TD. Programmes at UCC included a broad range of industry sectors e.g. Youth Work, Social Policy, Coaching, Nursing, Public Health and a broad range of Executive Education programmes.

#### Benchmarking:

Benchmark information on skills and employability is reflected in graduate employment. Graduate employability across Irish universities is published in the Sunday Times table of third-level institutions (published on November 1<sup>st</sup> 2020)

University	Score (out of 100)
UCC	98
NUIG	98
UCD	97
DCU	97
UL	97
TCD	96
May	95
TUD	95

(Source data: HEA)

## 2. Creating rich opportunities for national and international engagement which enhances the learning environment and delivers a strong bridge to enterprise and the wider community;

*Overarching Statement (maximum of 200 words) The institution should use the overview to set out its view of progress on the key system objective as a whole, prior to considering sub-elements. While the focus is on the specified domain, the HEA would welcome evidence of synergies with other domains, either planned or otherwise, that have been identified by the institution. Please also provide details of any change in strategic focus since submitting your Compacts.*

In 2019/20 UCC made significant progress in regional, national and international engagement to enhance the learning environment.

A proposal entitled **European University of Post-Industrial Cities** (UNIC) was submitted to the European Commission for support under the European Universities Initiative (EUI) and was successful and selected as one of the 41 European University Alliances. The €5m bid includes the following partners:

*University College Cork (Ireland), Erasmus University Rotterdam (NL), Koç University Istanbul (Turkey), Ruhr University Bochum (Germany), University of Deusto (Spain), University of Liège (Belgium), University of Oulu (Finland), University of Zagreb (Croatia)*

An MOU was signed by Cork City Council and UCC to work in partnership on this project thus bringing a significant local, community engagement dimension to this international engagement network across 8 European countries.

### Global Engagement

UCC positioned itself such that it was invited to join the Port City Universities League (PCUL). UCC was invited to present at the prestigious 13<sup>th</sup> **Port City Universities League** meeting on Green Port Development, Innovation and Practice in Shandong in China on 15<sup>th</sup> and 16<sup>th</sup> October, 2019 and as a result the board agreed to invite UCC to become a full member (membership is by invitation only). The other members are:

Shanghai, China	Shanghai Jiao Tong University
Ho Chi Minh, Vietnam	Ho Chi Minh City University of Technology
Chennai, India	Indian Institute of Technology, Madras
Southampton, United Kingdom	University of Southampton
Sao Paulo, Brazil	University of Sao Paulo
Yokohama, Japan	Yokohama City University
Yokohama, Japan	Yokohama National University
Lisbon, Portugal	University of Lisbon
Vancouver, Canada	University of British Columbia
Busan, Korea	Pukyong National University
Istanbul, Turkey	Istanbul Technical University
Alexandria, Egypt	Alexandria University
Dalian, China	Dalian University of Technology
Incheon, Korea	Incheon National University

Jeddah, Saudi Arabia	King Abdulaziz University
Qingdao, China	Shandong University
Incheon, Korea	Ghent University Global Campus

### IMISCOE

In 2020 UCC was invited to become a member of IMISCOE (International Migration, Integration and Social Cohesion in Europe) is Europe's largest interdisciplinary research network in the field of migration, integration and diversity studies. The research network currently consists of [56 research institutes](#) from almost all European countries and from various disciplines, including sociology, political science, economics, law, demography, public administration, social geography and history.

### Regional Engagement

Ar an 14 Feabhra 2020 shínigh an Ollscoil agus Coláiste na Rinne meamram tuisceana maidir le comhoibriú i gcúrsaí oideachais, cultúir agus teangan. Ócáid stairiúil ab ea í seo, agus chuir sé bonn substainteach faoi pholasaí na hOllscoile i leith a chaidrimh le pobal na Gaeltachta.

[On the 14th of February 2020 UCC and Coláiste na Rinne signed an MOU regarding cooperation in the areas of education, culture, and language. This was an historic occasion that confirmed UCC's commitment to outreach with Gaeltacht communities.]

UCC is an active participant on the South-West Regional Skills forum in partnership with enterprise and business, local authorities, IDA, EI, Local Enterprise Offices, MTU, Cork & Kerry ETBs and other organisations. In 2019/20 there was a total number of 322 active engagements with industry across Cork and Kerry, 55% of the engagements being with SMEs. Established industry-led sub-groups of the Forum include the areas of Pharma/Bio Pharma, ICT, Hospitality, and Manufacturing & Engineering. UCC is active in each of the sub-groups and UCC's contributions in 2019/20 include:

- Developing a post-graduate diploma in Design & Manufacture of Biopharmaceuticals (targeting maths/stats/data science graduates seeking careers in pharma)
- Partnering with CIT/IT Tralee in developing 2 new undergraduate modules in validation skills to address a key skills gap (at both pipeline & upskilling levels for the Pharma/Biopharma industry). These modules have been delivered to chemistry/microbiology and biotech students across UCC/CIT to ensure industry relevant graduate skills across life sciences. The modules are co-delivered by UCC and CIT with over 130 staff from industry taking programmes through both institutes and over 100 undergraduate students completing the new modules to date. The ten companies who co-developed this programme have also been involved in co-delivering via industry workshops, webinars and guest lectures. UCC was instrumental in designing this industry/higher education partnered programme, and the model has since been replicated by CIT for the new process safety course, given its success in building validation skills capabilities. The programme was shortlisted under the Education Category of the Irish Pharma Awards in 2019.

(see <https://www.regionalskills.ie/regions/southwest/>)

**Strategic Priority 2.1** Embed internationalisation more deeply and sustainably into the university's identity by increasing the quantity, quality and diversity of international students, enabling the increased internationalisation of the curriculum and strengthening the culture of global mobility, inbound and outbound, for students and staff. Increase the number of students studying abroad in the EU Erasmus programme and with exchange partners outside the EU in UCC's wide range of partner institutions worldwide.

i. Institution Strategic Initiatives	<b>2.11</b>	<b>Increase the number of students studying abroad in the EU Erasmus+ programme and with exchange partners outside the EU by 10% each year to 2021.</b>
	<b>2.12</b>	<b>Take advantage of the potential of digital technologies to engage with existing and new communities locally and internationally and promote the university's educational, social and cultural capital: Procure VLE, Establish Digital Hub.</b>
	<b>2.13</b>	<b>Increase the number of international students studying at UCC by 400 in the 2018-2021 period.</b>

ii. Key Performance Indicators	Pre-compact Baseline	Sept 2018-Aug 2019 Progress	2019/2020 Interim Target	2019/2020 Actual (Reporting period 1 Sept 2019 – 31 Aug 2020)																											
Number of students studying abroad in the Erasmus+ programme and with exchange partners.	2017/18: 378	2018/2019: 415	456 in 2020	<p>399 (Source: ITS Students Records System).</p> <p>Benchmarking: In 2018/19 there were 2,782 outgoing students from Ireland’s higher education system. The top three sending institutions are 1. UL 2. UCD 3. TCD (Source: <a href="https://ec.europa.eu/assets/eac/factsheets/factsheet-ie-2019_en.html/">https://ec.europa.eu/assets/eac/factsheets/factsheet-ie-2019_en.html/</a> )</p>																											
Number of international students	2017/18 – UCC had 3,410 international students representing 16.1% of the student population	<p>No update on numbers provided.</p> <p>Student enrolment plan, aligned with student recruitment targets to be developed.</p>	Increase by 400 over baseline by 2021.	<p>3,868 international students enrolled (Source: ITS Students Records System).</p> <p>Benchmarking: Latest available total number of International Students by university 2017/18 – (FT,PT &amp; Erasmus incoming students)</p> <table border="1" data-bbox="1464 839 2110 1283"> <thead> <tr> <th>University</th> <th># Students</th> <th>Proportion of the overall Intl Student population in Irish universities 17/18</th> </tr> </thead> <tbody> <tr> <td>DCU</td> <td>1,487</td> <td>6.78%</td> </tr> <tr> <td>Maynooth</td> <td>1,093</td> <td>4.98%</td> </tr> <tr> <td>NUIG</td> <td>3,603</td> <td>16.42%</td> </tr> <tr> <td>TCD</td> <td>4,602</td> <td>20.98%</td> </tr> <tr> <td>UCC</td> <td>3,209</td> <td>14.63%</td> </tr> <tr> <td>UCD</td> <td>5,679</td> <td>25.89%</td> </tr> <tr> <td>UL</td> <td>2,259</td> <td>10.30%</td> </tr> <tr> <td><b>Total</b></td> <td><b>21,932</b></td> <td><b>100%</b></td> </tr> </tbody> </table> <p>Source data: HEA <a href="https://hea.ie/assets/uploads/2021/01/Institutional-Profiles-2017-18-Jan-2021.pdf/">https://hea.ie/assets/uploads/2021/01/Institutional-Profiles-2017-18-Jan-2021.pdf/</a></p>	University	# Students	Proportion of the overall Intl Student population in Irish universities 17/18	DCU	1,487	6.78%	Maynooth	1,093	4.98%	NUIG	3,603	16.42%	TCD	4,602	20.98%	UCC	3,209	14.63%	UCD	5,679	25.89%	UL	2,259	10.30%	<b>Total</b>	<b>21,932</b>	<b>100%</b>
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**iii. Interim targets, commentary and data source (maximum of 300 words)**

**Please colour code this box in line with progress achieved.**

*Please provide commentary on your Institution's progress and achievements with regard to the Strategic Initiatives and Interim Targets set out above and published in your Compact, for this Key System Objective as at 31<sup>st</sup> August 2020. In the event your Institution has diverged from the strategic initiatives agreed in your Compact, please provide a rationale for same. Please colour code your progress in the box to the left.*

Academic Year 2019/2020 saw all the full launch of our new Virtual Learning Environment, 'Canvas'. This platform offered a step change in the digital learning experience, providing enhanced accessibility, mobile compatibility and 24/7 support. Since March 2020, this platform supported UCC students across the globe through online teaching and assessment. Since August 2020 an enhanced component of the Canvas VLE was added to enable the delivery of online education to students registering on short courses, CPD and open access courses.

The Digital Hub played a central role in the establishment of a new service delivery unit: Student Central. Further development of <https://ask.ucc.ie> has helped create a sophisticated gateway to UCC's student services with over 23,000 online student enquiries received in this period. Enhancements to self-service certification have been particularly beneficial to our International and Visiting students in providing access to documentation to support opening of bank accounts in Ireland.

A new student placement system went live in 2019/20, helping students and prospective employers to engage with each other whilst giving the institution greater insight into market demand. Implementation of a new online PG application system also commenced with an objective of providing an application platform for all EU and Non-EU PG students to apply to study in UCC.

The target of achieving 400 additional international students by 2021 was already achieved by 2019. The challenges of the pandemic however are likely to impact on UCC's ability to meet our ambitions for international student growth. Active efforts are underway to engage international prospects through digital platforms and the strengthening of all internationalisation efforts remains a priority.

It remains a challenge to increase outbound student mobility with 2019/20 seeing a slight drop in take up on the previous year. Strong efforts are underway to continue increasing outbound student mobility for the years ahead.

Overall UCC made great progress on advancing international and national engagement, enhancing the learning environment and creating stronger bridge to the community as set out in the introduction and in the text above. UCC has been successful in establishing a new learning environment and partnership under the European Universities initiative, the European University of Post-Industrial Cities (UNIC) and also strengthened its partnership with Cork City under this network. The strengthening of Regional Engagement is evidenced in examples such as deliverables under the South West Regional Skills Forum and the forging of stronger partnerships with the Gaeltacht communities of Munster is evidenced in the partnership with Coláiste na Rinne.

