

Strategic Dialogue Cycle 4

HEI Self Evaluation Report 2016

Each higher education institution is required to complete a self-evaluation report setting out a review of institutional performance against the final set of targets, as at year end 2016.

The template should largely be populated as per the published compact. If an institution experiences a significant departure from their set targets, then this should be signalled to the HEA as part of their self-evaluation report, along with an explanation of the cause for such departure.

The self-evaluation should include a commentary on progress and description/ explanation of any departures from the expected/agreed performance as set out in the mission-based performance compact 2014 – 2016 with particular reference to (a) institutional objectives and performance indicators, (b) interim targets set as at end 2016 and having regard to (c) March 2017 data returns to the HEA.

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

As this is the concluding round of reporting under this cycle of strategic dialogue, institutions are requested to commence their self-evaluation with a more general assessment of the progress made in achieving the key priorities set out by the institution in their compact.

The self-evaluation requires institutions to report performance under seven separate domains having regard to particular institutional mission. Institutions are requested to submit an overarching statement reporting on progress made and the impact this progress is having on developments in other domains, under each system objective.

Case studies/exemplars

One of the objectives of this process has been to improve the accountability of the Irish higher education system in respect of its performance. While the individual compacts, and overall system report provide a very significant level of data in this regard, institutions are also requested to set out any particular case studies/exemplars of performance, in the achievement of specific compact objectives. This can be at the level of an individual domain, or may cross a number of domains, and at the level of an institution, or cluster. It is not necessary at this stage to provide full details of the case study, but rather to indicate the particular focus of the case study, and the outcome which was achieved.

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

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

Overview of institutional progress

Overarching Statement

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 7 domains, 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 performed in this regard.

1. UCC's original aims for the Performance Compact were based on its Strategic Plan. Strategic Planning is a dynamic process and the five year plan for the University is reviewed annually to enable the appropriate response to the rapidly changing external environment while maintaining a focus on achieving the agreed longer-term direction.
2. For the most part UCC has successfully achieved its strategic plan aims and targets and has exceeded targeted performance in many instances. During the period of the strategic plan and of the performance compact, UCC has demonstrated an enduring and robust commitment to its core academic goals of providing excellent opportunities for students and pursuing excellent research. It has done so in a period where public funding of higher education has markedly declined and where student-staff ratios have increased significantly. Significant progress can be demonstrated for the 2013-2017 period.
3. The focus of the strategic plan aligned strongly with the domains of the compact in all areas apart from the 'Institutional Consolidation' domain and established processes in UCC for strategic plan implementation and review enabled the compact process to be readily integrated with the Universities activities.
4. In the self-evaluation submission of 2016, UCC outlined the importance and use of international benchmarked performance to inform strategic direction. This approach provides evidence to inform strategic planning and UCC intends to review and renew comparator universities for its next strategic planning cycle.

1. Regional Clusters

Overarching Statement (*maximum of 400 words*)

Over the period covered by the self-evaluation many activities, collaborations and initiatives were undertaken (bilaterally, trilaterally, etc.) by the member institutions. These included joint provision of courses, collaborative research projects and co-ordinated responses to national calls & consultations. All of the member institutions are fully engaged with Government-led initiatives, namely the Regional Skills Forum and the Regional Action Plan for Jobs, which involve significant collaboration with regional partners including further education and enterprise. These initiatives have, to some degree, usurped the goals and priorities of the regional cluster.

We have noted in previous submissions that the Southern Cluster is particularly complex in terms of geographical span and institutional composition. The geographic spread of the cluster across 6 counties and 2 provinces, and the cluster comprising one University and four Institutes of Technology divided between two consortia working towards merger and TU designation, proved challenging within the changing national policy environment.

In addition, there were significant extenuation circumstances where each of the member institutions was engaged in a process to appoint (or re-appoint) the President of the institution during the period covered by the self-evaluation. This understandably drew focus away from cluster activities.

There is a strong track record of collaborative activity within the cluster and ongoing commitment to same. However, we welcome the opportunity to review both the configuration and goals of the Southern Cluster in the context of the new national performance framework and new institutional compacts.

Institution objective	Performance indicator	Baseline	Final target, end 2016, commentary and data source	Summary
Create a formal regional cluster between the named member institutions	Agree and implement a framework for cluster operation and commence implementation of agreed collaborative projects	Many inter-institutional relationships exist but no formalised cluster structure is in place	<p>Target: Evaluate the effectiveness of the governance framework in place for the cluster and explore further collaborative opportunities.</p> <p>The Cluster did not progress or function as originally envisaged but many of the objectives are being achieved within and across regions.</p>	Please see the overarching statement above.

			The programmes and initiatives described in the overarching statement took over the objectives and goals of the Cluster programme.	
Improve Student Pathways	Produce a mapping profile which outlines learner opportunities and pathways for all disciplines and levels across the cluster region which will assist in future academic planning and delivery	Many inter-institutional pathways exist but no complete mapping profile is available	<p>Target: Review pathways profile based on new academic developments.</p> <p>The Regional Skills Forum provides a mechanism for maintaining and enhancing relationships between FET and HET providers. In this context, all cluster members are involved in various initiatives aimed at improving pathways and there is ongoing sharing of experience and learning across the cluster.</p>	Please see the overarching statement above.
Shared Academic Planning	Develop a cluster wide academic planning structure focused on the delivery of national priority objectives such as the Transitions Initiative, Horizon 2020 and other objectives focused on improving the economic, social and cultural profile of the cluster region	<p>No cluster wide academic planning structure exists.</p> <p>However there is an understanding that:</p> <ul style="list-style-type: none"> • Individual institutes will continue to provide a broad base of undergraduate course opportunities up to level 8 to satisfy needs of individual hinterlands given the geographical scale of region • External stakeholders such as regulatory and professional bodies will also influence the planning and delivery process • The number of CAO entry paths is expected to reduce with the collective implementation of the transitions initiative • Agreement that there are benefits to shared academic planning in 	<p>Target: Review operation of academic planning process with a view to identifying new areas for collaboration in the next round of institutional compacts.</p> <p>Shared academic planning continues to take place between subsets of the cluster members in line with their NUTS3 regions and related to their participation in the Regional Skills Forum and the Regional Action Plan for Jobs.</p>	Please see the overarching statement above.

