Strategic Dialogue Cycle 3

UCC Self Evaluation Report 2015

Each higher education institution is required to complete a self-evaluation report setting out a review of institutional performance against the second set of interim targets, as at year end 2015.

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

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

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

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

Example

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

1. Regional Clusters

Institution objective	Performance indicator	Baseline	Interim target, end 2015	Progress against 2015 target, commentary and data source	Final target, end 2016	Summary
1. Create a formal regional cluster between the named member institutions	Agree and implement a framework for cluster operation and commence implementation of agreed collaborative projects	Many inter-institutional relationships exist but no formalised cluster structure is in place.	Complete a progress review in terms of delivery of the work plan and implementation of agreed projects.	The cluster has continued to develop relationships and ways of working (both formal and informal) and consideration of the cluster and the member institutions increasingly forms a part of planning and decision making within individual institutions and across the cluster. This "cluster-driven" thinking is informing a range of activities, many of which are outside and beyond the agreed targets. For example, the IT Tralee-led project "Digital Supports for Transitioning International Students into the Irish Higher Education sector" which was funded in 2014 under the National Forum for Teaching and Learning was the first cluster-based project to be funded. This project is operating extremely well, with three core pillars around Internationalisation, Research, and Use of digital technology. All higher education institutions across the cluster are represented and contributing, thus contributing to the overall cluster aim of deepening partnerships and collaborations among the institutions in the cluster. This is a significant joint academic development which was planned in 2014 but implementation has commenced during 2015. The cluster work plan covers four key areas as follows: 1. Shared academic planning	Evaluate the effectiveness of the governance framework in place for the cluster and explore further collaborative opportunities.	Progress continues to be made in respect of these targets but it continues to lag behind the envisaged timelines.

3

				2. Improved student pathways 3. Developing excellent and relevant research across the cluster 4. Enabling enhanced Technology Transfer, Entrepreneurship and Innovation at cluster level Details of the initiatives in each of these key areas are provided in the following sections. In addition to the on-going programme of work we continue to review the structure and working of the cluster. In this context we have initiated the process of appointing an independent Chair of the Cluster Steering Group.		
2. Improve student pathways	Produce a mapping profile which outlines learner opportunities and pathways for all disciplines and levels across the cluster region which will assist in future academic planning and delivery	Many inter-institutional pathways exist but no complete mapping profile is available	Develop uniform access/progression scheme for the cluster.	There are access/progression arrangements in place at each of the member institutions and further education providers and these have been reviewed by cluster members to share experience and learning and to move towards a common approach.	Review pathways profile based on new academic developments	The development of a single uniform access/ progression scheme is problematic due to the large geographical area and the number of autonomous HEIs in the cluster. The approach of developing focused local progression schemes with shared learning across the cluster is a more pragmatic target.

| 3. Shared academic planning | Develop a cluster wide academic planning structure focused on the delivery of national priority objectives such as the Transitions Programme, Horizon 2020 and other objectives focused on improving the economic, social and cultural profile of the cluster region. | No cluster wide academic planning structure exists. However there is an understanding that:

• 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 anticipated to reduce with the collective implementation of the transitions initiative

• Agreement that | Implementation of joint academic developments which are informed by the baseline mapping process across the cluster and targeted at delivering on regional economic and social needs | The following items provide evidence of implementation of joint academic developments which complete or are informed by the baseline mapping process across the cluster, and all are targeted at delivering on regional economic and social needs:

1. Regional Skills Fora (South West and South East regions):
a. Skills Fora up and running in both regions with managers appointed
b. Mappings have been completed for each of the two regions for disciplines identified in partnership with industry and employer bodies, using relevant data from SOLAS, and drawing on the full range of programme provision across higher and further education in each of the two regions.
c. The identification of the disciplines, development of the mapping, and planning for appropriate responses have been conducted jointly by the academic institutions across the cluster.
d. Early decision taken at cluster level to develop mechanisms for ensuring flow of information across the two regions, resulting in the embedding of personnel from each region across both Skills Fora.
e. This activity contributes significantly to the achievement of the objective to enhance cooperation across the institutions in support of regional economic, social and cultural development.
f. This activity also provides a blueprint for effective operation across a large cluster which comprises more than one region.

2. Research mapping | Review operation of academic planning process with a view to identifying new areas for collaboration in the next round of institutional compacts | It is important to note that the institutions within this cluster have a strong track record of developing and delivering joint academic programmes and activities.

There is evidence of significant collaborative activity among and across the cluster partners.

The complexity of this cluster (i.e. large number of institutions and large geographical area) mean that focused (i.e. geographically and subset of cluster partners) initiatives with experience/ learning shared with all cluster |

		there are benefits to shared academic planning in specialist areas, most notably at level 9 and above • Acceptance this will lead to the creation of strong thematic areas in individual and cooperating institutes in the cluster 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		**a.** This exercise is mostly completed. **b.** Development of more collaborative arrangements regarding SFI Centres (via spokes) and numerous collaborative projects: between Tyndall and CIT (Photonics, Nimbus), and WIT (TSSG); also between UCC and CIT (APC, IMERC) **c.** This activity contributes to the objective of building on existing successes in the area of collaborative research. **3. Enhanced Technology Transfer, Entrepreneurship and Innovation at cluster level** **a.** This heading sees a substantial contribution to the achievement of the objective, i.e. the implementation of joint academic developments which are targeted at strengthening regional economic performance. **b.** In 2015 CIT and IT Tralee submitted a joint bid to Enterprise Ireland for operation of the New Frontiers programme. This bid was successful and both institutions will work together on delivering the programme. **c.** CIT already works closely with UCC in the area of entrepreneurship. **d.** In 2015 IT Tralee joined with the existing UTC (UCC, Teagasc, CIT) Consortium in its application for the third round of Technology Transfer Strengthening Initiative (TTSI3) funding. This was motivated by the existence of the cluster and the desire to collaborate more closely with other cluster partners. **e.** These activities all contribute to the overall cluster objective of building on existing successes in the area of entrepreneurship and innovation.		partners is a more practical way to develop the activities of this cluster.

2. Participation, equal access and lifelong Learning

Institution objective	Performance indicator	Baseline	Interim target, end 2015	Progress against 2015 target, commentary and data source	Final target, end 2016	Summary
1. Ease student transition to, and progression through, their undergraduate programme	• First year retention rate • Progression	• Head of Student Experience in place • 1st Year Student Experience Coordinator in place • 2010/11 baseline: 90% 1st year student retention rate.	1. Implement new programme of scholarships for incoming and currently registered students. 2. Maintain 91% 1st year student retention rate.	**Achieved.** 1. A new programme of scholarships, the Quercus Scholarship scheme has been introduced and is now in operation for incoming and currently registered students. (see https://www.ucc.ie/en/quercus/) 2. 91.6% 1st year retention rate achieved at end of academic year 2014/15. (source: UCC data warehouse/ ITS Student Record System)	1. Complete in-depth analysis of progression which will identify predictive indicators of non-progression or delayed progression. 2. Maintain 91% 1st year student retention rate.	
2. Increase the number of pathways to level 8 programmes from Further Education programmes and evolve our policy for Recognition	Number of FETAC entry routes	30 FETAC links into programmes with a total quota of 59	Increase FETAC quotas for 60% of level 8 programmes	**Achieved.** Total QQI / FET quota of 290 into 38 (64%) Level 8 programmes Source: http://www.ucc.ie/en/study/undergrad/fetac/	Increase number of Further Education Colleges to which we are linked.	