**Key Learning:**

The importance of a rolling, annual capital investment in digital infrastructure and the digital estate. Proactive sourcing of digital solutions and ensuring that UCC adopts and implements the latest IT solutions and technologies was critical to UCC's success in immediately switching to full online delivery and assessment with the onset of the global pandemic and lockdown in March 2020.

**Strategic Priority 2.2 Drive the commercialisation of research and technology transfer, through mechanisms such as licensing, patents, creating spin-out companies and supporting external start-up companies. Establish additional investment-ready high potential spin-out companies between 2018 and 2021.**

<p><b>i. Institution Strategic Initiative</b></p>	<p><b>2.21</b> Develop the university’s research and knowledge-creation capital infrastructure to enable greater engagement with enterprise through the advancement of the expansion of the Tyndall National Institute (as outlined in NPF 2040) and the construction of the first building on the Cork Science and Innovation Park (CSAIP) to include a facility for Health Innovation Hub Ireland.</p> <p><b>2.22</b> Lead a national consortium of strategic partners in the Bridge Network Consortium (together with CIT, IT Tralee and Teagasc) to deliver excellence in knowledge transfer and to create 12 additional high potential spin-out companies from UCC research (4 per year) between 2018 and 2021.</p>			
<p><b>ii. Key Performance Indicators</b></p>	<p><b>Pre-compact Baseline</b></p>	<p><b>Sept 2018-Aug 2019 Progress</b></p>	<p><b>2019/2020 Interim Target</b></p>	<p><b>2019/2020 Actual</b> (Reporting period 1 Sept 2019 – 31 Aug 2020)</p>
<p>Progress towards delivering capital infrastructure projects.</p>	<p>No baseline</p>	<p>UCC’s research and knowledge-creation capital infrastructure development is progressing. The expansion of Tyndall, which will double the size of Ireland’s largest research institute, is proceeding as planned marking a major infrastructural development, which will enable expansion of research leadership in relevant disciplines operating at the interface with enterprise.</p> <p>The development of the Cork Science and Innovation Park is progressing, with tenders received for the construction of the Health Innovation Hub Ireland building in March 2019, and planning permission</p>		<p>UCC’s research and knowledge-creation capital infrastructure development is progressing. The expansion of Tyndall, which will double the size of Ireland’s largest research institute, is proceeding as planned marking a major infrastructural development, which will enable expansion of research leadership in relevant disciplines operating at the interface with enterprise.</p> <p>A design team led by Scott Tallon Walker was appointed and is progressing the design of the proposed new Tyndall Development on the North Mall site. A planning application will be submitted in Q1 2021.</p> <p>The development of the Cork Science and Innovation Park (CSAIP) is progressing, with tenders received for the construction of the Health Innovation Hub Ireland building in March 2019, and planning permission received for the Cork University Dental School and Hospital in July 2019.</p> <p>Detailed design of the new Dental School project at Cork Science and Innovation Park has proceeded and tender documentation will be issued to shortlisted contractors in Jan 2021. It is proposed to commence on site in summer 2021 and occupy the building for</p>

		received for the Cork University Dental School and Hospital in July 2019.		<p>academic year 2023/2024. The Health Innovation Hub Ireland building will proceed pending final agreement on a funding model to support the building construction. The CSAIP is a key part of the proposed Innovation Corridor for Cork which is part of an island wide approach to developing a national networked innovation district strategy. This strategy is designed to meet the aspiration to establish an “Innovation Island” that will connect Ireland’s innovation assets together across higher education and industry and build a compelling vision for how Ireland is evolving its innovation ecosystem.</p> <p>Benchmarking: UCC occupies an overall estate which is below the HEA norms for space provision of c. 13m<sup>2</sup>/student FTE and well below UK norms (AUDE - Estates Management Report 2020) of 16-18 m<sup>2</sup>/student FTE for equivalent research-intensive universities. The proposed capital programme will help to narrow the gap in space provision and provide modern, functional facilities in line with international best practice. UCC has invested €20m over the last five years on phase I of the backlog maintenance programme required to address deficits in the existing building stock. The HEA recommenced backlog maintenance funding in 20/21 and it is hoped that the funding will increase and become an increased multi-annual programme.</p>
Number of high potential spinout companies from UCC research	UCC established 13 spin-out companies in the 4 years up to and including 2017	22 licences and 4 spin-outs at end September with three months still to go in 2019	4 spin-out companies	5 spin-out companies were created in 2020. The cumulative yield of spin-out companies since 2018 is 12. (Source: UCC Technology Transfer Office & Knowledge Transfer Ireland)
Number of licences, options and assignments (LOAs)	26 LOA’s in 2017	30 LOAs and 3 spin-outs in 2018	28 in 2019 29 in 2020	UCC secured 29 LOA’s in 2020 (Source: UCC Technology Transfer Office & Knowledge Transfer Ireland)

<p><b>iii. Interim targets, commentary and data source (maximum of 300 words)</b></p> <p><b>Please colour code this box in line with progress achieved.</b></p>	<p><i>Please provide commentary on your Institution's progress and achievements with regard to the Strategic Initiatives and Interim Targets set out above and published in your Compact, for this Key System Objective as at 31<sup>st</sup> August 2020. In the event your Institution has diverged from the strategic initiatives agreed in your Compact, please provide a rationale for same. Please colour code your progress in the box to the left.</i></p> <p>During the 2019/20 period, UCC has made significant progress in the development of the doubling in size of the Tyndall National Institute and in the planned development of Cork Science and Innovation Park as evidenced in the progress detailed above.</p> <p>During 2019/20 UCC responded to the opportunities under the national Human Capital Initiative (HCI) programme to establish and lead the iED initiative, a HCI funded (€8.7 million) project led by UCC in partnership with MTU/CIT and nine industry partners to develop the next generation of graduates for the Health &amp; Life Sciences industry sector in line with the European Commission's Skills for Industry Strategy 2030. The iED Hub is adopting an innovative approach to working with industry to identify current and future skills needs for the Pharma and Health Tech sectors. Tailored content and innovative and accessible modes of delivery will be co-developed by the partners and will reach up to 1000 participants over the life of the project. It is planned that the iED Hub will be located at Cork Science and Innovation Park.</p> <p>UCC has also continued to deliver a strong performance in terms of licensing intellectual property (IP) arising from its research activities, especially in the context of the global COVID pandemic. At 30 LOAs completed, the yield was the same as the previous academic year. Knowledge Transfer Ireland publish the comparative statistics for Knowledge Transfer from Research Performing Organisations (RPO) achieved on calendar year basis, and this demonstrates that during 2019 UCC secured 35 LOAs of IP, more than any other Irish University (<a href="#">KTI Review And Annual Knowledge Transfer Survey 2019</a>).</p> <p>The resultant gross licensing income for academic year 2019-20 was a record for UCC at €944K and featured two 6-figure payments from multi-national companies (MNCs) with whom the University enjoys extensive research collaboration links. This supports the thesis that sponsored research drives licensing outcomes not only in terms of the quantity of licensing activity but also its quality, and that active relationship management is key to success. Licensing Income derived from licenses to IP with spin-out companies was more modest reflecting the fact that these companies are early stage and generally pre-revenue generating.</p> <table border="1" data-bbox="443 1118 1500 1506"> <thead> <tr> <th>University</th> <th>Invention Disclosures</th> <th>Priority Patent application</th> <th>Spin-outs</th> <th>Licences, Options &amp; Assignments</th> </tr> </thead> <tbody> <tr> <td>Dublin City University</td> <td>27</td> <td>10</td> <td>1</td> <td>27</td> </tr> <tr> <td>Maynooth University</td> <td>8</td> <td>5</td> <td>0</td> <td>4</td> </tr> <tr> <td>NUI Galway</td> <td>58</td> <td>11</td> <td>1</td> <td>18</td> </tr> <tr> <td>Royal College of Surgeons in</td> <td>18</td> <td>5</td> <td>0</td> <td>5</td> </tr> </tbody> </table>				University	Invention Disclosures	Priority Patent application	Spin-outs	Licences, Options & Assignments	Dublin City University	27	10	1	27	Maynooth University	8	5	0	4	NUI Galway	58	11	1	18	Royal College of Surgeons in	18	5	0	5
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Ireland				
Trinity College Dublin	57	16	6	23
<b>University College Cork</b>	<b>77</b>	<b>22</b>	<b>5</b>	<b>35</b>
University College Dublin	75	23	5	25
University of Limerick	21	11	2	5

Above is the most recent available comparative data for Knowledge Transfer metrics which is for the calendar year 2019. The 2020 data gathering exercise has not been completed yet by KTI. This would ordinarily be published in mid-year 2021

#### Key Learnings:

UCC has analysed its performance relative to comparator universities. We identified that a dedicated Spin-out Manager in the university innovation services enhanced performance in this space. In 2020, UCC hired a Spin-out manager, tasked with providing impetus to this activity, helping UCC to grow our performance in this space. 2020 was a good year for spin-out company creation with 5 such companies being generated during that period. The appointment by UCC Innovation of a Spin-out Manager was a positive driver of this activity.

### 3 Excellent research, development and innovation that has relevance, growing engagement with external partners and impact for the economy and society and strengthens our standing to become an Innovation Leader in Europe;

*Overarching Statement (maximum of 200 words) The institution should use the overview to set out its view of progress on the key system objective as a whole, prior to considering sub-elements. While the focus is on the specified domain, the HEA would welcome evidence of synergies with other domains, either planned or otherwise, that have been identified by the institution. Please also provide details of any change in strategic focus since submitting your Compacts.*

Building on UCC's longstanding commitment to outstanding research connected to learning (ref. System Objective 1), the institution comprehensively addresses System Objective 3 within the institutional Strategic Plan (2017-2022), the Research & Innovation Strategic Plan (2017-2022), the Academic Strategy, and as set out in Pillar Two of the recent institutional strategic pivot, *UCC 2022 – Delivering a Connected University*, see <https://www.ucc.ie/ucc2022strategy>. UCC is fully committed to the enhancement of key areas of research strength, while also identifying and empowering emerging areas. In addition, excellent research performance by our researcher community will be supported, rewarded and incentivised.

Strategic initiatives put in place to achieve this goal are delivering. UCC is one of the best-funded research universities in Ireland with research investment of €100 million secured in 2018/19, an historical high for the institution. Regarding research income sourced from the enterprise sector, UCC's performance in this area is the highest nationally (*Source: Knowledge Transfer Ireland Annual Report 2019*) reflecting the institution's long track record of effective collaboration with key industry partners. The direct impact of relevant research outcome is evident by the commercialisation metrics summarized under System Objective 2. Analysis of the citation impact performance of our scholarly outputs reveals that UCC has performed significantly above the world average over the last five years and is currently the leading Irish institution for citation impact (Times Higher Education World University Ranking, 2020)

Moving forward, UCC will build on this success by implementing new initiatives that empower UCC researchers to achieve their ambitions and nurture the next generation of research leaders.