		<p>specialist areas, most notably at Level 9 and above</p> <ul style="list-style-type: none"> • Acceptance this will lead to the creation of strong thematic areas in individual and cooperating institutes in the cluster. <p>This activity is particularly relevant to the delivery of Horizon 2020, Government objectives, targets for R&D activity and enterprise and industry development. It is also relevant to the delivery of industry and employer needs, hence engagement with employers in the region is significant to academic planning agenda.</p>		
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2. Participation, equal access and lifelong Learning

<p>Overarching Statement of Progress</p> <ol style="list-style-type: none"> 1. In 2016, 26% of UCC's student intake was through 'access' routes. We continue to exceed national targets for the provision of part-time and flexible education primarily through our centre for Adult and Continuing Education (ACE) and in 2016/17 over 25% of new undergraduate entrants were enrolled on part-time courses. Our outreach programmes are now accessed by over 3,000 students and extend across 49 locations nationwide.

Institution objective	Performance indicator	Baseline	Final target, end 2016, commentary and data source	Summary
1. Ease student transition to, and progression through, their undergraduate programme	<ul style="list-style-type: none"> • First year retention rate • Progression 	<ul style="list-style-type: none"> • Head of Student Experience in place • 1st Year Student Experience Coordinator in place • 2010/11 baseline: 90% 1st year student retention rate. 	<p>1. Complete in-depth analysis of progression which will identify predictive indicators of non-progression or delayed progression.</p> <p>2. Maintain 91% 1st year student retention rate.</p> <p>Achieved.</p> <p>1. Complete in-depth analysis of progression which will identify predictive indicators of non-progression or delayed progression. Analysis through detailed engagement with students:</p> <ul style="list-style-type: none"> • 450 one-to-one meetings with First Year students facing challenges. • 114 students across the university were facilitated to change course • All first year students who failed examinations in semester 1 were contacted to outline supports and to clarify issues related to exams results. • Academic skills workshops were organised in semester 2 (post semester 1 examination results) to engage directly with and to support students. • A 'Uni-Ready' Programme was developed to support students in transition. Programme will be delivered in August 2017. • Feedback from students is collected systematically and leads to recommendations for student support that followed up. 	

			2. 91.4% 1st year student retention rate achieved in 2016 (Source: ITS student record system)	
2. Increase the number of pathways to level 8 programmes from Further Education programmes and evolve our policy for Recognition of Prior Learning (RPL).	Number of FETAC entry routes	30 FETAC links into programmes with a total quota of 59	Increase number of Further Education Colleges to which we are linked. Achieved. Increased links to entry to 38 UCC programmes through 82 FETAC linked awards with an intake of 180 (2016/17)	
3. Support access for socio-economic disadvantaged students, students with disabilities and mature students.	Numbers of 'access' students	2010/11 baseline data: <ul style="list-style-type: none"> • Mature student intake: 403 • Students with a Disability intake: 144 • UCC PLUS+ student intake:144 	<ul style="list-style-type: none"> • Mature student intake: 320 • Students with a Disability intake: 190 • UCC PLUS+ student intake: 195 Achieved. Actual Intakes were: <ul style="list-style-type: none"> • Mature student intake: 373 • Students with a Disability intake: 281 • UCC PLUS+ student intake: 258 (Source: ITS student record system)	
4. Develop improved opportunities for lifelong learning including continuing professional development and executive education in collaboration with	1. Annual number of Adult Continuing Education (ACE) lifelong learning graduates 2. Annual number of graduates from UCC/IMI programmes 3. Number of outreach centres across the South of Ireland 4. Learning opportunities for healthcare and social professionals undergoing accreditation with CORU (CORU is Ireland's multi-profession health regulator whose role is to protect the public by promoting high standards of	Baseline 2010/11 <ul style="list-style-type: none"> • 10 outreach centres • ACE numbers graduating with a certificate, diploma or masters in 2010/11: 453 	1. Maintain number of outreach centres 2. New programmes in place providing accreditation and learning opportunities to healthcare and social care professionals. Achieved 1. Number of outreach centres: 49 and 3,000 total number of students in the community.	

<p>the Irish Management Institute and with partners nationally and internationally</p>	<p>professional conduct, education, training and competence through statutory registration of health and social care professionals).</p>		<ul style="list-style-type: none"> • 3,000 part-time students: 70% accredited to Irish NFQ and with ECTS, Many with professional recognition • Over 700 students in outreach centres nationwide. • New programme developed with Cork Prison on Art appreciation • 190 distinct programmes • New Outreach Centres in Dublin, Donegal, Athlone, Monaghan/Roscommon, Kilkenny, Wexford, Galway. • Expanding existing outreach centres in Limerick, Kerry & Cork including first Level 8 outreach programme – H. Dip in Facilitating Inclusion, progression route for our level 7 graduates. • Major expansion of level 6 Cert in Mental Health in the Community & level 7 Dip in Autism Studies across Ireland with much demand for more, e.g. Level 7 Diploma in Youth & Community Work. • UCC is the lead partner in four Learning Neighbourhoods under the Cork UNESCO Learning City initiative • 20+ professional/executive development course Certificate to Masters (<u>NFQ levels 6-9</u>). • Enterprise Engagement programmes with 175 students, delivered in-house, Ireland and abroad to indigenous enterprises and multinational corporations (including retail, pharma and medical devices sectors • Dual accreditation – UCC & professional bodies including in Health & Safety, Human 	
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			<p>Resource Management. Training and Development.</p> <p>2. New centre for Continuing Professional Development (CPD) and CDP Directorate established in 2016 to increase, promote and govern CPD across the university. New programmes providing accreditation and learning opportunities to healthcare and social care professionals:</p> <p>General Practice:</p> <ul style="list-style-type: none"> • GP5102 Dementia In Primary Care (new for 2017-18) • GP5100 Diabetes in Primary Care <p>Older Person Rehabilitation:</p> <ul style="list-style-type: none"> • CG6002 Stroke Rehabilitation • CG6012 Neuromuscular Disorders - Entry in March, 2017. • CG6006 Falls, Mobility and Movement Disorders - Entry in May, 2017. <p>Pharmacy:</p> <ul style="list-style-type: none"> • MH5001 Health Literacy for Health and Social Care Settings • PF6009 Pharmacotherapy I: Renal, Cardiovascular, Respiratory & Gastrointestinal • PF6504 Coagulation Management for Healthcare Professionals • PF6006 Pharmacotherapy II <p>(Source: College of Medicine & Health; See http://www.ucc.ie/en/cpd/options/medhealth/)</p>	
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<p>5. Prioritise the provision of lifelong education and training to the healthcare professionals in the region.</p>	<p>Completion of the ASSERT (Application of Science to Simulation, Education and Research on Training for Health Professionals) Centre in UCC's College of Medicine & Health. (see http://www.ucc.ie/en/assert/)</p>	<p>A dedicated ASSERT facility does not currently exist.</p>	<p>Complete construction of the ASSERT Centre building Achieved. Construction completed and ASSERT building opened in 2016. See http://web.ucc.ie/en/assert/aboutassert/.</p>	
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3. Excellent teaching and learning and quality of the student experience¹