of Prior Learning (RPL).						
3. Support access for socio-economic disadvantaged students, students with disabilities and mature students.	Numbers of 'access' students	2010/11 baseline data: • Mature student intake: 403 • Students with a Disability intake: 144 • UCC PLUS+ student intake:144	• Mature student intake: 315 • Students with a Disability intake: 185 • UCC PLUS+ student intake: 185	**Achieved.** 1. Mature Student intake in 2015 was 315 – the target was achieved (within the current funding mechanisms available to mature students, it is difficult to predict if it will be possible to maintain current intake in future years). 2. Intake of Students with Disabilities in 2015 was 232. This number exceeded the target set by 25% in this academic year. This significant increase is due to the level of awareness engendered at pre entry level, as part of DSS's pre entry programmes initiatives and also the awareness across campus of the role of DSS in supporting students with disabilities. HEA statistics for 2015/16 state that 332 students with a disability study at UCC. 3. UCC PLUS$^+$ intake in 2015 was 249 students. This exceeded the target set. It is not expected that there will further increases in this cohort of students in the coming year.	• Mature student intake: 320 • Students with a Disability intake: 190 • UCC PLUS+ student intake: 195	
4. Develop improved opportunities for lifelong learning including continuing professional development and executive	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	Baseline 2010/11 • 10 outreach centres • ACE numbers graduating with a certificate, diploma or	1. Exemplar progression routes developed into full-time and part-time programmes (Certificate in Arts, Diploma in European Art History, B.Soc.Science/You	**Achieved.** 1. Exemplar progression routes now developed and in place through UCC's Adult Continuing Education (ACE) programmes. A number of progression routes through ACE which grant exemptions on CACSSS programmes; list is updated annually: http://www.ucc.ie/calendar/arts/art008a.html Two new collaborative programmes between UCC's ACE programme and UCC's College of Arts, Celtic Studies and Social Sciences were introduced in 2015: Diploma in Autism; Certificate/Diploma in Leadership in the Community	1. Maintain number of outreach centres 2. New programmes in place providing accreditation and learning	

education in collaboration with the Irish Management Institute and with partners nationally and internationally	professionals undergoing accreditation with CORU (CORU is Ireland's multi-profession health regulator whose role is to protect the public by promoting high standards of professional conduct, education, training and competence through statutory registration of health and social care professionals).	masters in 2010/11: 453	th & Community Work. 2. Coordinated UCC branded CPD in place	2. A Centre for CPD has been established at UCC to provide a central hub for high quality, UCC branded, continuing education for professionals across the range of disciplines represented at UCC. (see https://www.ucc.ie/en/study/postgrad/taughtcourses/cpdmodules/cpdfaq/)	opportunities to healthcare and social care professionals.	
5. Prioritise the provision of lifelong education and training to the healthcare professionals in the region.	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/)	A dedicated ASSERT facility does not currently exist.	Initiate construction of the ASSERT Centre building	**Achieved.** Construction of the ASSERT Centre building completed.	Complete construction of the ASSERT Centre building	

3. Excellent teaching and learning and quality of the student experience[1]

Institution objective	Performance indicator	Baseline	Interim target, end 2015	Progress against 2015 target, commentary and data source	Final target, end 2016	Summary
1. Strengthen the integration of research, teaching and learning through the greater engagement of researchers in teaching activities and by maximising opportunities for students to participate in research programmes throughout their undergraduate studies	Number of undergraduate programmes with student-involved research from first year onwards	UCC has identified five strands for the integration of research, teaching and learning: researchers teaching about their research; undergraduate modules on research skills; undergraduate students carrying out research; postgraduate teaching assistants; Scholarship of Teaching and Learning. These are being implemented, but not all quantified. Some barriers exist.	1. The extent and quality of student involvement in research in current undergraduate programmes mapped using an international index tool (e.g. the Council of Undergraduate Research (CUR) index) and areas for improvement identified and addressed 2. Quercus Scholarship scheme for talented students in operation	**Substantial Progress Made.** 1. A pilot mapping exercise was carried out in four UG programmes to uncover approaches for embedding research in the curriculum. The mapping exercise is now being offered to all programmes across the University and support will be made available to programmes coordinators wishing to participate. In tandem with this a project is on-going to uncover a baseline figure of the extent to which UG programmes reference research-based teaching and learning approaches. The reason for the target not being met in full is that the mapping exercise is quite lengthy and requires a great deal of coordination between programme team members in order to complete the full mapping exercise. Based on feedback from pilot participants UCC has revised the methodology to gather a baseline figure of the extent to which programmes reference research in undergraduate programmes and will use this to identify a subset of programmes for in-depth mapping. UCC will also use the baseline information to stimulate conversation with programme teams and encourage their participation in the mapping exercise. 2. Quercus Scholarship scheme is now in operation. (see https://www.ucc.ie/en/quercus/)	Student-involved research from first year onwards contained in all undergraduate programmes	
2. Develop greater	• Number of e-learning students	2010/11 baseline data:	1. One additional learning	**Achieved.** 1. Online Learning Project Manager (Tom O'Meara) in place	1. An e-Learning infrastructure	

opportunities for part-time and flexible learning by providing the necessary 'future-proofed' infrastructure to improve the provision of research-informed, open access Technology Enhanced Learning at UCC	enrolled • Percentage of students studying part-time/through flexible learning	• Five courses identified as being substantially online. • 100 students identified as being 'on-line learners' • 8% of students studying part-time/through flexible learning	technologist in place 2. Six additional online Master's programmes launched	from March 2015. The Learning Technology Team was re-organised into an Instructional Design Team and each of UCC's four Colleges was assigned a dedicated Instructional Designer. The fourth Instructional Designer is in place since November 2015. Technology Enhanced Learning (TEL) training programmes were run in conjunction with instructionaldesign.ucc.ie. Digital Marketing for online courses began in January 2016. 2. 8 additional online programmes launched, 7 at masters level (CKL10, CKM25, CKD42, CKX45, CAUS, CKR36, CKU15, CKE11, CKD14, CKC07, CKB02, CKW18, CKX48), 1 at primary degree level (BSCCA). (Source: http://www.ucc.ie/en/online/) 20 programmes (15 online, 5 blended) live by end of 2015. 2015 saw 780 students enrolled on 17 courses.	established with a distinct e-learning market presence. 2. 9% of students studying part-time/through flexible learning	
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	2010/11 baseline data: • 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	1. 60% of academic staff engaged in professional development in TLHE (cumulative since the initiation of HEA targeted initiatives)	**Achieved.** The current cohort of staff undertaking an accredited course in T&L enrolled in 2015 resulted in over 70% of UCC academic staff having engaged in TLHE.	1. Increased numbers of academic staff participating in and completing academic practice qualifications in higher education 2. Academic practice qualifications introduced as compulsory for all newly appointed early career teaching staff	

11

		staff who wish to teach had completed a course in TLHE			
4. Continue to play a leading role nationally in Teaching and Learning support and scholarship	Active participation in National fora	• Contributing to the work of the National Forum for the Enhancement of Teaching and Learning through the IUA. • Two institutional contacts liaising with the National Forum • Membership of National networks • Leading the National Academy for the Integration of Research, Teaching and Learning (NAIRTL)	Rebrand NAIRTL as a network (Network for Advancing the Integration of Research, Teaching & Learning)	**Achieved.** NAIRTL has been rebranded as the Network for Advancing the Integration of Research, Teaching and Learning. The UCC NAIRTL contact point has secured National Forum funding to support NAIRTL activities in 2016 and has established a mailing list for the dissemination of information relating to NAIRTL's activities and events relating to the integration of research, teaching and learning. Non-exchequer funding has been secured by staff in UCC which ensures the further dissemination and broadening of the NAIRTL network, e.g. TeachEx project, EnRRICH project. Non-exchequer funding opportunities to support the work of NAIRTL are also being explored.	International collaborations established for the Centre for the Integration of Research, Teaching & Learning (CIRTL)
5. Continue to act on recommendations with respect to excellence in teaching & learning in the Bologna Process, in the Quality Review reports for academic units and from student feedback surveys	Number of Quality Review and student feedback recommendations addressed	• Informal mechanism in place • Detailed analysis of institutional student reviews in place	1. One key recommendation implemented for each review completed. 2. Offer a range of relevant professional development sessions to meet Bologna objectives relating to learning outcomes.	**Achieved.** 1. More than one key recommendation has been implemented from each peer review group report. A formal process for Quality Improvement Plans (QIP) is in place: once a review has been conducted and the report considered by the Quality Promotion Committee, the Head of School has 3 months to prepare a QIP. The plan details the Peer Review Group recommendation, the response from the School, action taken and dates for delivery. The School's progression of these actions and measurable improvements are made before the next review and monitored 2. The Postgraduate Certificate in Teaching and Learning (HE) provides an overview of the Bologna process. It supports staff	New curriculum management system designed which will enable semesterisation to include credit accumulation.