**Strategic Priority 3.1 Position UCC as the location of choice to attract and retain the most talented researchers at all career stages, from early career PhD students to world leading Principal Investigators and provide research and infrastructural supports that nurture the next generation of research leaders.**

<p><b>i. Institution Strategic Initiatives</b></p>	<p><b>3.11</b> Implement career progression structures that attract and retain high performing researchers including steps to address gender inequalities in research careers.</p> <p><b>3.12</b> Develop and implement support initiatives that increase the excellence and impact of UCC research outputs. Introduce interventions and appropriate incentivisation to recognise high impact publication and research excellence across all disciplines.</p> <p><b>3.13</b> Develop a series of research and infrastructural supports that empower university researchers to achieve their ambition and to nurture a new generation of Research Leaders.</p> <p><b>3.14</b> Increase the number of post-doctoral positions from 222 (May 2018) to 310 in 2021 based on research funding opportunities including SFI programmes, the IRC Postdoctoral Fellowship Scheme, and the Marie Curie IF and COFUND programmes.</p> <p><b>3.15</b> Increase total relevant doctorate enrolments from 667 to 867.</p> <p><b>3.16</b> Improve the international profile of UCC as a centre of excellence for researcher training via further enhancement of the quality of doctoral education by providing tailored structured training, support and environment to students including national and international linkages where appropriate, and by ensuring that the University provides the best practices and quality of supervision possible.</p> <p><b>3.17</b> Renew UCC’s Human Resources Excellence in Research Award from the European Commission in 2021 (subject to European Commission assessor availability).</p>			
<p><b>ii. Key Performance Indicators</b></p>	<p><b>Pre-compact Baseline</b></p>	<p><b>Sept 2018-Aug 2019 Progress</b></p>	<p><b>2019/2020 Interim Target</b></p>	<p><b>2019/2020 Actual</b> (Reporting period 1 Sept 2019 – 31 Aug 2020)</p>
<p>Number of postgraduate research enrolments in disciplines aligned to enterprise and other national needs</p>	<p>PhD enrolments: 667 (2017/18)</p>	<p>687 against target of 722 (2018/19)</p>	<p>787 in 2020</p>	<p>701 (for the reporting period 1 Sept 2019 – 31 Aug 2020) (Source: UCC’s ITS Students Record System)</p>
<p>Number of funded postdoctoral positions in disciplines aligned to enterprise and other national needs</p>	<p>222 (May 2018)</p>	<p>245 against target of 251 (Aug 2019)</p>	<p>280 in 2020</p>	<p>266 (as of 31 Aug 2020) (Source: UCC’s Human Resource Core Information System)</p>

**iii. Interim targets, commentary and data source (maximum of 300 words)**

**Please colour code this box in line with progress achieved.**

*Please provide commentary on your Institution's progress and achievements with regard to the Strategic Initiatives and Interim Targets set out above and published in your Compact, for this Key System Objective as at 31<sup>st</sup> August 2020. In the event your Institution has diverged from the strategic initiatives agreed in your Compact, please provide a rationale for same. Please colour code your progress in the box to the left.*

Albeit below the stated target, the number of doctoral enrolments is increasing in UCC, as is the number of doctoral graduands (e.g. from 175 in 2018 to 220 in 2019). To maintain an upward trajectory UCC has diversified its portfolio of doctoral pathways, which includes its Structured Doctorate programme, Thematic PhDs, Practitioner Doctorates, PhD by Prior Published Work and continues to strengthen its link with industry/non-academic partners through more Employment-based and Enterprise-based PhDs. The international profile of UCC as a centre of excellence for researcher training has been enhanced by its partnerships in SFI-funded CDTs and CRTs, as well as European Joint Doctorates in Occupational Science (P-4-PLAY) and Yeast Biotechnology (Yeastdoc).

Benchmarking: Nationally, in the period 2012/13 to 2017/18 doctorate enrolments have increased from 8,163 to 8,513 (source: HEA Key Facts and Figures 2017/18, latest available published December 2018).

One of the challenges to attract students to undertake a doctorate is the relative unawareness of the multiple career pathways for doctoral graduates from both the doctoral graduates' and employers' perspective, which has been identified by the National Advisory Framework for Doctoral Education and the IUA, as a key priority in 2021. It should also be noted that the national research funding environment does not prioritise the financial support of PhD studentships. The IRC PhD Scholarship Programme represents a minor component of the national R&D spend and, as the major funder of research in Ireland, SFI programmes are more closely aligned with the recruitment of experienced researchers.

As called out in *UCC 2022 – Delivering a Connected University Strategic Pivot* <https://www.ucc.ie/ucc2022strategy> (Action 2.2.2) developing a Strategic Fund to specifically support PhD students and postdoctoral researchers will be essential to ensure the objective to expand PhD student numbers is achieved.

Regarding the number of funded postdoctoral positions, there is a shortfall of just 14 posts *versus* the 2019/2020 interim target which, in the context of the national and global disruption in 2020, is very modest indeed. Interruptions to relevant research programmes as a consequence of the COVID pandemic has undoubtedly been a factor in this outcome; however, it is anticipated that as postdoctoral researcher recruitment continues to ramp up under Phase 2 of the UCC-led and UCC-partnered SFI Centres, coupled with *Marie Skłodowska-Curie* COFUND successes, this target will be exceeded by the end of the Performance Compact period. In addition, the proposed support for postdoctoral researchers via a Strategic Fund, as set out in Action 2.2.2 of the institutional Strategic Pivot, will support this objective going forward.

*(Data source: UCC's Human Resource Core Information System)*

**Strategic Priority 3.2 Increase UCC's capacity to deliver impact in society, the economy and the community, and meet national economic, societal and cultural development needs through the coherent delivery of innovation and cocreation initiatives.**

<p><b>i. Institution Strategic Initiatives</b></p>	<p><b>3.2.1</b> Progress UCC-led SFI Research Centres to Phase 2 funding to maximise the opportunity for enhancing industry engagement with the university. Increase annual research funding from industry sources to €12m by 2021 and the number of research projects with the enterprise sector to 110...</p> <p><b>3.2.2</b> Implement measures to ensure that the University's Horizon 2020 funding success rate continues to perform above the EU average. Increase the total funding secured under H2020 to €100m.</p> <p><b>3.2.3</b> Implement incentives and support initiatives that enable the UCC research community to proactively engage with government, professional organisations and community engagement initiatives, including CARL (Community-Academic Research Links) and Campus Engage, to deliver social, cultural and policy-relevant impact.</p> <p><b>3.2.4</b> Undertake a qualitative and quantitative evaluation of the impact of collaborative projects with industry and their conversion to licensing outcomes.</p>			
<p><b>ii. Key Performance Indicators</b></p>	<p><b>Pre-compact Baseline</b></p>	<p><b>Sept 2018-Aug 2019 Progress</b></p>	<p><b>2019/2020 Interim Target</b></p>	<p><b>2019/2020 Actual</b> (Reporting period 1 Sept 2019 – 31 Aug 2020)</p>
<p>Funding from industry sources.</p>	<p>In 2016/17, UCC secured €10.6 million from industry sources, a 123% increase over 5 years</p>	<p>Following a modest decrease in 2017/18, in 2018/19, UCC income from industrial sources returned to the baseline figure of €10.6M (preliminary figures).</p>	<p>€11.6M</p>	<p>€10.2M (Source: UCC's Agresso Financial Management System)</p>
<p>Number of research projects with enterprise</p>	<p>In 2016/17, UCC initiated 106 research projects with the enterprise sector</p>	<p>107 research projects in 2019</p>	<p>108 research projects</p>	<p>64 projects initiated in 2019/2020 (number of partnership opportunities severely impact by COVID)</p>
<p>Horizon 2020 number of successful applications and overall value</p>	<p>As of March 2018, UCC researchers have secured 107 Horizon 2020 awards (38 as coordinator and 69 as partner). The total financial drawdown amounts to €54 million.</p>	<p>As of October 2019, UCC researchers have secured 162 Horizon 2020 awards (53 as coordinator and 109 as partner). The total financial drawdown amounts to €83.6 million.</p>	<p>No specific target for 2020 provided (Target of €100m overall from H2020)</p>	<p>As of January 2021, UCC researchers have secured €114 million of investment from 224 Horizon 2020 awards. (Source: UCC's Agresso Financial Management System)</p> <p>This level of funding significantly surpasses the €100 million target.</p>
<p>Initiatives that enable the UCC research community to proactively engage with government, professional organisations and community engagement initiatives</p>	<p>No baseline</p>	<p>UCC researchers continue to proactively engage with a diverse range of external stakeholders. As an example, UCC's inaugural Community Week is being held from 4th-</p>	<p>No specific target for 2020 provided</p>	<p>UCC researchers continue to proactively engage with a diverse range of external stakeholders.</p> <p>As an example, <a href="#">Cork Discovers</a> celebrated its third</p>

		<p>11th October 2019 and features 50 events across the city directly. The innovative 'Relevance to You' series of lectures, delivered in the CUBS city centre location is being launched during this week, which aims to bring research expertise direct to the community in an accessible fashion.</p>		<p>European Researchers Night from the 26<sup>th</sup>-28<sup>th</sup> November 2020. This initiative, led by UCC RSS, collaborating with Teagasc, Cork City Council and the UCC Academy, and funded by Horizon 2020, was completely reimaged this year due to the COVID pandemic and all events were delivered virtually. There was also significant direct engagement with primary schools right across the region.</p> <p>Furthermore in 2019/20 UCC introduced a new public engagement initiative for UCC researchers and academics, the 'Relevance to You' series. See <a href="#">Relevance to You</a>.</p>
<p>Qualitative and quantitative evaluation of the impact of collaborative projects with industry and their conversion to licensing outcomes.</p>	<p>No baseline</p>	<p>~60% licences made by UCC up to and included the end of Q3 2019, were from research sponsored by an industrial partner.</p>	<p>No specific target for 2020 provided</p>	<p>Of the 29 Licences, Options and Assignments (LOAs) of IP secured from UCC Intellectual Property in 2020, 22 such agreements were made with companies who had sponsored research in the University which had contributed to the development of such IP (75.9%). Whilst no specific target is presented for the proportion of LOAs which are derived from sponsored research agreements, this data clearly indicates that UCCs success in securing industrial sponsors of its research is a key enabler of licensing activity.</p>

**iii. Interim targets, commentary and data source (maximum of 300 words)**

**Please colour code this box in line with progress achieved.**

*Please provide commentary on your Institution's progress and achievements with regard to the Strategic Initiatives and Interim Targets set out above and published in your Compact, for this Key System Objective as at 31<sup>st</sup> August 2020. In the event your Institution has diverged from the strategic initiatives agreed in your Compact, please provide a rationale for same. Please colour code your progress in the box to the left.*

1. UCC implemented a Horizon 2020 Action Plan with a target to secure €100 million of research investment from the programme. This was the institution's nationally agreed contribution towards delivering on the €1 billion national drawdown target – UCC achieved this target ahead of schedule with €115 million of funding secured from 225 awards (as of January 2021).

A key action of the Action Plan was the establishment of Prime-UCC, Ireland's first university-based European project management service. The success rate for submitted proposals supported by Prime-UCC is 33%, significantly higher than the EU average (12%), and projects bringing €13.8 million of research income into UCC have been secured.

Success in European Research Council (ERC) funding programmes is recognized as a global benchmark of research excellence. To help improve UCC's performance in ERC funding calls, an *ERC Enhancement Strategy Implementation Plan* was developed by UCC's Research Support Services and is currently in the implementation phase. In December 2020, the institution delivered its best-ever performance in an ERC funding call, securing three Consolidator Awards to the value of €6.4 million.

2. The amount of funding secured from enterprise sources in 2019/20, while on a par with the base line figure for this metric in 2016/17, is less than the projected target (€11.6M). However, it is important to note that the equivalent funding achieved in 2018/19 was €12.3M, which exceeds the interim target. In addition, the number of new projects initiated with enterprise partners was also below the interim target.