Overarching Statement of Progress

1. UCC enhanced its reputation as a leading Irish university for student experience. Our attention to first-year students has seen our first year retention rate increase to 92%, a level well above international norms. We increased the number of students participating annually in work placement by 15% and over 4,300 students across 90% of our undergraduate programmes participated in work-based, clinical and international placements in 2017. The percentage of our graduates in employment or further study at 94.5% in 2017 is a historic high level and above average for the sector.
2. In 2014 we introduced the Quercus Talented Students' Programme aimed at supporting and promoting excellence in academia, sport, creative and performing arts, active citizenship and innovation/entrepreneurship for both prospective undergraduate students and students already registered in UCC. In 2017, this was expanded to include postgraduate students.
3. The University strengthened the interface between disciplines by creating significant new interdisciplinary learning opportunities for students through the BA in Digital Humanities & Information Technology, BA in Criminology and BCL (Law & Business).
4. In 2015, we established the Cork University Business School (CUBS) to strengthen business education and research in UCC and in 2016 the University successfully completed its largest recruitment campaign in a single area, appointing ten new professors to CUBS. In 2016, UCC acquired the iconic Cork Savings Bank building on Lapps Quay in the heart of Cork City and its refurbishment will provide the University with a dedicated facility for the delivery of Executive Education. Also in 2016, UCC acquired the Irish Management Institute (IMI) following seven years of a successful strategic alliance. The IMI is the only Irish business institute to be ranked among international providers of customised executive education in the 2016 Financial Times (FT) executive education rankings.

Institution objective	Performance indicator	Baseline	Final target, end 2016, commentary and data source	Summary
1. Strengthen the integration of research, teaching and learning through the greater engagement of researchers in teaching activities and by maximising opportunities for students to participate in research programmes throughout their undergraduate studies	Number of undergraduate programmes with student-involved research from first year onwards	UCC has identified five strands for the integration of research, teaching and learning: researchers teaching about their research; undergraduate modules on research skills; undergraduate students carrying out research; postgraduate teaching assistants; Scholarship of Teaching and Learning. These are being implemented, but not all quantified. Some barriers exist.	<p>Student-involved research from first year onwards contained in all undergraduate programmes</p> <p>Substantial Progress Achieved. A comprehensive review of the UG curriculum has shown that close to 50% of programmes engage students in research from first year onwards. This research draws on quantitative methodologies and additional research using qualitative methods has shown that the actual figure is higher than the quantitative research has uncovered. In tandem with the mapping exercise, efforts to further encourage the integration of research, teaching and learning are now embedded in quality enhancement processes. Staff are taking action research approaches to embed the five strands as they go through the quality review process. Increases in student-staff ratio have impeded achievement of this target.</p>	Quantification is challenging in this regard given the diversity of pathways through UG programmes, but we now have a robust methodology to generate an annual baseline supported by qualitative research and the highly influential quality enhancement process.
2. Develop greater opportunities for part-time and flexible learning by providing the necessary 'future-proofed' infrastructure to improve the provision of research-informed, open	<ul style="list-style-type: none"> • Number of e-learning students enrolled • Percentage of students studying part-time/through flexible learning 	<p>2010/11 baseline data:</p> <ul style="list-style-type: none"> • Five courses identified as being substantially online. • 100 students identified as being 'online learners' • 8% of students studying part-time/through flexible learning 	<p>1. An e-Learning infrastructure established with a distinct e-learning market presence.</p> <p>2. 9% of students studying part-time/through flexible learning</p> <p>Achieved. 1. UCC's e-learning infrastructure has been established. The number of online course has increased from 5 in 2010/11 to 27 in 2016. (Source: http://www.ucc.ie/en/online/)</p>	

access Technology Enhanced Learning at UCC			<p>The number on online students has increased 3-fold since 2010/11, from 100 to 295. (Source: ITS Student Record System)</p> <p>2. In 2016 16% of students were studying part-time/through flexible learning. (Source: ITS Student Record System)</p>	
3. Strengthen UCC's capacity to deliver teaching qualification programmes to greater numbers of staff	Number of staff with formal qualifications in teaching and learning	<p>2010/11 baseline data:</p> <ul style="list-style-type: none"> • 240 staff completed one or more accredited courses in Teaching and Learning in Higher Education (TLHE) • Over 600 academic staff had attended staff development seminars/workshops in T and L • 160 postgraduate teaching assistants had completed an accredited course in TLHE. • 20 postdoc/research staff who wish to teach had completed a course in TLHE 	<p>1. Increased numbers of academic staff participating in and completing teaching and learning qualifications in higher education</p> <p>2. Teaching and learning qualifications introduced as compulsory for all newly appointed early career teaching staff</p> <p>Achieved.</p> <p>1. Since 2011, an additional 407 staff have completed an NUI-accredited Postgraduate Cert/ Postgraduate Diploma/ MA in Teaching & Learning in Higher Education (41/11/7 in 2012, 50/20/7 in 2013, 52/25/4 in 2014, 46/24/7 in 2015 and 80/21/13 in 2016). Since 2011, an additional 267 postgraduate students have completed a module on Teaching & Learning in Higher Education (43 in 2012, 40 in 2013, 64 in 2014, 74 in 2015 and 46 in 2016).</p> <p>2. Newly appointed early career teaching staff are expected to participate in the T&L development programmes (see UCC Policy for Academic Probation and Establishment). Staff wishing to progress or achieve promotion are also required to participate in courses and seminars organised by the Centre for the Integration of Research, Teaching and Learning (see UCC Progression and Promotion policies).</p>	
4. Continue to play a leading role nationally in Teaching and	Active participation in National fora	<ul style="list-style-type: none"> • Contributing to the work of the National Forum for the Enhancement of Teaching and Learning through the IUA. 	<p>International collaborations established for the Centre for the Integration of Research, Teaching & Learning (CIRTL)</p> <p>Achieved.</p>	