				development in relation to curriculum design with a specific focus on Learning Outcomes and constructive alignment	
6. Improve student satisfaction, engagement and employability	• 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	2010/11 baseline: • 60% of undergraduate courses offer placement opportunities • 86% student satisfaction survey score • 300 student peer-support volunteers • 90% 1st year student retention rate.	1. Maintain an 86% student satisfaction score in the UCC student survey 2. Maintain 300 student peer-support volunteers	**Substantial Progress Made.** 1. Exceeded expectations and achieved 94% student satisfaction score in the 2015 UCC student survey (students reporting either 'satisfied' or 'very satisfied' with the UCC student experience). 2. UCC had 283 peer-support volunteers in 2015.	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.

Under cycle 3 HEIs are also requested to report on:
- Implementation of the Transitions agenda - HEIs are requested to report on the vision underpinning the portfolio of undergraduate programmes, how planned provision is aligned to institutional mission, reducing the number of entrance points into higher education;
- Efforts to improve retention rates – where data in the HEA's recent publication *A Study of Progression in Irish Higher Education 2012/13 – 2013/14 (2016)* http://www.hea.ie/sites/default/files/hea-progression-irish-higher-education_final.pdf highlights concerns in your HEI, the HEA needs to be assured that a systematic approach is in place, to address the issue of non-progression, drawing on best practice nationally and internationally

Benchmarking: Please see Appendix 1 on UCC's approach and application of benchmarking.

Benchmarked Performance (Teaching and Learning):

Source: U-Multirank 2015.
U-Multirank takes a multi-dimensional approach to university performance by taking into account different aspects and dimensions of the performance of universities: teaching and learning, research, knowledge transfer, international orientation and regional engagement. The U-Multirank methodology looks at the scores of universities on individual indicators and places these in five performance groups ('A' "very good" through to 'E' "weak").

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

4. High quality, internationally competitive research and innovation

Institution objective	Performance indicator	Baseline	Interim target, end 2015	Progress against 2015 target, commentary and data source	Final target, end 2016	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. 50 established industry contracts in place 2. Demonstrated success in leveraging Horizon 2020 funding across each research centre 3. APC SFI Microbiome Research Centre launched under the new Research Institutes Centres and Units policy by the University	**Achieved.** 1. SFI Research Centres executed over 90 research contracts with key industry partners including both multi-national companies and SMEs. 2. UCC researchers in SFI Centres secured 21 Horizon 2020 awards with a financial drawdown of €7.33 million and an overall success rate of 18%. This success rate is significantly higher than the average across all EU countries (12-14%) 3. On 28th August 2015, the *APC Microbiome Institute* was officially launched by the Minister Simon Coveney TD. Formerly known as the Alimentary Pharmabiotic Centre, and Ireland's designated national centre for excellence in food and medicine research, the APC Microbiome Institute is one of SFI's Research Centres and represents a strategic partnership between UCC, Teagasc and CIT.	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.	
2. Ensure the sustainability,	• Research income • Non-Exchequer	2010-11: research income: €78.6M	1. The pool of researchers	**Achieved.** 1. In 2014/15, UCC secured new research awards to	1. Non-Exchequer	

competitiveness and strategic coherence of research in UCC by diversifying funding sources.	research income • Number of new funding sources	2010-11: non-Exchequer research income: €18M 2010-11: 181 doctoral graduates	that secure external funding expanded by 15%. 2. Specific measures implemented to support early career PIs in seeking funding and developing their research teams	the value of €116 million, a 41% increase over the last 5 years despite a challenging economic environment. – the number of new awards secured over the same period increased by 56% to 780 in 2014/2015, and the number of PIs securing these award increased by approx. 30%. **2.** UCC provides a comprehensive programme of professional career development training that enables the personal and professional development of the University's researcher community, with a particular focus on our early-career researchers. The programme comprises a range of supports including, workshops, on-line learning, personal and professional development plans and bespoke training programmes. Full details are available at: http://www.ucc.ie/en/hrresearch/researchertraining / (In 2013, UCC gained the *HR Excellence in Research* Award in recognition of the University's on-going commitment to adopting the principles of The European Charter for Researchers and a Code of Conduct for the Recruitment of Researchers.)	funding increased to €25M 2. 230 doctoral graduates	
3. Undertake a comprehensive university wide review of research.	• Output of the review • Performance relative to the 2009 output	Previous Research Quality Review completed in 2009	Completion of the review of research across all disciplines by external peer review	**Achieved.** To provide an independent assessment of the quality and level of research activity for the period 2008-2014, across all units of the Institution, a Research Quality Review (RQR) exercise was undertaken in 2015 (as a follow-up to a similar exercise undertaken in 2009). The review was completed across all disciplines by more than 300 external peer reviewers. All units of the University were subject to an external review assessment by 15 peer review panels, which included site visits. Final Reports, including recommendations, have been made available to all Unit heads. The final overall report will be published in late 2016.	Outputs of the review employed to support growth of research	

Benchmarked Performance (Research):

1. Source: U-Multirank 2015.
U-Multirank takes a multi-dimensional approach to university performance by taking into account different aspects and dimensions of the performance of universities: teaching and learning, research, knowledge transfer, international orientation and regional engagement. The U-Multirank methodology looks at the scores of universities on individual indicators and places these in five performance groups ('A' "very good" through to 'E' "weak").

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

17

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

Institution objective	Performance indicator	Baseline	Interim target, end 2015	Progress against 2015 target, commentary and data source	Final target, end 2016	Summary
1. Further develop innovation and entrepreneur-ship under UCC's 'Innovation Platform' to meet national economic development and job creation needs through the coherent delivery of innovation and entrepreneur-ship initiatives	• New start-up businesses created including high potential start-ups (HPSUs) and graduate enterprises • New jobs created	Between 2010 and 2012: 6 UCC Start-up companies were established creating approx. 50 new jobs	Entrepreneur-ship education embedded in all undergraduate and post graduate programmes.	**Substantial Progress Made.** Given the imperatives of the South West Action Plan for Jobs (launched in July 2015) UCC's entrepreneurship and start-up activities in 2015 were focussed on further collaborative activities to generate higher levels of high potential start-ups (HPSU), student and graduate level start-ups. A partnership agreement was signed with Blackstone Charitable Foundation to establish and fund the Blackstone LaunchPad at UCC to provide entrepreneurship education and support to all students. Blackstone LaunchPad is a central campus-based experiential entrepreneurship programme offering all students, alumni, staff and faculty entrepreneurship education, coaching, ideation and venture creation support. It is modelled on a successful programme originated at the University of Miami. The programme has full-time staff dedicated to work one-on-one with students to develop their business ideas. All support is available free of charge. (see https://www.ucc.ie/en/blackstonelaunchpad/). HPSU company formation in the academic year 2015-16 saw UCC establish 6 new spinout companies. 4 of them have already secured external investment 3 with cash and 1 of in-kind time of experts to the company. This brings UCC's active campus company spinout portfolio to 21 companies, 10 of which have been established in the lifetime of this compact to-date. Campus Company spinouts are based on the expertise and/or intellectual property of the university. To maximise the impact of UCC's IP for the public good, these companies need to be successful and sustainable. In 2015 UCC launched the UCC SPRINT programme through its GATEWAYUCC Incubation Centre to help maximise the chances of spin-out company success. The SPRINT Programme aims to increase the number and the success rate of knowledge based start-up companies utilising IP from UCC. It currently supports 10 pre and early stage startup companies from the areas of bioinformatics, digital mobile, medtech, eHealth, ICT, Nutrition and Food Health in its inaugural programme.	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	

| | | | | | SPRINT, designed for researchers, covers all the pillars of starting and growing a spin out campus company. The SPRINT Programme modules cover topics such as Business Strategy/Value Proposition; Business Model; Regulatory Requirements; Product and Customer Validation; Market Opportunity; Business Plan development; Brand Creation; Channels to Market; Funding Options/Strategy; Pitching to Investors; Legal Requirements and Team Building. The Programme is delivered by experienced Serial Entrepreneurs and Business Practitioners.