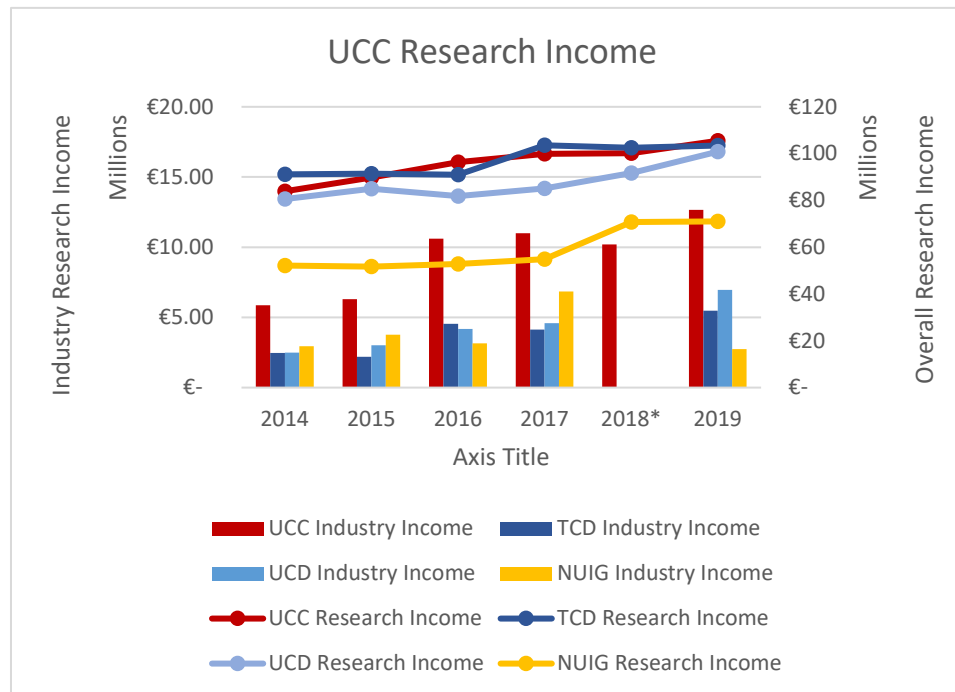
As with other compact targets, a key mitigating factor has been the significant impact of the COVID pandemic on institutional research activity, and this was particularly evident in the appetite of our industry partners to initiate new research projects during the relevant period – an example of impact in this regard was the timing of the realisation of industry investment in Phase 2 of UCC-hosted SFI Centres. When there is a return to normal business, growth of the direct enterprise support for research is anticipated in line with Compact targets.

On the basis that UCC has achieved significant H2020 funding success by exceeding its H2020 target by a considerable level, and given the severe impact of the COVID pandemic on planned activities, UCC considers progress in the period 2019/20 to be one of achievement and success.

Benchmarking:

*Source: Knowledge Transfer Ireland Annual Report 2019*

University	Research expenditures (€) (less block grant) in the reference year	Research Expenditure derived directly from Industry
Dublin City University	€36,923,518	€3,286,193
Maynooth University	€28,067,172	€477,142
NUI Galway	€71,021,434	€2,741,427
Royal College of Surgeons in Ireland	€21,866,566	€2,186,657
Trinity College Dublin	€103,470,305	€5,483,926
University College Cork	€105,489,428	€12,658,731
University College Dublin	€100,830,000	€6,957,270
University of Limerick	€37,003,235	€5,291,463
<b>Total</b>	<b>€504,671,658</b>	<b>€39,082,809</b>



Industry income as a component of overall research income over the last 5 available years

\*2018 used different account approach to other years so figures are not included

Source: [KTI Review and Annual Knowledge Transfer Survey \(AKTS\) 2019](#)

Key Learning:

Establishment of Prime-UCC, UCC's European project management service as a key element of UCC's H2020 Action Plan.



#### 4 Significantly improves the equality of opportunity through Education and Training and recruits a student body that reflects the diversity and social mix of Ireland's population;

*Overarching Statement (maximum of 200 words) The institution should use the overview to set out its view of progress on the key system objective as a whole, prior to considering sub-elements. While the focus is on the specified domain, the HEA would welcome evidence of synergies with other domains, either planned or otherwise, that have been identified by the institution. Please also provide details of any change in strategic focus since submitting your Compacts.*

Despite the challenges presented by COVID-19, 2019/20 was a very successful and productive year for Access in University College Cork. In December 2019, all of the Access team, relocated to the newly opened Hub building in the heart of campus. The move to purpose-built offices was a key moment for the newly restructured Access team. Located on the 1<sup>st</sup> floor of the Hub, the space brings together the team of 30 staff in a central and more accessible location. The central location on-campus has positively increased the visibility of Access services and the co-location of Access services with other student support services in the Hub has afforded greater opportunities for collaboration and engagement, ultimately enhancing the student experience for all our students.

The planning and development work for PATH 3 gained significant momentum and the project transitioned into delivery mode; UCC as cluster lead played a key part in maintain the momentum across the cluster, while also focusing on key initiatives and developments within the institution. The establishment of a central assessment unit for the processing of 1916 Bursaries worked efficiently & effectively for students and for all five institutions.

In March 2020, the Access team worked tirelessly to pivot to online delivery of services. Innovations in the delivery of outreach work as well as an online presence to support current students were put in place. Work continued during the spring and summer to move services online in an accessible and appropriate manner. The consistently strong levels of student engagement evidence the success of these measures.

#### **Strategic Priority 4.1 Build on UCC's Access strengths to date by further widening participation and enhancing access for all students, fostering an inclusive environment that mainstreams diversity and equality.**

<b>i. Institution Strategic Initiatives</b>	<p><b>4.11 Strengthen UCC's evidence base for widening participation through the development of a data strategy for Access. Utilise data available from the Pobal HP Deprivation Index to better understand the socio-economic profile of students, and to enhance targeting of outreach and engagement activities.</b></p> <p><b>4.12 Develop a new UCC Student Records System that facilitates opportunities for improved data connectivity, assessment of performance and analytical capabilities across the entirety of the student life cycle.</b></p> <p><b>4.13 Recruit a Director of Access in 2018/19.</b></p> <p><b>4.14 Deliver PATH Strand 1 (Initial Teacher Education New Avenues to Teaching (NAT) Project) to linked DEIS schools and to students from non-DEIS schools who fit the designated target groups, to encourage secondary school students from these groups to consider teaching as a viable and real career option. Establish targeted supports to enable UCC to change the student mix and profile in initial teacher education programmes, including the provision of financial support scheme for students using a responsive personalised process.</b></p> <p><b>4.15 Deliver PATH Strand 2 – 1916 Bursary Fund: The Regional Partnership comprising UCC, CIT IT Tralee, WIT and IT Carlow was awarded 35 bursaries each for 2017/18, 2018/19 and 2019/20. Deliver on the seven bursaries awarded to UCC annually.</b></p> <p><b>4.16 Deliver PATH Strand 3 – Higher Education Access Fund: The Regional Partnership comprising UCC, CIT IT Tralee, WIT and IT Carlow was awarded funding of €1.6million over three years for the SOAR project (Scaffolding Aspirations, Achievement and Access through Evidence-Based, Peer-to-Peer, Community-Embedded Mentoring). One of the key outcomes of the SOAR project is the development of structures that will enable the sharing of best practice across the partner institutions resulting in synergies in the development of new initiatives. The SOAR project includes three initiatives identified to operationalise the southern HEI partnership-based approach.</b></p>
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	<p>The new PATH 3 initiatives are focused on increasing access for the most marginalised of students. The PATH funding will augment the focus on Travellers, students with physical and sensory disabilities, lone parents and communities experiencing marginalisation. A target of 80 additional students over the 3 years has been set. Given the challenges faced by these cohorts, it will be a significant achievement to reach this target.</p> <p><b>4.17 Increase the number of students progressing from DEIS Schools into Further Education and on to Higher Education through implementation of a new innovative support programme for students from DEIS Schools attending post leaving certificate colleges in Cork City in collaboration with Cork ETB.</b></p> <p><b>4.18 Achieve 25% student intake through Access Admission routes of UCC's total increased student intake (UCC's total student population is planned to increase from 21,000 in 2018 to 23,000 in 2022).</b></p>			
<p><b>ii. Key Performance Indicators</b></p>	<p><b>Pre-compact Baseline</b></p>	<p><b>Sept 2018-Aug 2019 Progress</b></p>	<p><b>2019/2020 Interim Target</b></p>	<p><b>2019/2020 Actual</b> (Reporting period 1 Sept 2019 – 31 Aug 2020)</p>
<p>Intake of Access Students through Access Admissions routes</p>	<p>2017/18: 23%</p>	<p>2018/19 Intake: 23.6%</p>	<p>24% in 2020</p>	<p>23% in 2019/20 (Source: UCC's ITS Students Record System)</p>
<p><b>iii. Interim targets, commentary and data source (maximum of 300 words)</b></p> <p><b>Please colour code this box in line with progress achieved.</b></p>	<p><i>Please provide commentary on your Institution's progress and achievements with regard to the Strategic Initiatives and Interim Targets set out above and published in your Compact, for this Key System Objective as at 31<sup>st</sup> August 2020. In the event your Institution has diverged from the strategic initiatives agreed in your Compact, please provide a rationale for same. Please colour code your progress in the box to the left.</i></p> <ul style="list-style-type: none"> <li>• UCC maintained its position of 23% intake from Access Admissions routes in 2019/20. The plateauing of HEAR admissions, along with the continued decline in mature student numbers are impacting on UCC's capacity to reach its target of 24% admission in 2020. However, the ongoing HEAR scheme review and the developments outlined below for QQI admissions, will likely result in some improvements in the coming years.</li> <li>• UCC has diversified its approach to outreach based on the low participation rates in certain geographic areas within the City. Strengthening the connection between Further Education and Higher Education with a focus on students from DEIS schools, is a key priority. A FE to HE co-ordinator was appointed in November 2019 to lead out on a collaborative initiative with Cork ETB.</li> <li>• The PATH 3 Funded, Leadership in the Community programme was successfully delivered to Traveller Women from Cork and Kerry by UCC Adult and Continuing Education in partnership with the Southern Traveller Health Network (STHN). 22 participants completed their level 6 course, with most students indicating a desire to continue their studies and complete a level 7 in 2020/21. An evaluation of this initiative has been carried out by Dr Annie Cummins under the SOAR Project (PATH3) <b>"Pavee Beoir Leaders; Traveller Women in Higher Education"</b>. This report highlights the importance of real partnership and documents the successes that can be experienced when the Travellers' 'voice' is at the heart of discussions.</li> <li>• UCC has benefited and contributed to the significant capacity building that has happened in the area of Assistive Technology outreach under the</li> </ul>			

Enabling Transitions workstream of the SOAR Project. An online resource has been developed for use by teachers and students.

- UCC has submitted a new project plan for **PATH 1**, which builds on the successes of Phase 1 of the New Avenue to Teaching Programme. Phase 2 involves further developments on the NAT programme at key stages (1) Transition-in (2) Transition through (3) Transitions out. Some elements of work will be mainstreaming within Access services, and the new structure will enable greater connectivity with PATH 3 and core Access activities.
- Autism Friendly University: [The Calm Zone](#) located in the Old College Bar, is a space designed to be a place of respite and calm for students, and in particular students on the autism spectrum. The space contains a reception & open plan area, sensory rooms, respite and eating spaces, workshop spaces. Accessibility and autism-friendly design principles were applied in the design of this state-of-the-art space in the centre of campus.
- [Autism & Uni Toolkit](#): UCC has adapted the Autism & Uni – EU Funded toolkit for the UCC context. The tool kit aims to give clear guidance to students on all aspects of college life and ultimately reduce the anxiety.
- Systems Developments: In response to the pivot to online engagement with students, UCC developed a number of new online systems to support Access. A new online platform was procured to enable online applications for the Student Assistance Fund. The online registration process for students with Disabilities was enhanced to enable uploading of documentation at registration stage.
- Outreach: Significant engagement took place with key stakeholders during March & April 2019, and a range of supports were put in place to respond to the needs of students. Resources were developed and distributed to students in DEIS primary and second level schools to compensate for the lack of on-campus outreach activities during the spring and summer months.