Learning support and scholarship		<ul style="list-style-type: none"> • Two institutional contacts liaising with the National Forum • Membership of National networks • Leading the National Academy for the Integration of Research, Teaching and Learning (NAIRTL) 	<p>UCC has established structures for international collaboration through the CIRTL programme for visiting lecturers. This innovative programme combines support for Teaching and Learning in Higher Education with English language development (see www.ucc.ie/en/cirtl/vissch/). CIRTL staff have membership of national teaching and learning networks such as EDIN and AHEAD and have worked internationally on Erasmus projects to share expertise in relation to writing Learning Outcomes and curriculum design focused on Universal Design for Learning. Strong international collaborations have also been established with Chinese universities. In 2016 UCC's successful approach to teaching was showcased in a series of workshops at Beijing's Renmin University of China, one of the most prestigious in the country, to senior higher education figures from 30 universities across China (see www.ucc.ie/en/about/uccnews/fullstory-715769-en.html).</p>	
5. Continue to act on recommendations with respect to excellence in teaching & learning in the Bologna Process, in the Quality Review reports for academic units and from student feedback surveys	Number of Quality Review and student feedback recommendations addressed	<ul style="list-style-type: none"> • Informal mechanism in place • Detailed analysis of institutional student reviews in place 	<p>New curriculum management system designed which will enable semesterisation to include credit accumulation.</p> <p>Achieved. For cost efficiency reasons, the incumbent curriculum management system was successfully re-designed and adapted to support the introduction of Semesterisation. For budgetary reasons the replacement of this system was delayed. This investment will now be made as part of EIB funded Student Hub and Services Programme.</p>	

<p>6. Improve student satisfaction, engagement and employability</p>	<ul style="list-style-type: none"> • Student placement opportunities within programmes provided either through volunteering activities, international placement or work placement • Percentage of graduates in employment or further study • First year retention rate • National and University student survey scores • Completion of planned actions 	<p>2010/11 baseline:</p> <ul style="list-style-type: none"> • 60% of undergraduate courses offer placement opportunities • 86% student satisfaction survey score • 300 student peer-support volunteers • 90% 1st year student retention rate. 	<ol style="list-style-type: none"> 1. Maintain student satisfaction scores in the National Student Survey 2. Achieve an 88% student satisfaction score in the UCC student survey 3. Maintain 300 student peer-support volunteers 4. 91% of primary degree graduates in employment or further study 5. 85% of undergraduate programmes provide placement opportunities 6. Achieve 91.5% 1st year student retention rate. <p>Achieved.</p> <ol style="list-style-type: none"> 1. Maintained student satisfaction scores in the National Student Survey 2. Far exceeded target by achieving a 94% student satisfaction score in the UCC student survey. (Source: UCC Student Experience Office) 3. UCC had 270 student peer-support volunteers in 2016 (Source: UCC Student Experience Office) 4. 94.5% of primary degree graduates in employment or further study in the 2016 First Destination Returns survey (source: HEA) 5. 90% of undergraduate programmes provided placement opportunities in 2016 (Source: ITS Student Records System). 6. 91.6% 1st year student retention rate achieved (Source: ITS Student Records System). 	
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Benchmarked Performance (Teaching and Learning):

Source: U-Multirank 2017.

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

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

4. High quality, internationally competitive research and innovation

Overarching Statement of Progress:

1. UCC competitively secured research funding of €96.4million in 2016 (including €30.1 million non-exchequer income) representing a 21% increase over the previous five years and an historic high for the institution. In 2013, Science Foundation Ireland announced the SFI Research Centres Programme, the largest joint state/industry research investment in Irish history. Of the twelve supported centres, UCC leads four, co-leads one and is partner in six others with a total SFI investment of almost €100 million awarded to UCC. UCC-led SFI research centres are:
 - APC Microbiome Institute (food and health)
 - INFANT (perinatal)
 - MAREI (marine renewable energy)
 - IPIC at Tyndall National Institute (photonics)
 - INSIGHT (big data and data analytics), co-led with NUIG, UCD and DCU.

Our success in securing EU Horizon 2020 funding continues above the EU average and as of March 2017 UCC had secured €42.8 million under the Horizon 2020 programme.

2. UCC completed its second university-wide Research Quality Review in 2015 to assess the quality of its research output and performance to internationally recognised standards. This comprehensive exercise involved 245 senior international peer reviewers demonstrated that the percentage of high scoring units increased from 43% in 2009 to 57% in 2015. Graduate education emerged as an area of particular strength.
3. Since 2013, 11 high-potential start-up (HPSU) companies were established arising from UCC's investment in research bringing the total number of HPSU companies created to 40 and the total number of jobs created to 240. Over 200 jobs have been created in graduate start-up companies through UCC's Ignite Graduate Business Innovation Programme since 2012. Ignite's innovative approach and proven outcomes were recognised by the European Commission at the European Enterprise Promotion Awards in 2016. In 2015 we established The Entrepreneur Ship, the world's first business incubator dedicated to marine and energy companies and in 2016 the Blackstone LaunchPad was established providing students, staff and alumni with support towards venture creation. An entrepreneurship education module, 'New Venture Creation' is now available to all students and is oversubscribed.
4. In 2013 UCC was conferred with the European Commission's 'HR Excellence in Research Award' accreditation reflecting the significant progress by UCC in supporting researchers, including the introduction of structured PhD programmes and the implementation of the University Employment and Career Management Structure for Researchers.

Institution objective	Performance indicator	Baseline	Final target, end 2016, commentary and data source	Summary
1. Establish SFI Research Centres as a key element of the research landscape in UCC	1. Number and scale of research centres and institutes of Industry partners 2. Scale of leveraged non-Exchequer income 3. Number of researchers employed in each centre	SFI research centres established in 2013	1. Each research centre established as a thriving interdisciplinary research unit based on Exchequer and non-Exchequer income. 2. 200 active researchers employed across research centres. Achieved: 1. Of the 12 SFI Research Centres established nationally, UCC leads 4, co-leads 1, and is partner in 6. Each SFI Research Centre established in UCC is a thriving interdisciplinary research entity supported by research income derived from exchequer sources and leveraged non-exchequer income — SFI investment of €94 million investment with co-funding provided by over 150 industrial partners. 2. >300 active researchers employed across the SFI centres. 3. Professor Barry O’Sullivan, Director of INSIGHT-UCC, was named as SFI’s Researcher of the Year for 2016 and is UCC’s fourth recipient of SFI’s premier annual accolade. Previous recipients include UCC-led SFI Centre Directors, Professors Fergus Shanahan (2013), Louise Kenny and Geraldine Boylan (2015).	
2. Ensure the sustainability, competitiveness and strategic coherence of research in UCC by	<ul style="list-style-type: none"> • Research income • Non-Exchequer research income • Number of new funding sources 	2010-11: research income: €78.6M 2010-11: non-Exchequer research income: €18M 2010-11: 181 doctoral graduates	1. Non-Exchequer funding increased to €25M 2. 230 doctoral graduates Significant Progress Achieved 1. Overall 2015-16 research income: €96.4 million, representing a 21% (€16.6 million)	

