



Mission-based Performance Compact

between

University College Cork

and

The Higher Education Authority

Date: February 2014



Context

This Compact is an agreement between the Higher Education Authority and University College Cork and is the outcome of a process of strategic dialogue between the two bodies.

The purpose of strategic dialogue is to align the missions, strategies and profiles of individual higher education institutions with national priorities, and to agree strategic objective indicators of success against which institutional performance will be measured and funding allocated.

This Compact demonstrates a shared sense of the balance that is required between institutional autonomy and public accountability and a recognition that a diverse range of strong, autonomous institutions is essential for the overall higher education system to respond effectively to evolving and unpredictable societal needs.

The Compact recognises that University College Cork is an autonomous institution with a distinctive mission, operating within a regional, national and international higher education environment.

The Compact recognises that there is a tension between providing a transparent framework of public accountability for performance in relation to funding, and risks of unintended behaviours related to measurements. It addresses this tension by requiring higher education institutions themselves to propose the qualitative and quantitative indicators against which their performance should be assessed by the Higher Education Authority.

The purpose of this Compact is to provide a strategic framework for the relationship between the Higher Education Authority and University College Cork. It sets out how University College Cork's mission and goals align with national goals for higher education.

By detailing HEA funding commitments and reciprocal University College Cork commitments, this Compact also contributes to creating a transparent and accountable system of administration of State funding. To support this purpose, the Higher Education Authority and University College Cork agree that this Compact will be published.

The principles of State funding support

The principles under which State funding for higher education is provided are:

- Institutional autonomy balanced with public accountability for high quality outcomes; and
- Core funding allocations that are predictable, fair and transparent, and that provide reasonable stability from year to year and in which funding follows the student.

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1. Establishment of the Compact

The Higher Education Authority and University College Cork agree that:

- This Compact consists of this document and the accompanying current and planned profiles
- The term of this Compact is from 1 January 2014 to 31 December 2016 unless terminated earlier by agreement.

University College Cork acknowledges that policy underlying some or all of this Compact is subject to review by the Minister for Education and Skills or by the Higher Education Authority from time to time. The Higher Education Authority and University College Cork agree that if changes need to be made to the Compact because of such a review, the Higher Education Authority will notify University College Cork of this in writing and will consult with University College Cork accordingly.

Some or all of the funding arrangements may be updated from time to time. Either party may propose changes to this Compact at any time.

2. Performance Funding Framework

Higher education Performance Funding will provide incentives for higher education institutions to improve overall performance in accordance with their own strategies and with their place in the overall system.

Performance Funding will be allocated based on performance against agreed targets and indicators of success proposed by the institution across a range of outcome domains. The targets and indicators of success must be agreed in strategic dialogue with the HEA. The intention is both to improve the performance of the institution in key areas and to steer the institution closer to its agreed mission and profile and to its position in the overall higher education system. The degree of challenge and of realism inherent in the targets proposed will be evaluated and discussed in strategic dialogue.

The Higher Education Authority and University College Cork agree to review annually the effectiveness of implementation of the strategies and goals for achieving the agreed national and institution outcomes.

As a condition of Performance Funding, in accordance with this agreement, University College Cork must:

- Agree performance targets as outlined in section 5 below
- Supply performance data to the Higher Education Authority for the relevant indicators
- Achieve the relevant targets agreed.

The assessment of progress against the agreed indicators of success and the allocation of Performance Funding against them will be notified annually to University College Cork.

3 Mission and Strategy Statement

University College Cork's mission and strategy sets out its values and aspirations, what it does and how it can best serve the interests of its students, staff and key stakeholders. The Higher Education Authority and University College Cork acknowledge that University College Cork's mission and strategy may evolve.

University College Cork and the Higher Education Authority recognise that University College Cork is an autonomous institution that is responsible for determining its mission, its aspirations and its strategies for their achievement.

However, the Higher Education Authority must ensure that together the missions and profiles of the different institutions will lead to overall coherence of the higher education system as a whole and to completeness, ensuring that national needs are being met and without unnecessary duplication.