Additionally three new startup companies join GATEWAY UCC Business Incubation Centre, 2 Spin outs and 1 Spin In

Four GATEWAYUCC supported clients were chosen for the CorkBIC's Entrepreneurial Experience Bootcamp for investor ready and scaling companies,

Two GATEWAY Companies secured investment packages for growing their businesses from Cork City LEO and Enterprise Ireland in the last two months.

UCC also runs the IGNITE Graduate Business Innovation Programme for recent graduates looking to establish business. Since 2011, IGNITE has supported almost 80 founders working on nearly 60 start-ups, of which 50 founders are still active. In 2015 the level of employment in these companies rose to over 80 staff. It is anticipated that this employment will reach 125 in 2016. 12 companies have gone on to become clients of Enterprise Ireland. Among them PunditArena that recently announced raising private investment of €650K and plans to double employment to 20 in 2016 and AnaBio Technologies Ltd that recently announced investment in New product Development facility at Teagasc, Moorepark and plans to employ 26 by the end of 2016. IGNITE supported 10 company startups in 2015. (see http://www.ucc.ie/en/ignite/)

Both GATEWAYUCC & IGNITE provide a means whereby the university can facilitate engagement of regional business community to mentor and support fledgling companies.

Over 100 business owners and industry executives individuals are typically involved on a voluntary basis over the course of a programme in roles such as members of SPRINT Advisory Board, IGNITE Advisory Board, mentors, guest speakers, external reviewers and similar. In this way new collaborative channels of engagement have been opened to facilitate the contribution of the community to UCCs commitment to develop innovation and entrepreneurship under UCC's 'Innovation Platform'

The Office of Technology Transfer and the College of Business & Law worked together to facilitate the involvement of UCC in the OECD/EU "HEInnovates" programme. Bringing together the various contributors to the "Enterprising University" to meet with the OECD visiting panel and to develop a clear and comprehensive report on the innovation space in UCC has contributed further to the development of the Innovation Platform. This work was further complemented by the report from the VP for Research & Innovation to the | the period 2013-2016
4. 100 additional jobs created in UCC-created start-up businesses (HPSU and graduate enterprises)
5. Completion of 70 licences, options or other technology transfer agreements with industry
6. Completion of 130 significant research agreements with industry | |

19

				Governing Body Strategy & Innovation Committee drawing together all the Colleges to explicate the innovation offering and activity of the university to all its stakeholders.		
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.	• New start-up businesses created • New research jobs created	IMERC launched in November 2011	Construction of the Beaufort Laboratory on the IMERC site completed	**Achieved.** On 13th July 2015, An Taoiseach Enda Kenny T.D. officially opened the UCC Beaufort Building in Ringaskiddy, which provides Ireland with world-class infrastructure for renewable energy and maritime research to power the 'blue economy'. The 4,700m^2 five story building, features state-of-the-art wave simulators, test tanks, workshops and offices. Located adjacent to the National Maritime College of Ireland, the building is a major extension of the University's Environmental Research Institute (ERI) and will be UCC's flagship presence on the IMERC Campus. The facilities comprise a 2,600m^2 tank-hall which will house four different wave tanks and a suite of electrical test infrastructure, alongside scientists and engineers engaged in cross-disciplinary research covering a range of fields such as Marine Renewable Energy, Marine and Coastal, and Sustainable Energy Research. The building is also home to the headquarters of the multi-institutional SFI MaREI Centre (Marine Renewable Energy Ireland) and the LIR National Ocean Test Facility, and will host over 135 researchers, industry partners and support staff, dedicated to solving the challenges related to marine renewable energy. MaREI has already secured €30 million in funding through the SFI research centre and allied programmes and contracts with industry partners comprising of multinationals and SMEs.	Industry suites, incubation units and enterprise centres developed and operational	
3. Combine the regions hospitals and UCC's College of Medicine & Health into a single integrated Academic Healthcare Centre (AHC) to improve the provision of clinical care, health education, training, research and	Achievement of planned actions	A single Academic Healthcare Centre does not currently exist.	Project roadmap agreed for the delivery of an AHC with a tripartite mission of education, research and service delivery (legislation permitting*)	**Achieved.** A project roadmap has been agreed locally with clearly identified projects and specified KPIs. This is designed to give evidence to the AHC concept at regional level. National legislation is still required to give effect to the integrated mission of healthcare, education and research. In the absence of this legislation or the appointment of a board, work has been done on local projects to build relationships and to show the benefits of integration. An example of such a project is the provision of Eduroam access in eight of the regions nine hospitals. Another project is the movement of the College of Medicine & Health management team to co-locate with the management team of the South/Southwest Hospitals Group. Partnering with Erasmus Hospital, an AHC and one of Europe's leading institutions, is also underway to model the structures and relationships required in an AHC and to demonstrate the benefits of integration.	Two projects delivered from the roadmap	

innovation and to achieve an increase in the quality of service to the region.						
4. Achieve an international leadership position as an 'engaged university' through engagement with employers and enterprise, community engagement and corporate social responsibility	• Achievement of planned actions • Number of primary and second level students participating in the Eureka Centre for the promotion of STEM subjects	• 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	1. Framework developed for an annual regional IBEC-HEI forum. 2. Community-Based Research including UCC's Community-Academic Research Links (CARL) programme enhanced and expanded. 3. Programme developed to achieve a reduction in energy usage of 33% by 2020 vs. 2000; a 18% reduction achieved by end 2015.	**Achieved.** 1 (a). IBEC Regional Seminar series established in 2015 in collaboration with regional HEIs. The first seminar for the South-West region was held on 7th May 2015 (Theme 'The Skills Agenda') see: http://www.ibec.ie/IBEC/DIR.nsf/vPages/Business_leaders_fora~cork-regional-seminar?OpenDocument#.V1axFU0cS71. The second annual Regional Seminar series was held in May 2016 with the theme of 'Research and Innovation'). The South-West seminar in 2016 was held on 21st May (see http://agenda.ibec.ie/30fiaxt1yx5?a=1&p=50358437&t=28687519) 1 (b). Regional Skills Forum established: Since May 2015, UCC working in partnership with regional education and training providers and with employer organisations and agencies, established the South-West Regional Skills Forum (see Appendix 2) 2. The CARL programme has been expanded and enhanced. CARL supported 7 student projects in 2015 with students from 4 different programmes. The CARL list of available projects has been refreshed through working closely with community partners to revisit and identify potential research projects (see http://www.ucc.ie/en/scishop/rr/). Two part-time staff were hired (William O'Halloran and Courtney Collins) in December 2015 to support the work of the CARL coordinator. Their focus is on embedding CARL activities in student programmes across the University. CARL also received approval for an interdisciplinary postgraduate module on Community Based Participatory Research (see www.ucc.ie/en/graduatestudies/pgtrainingmodules/pg6025community-basedparticipatoryresearch/) and the module will run with 8 PhD students in January 2016. Furthermore, UCC staff kicked-off and organised a Campus Engage capacity building initiative in December 2014. UCC staff members Dr. Catherine O'Mahony and Dr. Kenneth Burns facilitated three workshops in 2015, one in Galway (January) and two in Dublin (March). In all approximately 140 HEI staff engaged with the workshops and the feedback from participants has been overwhelmingly positive. A summary of the programme and its initial impact is provided in Appendix 3. Drs O'Mahony and Burns also contributed to the writing and editing of two introductory guides for Higher Education staff one of which addressed the broad area of community engagement (www.campusengage.ie/userfiles/files/Civic%20and%20Community%20Engagement%20W	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.	