<p>diversifying funding sources.</p>			<p>increase over the last 5 years and an historical high for the institution. 2015-16 non-exchequer research income: €30.1 million, a 52% increase in the last 5 years driven by 40% increase in funding from diverse EU sources and 129% increase in funding from the enterprise sector. This level of non-exchequer research income is also an historical high for UCC. Underpinning, related, key achievements in 2016 include:</p> <ul style="list-style-type: none"> • In the last 5 years, UCC have signed research contracts with 365 enterprise partners. Engagements with 100 of these entities have resulted in 364 co-authored publications. • In the last 5 years, the diversity of funding sources making awards to UCC researchers rose by 100% and the number of PIs securing awards increased by 30%. • Supporting EU income generation, UCC is the founding Irish organization member of Vision 2020 – The Horizon Network, a networking platform that facilitates and supports collaboration between top research-performing organizations and companies collaborating in Horizon 2020 proposals and projects. UCC Research Support Services is hosting a Vision 2020 conference in May 2017. • UCC researchers collaborate with over 2,400 research-performing entities across 130 countries, generating over 6700 publications since 2011. • As of Dec. 2016, 964 contract researchers were employed by the institution, an all-time high. 	
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			<p>2. The increased target for doctoral graduates was already achieved in 2013 and this was indicated on previous compact returns. There were 204 doctoral graduates in 2016. Lower levels of funding availability across the disciplinary competitive schemes (through IRC, SFI, PRTL, etc.) resulted in lower intakes of students in the past four-five years and hence lower graduations. The main fall is in the College of Science, Engineering & Food Science and College of Medicine & Health where the number of PhD students is directly linked to funded posts.</p> <p>In 2016 UCC increased the number of research masters graduates by 50% over the previous year to 73, representing a 5-year high in research masters graduate output and an overall increase in postgraduate research graduates in 2016 (277) over 2015 (273).</p>	
<p>3. Undertake a comprehensive university wide review of research.</p>	<ul style="list-style-type: none"> • Output of the review • Performance relative to the 2009 output 	<p>Previous Research Quality Review completed in 2009</p>	<p>Outputs of the review employed to support growth of research</p> <p>Achieved.</p> <p>1. The second cycle of Research Quality Review (RQR) exercise took place in 2014/15 with the final report published in January 2017.</p> <p>2. The assessment found notable improvements in reported research performance, with improved scores — 57% of Units assessed at a score of 4 or greater — testifying to higher levels of research attainment since the 2009 exercise.</p> <p>3. Panel Reports also acknowledged clear evidence of improved leadership, support and management in the area of research, over and above improvements in scoring</p>	

Benchmarked Performance (Research):

1. Source: U-Multirank 2017.

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

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

Post-doc positions	A	A	-	-	-	-	-	A	-	-
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2. Source: CWTS Leiden Ranking 2017

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

The Leiden Ranking categorises disciplines in the following fields:

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

	2016 Rank	Biomedical & health sciences	Life & earth sciences	Mathematics & computer science	Physical sciences & engineering	Social sciences & humanities
UCC	435	387	254	539	465	419
NUIG	596	456	441	565	695	370
TCD	342	289	474	549	312	258
UCD	301	307	144	352	428	234
University of Southampton	140	242	121	117	123	113
University of Leiden	128	76	383	526	320	96
University of Otago	267	188	171	-	693	152
Aarhus University	122	163	30	423	230	71
University of Edinburgh	92	107	64	168	248	49
QUB	352	345	365	382	378	187

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

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

Overarching Statement of Progress

1. UCC's most significant contribution to enterprise and society is its significant output of graduates annually. UCC has enabled national economic growth and recovery by graduating 31,000 students between 2012 and 2016, including 1,100 doctoral graduates and over 11,000 post-graduates. By 2014 employment rates for UCC's graduates had fully recovered to the peaks experienced in 2006. At 6,500 graduates in 2016, UCC now produces over 1,500 more graduates annually than it did in 2012 while achieving highest-ever rates of graduate employment.
2. The economic impact of the University amounts to approximately €0.8Bn annually and the presence of the UCC's 24,000 staff and students in Cork city supports over 500 jobs in the local economy. The University has attracted a third of its 2,800 staff from overseas and together with UCC's overseas students the diversity of the city's population is strengthened such that Cork now has Ireland's highest number of non-nationals as a proportion of population.
3. UCC aligned its programmes with the national skills agenda through the completion of 32 successful government-funded, HEA Springboard programmes that provide training and learning opportunities for jobseekers to up-skill or re-skill in areas where skill deficits exist.
4. Between 2013 and 2015 UCC successfully piloted and delivered a demonstrator Health Innovation Hub to enable job creation in medical technology and healthcare SMEs in partnership with government agencies. The Hub leveraged industry expertise in developing products and services to improve outcomes and lower costs in national healthcare delivery. This success resulted in UCC being chosen as the location for the new national Health Innovation Hub Ireland in 2015.
5. UCC is an active participant in Cork Innovates, a partnership with local authorities, Cork Chamber, CIT and the Local Enterprise Offices to support and enable entrepreneurship and business start-up success in the Cork region. The hosting by Cork Innovates of the Global Start-up Nations Summit in November 2016, a first for Europe, was a significant achievement for the partnership.
6. In 2016 UCC exceeded its target of completing 50 projects under the Community-Academic Research Links (CARL) initiative to facilitate students undertaking research projects that address 'real world' issues submitted by local civil society organisations. As a unique aspect of civic engagement our junior conferring initiative has opened up the doors of UCC to over 70,000 primary school children including 50,000 in the last 5 years alone.