Enter your mission and strategy statement here.

UCC Strategic Plan 2013-2017

Vision Statement

To be a world-class university connecting our region to the globe.

Mission Statement

University College Cork inspires creativity and independent thinking in a research-led teaching and learning environment. Our students are our highest priority. Through our research excellence we create and communicate knowledge to enhance the intellectual, cultural, social and economic life regionally, nationally and internationally.

Values

Our essential values are those of leadership, excellence, accountability and collaboration. We aim to work to the highest standards and encourage initiative, creativity and innovation in all of our activities. We are committed to the intellectual growth, social formation and welfare of our students. We recognise the strength that we derive from diversity among our students and staff and we commit ourselves to a global focus in all of our activities.

Strategy Statement

1. Since 1849 University College Cork is the comprehensive university of the South of Ireland. It is a globally oriented research-led university providing the full range of disciplines to serve regional, national and international needs. UCC is differentiated nationally as the comprehensive, research-intensive, international top tier university in the South of Ireland, and internationally by its regional connectedness together with a global orientation in all of its activities.
 2. UCC offers a broad range of disciplines in Arts, Humanities, Social Sciences, Business, Law, Engineering, Architecture, Science, Food Science, Medicine, Dentistry, Pharmacy, Nursing and the Clinical Therapies. Degree programmes cover the full range of NQF levels from 7-10 and include level 6 programmes through its adult and continuing education portfolio.
 3. UCC's educational outreach locations extend throughout Munster and South Leinster. We provide programmes at NFQ levels 6 to 9 to over 2,000 adult and continuing education students at 10 locations across Cork, Dublin, Kerry, Kilkenny, Laois, Limerick and Tipperary. Our Access Programme works with 44 linked secondary schools in Cork, Kerry and Waterford and staff from our Institute of Chinese Studies teach Chinese in 33
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schools across Cork, Clare, Kerry, Tipperary and Waterford.

4. UCC and CIT, and UCC and the Colleges of Further Education, have a strong track-record, over a decade, of demonstrating effective partnerships and alliances to the benefit of the student. Established in 1999, UCC's collaboration with CIT is a unique model nationally and is an exemplar of the higher education partnerships envisaged in the National Strategy for Higher Education. Since 2002 formal education pathways to UCC from the Colleges of Further Education have been a key element of UCC's regional learning network. Through the collaboration with the Colleges of Further Education, UCC recognises specific FETAC Level 5 programmes as meeting the entry requirements to first-year to some 25 programmes across the University.
5. UCC's research priorities are grouped under five strategic thematic areas:
 1. ICT, Physical Sciences, Engineering, and Mathematics
 2. Energy, Environmental, Atmospheric and Ocean Sciences
 3. Food, Health, Biological and Medical Sciences
 4. Arts, Humanities and Social Sciences
 5. Business and Law

The University boasts several of Ireland's elite research centres including the *Tyndall National Research Institute* (microsystems, photonics, nanotechnology), the *Alimentary Pharmabiotic Centre* (alimentary health, functional foods), both recognised as global leaders, the *Environmental Research Institute* (biodiversity and conservation; ecotoxicology, environmental law, environmental chemistry, earth sciences, freshwater and marine ecology) and the emerging *Beaufort Laboratory* (coastal management, wave and marine renewable energy).