	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 • UCC represented on the boards of industry bodies including the Cork Electronics Industry Association,		EB.pdf) and the other community-based research with CARL as an exemplar (www.campusengage.ie/userfiles/files/Community-Based%20Research%20WEB(1).pdf). 3. UCC achieved a reduction of 23.4 % up to end of 2014 (verified by the SEAI on 2 December 2015 in a letter to Dr Michael Murphy, UCC's President) against UCC's energy reduction target of 33% by 2020. UCC anticipates a further reduction to 25.4% by the end of 2015 subject to verification from SEAI.	

		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			
5. Strengthen and promote the Irish language, heritage and culture in the University and in its Munster hinterland.	• Number of enrolled students • Participation on Scéimeanna na Gaeilge.	• UCC outreach and community facility in Dún Chíomhán, Ballyferriter, Co. Kerry. • Student Gaeltacht, Áras Uí Thuama, on campus • Multiactivity centre including Irish TV and radio broadcasting centre, music venue and staff venue on campus • 1,600 students attending part-time Irish courses • 2,500 participants in UCC's Irish network and	1. Maintain 1,600 students attending part-time Irish courses 2. Maintain 2,500 participants in UCC's Irish network and Scéimeanna Gaeilge. 3. Maintain UCC's Irish language teaching abroad	**Achieved.** 1. UCC had 1,843 students attending part-time Irish courses in 2015. 2. Participation levels in UCC's Irish networks and Scéimeanna Gaeilge were maintained in 2015. Due to the retirement of the Director of Ionad na Gaeilge Labhartha (Pól Rúiséal) exact comparative figures to previous years are not yet available. In a more qualitative vein, as part of the initiative to expand its suite of cross-disciplinary optional Irish Language modules UCC has created two modules in Irish language and Computer Science (CS1130 and CS1131) which will be available in autumn 2016. Furthermore it has addressed a societal need vital to the Irish speaking community by extending the existing optional Irish language modules in the College of Medicine and Health to the Public Health Degree programme beginning in autumn 2016. 3. UCC maintained its Irish language teaching abroad by programmes delivered to over 80 students in the University of Bochum, Germany. With this initiative two groups of 25 students from Bochum attended classes in UCC's Gaeltacht campus (Dún Chíomhán) in September 2015. Students from Catholic University of America also attended classes in Dún Chíomhán. UCC also increased its Irish language teaching abroad through the development of an on-line MA in Gaelic Literature, teaching Irish language on-line to postgraduate standard (see http://www.ucc.ie/en/modern-irish/postgraduate/ma-gaelic-literature/ which includes international student testimonials). In addition to continuing its programmes in Germany and Spain, the prominent position of Irish in enhancing the international profile of UCC has been maintained and developed through various initiatives, including: • the on campus courses for international students, GA1120 and GA1121; • MX1004, which introduces UCC's overseas medical students to the Irish language; • contributing to CIRTL's Programme for Visiting Lecturers; • a range of initiatives with UCC Confucius Centre including the publication of the first Irish-medium Chinese Course; • hosting various international groups in the Gaeltacht campus. 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	1. Maintain 1,600 students attending part-time Irish courses 2. Maintain 2,500 participants in UCC's Irish network and Scéimeanna Gaeilge. 3. Maintain UCC's Irish language teaching abroad

		Scéimeanna Gaeilge. • Irish language delivery in international locations: Spain (A Coruna), Germany (Bochum) and France (Paris , Lille) • Irish folklore and Irish history module • MA in Irish Studies		in the region as an important element of Lifelong Learning and Continuing Professional Development. (source: UCC's Ionad na Gaeilge Labhartha http://www.ucc.ie/ga/igl//)		
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.	• Completion of planned actions • Number of Artist in Residence schemes	2010/11 Baseline: • 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	1.Fundraising plan for the Creative Hub finalised. 2. Lewis Glucksman Gallery research collaborations extended to include UCC's College of Science, Engineering and Food Science and UCC's College of Business and Law.	**Achieved.** 1. The fundraising plan for the Creative Hub has been finalised. In 2015 UCC's Development and Alumni Function was restructured to better enable fundraising for the University's strategic priorities (see http://www.ucc.ie/en/media/support/hr/briona/UCCStrategicPlan_Web_English_AW(2).pdf see project 22, page 25). The Creative Hub has a fundraising target of €10m. 2 (a). The Glucksman collaborated with UCC's College of Science, Engineering and Food Science on the research and presentation of ***Boolean Expressions: Contemporary art and mathematical data***, an exhibition which explored the ways in which artists use mathematical ideas and systems in their work. Boolean Expressions took place in the Glucksman from 25 July – 8 November 2015 and was accompanied by an extensive programme of curated events, public talks, STEM to STEAM workshops for schools and teachers, and children's creative tech clubs. The exhibition was critically acclaimed with reviews in the Irish Times, Sunday Times, Irish Arts Review and Irish Examiner. ***Boolean Expressions*** was funded by the Arts Council of Ireland, Science Foundation Ireland, University College Cork Boole Fund, and private philanthropy through Cork University Foundation (see webpage http://www.glucksman.org/BooleanExpressions.html and a short film made about the exhibition by CultureFox https://vimeo.com/137620854	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	

| | | 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 | | 2(b). The Glucksman collaborated with UCC's College of Business and Law on the research and presentation of Everything Must Go: Art and the market which was co-curated by Dr. Declan Jordan in the Department of Economics. The exhibition took place from 28 November 2015 – 6 March 2016 and explored the relationship between contemporary art, economics and value. Everything Must Go was accompanied by an extensive programme of curated events including an international symposium on the Value of Art and a dedicated publication with essays by Dr. Declan Jordan and Chris Clarke. The exhibition was critically acclaimed with reviews in the Irish Times, Sunday Times, and Visual Artists Newssheet. *Everything Must Go* was funded by The Arts Council Ireland, the Institut für Auslandsbeziehungen, the Austrian Federal Chancellery, and private philanthropy through Cork University Foundation. See webpage http://www.glucksman.org/EverythingMustGo.html and a short film made about the exhibition by Art in Ireland TV http://www.artinireland.tv/2016/chris-clarke-everything-must-go-art-and-the-market/ | 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. | |

Benchmarked Performance (Knowledge Transfer and Regional Engagement):

Source: U-Multirank 2015.
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
Income from private sources	-	-	-	-	-	-	-	A	-	-
Co-publications with industrial partners (% of total publications)	A	A	B	A	A	A	A	A	A	D
Patents awarded (size normalised)	B	B	B	B	B	B	B	B	B	C
Industry co-patents (% of total patents)	D	B	C	C	D	D	B	B	A	A
Spin-offs	C	C	-	-	-	-	-	D	-	-
Publications cited in patents	A	A	A	A	A	A	A	A	A	B
Income from continuous professional development (% of total income)	-	-	-	-	-	-	-	B	-	-

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	-	-	-	-	-	-	-	-	-
Student internships in region	B	B	-	-	-	-	-	-	-	-
Regional joint publications (% of total publications)	C	D	B	B	D	D	D	C	A	D
Income from Regional Sources	E	-	-	-	-	-	-	D	-	-
Master graduates working in region	A	-	-	-	-	-	-	B	-	-