Institution objective	Performance indicator	Baseline	Final target, end 2016, commentary and data source	Summary
<p>1. Further develop innovation and entrepreneurship under UCC's 'Innovation Platform' to meet national economic development and job creation needs through the coherent delivery of innovation and entrepreneurship initiatives</p>	<ul style="list-style-type: none"> • New start-up businesses created including high potential start-ups (HPSUs) and graduate enterprises • New jobs created 	<p>Between 2010 and 2012: 6 UCC Start-up companies were established creating approx. 50 new jobs</p>	<ol style="list-style-type: none"> 1. Roadmap agreed with the Hospital Group Board in the south for the development for the Healthcare and Technology Innovation Cluster at Cork University Hospital 2. Master plan developed and funding model agreed with partners (Cork City Council, Cork County Council, CIT, the IDA and EI) for the development of the Cork Science and Innovation Park 3. 12 HPSUs established in the period 2013-2016 4. A total of 340 additional jobs created in UCC-created start-up businesses. Since 2012, HPSUs have generated an additional 190 jobs and graduate enterprises have generated 150 jobs) 5. Completion of 70 licences, options or other technology transfer agreements with industry 6. Completion of 130 significant research agreements with industry <p>Substantial Progress Achieved (items 1,2,4,5,6 fully achieved)</p> <ol style="list-style-type: none"> 1. Roadmap agreed with the Hospital Group Board in the south for the development for the Healthcare and Technology Innovation Cluster at Cork University Hospital <p>In the master site plan for Cork University Hospital, the Health technology & Innovation Cluster (HTIC) is located on the site of the current Dental School & Hospital. The Dental School will move to a new facility within the next five years thus permitting the subsequent development of the HTIC. A clinical medical school is a key part of the HTIC development and funding has been secured for that structure.</p>	

2. Master plan developed and funding model agreed with partners (Cork City Council, Cork County Council, CIT, the IDA and EI) for the development of the Cork Science and Innovation Park:

Completed; planning permission achieved and EIB funding achieved for the development of the first building.

3. 11 HPSUs were established in the period 2013-2016

4. 340 additional jobs were created in UCC-created start-up businesses since 2012 (190 in HPSUs and 150 in graduate enterprises through the Ignite Graduate Business Innovation Centre). Almost 70 founders working on approximately 50 start-ups have been supported on the graduate Ignite programme since 2011.

5. In the same period 77 licences, options or other technology transfer agreements completed with industry

6. UCC has signed research contracts with 365 enterprise partners. Engagements with 100 of these entities have resulted in 364 co-authored publications.

Other key points:

- UCC was included in Reuters' first-ever ranking of Europe's top 100 "innovative" universities
- KTI Awards 2016:
 - *Knowledge Transfer Achiever of the Year Award*: Dr Derek John, TTO
 - *Research2Business Collaborative Impact Award*: Dr Brian O'Flaherty (CUBS) and Statistical Solutions.
- KTI Awards 2017: *Mature Spinout Company Impact Award* for the successful acquisition of InfiniLED Limited by Oculus. (InifiniLED is based on microLED technology from UCC's Tyndall National Institute).

			<ul style="list-style-type: none"> • UCC established the Bridge Network Technology Transfer Consortium on January 1st 2017 with partners, Teagasc, Cork Institute of Technology and Institute of Technology Tralee. • In January 2016, UCC established the SPRINT Accelerator Programme in the GatewayUCC Incubation Centre to further support UCC staff and researchers in their entrepreneurship ambitions. The first programme completed and the majority of projects in the Accelerator have progressed to further funding and/or establishment of companies. • In 2016, UCC established the Entrepreneurship Implementation Group to co-ordinate and the entrepreneurship offering from the university and enhance the culture of entrepreneurship in UCC. It is led by the VP For Research & Innovation and the Head of the College of Business & Law. 	
2. Develop the Irish Maritime and Energy Resource Cluster (IMERC) as a research and commercial cluster of world standing in collaboration with CIT and the Irish Naval Service.	<ul style="list-style-type: none"> • New start-up businesses created • New research jobs created 	IMERC launched in November 2011	<p>Industry suites, incubation units and enterprise centres developed and operational</p> <p>Achieved. ‘The Entrepreneur Ship’, IMERC’s centre for industry suites, incubation units and enterprise was opened and is operational (see https://www.theentrepreneurship.ie/). There are currently 16 resident companies in ‘The Entrepreneur Ship’. The companies are a mix of start-ups and larger multinational clients seeking ‘touchdown’ space in Europe.</p>	
3. Combine the regions hospitals and UCC’s College of Medicine & Health into a single	Achievement of planned actions	A single Academic Healthcare Centre does not currently exist.	<p>Two projects delivered from the roadmap</p> <p>Achieved The Head of the College of Medicine & Health serves as the Chief Academic Officer on the Leadership Team</p>	

<p>integrated Academic Healthcare Centre (AHC) to improve the provision of clinical care, health education, training, research and innovation and to achieve an increase in the quality of service to the region.</p>			<p>for the South/South West Hospitals Group (SSWHG) which manages the nine hospitals in the region. This helps embed teaching and research within the hospitals.</p> <p>The management team of the College of Medicine & Health has moved to a shared facility with the Leadership team of the SSWHG to promote further integration.</p> <p>Eduroam, a wireless access facility has now been installed in the hospitals in the region allowing clinical staff access to services through an educational provider.</p> <p>The Health Innovation Hub is an example of co-operation between health and education to facilitate and accelerate the commercialisation of innovative healthcare solutions. http://hih.ie/</p>	
<p>4. Achieve an international leadership position as an 'engaged university' through engagement with employers and enterprise, community engagement and corporate social responsibility</p>	<ul style="list-style-type: none"> • Achievement of planned actions • Number of primary and second level students participating in the Eureka Centre for the promotion of STEM subjects 	<ul style="list-style-type: none"> • 250 external members engaged with advisory boards across the University. • Existing policy is that each College has an external advisory board. • Strong strategic research collaborations with the Pharmaceutical, Food, Hardware ICT and Software ICT industries • UCC is a member of the CASP (Cork Area Strategic Plan) body in partnership with Cork City Council, Cork County Council, Cork Chamber, CIT, IDA, EI, ESB, NRA, Port of Cork, Bus Éireann, Iarannrod Éireann and the South Western Regional Authority. • A formalised process of industry and employer surveys and interviews exists to support Strategic Planning at UCC • UCC is a Corporate Member of Cork Chamber of Commerce 	<ol style="list-style-type: none"> 1. Regional IBEC-HEI forum held and further recommendations for improvement identified. 2. Annual engagement with over 4,000 students maintained in the Eureka Centre 3. UCC's Community-Academic Research Links (CARL) to facilitate students undertaking research projects that address 'real world' issues submitted by local civil society organisations active across all four Colleges in UCC. <p>Achieved.</p> <ol style="list-style-type: none"> 1. Regional IBEC-HEI forum held on February 16th 2016. Agreement reached on further collaborative engagements. 2. Approximately 4,200 students engaged with the Eureka Centre in 2016 3. UCC's Community-Academic Research Links (CARL) programme is now active across all four Colleges in 	