6. UCC plans to build on its role as the comprehensive university of the South of Ireland, participating in a South of Ireland regional education cluster comprised of UCC, CIT, WIT, IT Tralee and IT Carlow while expanding UCC's existing student pathway links with Colleges of Further Education.
7. The University plans for continued growth in student numbers to 2017. Overall headcount (excluding Adult and Continuing Education courses) is expected to grow from 17,846 to 18,975, with the main increases in post graduate (+20%) and international (+30%) student numbers whilst maintaining a stable EU undergraduate student enrolment. UCC is planning for increased provision of part-time education through the medium of online learning and through the blended education model with planned increases in part-time learners to at least 15% of the student population, inclusive of programmes provided through the Centre for Adult and Continuing Education.
8. UCC's strategy, and the policy of the Governing Body of UCC, is to partner with universities of similar vision and to partner with other Irish higher education institutions where there are complementarities and synergies that can lead to enhanced strengths and efficiencies. This policy recognises the small scale of Ireland and the limited total resource available to the Irish higher education sector. Strong and diverse alliances with international universities of similar vision will play as important a role in meeting Irish higher education needs as regional clusters. UCC recognises that national and international strategic alliances benefit the sector as a whole, and help contribute to the development of a vibrant, integrated and internationally competitive higher education system. They are also essential to the economic, social and cultural development of the region.

Strategic Goals (2013-2017):

Our key strategic goal is to be Ireland's leading university and to sustain our position in the

top 2% of universities globally by:

1. Delivering research-inspired teaching and learning with a world class student experience
2. Being a premier European university for research, discovery, innovation and commercialisation
3. Being pre-eminent in internationalisation, external engagement and contribution to society
4. Applying best international practice to attract, develop and retain staff of the highest quality and to enable all staff to reach their full potential
5. Strengthening our infrastructure and resource base

Priorities: Leading Action

The following are our leading actions for achievement by 2017:

1. We will ensure the continued **financial sustainability** of the University by significantly increasing non-Exchequer income and by continuing to exploit cost savings opportunities.
 2. **High quality research-led teaching** is at the core of our mission. We will 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. Up-to-date research, practice and knowledge will continuously inform our curriculum. We will increase the proportion of students studying for postgraduate degrees from 22% to 30%.
 3. We will continue to pursue **excellence in teaching, learning and the student experience**. We will strengthen our capacity to deliver teaching qualification programmes to greater numbers of staff and we will promote and recognise excellence in teaching. We will continually improve the quality of the student experience by acting on student feedback and on recommendations for quality improvement. Improved supports for student learning, personal and employability skills development will be provided through the development of our state-of-the-art student 'hub' building. We will provide opportunities within each programme for student placement either through volunteering activities, international placement or work placement so that all UCC students have the opportunity to develop the generic and transferable skills needed for effective engagement in the workplace and society.
 4. We will develop greater opportunities for **part-time and flexible learning**. We will provide the necessary 'future-proofed' infrastructure to improve the provision of research-informed, open access Technology Enhanced Learning at UCC. Improved opportunities for lifelong learning including continuing professional development and executive education will be developed in collaboration with the Irish Management Institute and with our strategic partners nationally and internationally.
 5. We will establish an innovative **business school** created by building on existing business strengths and with expertise in identified niche areas.
 6. We will strengthen our capacity for **research** to meet national economic and social development needs, to engage critically with major national and global challenges and to contribute to excellent scholarship. We will foster **innovation and entrepreneurship** and we will continue to develop UCC as an entrepreneurial university to create jobs and to strengthen our key role as a catalyst for attracting foreign direct investment to Ireland. UCC's Innovation Platform will ensure the
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coherent and efficient delivery of innovation and job creation initiatives including an enhanced model for technology transfer and commercialisation, the development of a Healthcare and Technology Innovation Cluster, delivery of the National Health Innovation Hub, the further development of the Ignite Graduate Business Innovation Centre and improved delivery of entrepreneurship education university-wide. Our participation in IMERC, together with CIT and the Irish Naval Service, will deliver innovation and jobs in the maritime and energy domains. We will continue to play a leadership role in the development of the Cork Science and Innovation Park in cooperation with Cork County Council, Cork City Council, CIT, the IDA and Enterprise Ireland. With these developments we will enhance interdisciplinary collaboration between the arts, humanities and social science disciplines, and science, technology, medicine and health in a holistic approach to 'science'.