The co-location of staff from different services Disability Support, Mature Student, UCC PLUS, Student Finance for the first time, signals a new chapter in working collectively and collaboratively. The new physical location along with the restructuring in the Access area is driving greater engagement and collaboration across services.

Benchmarking:

(Source: HEA Institutional Profiles 2017/18, published by the HEA in November 2020)

Participation information for all Irish Universities:

	Estimate: Entrants with Disability (EAS) (% of Respondents to EAS)	2,336	13%	(% of New Entrants)	No.	
	Students in receipt of the Fund for Students with Disabilities (% of Full-time UG & PG Enrolments)	6,223	6%	Mature Entrants Year 1 (Full-time Undergraduate)	1,445	
				Mature Entrants Year 2+ (Full-time Undergraduate)	129	
	Estimate: Entrants from Non-Manual, Semi- and Unskilled Socio-economic Backgrounds (EAS) (% of respondents to the EAS)	5,193	24%	(% of Total Enrolments incl. Flexible Learning)	No.	
				Flexible Learners (PT, Distance, E-Learning, In-Service)	20,66	
	<i>Deprivation Index Scores (% of Full-time and Part-time, Undergraduate and Postgraduate Enrolments)</i>			Springboard+ enrolments (% of National Participation)	916	
	Affluent		23%	Regional Intake (% of Full-time Enrolments)	No.	
	Marginally above average		43%	from the institution's county		
	Marginally Below average		26%	from the institution's county and bordering counties		
	Disadvantaged		7%			
	<b>Participation information for UCC:</b>					
	Estimate: Entrants with Disability (EAS) (% of Respondents to EAS)	457	13%	(% of New Entrants)	No.	
	Students in receipt of the Fund for Students with Disabilities (% of Full-time UG & PG Enrolments)	1,084	6%	Mature Entrants Year 1 (Full-time Undergraduate)	257	
				Mature Entrants Year 2+ (Full-time Undergraduate)	5	
Estimate: Entrants from Non-Manual, Semi- and Unskilled Socio-economic Backgrounds (EAS) (% of respondents to the EAS)	834	24%	(% of Total Enrolments incl. Flexible Learning)	No.		
			Flexible Learners (PT, Distance, E-Learning, In-Service)	3,249		
<i>Deprivation Index Scores (% of Full-time and Part-time, Undergraduate and Postgraduate Enrolments)</i>			Springboard+ enrolments (% of National Participation)	117		
Affluent		31%	Regional Intake (% of Full-time Enrolments)	No.		
Marginally above average		47%	from the institution's county			
Marginally Below average		17%	from the institution's county and bordering counties			
Disadvantaged		5%				
<b>Key Learnings:</b>						
<p>The 'pivot' to on-line student support was well received by Access students. Students with significant on-going illnesses, and some students with Mental Health concerns have given very positive feedback and indicated a preference for the continuation of online consultations in the future. Students have stated that they are more relaxed having a consultation in their own environment and that advisors are more accessible and available in an online setting. Access UCC plans to continue offering online supports for students, alongside face to face provision in the future.</p> <p>It is vital that time and capacity is available for Access practitioners to build relationships with key stakeholders and community partners. An example of where the investment of time has resulted in positive outcomes is the successful on-going engagement and partnership with local Traveller Community groups.</p>						

## 5 Demonstrates consistent improvement in the quality of the learning environment with a close eye to international best practice through a strong focus on quality & academic excellence;

*Overarching Statement (maximum of 200 words) The institution should use the overview to set out its view of progress on the key system objective as a whole, prior to considering sub-elements. While the focus is on the specified domain, the HEA would welcome evidence of synergies with other domains, either planned or otherwise, that have been identified by the institution. Please also provide details of any change in strategic focus since submitting your Compacts.*

In addition to the standard activities of undergoing periodic statutory quality reviews and having in place a robust external examiners system, UCC very deliberately cultivates a culture of promoting engagement with quality and academic excellence: from annual recognition of teaching excellence awards (with nominations accepted from peers, students and alumni) to competitive internal funding calls for small/medium/large grants. In 2019/20 UCC distributed almost €0.5m funding secured from the National Forum for the Enhancement of Teaching & Learning through a competitive call for project funding, and 26 projects were funded across UCC. UCC also continued a high record of success in bidding for other HEA/National Forum funding such as the 2019/20 Seminar Series funding call, the Teaching and Learning Research Fellowship funding call and is a core partner in the IUA's 'Enhancing Digital Capacity in T&L' project. For the 2019/2020 academic year, UCC succeeded in securing almost €700,000 in income to support 220 part-time students on Springboard+ courses. For the Springboard+ 2020 call UCC submitted 16 proposals targeting places for over 450 part-time learners and income of approximately €1.4 million. Industry support for these proposals was extensive with over 36 businesses from around the region providing in excess of 80 letters of support for UCC proposals. In 2020, UCC's office of Teaching & Learning contributed to UCC's successful HEA HCI Pillars 1 and 3 applications, securing c.€15m in additional funding.

Throughout 2019/20, UCC through its Office of the Vice President of Teaching & Learning continued its partnerships on teaching and quality related partnerships projects with external parties from the IUA to the EUA to universities from countries ranging from Haiti to Palestine through the Erasmus+ Capacity Building initiative.

The Skills Centre at UCC (<https://www.ucc.ie/en/skillscentre/>) has proven its outstanding dedication and commitment to student engagement, learning and well-being. In October 2019 the Centre was awarded in the UCC Staff Recognition Awards for Enhancing the Student Experience, a nomination which stemmed from the academic community. The UCC Skills Centre were also finalists in two categories at the Irish Education Awards in February 2020 – the Student Engagement and Communication Award and Best Student Experience.

In 2019, UCC maintained its 'Top 50' placing in the THE Europe Teaching Rankings (having been the only Irish university to place in the 2018 'Top 50'). This ranking relates to teaching and learning at UCC spanning 14 indicators across 4 key areas: engagement, resources, outcomes and the teaching and learning environment.

More information on teaching and learning activities, supports and culture at UCC can be read in Office VP Learning & Teaching's quarterly e-newsletters (issued to all UCC staff, students, and beyond) and past issues are available to read at <https://www.ucc.ie/en/teachlearn/ovplnewsevents/>

Benchmarking:

### Teaching Quality

The following table is taken from the Times Higher Education Europe Teaching Ranking in 2019.

It looks at participating universities within UCC's peer group. It sets out the performance in this ranking by rank and overall score while providing the actual scores in each of the four indicators used to measure the quality of the teaching. These are resources, engagement, outcomes and environment.

Rank	University	Overall	Resources	Engagement	Outcomes	Environment
37	TCD	73.0	57.5	67.5	85.6	82.3
48	UCC	71.6	56.2	74.0	71.8	80.4
48	Southampton	71.6	82.9	71.0	81.2	55.9
51 – 75	UL	67.6 – 71.4	48.6	75.5	62.3	79.6
51 – 75	Queens UB	67.6 – 71.4	70.8	72.5	65.5	69.7
126 - 150	NUIG	60.4 – 63.0	50.4	71.0	62.6	52.0

Source: Times Higher Education

[https://www.timeshighereducation.com/rankings/europe-teaching/2019#!/page/0/length/25/name/edinburgh/sort\\_by/rank/sort\\_order/asc/cols/undefined](https://www.timeshighereducation.com/rankings/europe-teaching/2019#!/page/0/length/25/name/edinburgh/sort_by/rank/sort_order/asc/cols/undefined)

Progression Rate

Progression rate is an indicator of the quality of the learning environment. Progression rate (1<sup>st</sup> to 2<sup>nd</sup> Year) across Irish universities is published in Sunday Times League Table of third-level institutions (published on November 1<sup>st</sup> 2020).

University	Score (out of 100)
UCC	94
UCD	92
DCU	92
TCD	92
UL	90
NUIG	90
May	88
TUD	84

Source data: HEA

**Strategic Priority 5.1 Strengthen the Continuous Professional Development Framework for all academic staff at UCC**

<b>i. Institution Strategic Initiatives</b>	<b>5.11 Building on the University’s introduction of a digital badge framework in 2017/18, enhance staff development by extending digital badging to include a badge in Universal Design for Learning.</b>			
	<b>5.12 Strengthen the alignment of CPD for staff with quality enhancement and quality culture, through the Office of the Vice President for Learning and Teaching engaging in a pilot of the new method of quality review in 2018/19.</b>			
	<b>5.13 Continue to strengthen the integration of research, teaching and learning through supporting staff research and scholarly output in relevant disciplinary journals and other international fora on the basis of 6 publishable papers per year.</b>			
	<b>5.14 Evaluate the alignment of existing programmes and module offerings in line with the Learning Taxonomy and ensure that new programme development is informed by the Taxonomy.</b>			
<b>ii. Key Performance Indicators</b>	<b>Pre-compact Baseline</b>	<b>Sept 2018-Aug 2019 Progress</b>	<b>2019/2020 Interim Target</b>	<b>2019/2020 Actual</b> (Reporting period 1 Sept 2019 – 31 Aug 2020)