		<ul style="list-style-type: none"> • UCC represented on the boards of industry bodies including the Cork Electronics Industry Association, Energy@Cork, IT@Cork. • In 2010/11, UCC's Eureka Centre did not exist (UCC's Eureka Centre develops and implements a programme of promotion of Science, Engineering, Technology and Mathematics (STEM) at primary and secondary levels to encourage the study of science, engineering and technology, to meet national skill needs as identified by the Expert Group on Future Skills Needs/Forfás reports) • Pilot Community-Academic Research Links (CARL) programme established. • Staff-led Centre for Global Development established 	<p>UCC. Approximately 20 projects per year are now being completed and on December 5th 2016 UCC celebrated the completion of the 50th CARL project (see http://www.ucc.ie/en/scishop/news/fullstory-720527-en.html)</p>	
<p>5. Strengthen and promote the Irish language, heritage and culture in the University and in its Munster hinterland.</p>	<ul style="list-style-type: none"> • Number of enrolled students • Participation on Scéimeanna na Gaeilge. 	<ul style="list-style-type: none"> • Collaboration between Dept of Modern Irish and the Waterford Gaeltacht through hosting conferences ('Ar muir is ar tír' Decade of Centenaries commemoration 2016), in-situ modules (GA2024 and GA2033), and Daonscoil na Mumhan scholarship scheme, and publications initiative. • Outreach collaboration between Department of Modern Irish and Comharchumann Forbartha Corca Dhuibhne, Ballyferriter Co. Kerry • Consultative meetings with Gaelcholáistí leading to development of new Irish improvers' course for teachers. • UCC outreach and community facility in Dún Chíomhán, Ballyferriter, Co. Kerry. • Student Gaeltacht, Áras Uí Thuama, on UCC campus • Irish language delivery in international locations: Spain (A Coruna), Germany (Bochum) 	<ol style="list-style-type: none"> 1. Build on UCC's outreach and collaboration with the Gaeltacht communities 2. Maintain 1,600 students attending part-time Irish courses 3. Maintain 2,500 participants in UCC's Irish network and Scéimeanna Gaeilge. 4. Maintain UCC's Irish language teaching abroad <p>Achieved.</p> <ol style="list-style-type: none"> 1. New productive outreach collaborations created in Waterford Gaeltacht 2. 1,238 students attended part-time Irish courses. 3. 2,345 students participated in UCC's Irish network and Scéimeanna Gaeilge. 4. UCC's Irish language teaching abroad programmes delivered to students in the University of Bochum, Germany and in A Coruna, Spain, and through the new Online MA in Gaelic Literature, attracting students from Korea to California. 	

		<ul style="list-style-type: none"> • Innovative Irish language and literature course Online MA in Gaelic Literature 	<ul style="list-style-type: none"> • The Department of Modern Irish and Ionad na Gaeilge Labhartha have maintained the high levels of participation in the courses and schemes through which it furthers UCC's strategic aims in relation to the Irish language. • The new cross-disciplinary optional Irish Language modules, Irish language and Computer Science (CS1130 and CS1131) have run successfully. Furthermore, addressing a societal need vital to the Irish speaking community the existing optional Irish language module (MX1007) in the College of Medicine and Health to the Public Health Degree programme has been expanded. • Building on our longstanding relationship with Asian Studies, Ionad na Gaeilge Labhartha has established and facilitated a scheme whereby students of the Masters in Teaching Chinese as a Foreign Language take their teaching practice with 5th and 6th classes in Gaelscoil Pheig Sayers; on exiting primary education these bilingual students will have achieved a certificate in basic Chinese. <p>In addition to online postgraduate teaching, and continuing programmes in Germany and Spain, the prominent position of Irish in enhancing the international profile of UCC has been maintained and developed by the Department of Modern Irish and Ionad na Gaeilge Labhartha through various initiatives, including:</p> <ul style="list-style-type: none"> • the residential Waterford Gaeltacht course GA2033 for international students • the on campus courses for international students, GA1120 and GA1121; • MX1004, which introduces our overseas medical students to the Irish language; 	
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			<ul style="list-style-type: none"> • contributing to CIRTl's Programme for Visiting Lecturers; • hosting various international groups in the Gaeltacht campus. <p>Through the activities in the Gaeltacht campus, and through the courses for the public in the main campus, UCC has maintained and enhanced its role as a leader in promoting Irish in the region as an important element of Lifelong Learning and Continuing Professional Development.</p>	
<p>6. Build on the University's existing contributions to the cultural and artistic life in Ireland by strengthening research, practice and learning in the creative arts.</p>	<ul style="list-style-type: none"> • Completion of planned actions • Number of Artist in Residence schemes 	<p>2010/11 Baseline:</p> <ul style="list-style-type: none"> • Artist in Residence schemes did not exist • Lewis Glucksman Gallery awarded full accreditation on Museums Standards Programme of Ireland (2013) • Strong collaboration between the Lewis Glucksman Gallery and UCC's College of Arts, Celtic Studies and Social Sciences and UCC's College of Medicine and Health. • 60,000 visitors per annum to the Lewis Glucksman Gallery 	<ol style="list-style-type: none"> 1. Creative Hub site and building specification finalised and creative programme developed. 2. Exhibition co-curated with Boston College on Irish Arts and Crafts Movement using cultural resources in UCC's care (exhibition to show in Boston 2016 and Ireland in 2016/17). 3. Museum Standards Programme of Ireland accreditation retained by the Glucksman Gallery 4. Lewis Glucksman Gallery research collaborations completed and partnerships extended to include all four UCC Colleges. <p>Substantial Progress Achieved (items 2,3 and 4 fully achieved)</p> <ol style="list-style-type: none"> 1. A full plan to meet space and infrastructural needs in the College of Arts, Celtic Studies and Social Sciences was approved by the University Management Team in December; the Creative Hub has been incorporated into phase one of this plan, with a detailed feasibility study now to be carried out. The creative programme is actively being developed, following the appointment of a Professor of Creative Practice. Finalising the Creative Hub site and building specification has been delayed due to lack of funding. 	