7. We will enhance **internationalisation** by strengthening our partnerships with universities of similar vision and by embedding a global perspective in all our activities. We will deliver on the key initiatives of our internationalisation strategy by strengthening the global UCC alumni network, exploiting further opportunities for the overseas delivery of our programmes and by increasing our international student cohort to 17%.
8. Active **community and regional engagement** is central to our role as an 'engaged university' and is embedded in our mission. We will engage proactively at a national level to increase the capacity of the Irish higher education system to operate in a more competitive globalised environment. We will strengthen Cork as a city of learning and we will build a more cohesive regional learning cluster by deepening our partnership with CIT and other education partners. We will develop new initiatives in a multiplicity of domains including that of the Irish language, to engage more actively with our city and regional community.

The specific projects and targets of UCC's Strategic Plan 2013-2017 are in Appendix 8.

3.1 Changes to the mission and strategy statement

The Higher Education Authority acknowledges that University College Cork may adjust its mission and strategy from time to time. University College Cork agrees that the following will be the subject of strategic dialogue with the Higher Education Authority and may result in a change to the Compact:

- Any significant change that it proposes to make to its mission during the term of the Compact
- Any significant change that it intends to make to its activities that could affect either the content or the practical application of its mission.

4. Current and Planned Profile

The following pages contain:

- University College Cork's current profile 2010/11 (as supplied by the HEA); and
- University College Cork's planned profile 2016/17 (completed).

For hard copy submissions, please bind the current and planned profile after this page.

For electronic submissions, please submit the current and planned profiles as PDF and Excel attachments respectively.

5. Development Plans and Objectives

5.1 Regional clusters

Strategy summary

Please provide a brief summary of University College Cork's strategy and chosen objectives in relation to its **regional cluster**.

This should set out:

- Member institutions
- Governance arrangements
- Priority objectives for the cluster.

Please note any external factors or assumptions that might affect institutional progress towards stated development objectives.

Regional clusters: strategy summary

Strategy Summary

1. Since 1849 University College Cork is the comprehensive university of the South of Ireland. It is a globally oriented research-led university providing the full range of disciplines to serve regional, national and international needs. UCC is differentiated nationally as the comprehensive, research-intensive, international top tier university in the South of Ireland, and internationally by its regional connectedness together with a global orientation in all of its activities.
2. UCC and CIT, and UCC and the colleges of further education, have a strong track-record, over a decade, of demonstrating effective partnerships and alliances to the benefit of the student. Established in 1999, UCC's collaboration with CIT is a unique model nationally and with joint sharing of facilities, joint academic governance structures and joint programme provision, it is an exemplar of the higher education partnerships envisaged in the National Strategy for Higher Education. The UCC-CIT partnership continues to develop with the recent integration of teacher education into UCC through a new joint programme which will commence in 2014. The following are the key aspects of the existing UCC-CIT strategic alliance:
 - UCC-CIT awards joint undergraduate and postgraduate degrees in Architecture and Biomedical Sciences
 - UCC-CIT have jointly-financed shared facilities and services and joint academic governance structures in Architecture and in Biomedical Sciences
 - the integrated Professional Masters in Education with CIT and the establishment of one of the six centres of excellence for initial teacher education in UCC as recommended by the initial teacher education review conducted by the HEA (2013)

Since 2002 formal education pathways to UCC from the colleges of further education have been a key element of UCC's regional learning network. UCC recognises specific FETAC Level 5 programmes as meeting the entry requirements to first-year to some 25 programmes across UCC.

3. UCC has a track record of partnership to enhance the international standing of Irish higher education and to meet local, national and international needs. UCC is active in a broad range of Education, Research, Knowledge Transfer, Enterprise, Shared Services and Mission-based clusters. Recent developments have seen significant new strategic partnerships established including alliances with Nanyang Business School in Singapore,
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with Beijing Technology and Business University (BTBU) and with Shanghai University. New national partnerships include those with the Irish Management Institute, Teagasc and the Irish Maritime and Energy Resource Cluster (IMERC), a tripartite alliance between UCC, CIT and the Irish Naval Service.