6. Enhanced internationalisation

Institution objective	Performance indicator	Baseline	Interim target, end 2015	Progress against 2015 target, commentary and data source	Final target, end 2016	Summary
1. Strengthen partnerships with universities of similar vision	• Number of overseas students • Number of joint programmes	• 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	1. One new partnership established in China. 2. 'Erasmus For All' programmes established in Eastern Europe and Asia 3. Initial Africa direct-recruited cohort on campus	**Achieved**. 1. New partnerships established via MoU with high calibre (985 or 211) Chinese institutions: • Zhejiang University • Renmin University • Beijing University of Technology (BJUT) • China University of Finance and Technology (BJTU) • Ocean University (OU) • South China Normal University (SCNU) • Jinan University (JNU) • South West University of Finance and Economics (SWUFE) 2. UCC applied for, and received funding for international credit mobility includes Eastern Europe and Asia. Funding for Erasmus For All (Erasmus +) was confirmed at €773,860 for 2016/17. 3. The Africa intake has been steadily successful at UCC, and is growing. Enrolment from Nigeria, (UCC's first approach under this scheme) in 2015 is 15	Development and business plan agreed with partner institutions for 1 transnational education (TNE) programme.	

		Supérieur du Commerce de Paris (ISC Paris) and the Ecole Nationale des Travaux Publics, Lyon and in the US with the University of Montana.		undergraduates and 10 postgraduates. In addition there are over 10 enrolments from elsewhere in sub-Saharan Africa. [Source: ITS Student Record System/Data Warehouse: International Students Headcount]		
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)	International markets prioritised by College and strategic partners identified.	**Achieved.** UCC's four colleges have prioritised international markets as follows: Arts, Celtic Studies & Social Sciences: USA, China Business & Law: USA, Middle East Medicine & Health: North America, Malaysia Science, Engineering & Food Science: China, India, Brazil. In 2015 15.3% of UCC students were from overseas [Source: ITS Student Records System/Data Warehouse: MGT01 Headcount Five Year Trend]	15% of UCC students from overseas	
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	Number of exchange students increased to 800	**Achieved.** AY 2015/16 Visiting Exchange students (inbound) = 670. [Data Warehouse: MGT01 Headcount Five Year Trend] AY2015/16 Outbound Exchange students = 313 [Data Warehouse: HEAD10: Outgoing Exchange Students] Total: 983	25% of undergraduate programmes to provide a year abroad Number of Erasmus students increased by 30% from baseline	

Benchmarked Performance (International Orientation):

Source: U-Multirank 2015.

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	B	-	-	-	-	-	-	D	-	-
Foreign language master programs	D	-	-	-	-	-	-	B	-	-
Student mobility	A	A	-	-	-	-	-	B	-	-
International academic staff (% of total academic staff)	A	A	-	-	-	-	-	A	-	-
International doctorate degrees (% of total doctorate degrees)	B	B	-	-	-	-	-	B	-	-
International joint publications (% of total publications)	A	A	A	A	A	A	A	A	A	A

7. Institutional consolidation

Institution objective	Performance indicator	Baseline	Interim target, end 2015	Progress against 2014 target, commentary and data source	Final target, end 2016	Summary
1. Establish a shared services model across regional HEI partners	Achievement of planned actions	Initial discussions have taken place	Quantified savings achieved for UCC arising from the national Procurement shared services initiative	**Achieved.** UCC avails of national contracts and national frameworks as established by the Office of Government Procurement (OGP) when procuring goods and services. While the savings themselves are monitored and reported on centrally by OGP, UCC has availed of these price savings and revised specifications, which have contributed c.4% when compared to previous arrangements.	An expanded regional shared services model in operation	
2. Establish UCC as one of the six centres of excellence for initial teacher education under the initial teacher education review by the HEA	Achievement of planned actions Number of students registered in the Professional Masters in Education (Art & Design)	2010/11 baseline: Centres of excellence for initial teacher education did not exist.	40 students enrolled in the Professional Masters in Education (Art & Design)	**Substantial Progress Made.** The Professional Master's in Education (Art and Design) is now fully operational, with registrations in both years for the first time in 2015–16. There are thirty-seven students registered; the target has accordingly almost been achieved. The target of forty will, we expect, be achieved in 2016–17: twenty offers of places have been accepted in the first year of the programme, and there is a waiting list for further offers if vacancies arise.	40 students enrolled in the Professional Masters in Education (Art & Design)	

Under cycle 3 HEIs are also requested to report on:

- Systems and workload management *A Review of Workload Management Models in Irish HEIs* was published in 2014 http://www.hea.ie/sites/default/files/review_of_workload_allocation_models_in_irish_higher_education_instituti.pdf.. HEIs are requested to report on the development of workload management approaches since then, with reference to the effectiveness of the approach, the outputs of same and how this contributes to the objectives of improving both accountability and performance within higher education.

8. Additional Reports

8.1 Implementation of the Transitions Agenda

UCC has begun an academic strategy project that will define and differentiate institutional academic mission in the light of the university's unique position in the Southern Cluster as the region's largest comprehensive university. The project will reflect UCC's pivotal role in the Regional Skills Forum, Horizon 2020, the National Plan for Equity of Access to Higher Education and the university's contribution to the Transitions agenda.

The project began in November 2015 and is being benchmarked against numerous Irish, European, US and Australian academic strategy projects. Several strands have already been identified that will differentiate and consolidate the university's future programme mix and student profile in terms of entry routes, flexible modes of study, interdisciplinary skills, graduate attributes and contribution to the region's industry needs and skills deficits. In addition, implementation of the Transitions agenda is ongoing: in 2016 the entry routes for Law, Law Clinical and Law International were collapsed into Law (Pathways) CK301.

8.2 Improvement of Retention Rates

UCC Retention

The university addresses retention in a proactive and coherent way and is committed to:
- managing, monitoring and evaluating retention and progression by using statistical and qualitative data
- focusing on First Year progression and retention through the employment of a First Year Experience Co-Coordinator within the Admissions Office
- ensuring that Teaching & Learning practices align with the University's strategy to support the retention and progression of all students
- ensuring that retention initiatives are continually resourced and evaluated.

Key Principles:

In order to focus on efforts in relation to first year student retention and progression the university:
- has established a formal withdrawal policy
- uses an evidence-based approach through the provision and analysis of information relating to student withdrawals
- introduced a number of retention initiatives within an identified timescale in each College/School/Department
- shares good practice in relation to significant improvements in retention rates.

Implementation:

Action to improve student retention covers a large number of areas ranging from recruitment and transition, to academic support throughout the first year. Initiatives include:
- expanding the provision of induction and preparation programmes for first-year students
- the development of a suite of life skills workshops in order to support students throughout first year
- the development of tailored academic skills workshops to support students in their degree programme
- analysis of first year withdrawals
- regular review of retention objectives and further development in light of evaluation and feedback.