			<p>2. Exhibition co-curated with Boston College on Irish Arts and Crafts Movement using cultural resources in UCC's care: <i>The Arts and Crafts Movement Making it Irish: A Major Exhibition of the Irish Arts and Crafts Movement</i> McMullen Museum Boston College 4 February 2016 – 6 June 2016.</p> <p>3. Museum Standards Programme of Ireland accreditation retained by the Glucksman Gallery. Museum Standards Programme of Ireland maintenance of accreditation submitted by the Glucksman in September 2016 with international assessment in November 2016 and confirmation of full accreditation retained in April 2017.</p> <p>4. Lewis Glucksman Gallery research collaborations completed and partnerships extended to include all four UCC Colleges. Exhibitions presented with SEFS (Booleen Expressions 2015) College of Law and Business (Everything Must Go 2015-2016), CACSS (I Went to the Woods 2016), Medicine + Health (Gut Instinct 2016-2017)</p> <p>Additional achievements: Partnership art exhibition between the Glucksman and the Broad Museum, Michigan State University exhibited in Cork April – July 2016 and in Michigan November 16 – April 17.</p> <p>Significant increase in visitor numbers to Glucksman achieved, from 74,000 (2015) to 86,000 (2016).</p>	
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Benchmarked Performance (Knowledge Transfer and Regional Engagement):

Source: U-Multirank 2017.

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

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

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

6. Enhanced internationalisation

Overarching Statement of Progress

1. Progressive internationalisation has brought significant benefits to student life. We further internationalised the curriculum through the successful introduction of programmes including the BA World Languages and BA International. Our student population now includes 3,300 international students from over 100 countries while a third of our staff is from overseas. We have been successful in attracting greater numbers of international students and the proportion of UCC students who have travelled from overseas has increased from 12% to 17% between 2013 and 2017.
2. In 2017 UCC renewed its commitment to its Centre for Global Development to facilitate and encourage collective engagement on matters of international development and global sustainability. The Centre provides a forum to stimulate interest in global development initiatives and to enable interdisciplinary cooperation in this mission.

Institution objective	Performance indicator	Baseline	Final target, end 2016, commentary and data source	Summary
1. Strengthen partnerships with universities of similar vision	<ul style="list-style-type: none"> • Number of overseas students • Number of joint programmes 	<ul style="list-style-type: none"> • 2010-11: 2,100 overseas students • UCC awards international degrees in partnership with universities in Africa with Mekelle University (Ethiopia); in Asia with Beijing Technology and Business University, Henan University of Economics and Law, Guilin University of Electronic Technology and Nanyang Technological University in Singapore; in Europe with the University of Nijmegen, University of Utrecht, University of Applied Science Utrecht, Institut Supérieur du Commerce de Paris (ISC Paris) and the Ecole Nationale des Travaux Publics, Lyon and in the US with the University of Montana. 	<p>Development and business plan agreed with partner institutions for 1 transnational education (TNE) programme.</p> <p>Achieved First cohort of Chinese students taking the BSc Risk & Actuarial Studies arrived in UCC for the third year of their studies. The programme is a dual degree with Beijing Technological and Business University where the students spend the first two years of their degree in China and the last two in UCC.</p> <p>The same model has been agreed and approved for BSc Food Science & Technology</p>	

			(International) with intake students expected in UCC in 2017.	
2. Increase the international student cohort to 16% in support of Ireland's international education strategy.	Percentage of overseas students at UCC	2010/11: 11.8% in (as measured from student records on UCC's ITS system)	15% of UCC students from overseas Achieved. 16.3% of UCC students were from overseas in 2016. (Source: ITS Student Record System, 1 st March data)	
3. Further internationalise the curriculum.	Number of international placement opportunities for UCC students. Percentage of UG programmes with year abroad. Number of exchange students	20% of undergraduate programmes provide a year abroad 630 exchange students	25% of undergraduate programmes to provide a year abroad Number of Erasmus students increased by 30% from baseline Achieved. 30% of undergraduate programmes provide a year abroad (Source: ITS Student Record System) 1493 exchange students (Source: ITS Student Record System)	

Benchmarked Performance (International Orientation):

Source: U-Multirank 2017.

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

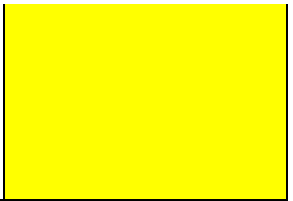
International Orientation	UCC	NUIG	UCD	TCD	QUB	University of Southampton	University of Edinburgh	Aarhus University	University of Leiden	University of Otago
Foreign language bachelor programs	C	D	-	-	-	-	-	D	-	-
Foreign language master programs	D	E	-	-	-	-	-	B	-	-
Student mobility	A	A	-	-	D	B	A	B	-	-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

7. Institutional consolidation

Overarching Statement of Progress:

1. We have strengthened our collaboration with education partners in the region. Partnership in the commercialisation of research and technology transfer is now enabled through the Bridge Network Consortium of UCC, CIT, IT Tralee and Teagasc. In 2015, UCC partnered with CIT, IT Tralee, the Education and Training Boards and employer organisations to establish the South West Regional Skills forum to collaborate in meeting the skills needs of the region. In 2015, UCC signed a memorandum of understanding to advance the UNESCO Declaration on Building Learning Cities with Cork City Council, Cork Institute of Technology and Cork Education and Training Board. The Learning City initiative will see Cork host the UNESCO International Conference on Learning Cities in 2017.
2. In a tripartite alliance (IMERC) between UCC, Cork Institute of Technology (CIT) and the Irish Naval Service, we have worked to develop the potential of Cork Harbour as a world-leading location for marine and energy research and in 2015 UCC completed the development and staffing of the Beaufort Laboratory in the Marine and Renewable Energy Research, Development and Innovation Centre (MaREI) at the harbour.

Institution objective	Performance indicator	Baseline	Final target, end 2016, commentary and data source	Summary
1. Establish a shared services model across regional HEI partners	Achievement of planned actions	Initial discussions have taken place	An expanded regional shared services model in operation Achieved. Partnership in the commercialisation of research and technology transfer is now enabled through the Bridge Network Consortium of UCC, CIT, IT Tralee and Teagasc. South West Regional Skills Forum established and operational. Regional Skills Forum Manager recruited (Dr Siobhán Bradley commenced employment in May 2016)	
2. Establish UCC as one of the six centres	Achievement of planned actions	2010/11 baseline:	40 students enrolled in the Professional Masters in Education (Art & Design)	

<p>of excellence for initial teacher education under the initial teacher education review by the HEA</p>	<p>Number of students registered in the Professional Masters in Education</p>	<p>Centres of excellence for initial teacher education did not exist.</p>	<p>Substantial Progress Achieved. 37 students enrolled in the Professional Masters in Education (Art & Design)</p>	
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