4. UCC's strategy, and the policy of the Governing Body of UCC, is to partner with universities of similar vision and to partner with other Irish higher education institutions where there are complementarities and synergies that can lead to enhanced strengths and efficiencies. This policy recognises the small scale of Ireland and the limited total resource available to the Irish higher education sector and that the international reputation of Irish higher education rests largely with its universities. Strong and diverse alliances with international universities of similar vision will play as important a role in meeting Irish higher education needs as regional clusters. UCC recognises that national and international strategic alliances benefit the sector as a whole, and help contribute to the development of a vibrant, integrated and internationally competitive higher education system. They are also essential to the economic, social and cultural development of the region.
5. Active regional engagement is central to UCC's role as an 'engaged university' and is embedded in our mission. We will engage proactively at a national level to increase the capacity of the Irish higher education system to operate in a more competitive globalised environment. We will build a more cohesive regional learning cluster by deepening our partnership with CIT, WIT, IT Carlow, IT Tralee and other education partners while enhancing our research collaborations with other institutions both nationally and internationally. We will develop the conditions for deepening cooperation with colleges of further education during the timeframe of the compact.
6. UCC's policy is shaped by the unique nature of the competing agendas within its region, which could potentially result in a single comprehensive university and two technical universities for the provision of higher education and the potential elimination of important courses and pathways presently provided via the institutes of technology. This coupled with the large geographical spread of the region present a particular set of contextual challenges which must be properly addressed.

Note:

A successful regional cluster is subject to active participation by all participating HEIs and mitigation of the following risks:

- 1 Risk: A significant risk arises from the interdependencies with CIT and WIT where their current focus at this time remains on achieving the inter institutional integration and achieving the Technological University (TU) criteria required of CIT and IT Tralee, WIT and IT Carlow in their quest for TU status.
- 2 Risk: The outcome of the successful attainment of TU status by CIT and IT Tralee, WIT and IT Carlow will result in the only cluster in the country without an Institute of Technology. The cluster, then comprised of one University and two TU's focussed on level 8 and above, may not effectively offer levels 6 and 7 and meet the vocational, training needs of the region.

Members of Regional Cluster - South Region

Cork Institute of Technology

Institute of Technology Carlow

Institute of Technology Tralee

University College Cork

Waterford Institute of Technology

Governance Arrangements

The following provides a summary of the current agreed position for governance of the Southern cluster:

1. Parity of esteem for all stakeholders is essential to the successful operation of cluster
2. Clear terms of reference and an MOU for the operation of the cluster is to be prepared as soon as possible
3. The use of a rotating rather than an independent chair has been agreed. The rotation period will be for one year
4. Presidents and at least one other member of senior management to be nominated by each institute to the cluster board
5. Agreement that industry, further education and other stakeholder participation is required in cluster specific projects
6. Compact objectives on clusters will be harmonised across all members of the cluster
7. A strategic work-plan including governance structures is to be developed for delivering on cluster objectives by the end 2014
8. Arbitration mechanisms will be established as part of the governance structure
9. Recommendations which impact on the operation of higher education institutions will require approval by all governing authorities

Primary Objectives of the South Region Cluster

1. Increase the capacity and responsiveness of the Irish higher education system
2. Deepen partnerships and collaborations among the cluster of higher education Institutes
3. Provide improved progression pathways between institutions
4. Enhance cooperation across the institutions in support of regional economic, social and cultural development
5. Build on existing successes in the areas of course development, collaborative research, entrepreneurship and innovation

External Factors

1. Availability of funding and resources to deliver on cluster objectives.
 2. The potential for lack of agreement among cluster institutions on expected objectives
 3. Insufficiently robust or poorly designed processes at a national level that may inhibit the successful creation of regional clusters
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Regional clusters: Institution objectives and performance indicators