<p>Continuous Professional Development Framework for all academic staff in all HEIs</p>	<p>An integrated and online professional development programme is available for all staff who teach [Postgraduate Certificate (30 credits), Diploma (30 credits) with access to a face-to-face Masters in Teaching &amp; Learning in Higher Education (60 credits)].</p> <p>Supplementary development opportunities are available to all staff through an extensive programme of teaching and learning seminars, digital byte sized session on digital pedagogy, as well as two modules for</p>	<p>The 2018/19 UDL course attracted 40 participants and an updated version of the course will be coordinated in 2019/20 following a review and redevelopment by AHEAD (Association for Higher Education &amp; Disability).</p> <p>UCC offers three 5 ECTS modules for Postgraduate students who have a teaching role. There are 81 students registered between the two modules and these are drawn from all four colleges of the University. The third module is under development in 2019/20. CIRTL organises a</p>	<p>No specific target for 2020 provided</p>	<p>The online Post Graduate Certificate for Teaching &amp; Learning (T&amp;L) in Higher Education (HE) remains year-on-year UCC's largest postgraduate programme (in terms of student enrolment numbers). In 2019/20 the intake on the PG Cert was 102 with 96 internal staff taking the programme; the student intake on the PG Diploma came to 32 in total with 29 internal staff undertaking the programme. 36 PG students who tutor undertook in 2019/20 one or more 5 ECTS modules in T&amp;L in HE available at UCC.</p> <p>During 2019/20 and the migration to the new Virtual Learning Environment (VLE), 122 training sessions were provided to staff with 1,049 attendees, not including staff who received 1:1 consultations and support. The Centre for Digital Education (CDE) has provided consultations and direct responses to over 260 staff with queries around educational technology since this service was launched at the end of 2019. The CDE continues to work closely with IT Services to ensure that both functional areas promote each area's training supports to staff.</p> <p>The CDE manages the administration of UCC's Digital Badge Policy Framework, which to date has provided 83 different badges (see here for the full list) to over 2,500 earners – UCC staff and students, across multiple areas of personal and professional knowledge and skills development.</p> <p>To end of 2019/20, 59 UCC staff from a variety of disciplines and roles have completed the UDL (Universal Design for Learning) digital badge (a further call was issued in late 2020 and an expected 30 members of staff are expected to start the 2021 digital badge).</p> <p>In March 2020 like all HEIs, UCC 'pivoted' to online delivery of teaching and assessment. A number of dedicated websites were designed and delivered for staff including 'Keep Teaching'; 'Keep Assessing' where policy and guidance was issued along with links to available in-house training (including live Q&amp;s), succinct weekly emails directing staff to supports and resources available. Weekly live training was provided by the Centre for Digital</p>
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	<p>doctoral students on structured PhD, with access for Masters students on request.</p>	<p>suite of staff development activities and attracted 104 participants to its seminar series in 2018/19. The Learning Connections conference will include 66 papers and workshops, 26 of which will be delivered by participants external to UCC.</p>		<p>Education (CDE) with periodic CPD sessions provided by CIRTL (Centre for the Integration of Research, Teaching and Learning) and recordings of same made available to all staff. CIRTL also produced weekly 'Learning Enhancement Guides'. See the following websites for further details:</p> <ul style="list-style-type: none"> <li>• <a href="https://www.ucc.ie/en/digital-ed/">https://www.ucc.ie/en/digital-ed/</a></li> <li>• <a href="https://www.ucc.ie/en/cirtl/">https://www.ucc.ie/en/cirtl/</a></li> <li>• <a href="https://www.ucc.ie/en/keep-teaching/">https://www.ucc.ie/en/keep-teaching/</a></li> <li>• <a href="https://www.ucc.ie/en/keep-teaching/assessmenthub/">https://www.ucc.ie/en/keep-teaching/assessmenthub/</a></li> </ul>
<p>% and number of staff who teach that have achieved the Postgraduate Certificate in Teaching and Learning in Higher Education</p>	<p>70% of staff who teach have achieved the Postgraduate Certificate in Teaching and Learning in Higher Education.</p> <p>Based on March 2018 benchmark data (research by UCC staff in the Centre for the Integration of Research,</p>	<p>There are 132 registrants on the PG Certificate in Teaching and Learning in HE and 41 on the PG Diploma for 2019/20.</p> <p>A review is underway this year to analyse in more granular detail disciplinary engagement in the accredited programmes.</p>	<p>No specific target indicated</p>	<p>The numbers of internal UCC staff who graduated in 2019/20 with a PG Cert and PG Dip in Teaching &amp; Learning in Higher Education were 96 and 29 respectively. This number does not include the 100+ staff who participated in one or more of the non-accredited CPD workshops for staff offered by CIRTL in 2019/20 on specific areas such as designing and teaching groupwork and critical thinking skills.</p> <p>Additionally, in 2019/20, a new Level 9 programme in professional practice and leadership in higher education for academic support staff (e.g. administrators) working in HE is under development by UCC's CIRTL and is under evaluation now with hoped first intake in September 2021.</p> <p>Benchmarking: In comparison to other HEIs, UCC has amongst the highest level of engagement in its level 9 accredited programme. Data gathered shows that there are 30-50 participants per year across the HE sector in 30 ECTS PG Cert courses analogous to UCC's and 80-150 participants per year in 15 ECTS Certificate courses (data gathered in 2017/18).</p>



	<p>Teaching and Learning) UCC is the only higher education institution in the country with a fully integrated, online postgraduate certificate and diploma in Teaching &amp; Learning in Higher Education.</p>			<p>(Source: CIRTl staff member contact with other Irish institutions)</p>
<p>Alignment of CPD for staff with Quality Enhancement and Quality Culture</p>	<p>N/A</p>	<p>The new approach was piloted in 2018/19 with the inclusion of a case study of good practice in enhancing teaching and learning. This is moving towards more tailored workshops to support staff in identifying, documenting and sharing these good practice examples.</p>	<p>No specific target indicated</p>	<p>CIRTl runs a Fellows programme. The academic year 2019/20 saw 25 Fellows supporting CIRTl's work reflective of the increased demand for the PG Certificate and successful recruitment for CIRTl's International Visiting Lecturer Programme. CIRTl. Fellows are required to meet the following criteria: be members of staff, administrative, academic or research, in UCC and within contract; hold a 1H Masters qualification relating to Teaching and Learning in Higher Education, or equivalent; have a research profile in their own disciplinary field. The CIRTl Fellows initiative aims to unlock latent leadership in Learning Enhancement in staff in UCC, and to empower participating Fellows to act as advocates for the integration of research, teaching and learning within UCC, nationally and internationally. The initiative provides a two-way mechanism to enable disciplinary insights to shape the development of CIRTl programmes and for innovative practices relating to teaching, learning and assessment to percolate out to departments, schools and colleges. The CIRTl Fellows provide direct support for CIRTl's credit-bearing programmes and postgraduate modules and facilitate interdisciplinary discussions relating to the enactment of teaching and learning concepts. These</p>

				<p>discussions reinforce the Fellows expertise in teaching and learning, expose them to emerging, innovative practice and can lead to the transformation of teaching within their own departments and schools. Increasingly CIRTLL Fellows partner with the CIRTLL team in research projects, grant applications and peer-reviewed publications. This research focus ensures that CIRTLL is drawing on the latest advancements in learning enhancement, that the research is grounded in academic practice and situated within different disciplines, and that the research insights are integrated back into staff development activities.</p>
<p>Integration of research, teaching and learning</p>		<p>The Master cohort in 2018/19 had 12 participants who were all required to prepare publishable papers. The majority of these papers have been submitted and are under review in relevant journals. CIRTLL ran a “Write Here, Write Now” supported writing session throughout 2018/19 to support staff across the university to</p>	<p>Continue to strengthen the integration of research, teaching and learning through supporting staff research and scholarly output in relevant disciplinary journals and other international for a on the basis of 6 publishable papers per year.</p>	<p>The integration of research, teaching and learning was supported in 2019/2020 in the following ways:</p> <ul style="list-style-type: none"> <li>- 26 Learning &amp; Teaching Enhancement research initiatives were launched in 2019 (SATLE 2019). See <a href="https://www.ucc.ie/en/teachlearn/projects/">https://www.ucc.ie/en/teachlearn/projects/</a> and further details <a href="#">here</a>.</li> <li>- UCC were awarded <a href="#">one of five Teaching and Learning Research Fellowships</a> (National Forum), Ireland’s most prestigious national individual teaching and learning awards in higher education.</li> <li>- CIRTLL and colleagues in the CDE and UCC School of Education were partners on three successful bids to the Erasmus+ Capacity Building in Higher Education Fund across 2019/2020. See details <a href="#">here</a></li> <li>- Structured supports were made available to circulate funding opportunities, support idea generation, interdisciplinary collaboration, and application review.</li> <li>- Structured ethics supports were made available for colleagues interested in conducting learning and teaching research.</li> <li>- Links were established with our central Research Support office, providing insight into national and international funding opportunities. This also enabled the opportunity to guide the institutional response to the Horizon Europe work programmes.</li> <li>- Research insights were utilised to structure a series of instructional “Short Guides” for staff responding to the move to online/blended forms of teaching and assessment. This</li> </ul>

		<p>create academic papers relating to the SoTL (Scholarship of Teaching &amp; Learning) research and the upcoming Learning Connections conference provides a similar opportunity for staff to write up and disseminate their work. CIRTl will recruit a Project Officer in 2020 to provide a coordinated and sustained focus on evidence-based teaching across the University.</p>		<p>supplemented the supports offered by the Centre for Digital Education (and IT Services).</p>
<p>Learning Taxonomy</p>	<p>A Learning Taxonomy has been developed to maximise the full development of a spectrum of learning opportunities</p>		<p>Evaluate the alignment of existing programmes and module offerings in line with the Learning Taxonomy and ensure that new programme development is informed by the Taxonomy.</p>	<p>A Learning Taxonomy was approved by Academic Board in April 2018. The existence of this support for staff, as well as the migration in 2019 to a more agile VLE (Canvas, including plug-ins such as 'Canvas Catalog') provided key to the successful (and sudden) pivot to online/blended T&amp;L in early 2020.</p> <p>In 2019/20, the Vice President and Head of Student Records and Exams, issued a draft Assessment Policy &amp; Strategy (the first of its kind for UCC) which has amongst its many proposals the alignment of programme learning outcomes with assessment</p>

	from face to face to online.			modes and purposes. The Assessment Strategy is undergoing consultation at the moment and a final draft is expected to be approved by Academic Board in 2021. The delivery of an Assessment Strategy is one of the six priorities of UCC's Academic Strategy.
<p><b>iii. Interim targets, commentary and data source (maximum of 300 words)</b></p> <p><b>Please colour code this box in line with progress achieved.</b></p>	<p><i>Please provide commentary on your Institution's progress and achievements with regard to the Strategic Initiatives and Interim Targets set out above and published in your Compact, for this Key System Objective as at 31<sup>st</sup> August 2020. In the event your Institution has diverged from the strategic initiatives agreed in your Compact, please provide a rationale for same. Please colour code your progress in the box to the left.</i></p> <p>In December 2020, UCC approved <i>UCC 2022: Delivering a Connected University</i>, the pivot for the final two years of the 2017 – 2022 Strategic Plan timeframe, see <a href="https://www.ucc.ie/ucc2022strategy">https://www.ucc.ie/ucc2022strategy</a>. The interim, re-focused strategic plan document positions Learning &amp; Teaching as the first of 5 pillars.</p> <p>UCC has not only delivered the targets set out in 5.11, 5.12, 5.13 and 5.14 but scaled these up such that:</p> <ul style="list-style-type: none"> <li>- UCC is now the leading Irish university for digital badge development and provision (including UDL, but also 80+ other digital badges for staff and students to choose from). See the following for further detail: <a href="https://www.ucc.ie/en/digital-ed/centre-for-digital-education/digital-badges/">https://www.ucc.ie/en/digital-ed/centre-for-digital-education/digital-badges/</a></li> <li>- UCC's Office for Learning &amp; Teaching works very closely with the university's Quality Enhancement Unit (QEU) and the Director of QEU regularly sits on all Learning &amp; Teaching funding calls and teaching awards selection committees.</li> <li>- CIRTLL continues to partner with the Skills Centre to offer writing support sessions for PhD students and staff, moving the support online during the pandemic. See here for more information <a href="https://www.ucc.ie/en/skillscentre/sessions/bookings/">https://www.ucc.ie/en/skillscentre/sessions/bookings/</a></li> <li>- A Learning Taxonomy was approved by Academic Board in 2018 and is now referred to in programme development including existing programmes' modes of assessment. In 2019/20, a more comprehensive Assessment Strategy was drafted which provides further guidance for staff and students on programme design and assessment. The Assessment Strategy is expected to be approved by Academic Board in mid-2021.</li> </ul> <p>Throughout 2020, UCC's Office for Learning &amp; Teaching has continued to offer significant support to UCC staff, including but not limited to:</p> <ul style="list-style-type: none"> <li>• Launched the Keep Teaching and Keep Learning websites</li> <li>• Created the Getting Started website</li> <li>• Created an Assessment Hub website to communicate messaging from the EBCG</li> <li>• Refocused the IUA Enhancing Digital Teaching and Learning (EDTL) project to focus on UCC-specific staff supports</li> <li>• Developed the EDTL community within UCC with significant engagement in national webinars under this project</li> <li>• Engaged with the Students Union to elicit student feedback to inform staff training initiatives</li> <li>• Developed and delivered the Teach Digi series of workshops over the summer and autumn</li> <li>• Designed and launched the Teaching with Technology Support Service in collaboration with IT Services</li> <li>• Supported weekly Panopto Q&amp;A sessions in collaboration with IT Services</li> <li>• Redeveloped the Teaching with Canvas course into the Teaching with Technology course</li> <li>• Provided over 200 individual consultations to UCC staff</li> <li>• Provided documentation to university management about supporting staff through COVID</li> <li>• Ran Canvas training workshops within disciplines as demanded</li> <li>• Provided almost daily tweets around the topic of technology in education</li> </ul>			