Student Retention Actions:

Objectives	Actions	Responsibility
Pre-Entry: Provide students with accurate and timely pre-entry information that gives them realistic expectations of their programme Engage with students at an early stage in second level Build relationships with School Principals, Guidance Counsellors	• 3 Open Days • Guidance Counsellors Conference • Parents' Information Evenings • Careers-focused events • Career Exhibitions • School Visits • School and public outreach engagement programmes run by Colleges, Schools and Departments • Pre-entry support in Physics and Chemistry prior to start of academic year. • Undergraduate literature including the print prospectus and entry requirements foldout • Maintenance and development of Study@UCC undergraduate pages • Maintenance and development of College web pages • Continue to develop, maintain and update social media platforms • Advertising and awareness campaigns • Continuing development and improvement of the UCC Website	Admissions Office College Representatives, Student Recruitment Committee, Office of Media & Communications / IT Services
Post Entry: Adopt a holistic approach to transition to ensure that first year and new students make a successful transition to UCC	Orientation • Continued development of the Orientation Programme and Fáilte Fest activities. • Continued maintenance of the 'Incoming First Year Student' and the 'First Year Student' Web pages • Regularly engaging students on a number of social media platforms, primarily Fáitle Fest and First Year Facebook pages. • Assigning all first year students a Peer Support Leader from a matching programme • Annual review of orientation based on analysis of feedback from students and staff • Review of current practices nationally and internationally by completing an Action Research Project on Transitions to UCC (2014) • Ensuring availability of full Academic Timetables prior to the start of the academic year • Ensuring a strong presence of academic staff at orientation	First Year Experience Coordinator/First Year Programme Coordinators/Student Support Services/Students' Union

Objective	Action	Responsibility
Post Entry: Support Students throughout first year in terms of coordinating pastoral and academic support	Student Support Services • Maintaining regular contact with students to ensure that they are settling into their degree programme • Coordinating Support Services when necessary • Reporting the difficulties and concerns of first year students to the relevant Colleges and appropriate staff • Continuing to develop sport and healthy recreational plans through UCC Health Matters • Facilitating change of course option for students who have genuinely chosen the wrong course • Developing life skills workshops to support students in the first semester • Following up with students who fail examinations • Introduction of a Fitness to Study Policy	Head of Student Experience/First Year Experience Coordinator/ PASS Coordinator/Disability Support Service/ UCC Plus+/Mature Student Office/International Education Office/Student Counselling/Student Health & Development/Chaplaincy/Careers Office/ Accommodations Office
Academic Support: Identify students who would benefit from additional support	Academic Feedback: • Assigning an academic mentor to every student • Ensuring that students receive timely feedback on assignments in the first semester • Monitoring attendance at lectures (where possible), tutorials and labs • Meeting with students (at least once) in the first semester	Heads of Colleges/First Year Programme Coordinators/Directors
Tutorials and small group teaching is increased in the first semester to counter balance the academic and social isolation that students feel in the large lectures.	Peer Assisted Learning: Wider development of initiatives such as the SEFS Peer Assisted Learning (PAL) programme Teaching & Learning: Academic programmes to be further designed to accommodate small group learning opportunities so that students learn with and from others (tutors and peers) Further development of online teaching resources and wider use of blackboard and RED	Head of Colleges/First Year Programme Coordinators/Directors

Objective	Action	Responsibility
	Developing tailored academic workshops to support students in the first semester	VP Teaching & Learning/Head of Student Experience
	Development of a Learning Support Centre in the Boole Library	
	Further development of exit routes	
	Analysis of feedback and champions identified from the Student Experience Survey 2015	College Heads

Objective	Action	Responsibility
Staff Development: Appropriate staff development activities should be in place to support the role of academic mentors and first year programme coordinators	UCC Staff continue to receive guidance and support from student support professionals when dealing with students who may be a cause of concern.	HR Staff Development Programme/Student Support Services
Retention Data: Detailed analysis of retention data to be gathered yearly Formalise a Withdrawal Policy for first year students	Academic staff and Student Support Service to engage with the data to keep retention issues high on the agenda Further develop the opportunity for students to receive guidance and support when making a decision to withdraw	First Year Experience Coordinator/ VP Teaching & Learning/Head of Student Experience/College Head/School Managers

8.3 Workload Management

Background:
UCC has developed and implemented an automated Academic Work Distribution-Full Economic Costing (AWDM-FEC) data collection process to support a number of important internal and external Strategic Objectives which include:

- 2009/10 University Operational Plan: Action 5.12. To develop UCC-specific academic workload allocation model(s) and guidelines;
- 2010/11 University Operational Plan: Project 5.3. Agree and implement the Full Economic Costing model in line with the national programme;
- 2011/12 University Operational Plan: Action 2.2. Complete the introduction of the academic workload distribution process;
- National Strategy for Higher Education to 2030 recommendation 22.

The implementation of the model using a single University-wide template supported on a dedicated software platform has been a key enabler in progressing the Strategic Objectives noted above. The outputs from the AWDM-FEC process are being used to support financial and non-financial information requests from

stakeholders, both internal and external, on the activities of the Institution which is in line with matured requirements and expectations of transparency, accountability and value for money.

The model is designed to be cognisant of the needs of the different disciplines, apply a standardised approach and methodology to ensure as far as practicable that the information collected is robust, comparable and sufficiently flexible to reflect the full spectrum of work across the range of disciplines. The process is mindful of the following principles established for the process:

- Be consistent with the objectives of the School, College and University;
- Its operation should demonstrate fairness, transparency and clarity;
- Be informed by regular and open consultation and communication and be subject to regular review;
- All academic staff are expected to contribute to the university academic community through all three activities i.e. teaching, research and administration. It is recognised that the extent of contribution in each of the three areas of activities may differ amongst staff.

The comprehensive approach taken to developing the process which included consultation with the academic community has been valuable in demonstrating the extent and depth of the work commitments of academic staff. The support and engagement of the academic community has been an important element in progressing this important initiative to date.

The software platform enables academic staff members to individually enter information on their academic activities within their personalised template. The template itself covers a range of academic activities which include teaching, research, professional academic services and academic administration. Once the academic staff member, relevant to the collection process underway, submits their information in the system it is released to their Head of Academic Unit for review and finalisation. An automated report approval process within the system restricts reports submitted by Heads of Academic Units to appropriate access levels for Heads of Schools and Heads of Colleges.

A range of benefits accrue from the automated AWDM-FEC process examples of which are noted below.

Academic Units Opportunities and Contributions to the Strategic Objectives include:

- Assists in the mapping and organising of staff resources, facilitating decisions on resource allocation;
- Assists in developing an equitable spread of workload across academic staff within the Unit and supports consistent treatment of all academic staff;
- Facilitates collective discussion of the balance of workload resulting in greater transparency and a shared understanding of workload across the Unit;
- Enables decision-making on resource distribution to optimise the quality and quantity of their outputs having regard to staff development goals;
- Provides meaningful data, utilising a standardised approach to support the discipline, assessing practices against best practice elsewhere;
- Provides opportunity for academic staff member to discuss allocation of their activities with their Head of Unit, assists in personal workload planning and in identifying development needs;
- Provides opportunities for improving transparency around work allocation while protecting sensitive data about individuals;
- Reduces the administrative requirement for academic staff and academic units when collecting, analysing and providing information through the automated data collection and reporting process.

Institutional Opportunities and Contributions to the Strategic Objectives include:

- Provides for a collective, open discussion of all workloads in keeping with principle of transparency & fairness;

- Improves consistency and reliability when compiling statistics for academic activities, gender, grade and full time equivalent reporting using a common dataset;
- Supports financial and non-financial reporting to external stakeholders in support of existing and new funding streams;
- Provides a reliable process for verifying, comparing and benchmarking aggregated information on activities and expenditure over time;
- Improves communication strategies and enhances the dissemination of financial and non-financial information across the institution;
- Optimises administrative processes across the Institution using technologies and integrated processes in keeping with Lean methodologies;
- Supports enhanced communication strategies with budget holders in relation to the source and drivers of expenditure and their linkages with academic activities;
- Embeds a manageable and sustainable process within the institution which supports the goals of quality, productivity and work life balance;
- Reduces costs by using a single automated collection process with dual reporting capabilities.

Following the completion of the 2014/15 data collection process, which has seen a 92% engagement rate to date, a review of the process is planned to reflect on the data collection process and seeks to include feedback from the academic community and other stakeholders in relation to their interaction with the process and how best to enhance the process for all parties going forward. Further developments and refinements within the University's Performance and Development Review (PDRS) process are also underway.