1. Cluster objective	Create a formal regional cluster between the named member institutions
Performance indicator	Agree and implement a framework for cluster operation and commence implementation of agreed collaborative projects
Baseline	Many inter-institutional relationships exist but no formalised cluster structure is in place.
Interim target, end 2014	Agree and implement a governance framework for joint activities including <ul style="list-style-type: none"> • The establishment of a cluster board • Creation of an MOU for operation of the cluster • Development of arbitration procedures • Development of a coordinated work-plan for the implementation of agreed projects
Interim target, end 2015	Complete a progress review in terms of delivery of the work plan and implementation of agreed projects.
Final target, end 2016	Evaluate the effectiveness of the governance framework in place for the cluster and explore further collaborative opportunities.
2. Cluster objective	Improve student pathways
Performance indicator	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
Baseline	Many inter-institutional pathways exist but no complete mapping profile is available
Interim target, end 2014	<ul style="list-style-type: none"> • Initial focus of the cluster is anticipated to be on improving student pathways given priority attached to the transitions initiative • Perform baseline mapping process in terms of student pathways from secondary through to tertiary education and graduate destination (this will require engagement of secondary and FE providers as well student representative bodies) • Final output - mapping profile.
Interim target, end 2015	Develop uniform access/progression scheme for the cluster.
Final target, end 2016	Review pathways profile based on new academic developments

3. Cluster objective	Shared academic planning
Performance indicator	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.
Baseline	<p>No cluster wide academic planning structure exists. However there is an understanding that:</p> <ul style="list-style-type: none"> • Individual institutes will continue to 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 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 <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>
Interim target, end 2014	<p>Baseline mapping of academic programme provision across the cluster completed</p> <p>Research mapping completed to identify potential research synergies</p> <p>(Programme and research mapping will provide a profile across the cluster and will inform next steps – complete during academic year 2014/15)</p>
Interim target, end 2015	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
Final target, end 2016	Review operation of academic planning process with a view to identifying new areas for collaboration in the next round of institutional compacts

5.2 Participation, equal access and lifelong learning

Strategy summary

Please provide a brief summary of University College Cork's strategy and chosen objectives in relation to **participation, equal access and lifelong learning**.

This should reference the benchmarks by which the objectives have been set. Further supporting evidence, with regard to the means of verification, should be provided in the appendices as necessary.

Please note any external factors or assumptions that might affect institutional progress towards stated development objectives.

Participation, equal access and lifelong learning: strategy summary

Participation and Equal Access

UCC's Access Services namely UCC Plus+, The Disability Support Service and the Mature Student Office (MSO) are committed to increasing access and widening participation of all under represented groups in line with targets set by the University..

The Strategic Goals set out in the University Strategic Plan for Access & Widening Participation 2013-2017 identifies key areas of activity aimed at creating a more inclusive and diverse student body that reflects Irish society and varying learning styles. These goals are to:

- Continue to work towards achieving national targets in line with University Strategic Plan and new National Access Plan in 2014 by enhancing pre entry support initiatives
- Sustain tailored post entry supports to enhance retention and progression and employability of access students
- Strengthen internal and external partnerships to promote an inclusive learning environment that embraces diversity and equality for all students.
- Document evidence of Access outcomes to inform policies and practice.

The initiatives outlined in the UCC Access Strategic Plan, 2013-2017 are designed to further increase the numbers of Access students attending UCC through increasing undergraduate intake numbers.

The wide range of post entry initiatives are also designed to improve first year retention among these groups of students and in line with the university target. They are also designed to sustain the academic success of access students.

Lifelong Learning

The ambition of UCC's Strategic Plan for lifelong learning is to outline ways in which UCC's Adult Continuing Education (ACE) organisation can deliver on the European University Association charter for lifelong learning and to ensure that the adult and lifelong learning mission at the university is conceived, understood, and delivered in line with best international practice. The mission for ACE will revolve around four key pillars of activity, contextualised in scholarship and best practice in lifelong learning. This mission fits with its traditional role, the emerging needs in the sector and the strategic direction of the university and is in line with the reports of both external and internal reviews on ACE conducted in 2012. The four key activity domains are:

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1. Outward Engagement;
 2. Access/Progression;
 3. Incubation and Innovation;
 4. Executive Education/CPD.