- Sent weekly emails on the topic of technology in education

**Strategic Priority 5.2 Implement an improved and comprehensive quality enhancement approach at UCC**

<p><b>i. Institution Strategic Initiatives</b></p>	<p><b>5.21 Refine and pilot a revised academic quality review method in 2018/19 with increased emphasis on enhancement of student learning as set out in the 2015 European Standards Guidelines and 2018 update (ESG: 1.3). Pilot a revised model for professional/support services review in 2019/20, to be followed by the development of a revised research quality model arising from the outcomes of previous whole institution Research Quality Reviews (2009 &amp; 2015). Develop and implementation evaluation framework for effectiveness of all reviews 2020/2021.</b></p> <p><b>5.22 Enhance external benchmarking approaches to improve self-evaluation activities, implementation and monitoring of quality review outcomes from 2018/19 by providing contemporary benchmarking resources for academic and professional units. From 2019/20 extend methodology to broaden benchmarking reference points, including relevant external disciplinary and service benchmarks such as programmed/ institutional accreditation (e.g. AACSB accreditation/ Athena Swan). Internal benchmarking and peer validation of 6-8 published Case Studies of Good Practice for enhancing students’ learning per year. By 2020/21 a repository of 25 Case Studies accessible internally and disseminated externally to support excellence in the student learning environment.</b></p> <p><b>5.23 Develop UCC’s unique commitment to the active participation of students across the University’s quality processes. In 2018/19 roll out Digital Badges for Quality Peer Reviewers to recognize students’ engagement as Reviewers based on successful assessment of the expertise, transversal skills and advocacy outcomes demonstrated by students, awarding 8-10 badges per year. By 2019/20 implement a Student Quality portal to support enhanced student engagement in quality processes and to provide opportunities for co-creation in quality policies and processes. In 2020/21 evaluate student participation in quality, and update in light of international practices and outcomes achieved at UCC.</b></p>			
<p><b>ii. Key Performance Indicators</b></p>	<p><b>Pre-compact Baseline</b></p>	<p><b>Sept 2018-Aug 2019 Progress</b></p>	<p><b>2019/2020 Interim Target</b></p>	<p><b>2019/2020 Actual</b> (Reporting period 1 Sept 2019 – 31 Aug 2020)</p>
<p>Academic quality review method</p>	<p>The institutional quality review framework in place for education, research and allied services,</p>	<p>One pilot academic unit, which is a multi-disciplinary school in academic formation, has</p>	<p>Pilot a revised model for professional/support services review in 2019/20, to be followed by the development of a revised research quality model arising from the outcomes of previous whole institution Research Quality Reviews.</p> <p>An implementation evaluation framework</p>	<p>The methodology for a Research Quality Review (RQR) was developed between January 2019-2020 based on SWOT analysis of UCC 2015 RQR, international benchmarking of research evaluation methodologies (UK/ Hong Kong/ Germany). The revised model it is proposed should be based on three Research Activity Indicators: RAI 1 – Selected Published Output RAI 2 – Research Environment</p>

	<p>is based on international expert peer review and benchmarking model and complies with the QQI national quality assurance guidelines. The University has already committed to developing further its quality culture and processes through a focus on enhancement. In 2017/ 2018 it piloted the identification and external peer validation of Case Studies of Good Practice for Enhancing Student Learning as part of the academic quality review method. It also set out a Quality</p>	<p>been identified in 2018/19, to focus on student learning.</p> <p>It was decided in 2018/19 when appropriate, to facilitate a holistic approach to quality review, the appointment of an external chair of the review panel will be enabled (e.g. UCC Development and Alumni Relations Quality Review 2019-20).</p> <p>A Research Quality Review Technical Group has been established and is considering possible models for institution - wide evaluation fora. The Technical</p>	<p>developed for effectiveness of all reviews 2020/2021.</p>	<p>RAI 3 – Research Impact It was approved in January 2020 by the University Quality Enhancement Committee. (RQR Report published internally: under consultation). Following consultation with Academic Council on 5th March 2020 a programme of internal College dialogues was initiated on 11th March, 2020. The rapid transition to remote higher education on 12th March led to a pause as the more immediate matters of stabilising the delivery of core education and research business took precedence. Internal dialogue is planned to resume before the end of 2020/21 academic year and will be informed by UCC’s 2022 Strategic Pivot document <a href="https://www.ucc.ie/ucc2022strategy">https://www.ucc.ie/ucc2022strategy</a>.</p> <p>As part of the revision of quality review model for professional/support services a thematic review of Work Placement by an international peer review panel, took place July - October 2020, see <a href="#">Thematic Review of Work Placements</a> . The scope of the review encompassed strategy, policy, structures and implementation across the University with a focus on existing good practice and areas for further development. Clinical placements were outside the review scope. As a consequence of COVID, the review was conducted virtually over an extended period of time, rather than a face to face 2.5 day site visit The recommendations of the Review were considered by the Quality Enhancement Committee in November 2020, are being progressed by the Director of the Student Experience and Head of the Careers Service.</p> <p>The evaluation of the effectiveness of reviews, has been re-framed in terms of the operation of periodic Quality Review methodology as a virtual model given the impact of COVID 19 and public health guidelines which necessitated move away from face to face peer review site visits from March 2020 – present date. The evaluation will be completed at the end of Q2, 2021 and presented to Quality Enhancement Committee and Governing Body, it will inform the development of a post-COVID Quality Review methodology. The evaluation will draw on several methods: post-visit surveys of Peer Reviewers (including student reviewers); surveys of Heads of Units and Self-Evaluation</p>
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	<p>Enhancement Policy (2018) as a reference point in furthering its enhancement focused activities. Arising from this policy, a 360 review of the current academic quality review method is underway.</p>	<p>Group will present proposals for the implementation of research quality review to the University in Jan 2020.</p>		<p>Committees on process effectiveness; focus groups discussion on impact; national benchmarking with practices of Irish HEI's and international benchmarking on post-COVID quality methodology developments.</p>
<p>External benchmarking</p>	<p>UCC has identified its benchmark and comparator universities as follows: University of Southampton, University of Edinburgh, Leiden University, Aarhus University, University of Otago, Queen's University Belfast, NUIG, UCD, and TCD.</p>	<p>Early international benchmarking with Udine University on the process of ISO9000 is underway and will inform further possible approaches to professional unit reviews The Cork University Business School Quality Review in 2018-19 dovetailed with their AACSB accreditation application.</p>	<p>External benchmarking methodology extended from 2019/20.</p> <p>From 2019/20 extend methodology to broaden benchmarking reference points, including relevant external disciplinary and service benchmarks such as programmed/ institutional accreditation (e.g. AACSB accreditation/ Athena Swan).</p>	<p>External benchmarking was extended through a President's Initiative, in alignment with the Strategic Plan objectives to seek appropriate external accreditation, by the University's engagement with the European University Institutional Evaluation Programme (IEP) in 2020, see <a href="#">Final IEP Report</a>. The IEP process provided the opportunity for formal benchmarking/ international peer review at institutional level and most importantly for this process to be contextualised to the impact of COVID and the institution's response. Important outcomes of the process were: accreditation of UCC under the IEP kitemark; recognition of existing strengths and identification of areas for development institutionally which have informed the development of UCC's strategic 'pivot' <i>UCC 2022 Delivering a Connected University</i> (<a href="https://www.ucc.ie/ucc2022strategy">https://www.ucc.ie/ucc2022strategy</a>). Implementation of recommendations from EUA accreditation will be carried forward through implementation of <i>UCC 2022 Delivering a Connected University</i> and will be reported to EUA in the form of an action plan in September 2021.</p> <p>Participation in Erasmus+ projects, provides for ongoing benchmarking of quality methodologies and practices in a European and international context. Current European project partners include:</p>

		Benchmarking visit completed September 2019 (through Erasmus)		<ul style="list-style-type: none"> <li>University of Alicante and Austrian Quality Agency on a Joint/National project in Haiti addressing the ACP Regional Priority of “Quality Assurance Processes and Mechanisms” (see <a href="#">Eminent Erasmus Project</a>)</li> <li>University of Murcia; Universidad Complutense de Madrid; ANECA; ENQA; Università degli Studi di Roma “La Sapienza” as part of EQUAM-LA 'Enhancing QUALity Management &amp; Recognition in Latin American universities to underpin the Latin American Higher Education Space' (see <a href="#">Equam Erasmus Project</a>)</li> </ul>
Internal benchmarking and peer validation of 6-8 published Case Studies of Good Practice for enhancing students’ learning per year.	No baseline	11 Case Studies of Good Practice developed to date as part of the self-evaluation process are published on the QEU website, and shared in appropriate Learning and Teaching fora.	6-8 per year.  By 2020/21, a repository of 25 Case Studies accessible internally and disseminated externally.	Case-studies continue to be generated as a central part of the Quality Review process and shared internally for self-evaluation purposes. <a href="https://www.ucc.ie/en/qeu/casestudiesofgoodpractice/">https://www.ucc.ie/en/qeu/casestudiesofgoodpractice/</a> All case studies are externally accessible.
In 2018/19 Digital Badges for Quality Peer Reviewers rolled out to recognise students’ engagement as Reviewers, awarding 8-10 badges per year.	No baseline	The 2018/19 cohort of 8 Student Reviewers were awarded their Digital Badges.	No specific target for 2020 provided	The award of Digital Badges continues for Student Reviewers, and the opportunity is available to all students appointed as Reviewers. <a href="https://www.ucc.ie/en/qeu/student-digital-badges/">https://www.ucc.ie/en/qeu/student-digital-badges/</a> .



<p>Student Quality portal</p>			<p>By 2019/20 implement a Student Quality portal to support enhanced student engagement in quality processes and to provide opportunities for co-creation in quality policies and processes.</p>	<p>Training and engagement of students in quality processes continues and is reviewed regularly based on student participants' feedback. The Student Quality portal will be advanced in 2021, and student Reviewers will be actively involved in the evaluation of Review for 2019/20/21 as detailed above.</p>
<p><b>iii. Interim targets, commentary and data source (maximum of 300 words)</b></p> <p><i>Please colour code this box in line with progress achieved.</i></p>	<p><i>Please provide commentary on your Institution's progress and achievements with regard to the Strategic Initiatives and Interim Targets set out above and published in your Compact, for this Key System Objective as at 31<sup>st</sup> August 2020. In the event your Institution has diverged from the strategic initiatives agreed in your Compact, please provide a rationale for same. Please colour code your progress in the box to the left.</i></p> <p>Overall the University progressed well towards the targets published for this Compact, albeit the impact of COVID 19 and the University's pivot to remote operations delayed delivery of the 2019/20 review programme from March onwards and required accelerated adaptations to the quality methodology to re-start the process from July onwards.</p> <ol style="list-style-type: none"> <li>1. Consequently, the combined objectives of benchmarking and the pilot of a revised form of review for support services converged in the re-design of the Quality Review process as a virtual model delivered for academic units and thematic reviews July 2020 – March 2021. Benchmarking activities through EUA/ IUA institutions and horizon scanning of international agency practices (ENQA/ QAA/ ANECA/ AQA) informed activities. Operating a virtual quality review process provided greater process agility and access to international reviewers, though important aspects of the site visit such as review of facilities and physical resources were limited by the virtual mode. The experience highlighted opportunities for a hybrid or blended model for the future, carried out over a period of 2-3 weeks, and this will be explored further based on the outcomes of the evaluation of review for 20/21.</li> <li>2. The definition of a new methodology for Research Quality Review was achieved, however the impact of COVID on the continuity of internal consultation and ongoing research activity means that implementation timelines for RQR will need to ensure that the census date for evaluation reflects the impact of COVID on research continuity.</li> <li>3. Engagement and Training of Student Reviewers was undertaken virtually, development of electronic resources along with feedback from participants has student engagement to be maintained. The evaluation of Virtual Review has presented a new co-creation opportunity which is consistent with the recently revised NStep principles to further assess student involvement in quality and the identification of relevant resources for the Student Quality Portal which will be advanced during the remainder of 20/21.</li> </ol> <p>Key Learning: The transition to a digital quality model increased the amount and range of resources required to support quality activities effectively, e.g. additional technical/logistical requirements, revised guidance, protocols and forms of engagement with reviewers and internal units. The quality process was operated adaptively in the circumstances and emerging feedback from early stages of evaluation indicate that the process maintained rigour and objectivity. The final report of evaluation will be externally peer -reviewed to validate the findings and ensure that future developments are informed by the evaluation evidence base.</p>			

**6 Demonstrates consistent improvement in governance, leadership and operational excellence.**

*Overarching Statement (maximum of 200 words) The institution should use the overview to set out its view of progress on the key system objective as a whole, prior to considering sub-elements. While the focus is on the specified domain, the HEA would welcome evidence of synergies with other domains, either planned or otherwise, that have been identified by the institution. Please also provide details of any change in strategic focus since submitting your Compacts.*

In 2020, UCC achieved its second Institutional Athena SWAN Bronze award and three additional school awards in Nursing, Dentistry and Public Health. Eight Schools have unit-level gender action plans. Twelve more plan Athena SWAN submissions (nine Bronze, three Silver) by 2023.