Appendix 1: UCC's Benchmark Universities

Background:
UCC appointed a Director of Strategic Planning & Institutional Research in December 2006. One of the key initial tasks for the appointee was to identify and agree an appropriate set of benchmark universities. This task was initiated on 27 February 2007 with the stated objectives of:
- identifying comparator institutions for UCC
- agreeing on 9 institutions for UCC to use for future benchmarking and comparison of performance

The following needs were to be met:
- To enable benchmarking of performance to be undertaken by providing external comparators to UCC
- To provide a mechanism for monitoring trends to ensure planning in UCC is consistent with best international practice
- To facilitate UCC in leveraging international best practice to improve its KPIs
- To provide UCC with a 'target' group of institutions with which it can further strengthen and develop relationships for mutual benefit

Selection Criteria:
At that time, the criteria for selecting the benchmark universities was agreed in consultation with the President, Heads of College, Deans and Vice Presidents of the University. It was agreed that the selected benchmark universities should:
- Have a similar disciplinary profile to UCC
- Have broadly comparative student numbers, staff numbers and income level
- Be research driven
- Include universities in a regional and second city locations
- Include universities that would 'stretch' UCC to improve its performance
- Have good availability of data
- Be ranked by THES and Shanghai Jiao Tong
- Represent a spread of geographies globally

Process:
The selection process included the following steps:
- Referrals of comparator institutions were sought from staff with experience of international higher education and from the President, Heads of College, Deans and Vice Presidents
- An initial list of 53 referred institutions was identified and these were further discussed through a consultation process with UCC staff with international university experience
- Data was gathered on the 53 institutions
- The selection criteria was applied to identify 9 recommended benchmark universities
- The recommended universities were proposed to the University Management Group for approval

Outcome:
UCC's benchmark universities were agreed on 27 April 2007. The benchmark universities are as follows:
- NUIG
- UCD
- TCD
- QUB
- University of Southampton
- University of Edinburgh
- Aarhus University
- Leiden University
- Otago University

UCC has continued to use its benchmark universities for the purposes stated above. Engagement with the universities has included site visits, tele-conferences, data sharing and frequent discussion. Engagement with the universities has occurred at an institutional level but also frequently at other levels (e.g. a detailed benchmarking of Community Engagement activities is currently underway across the universities listed above).

Appendix 2: Establishment of the South West Regional Skills Forum

Context:
As part of the South-West Regional Action Plan for Jobs (July 2015) and National Action Plan for Jobs (January 2016), a South-West Regional Skills Forum has been established to provide a more systematic way for employers and the education and training system to work together to build the supply of skills to support regional job creation, growth and development. This has developed in parallel with a national network of Regional Skills For a. See references in:
- Action 202: South West Action Plan for Jobs (July 2015)
- Action 2: National Action Plan for Jobs (January2016)
- National Skills Strategy to 2025 (January2016)

Participating Organisations of the South-West:
Education and Training partners:
- CIT, UCC, IT Tralee, Cork Education and Training Board (ETB), Kerry ETB, Skillnets

Business/employer organisations:
- IBEC, Cork Chamber, Cork Business Association, ISME, Small Firms Association, Tralee Chamber Alliance, Killarney Chamber of Commerce, Network Cork, Kerry Women's Network

Agencies/ Local Authorities:
- IDA, EI, INTREO, Local Enterprise Offices, SOLAS, Fáilte Ireland, City/County councils.

Objectives:
The Regional Skills Forum will:
- Provide a cohesive structure for employers and the further and higher education system to work together in building the skills needs of their regions;
- Help employers better understand and access the full range of services available across the education and training system;
- Enhance links between education and training providers in planning and delivering programmes, reduce duplication and inform national funding decisions.

Progress Achieved in 2015 (July to December 2015):
- Consultation meetings held (first meeting held on 29 June 2015) and Regional Steering Group formed. The first meeting of the Steering Group held on 18 September 2015.
- Three Steering Group meetings held in 2015. The Steering Group is now operational, meeting 4 times per year initially alternating between locations in Cork and Kerry. It was agreed that the Chair of the Steering Group would rotate annually. UCC is chairing the Forum for the first year, 2015/16.
- Initial funding secured (€30k) from the HEA and invested in completing a detailed profiling of course provision across the South West in the areas of ICT and manufacturing initially. Profiling task is being carried out on behalf of the Forum by CIT Extended Campus staff.
- Learning shared with the other 8 Regional Skills Fora; a common approach to formation and hiring was agreed.
- 3-year funding secured (from the Dept of Education & Skills) to hire a Regional Skills Forum Manager; common national approach agreed.

Milestones for 2016:
- Advertisement and hiring of Regional Skills Forum Manager.
- A new and different collaborative regional employer-education provider engagement model to be in operation
- Designated industry points of contact clarified for each education provider
- Prioritised list of actions agreed to meet the objectives of the forum
- Steady state operation achieved for the Forum

South West Region Steering Group:

The Steering Group will meet 4 times in the first year of operation. The Chair will rotate annually. Rónán Ó Dubhghaill, VP External Relations, UCC will chair the Steering Group in its first year. Members:

Siobhan Deane, IBEC
Laurence Owens, Cork Business Association
Ray O'Connor, IDA
Martin Corkery, EI
Nora Condon, SOLAS
Sean O'Sullivan, INTREO
Ollie O'Sullivan, Failte Ireland
Tomas Hayes, LEO Kerry Co. / Kerry County Council
Pat Ledwidge, Cork City Council
Louis Duffy, Cork County Council
Adrienne Rodgers, LEO Cork/Cork City Council
Enda McWeeney, Cork ETB
Sharon Browne, Kerry ETB
Irene Sheridan, CIT
Brid McElligott, IT Tralee
Rónán Ó Dubhghaill, UCC, Chairperson
Caroline Fennell, UCC
John O'Halloran, UCC
Norma Lynch, Skillnets
Deirdre Waldron, Network Cork
Liz Maher, Kerry Women's Network
Kieran Ruttledge, Tralee Chamber Alliance
Kellie Doherty, Killarney Chamber of Commerce
Conor Healy, Cork Chamber

Appendix 3: The Campus Engage PARTICIPATE Programme

The Campus Engage PARTICIPATE programme was launched in Cork in December 2014. The programme's aim was to develop the capacity of higher education staff to incorporate community based research (CBR) and community based learning (CBL) into their curricula and work-plans, and a series of four kick start workshops were held between December 2014 and March 2015.

In community-based learning (CBL) students gain academic credit for the learning they derive from participating in and reflecting on experiences within community and society. Community-based research (CBR) is a collaborative approach to research which begins with a research topic of importance to the community and has the aim of combining knowledge with action to achieve social change.

The kick start workshops were delivered by members of a national panel of experienced CBR and CBL practitioners and scholars comprised of twelve staff from seven different higher education institutions (HEIs). Following an initial brainstorming meeting a draft workshop structure was drawn up by the panel and further developed by the Campus Engage CBR and CBL working group conveners, namely Dr Claire McDonnell, DIT, and Dr Catherine O'Mahony, UCC, in conjunction with the Campus Engage coordinator, Kate Morris.

A total of 186 individuals signed up for the kick start workshops representing staff from 23 different HEIs across Ireland. The average number of participants at each workshop was 35 and ranged from the novice to those already well versed in CBR and CBL practices.

Each workshop was facilitated by four panel members and the focus was on an interactive, peer learning experience that would provide participants with the tools to implement CBR and CBL practices in their own departments and institutions. Participants developed an initial project idea or learning experience through to writing learning outcomes for a revised or novel module, and the design of a related assessment. Case studies of good practice in CBR and CBL were shared along with template documents for supporting these initiatives.

Feedback from participants was overwhelmingly positive and the next stage of the PARTICIPATE programme will involve a light-touch mentoring activity to support participants in the next steps in implementing these initiatives in their own departments or institutions.