UCC undertook a comprehensive review of Academic Promotion Schemes, revised its Regulations in relation to promotion schemes (Senior Lecturer and Professor (Scale 2)) were approved and implemented in 2019/20. Academic unit heads received training in 2019 and 2020 as part of the revised Senior Lecturer and Professor (Scale 2) promotions schemes, to highlight their responsibilities regarding advancing gender equality. Evidence of leadership in advancing equality is now also an essential, explicit criterion for promotion to Senior Lecturer and Professor Scale 2.

Following an external review of Governing Body (GB) effectiveness in February 2019, all GB committees and their associated terms of reference have been reviewed. The University has renamed the GB Committee on Staff to the People Committee. The GB People Committee has an oversight role in the development and implementation of the University’s equality, diversity and inclusion strategies and policies. The Committee will receive regular reports on equality, diversity and inclusion, on the work of the Equality Committee and Athena Swan updates. Gender equality is a key aspect of the above. The People Committee reports at each Governing Body meeting.

The University has continued to implement governance and leadership improvements through the implementation of the recommendations of an external review of Governing Body carried out by the IPA. The effectiveness of the Governing Body oversight has been improved through revisions to the conduct of business ensuring a focus on strategy and performance. The operation of the 5 [GB Committees](#) has been improved through revision of the terms of reference, development of work plans aligned to the strategic plan and improved gender balance.

In the area of operational excellence, 2020 was dominated by the management of COVID-19. This was evident by the move to online teaching in 120 hours, the submission of 50,000 exams online and the safe access to the campus that enabled research to recommence for > 1,000 researchers in a safe and efficient way. Dedicated websites were set up for [online teaching](#), [return to campus](#), and [research supports](#). Support trees for [staff](#) and [students](#) were developed and communicated.

**Strategic Priority 6.1 Implement the recommendations of the HEA Gender Equality Review**

<p><b>i. Institution Strategic Initiatives</b></p>	<p><b>6.11 Apply to renew the institutional Athena SWAN award in 2019 and submit three departmental applications for Athena SWAN annually. Submissions from the Schools of Food &amp; Nutritional Science and of Public Health are planned for 2018 and Business Information Systems for April 2019.</b></p> <p><b>6.12 Complete the pilot Public Sector Duty Assessment on behalf of HEIs for the Irish Human Rights and Equality Commission in 2018.</b></p> <p><b>6.13 Implement a comprehensive equality data collection system for staff and students using voluntary identity data disclosure.</b></p>			
<p><b>ii. Key Performance Indicators</b></p>	<p><b>Pre-compact Baseline</b></p>	<p><b>Sept 2018-Aug 2019 Progress</b></p>	<p><b>2019/2020 Interim Target</b></p>	<p><b>2019/2020 Actual</b> (Reporting period 1 Sept 2019 – 31 Aug 2020)</p>
<p>Submission of three departmental applications for Athena</p>	<p>No baseline</p>	<p>3 applications submitted</p>	<p>No specific target for 2020 provided</p>	<p>2019 Submissions: Dept. of Business Information Systems, School of Food &amp; Nutritional Sciences and School of Public Health</p>

Swan annually.				
Public Sector Duty Pilot Assessment completed.	No baseline	Pilot completed, disseminated	No specific target for 2020 provided	The IUA VP/Directors EDI group (including UCC) have approved in principle a proposal to undertake a sectoral assessment of equality and human rights in the IUA member universities.
Comprehensive Equality Data collection system developed.	No baseline	Subgroup established	No specific target for 2020 provided	<p>UCC's University Athena SWAN Steering Committee established a Data Subgroup in 2018 composed of Equality, Diversity &amp; Inclusion (EDI), HR, IT and Academic Systems (student) stakeholders in order to ensure smooth delivery of gender-disaggregated data to Schools in UCC making Athena SWAN applications, support on-going institutional Athena SWAN gender equality self-assessment processes, and map and build towards a fit-for-purpose Equality Data infrastructure for all staff and students inclusive of, but not limited to the gender equality ground. This project has commenced and the group has successfully piloted a self-service reporting distribution model for staff.</p> <p>Further to this in 2018 we also completed the rollout of leave management and recruitment through our Core HR system, this has also allowed us to gather gender-based data at the point of recruitment, point of progression and also leave related gender based data. As part of our project we have mapped this data into our data-warehouse which helps us to complete trend-based analysis on Gender based progression and recruitment trends.</p> <p>The project will expand further once the University's Enterprise Data Management Strategy three-year technical roadmap is commenced.</p>

<p><b>iii. Interim targets, commentary and data source (maximum of 300 words)</b></p> <p><b>Please colour code this box in line with progress achieved.</b></p>	<p><i>Please provide commentary on your Institution’s progress and achievements with regard to the Strategic Initiatives and Interim Targets set out above and published in your Compact, for this Key System Objective as at 31<sup>st</sup> August 2020. In the event your Institution has diverged from the strategic initiatives agreed in your Compact, please provide a rationale for same. Please colour code your progress in the box to the left.</i></p> <p>Under SALI (Strategic Academic Leadership Initiative) 2020, UCC appointed Professor Lindsey Earner-Byrne (Professor of Irish Gender History) and Professor Ruth Massey (Professor of Microbiome and Health Science).</p> <p>In 2019, two buildings of UCC’s nine named buildings were named after distinguished females namely The Ellen Hutchins Building (ERI) and The Iris Ashley Cummins Building (Civil Engineering). Other spaces named after females include the Lucy Smith Room and Dora Allman Room (2020), in the newly open Hub.</p> <p>UCC makes unconscious bias training available to all staff (every 4-6 weeks). Over 500 colleagues have attended workshops and additional sessions take place as requested by academic units/professional areas. Since September 2019, recruitment and selection training for all selection committee members has been expanded to focus in greater detail on managing unconscious bias and growing awareness in the area of gender equality.</p>
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**Strategic Priority 6.2 Implement an improved, effective, transparent and accountable governance model and culture within the university.**

<b>i. Institution Strategic Initiatives</b>	<p><b>6.21 Work with the sector and the HEA to implement the recommendations as set out in the Public Accounts Committee Report on the Examination of the Financial Statements for the Third Level Sector.</b></p> <p><b>6.22 Establish an action plan with allocation of responsibilities and timelines to deliver on all the recommendations by 2021. Specific actions to be delivered in 2018 include:</b></p> <ul style="list-style-type: none"> <li>○ Ensuring all staff are fully aware of their obligations under Standards in Public Office and Ethics in Public Office legislation, and the requirement to declare any real or perceived conflict of interest as set out in recommendation no. R.28 of the above examination. A revised Conflict of Interest Framework will be developed.</li> <li>○ Provide Full disclosure of Foundations, Trusts transactions and balances in the disclosure notes or as an appendix to the financial statements in line with recommendation R.53.</li> <li>○ Ensure that all significant advance payments are approved up front by the Head of Finance as per Recommendation R.113.</li> </ul>			
<b>ii. Key Performance Indicators</b>	<b>Pre-compact Baseline</b>	<b>Sept 2018-Aug 2019 Progress</b>	<b>2019/2020 Interim Target</b>	<b>2019/2020 Actual</b> (Reporting period 1 Sept 2019 – 31 Aug 2020)

<p>Staff informed of obligations under SiPO and Ethics in Public Office legislation</p>	<p>Base position is set out in latest Annual Statement of Governance and Internal Control aligned to the existing code for the</p>	<p>Annual process in place to inform designated directors and UCC staff who occupy designated positions of their obligations under SiPO and Ethics in Public Office legislation.</p>	<p>No specific target for 2020 provided</p>	<p>Annual process carried out in January 2020 to inform Designated Directors and UCC staff occupying Designated Positions of Employment of their obligations under the Ethics Acts. A <a href="#">website</a> is in place to provide people with the information and forms they require. Letter of Appointment and induction training for Governing Body members revised to reinforce obligations of members.</p>
<p>A new Conflict of interest (COI) framework in place with a reporting mechanism to Governing Body</p>	<p>University sector.</p>	<p>Presentation by SiPO Commission to relevant staff in 2018.</p> <p>COI framework, including guides and a reporting mechanism, implemented and communicated to staff.</p> <p>UCC financial statements now fully consolidate UCC Trust Fund and a full disclosure note of transactions with the Foundation.</p> <p>The Foundation Accounts are also appended to the University Accounts.</p> <p>Any such payments are now approved by the Head</p>	<p>No specific target for 2020 provided</p>	<p>A dedicated <a href="#">conflict of interest website</a> was implemented which provides staff with information needed to recognise and manage any potential conflicts of interest. Conflicts of interest are declared to a designated email address (<a href="mailto:conflictofinterest@ucc.ie">conflictofinterest@ucc.ie</a>) and a register is held of any declared. All staff were invited to attend a town hall for training on the Conflict of Interest Policy and policy guides were circulated. Governing Body members are advised at induction training on the actions required if they have a conflict and a conflict of interest check is carried out before every meeting.</p> <p>For 2019/20, Cork University Foundation is consolidated within the University's Group financial statements. The Trust funds have been consolidated for the past number of years.</p> <p>The approval of all significant advance payments up front by the Head of Finance has been in place since the recommendation was issued.</p>

of Finance.

**iii. Interim targets, commentary and data source (maximum of 300 words)**

**Please colour code this box in line with progress achieved.**

*Please provide commentary on your Institution’s progress and achievements with regard to the Strategic Initiatives and Interim Targets set out above and published in your Compact, for this Key System Objective as at 31<sup>st</sup> August 2020. In the event your Institution has diverged from the strategic initiatives agreed in your Compact, please provide a rationale for same. Please colour code your progress in the box to the left.*

A gap analysis has been carried out on the Code of Governance and work is ongoing to implement the code. Work commenced on revising the risk management policy and a risk appetite statement for the University was approved in October 2020. A competency framework was utilised to ensure all GB committees had appropriate skills available to them. The Governing Body and its committees met monthly throughout 2020. Work on a subsidiary governance handbook was commenced. A Disclosures Group was established to revise the Disclosures Policy and this work is also well underway.

**7 Signature:** *Of the President or on behalf of the President (please sign in space below)*

**Signature:**

**Professor John O’Halloran**  
Interim President

**Date:**

26<sup>th</sup> February 2021