Focusing on these four core missions will enable ACE to operate more efficiently and effectively for the university and will enable it to measure its own development and progress in relation to well-defined objectives and areas of activity.

Benchmarks

Future UCC targets and benchmarks will be informed by the next National Plan for Equity of Access to Higher Education once it has been made available by the HEA.

Benchmarks and the setting of KPI targets is also informed by:

- The National Strategy for Higher Education to 2020
- EU, EUA and OECD reports
- Historical trends in performance; five-year trends and performance against target-to-date are monitored and reviewed every six months.
- Performance of comparator universities nationally and internationally
- Formal processes of consultation with external stakeholders
- Feedback provided by students including feedback through student surveys
- The findings of quality reviews and risk analysis
- The need to meet budgetary targets and to ensure financial sustainability

External Factors and Assumptions That Might Affect Progress:

- The potential delayed availability of the next National Plan for Equity of Access to Higher Education (to cover 2014 and future years)
 - Students are increasingly mobile and international competition to attract the best staff and students is intensifying.
 - Increasing national and international student mobility will result in greater competition from other institutions. Private and online providers and Technology Enhanced Learning (TEL) will become more prominent.
 - Funding from the national Exchequer to support higher education is diminishing.
 - The ability of the higher education sector to sustain current activity and meet increases in demand will be constrained by economic forces.
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Participation, equal access and lifelong learning: Institution objectives and performance indicators

1.	Institution objective	Ease student transition to, and progression through, their undergraduate programme.
	Performance indicator	<ul style="list-style-type: none"> • First year retention rate • Progression
	Baseline	<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.
	Interim target, end 2014	<ol style="list-style-type: none"> 1. Implement Semesterisation 2. Achieve 91% 1st year student retention rate.
	Interim target, end 2015	<ol style="list-style-type: none"> 1. Implement new programme of scholarships for incoming and currently registered students. 2. Achieve 91.5% 1st year student retention rate.
	Final target, end 2016	<ol style="list-style-type: none"> 1. Complete in-depth analysis of progression which will identify predictive indicators of non-progression or delayed progression. 2. Maintain 91.5% 1st year student retention rate.
2.	Institution objective	Increase the number of pathways to level 8 programmes from Further Education programmes and evolve our policy for Recognition of Prior Learning (RPL).
	Performance indicator	Number of FETAC entry routes
	Baseline	30 FETAC links into programmes with a total quota of 59
	Interim target, end 2014	<ol style="list-style-type: none"> 1. 48 FETAC links to 33 programmes with a total quota of 163 2. Have new RPL policy implemented.
	Interim target, end 2015	Increase FETAC quotas for 60% of level 8 programmes
	Final target, end 2016	Increase number of Further Education Colleges to which we are linked.
3.	Institution objective	Support access for socio-economic disadvantaged students, students with disabilities and mature students.
	Performance indicator	<ul style="list-style-type: none"> • Numbers of 'access' students

Baseline	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 	
Interim target, end 2014	<ul style="list-style-type: none"> • Mature student intake: 310 • Students with a Disability intake: 175 • UCC PLUS+ student intake: 170 	
Interim target, end 2015	<ul style="list-style-type: none"> • Mature student intake: 315 • Students with a Disability intake: 185 • UCC PLUS+ student intake: 185 	
Final target, end 2016	<ul style="list-style-type: none"> • Mature student intake: 320 • Students with a Disability intake: 190 • UCC PLUS+ student intake: 195 	
4.	Institution objective	Develop improved opportunities for lifelong learning including continuing professional development and executive education in collaboration with the Irish Management Institute and with partners nationally and internationally
	Performance indicator	<ol style="list-style-type: none"> 1. Annual number of Adult Continuing Education (ACE) lifelong learning graduates 2. Annual number of graduates from UCC/IMI programmes 3. Number of outreach centres across the South of Ireland 4. Learning opportunities for healthcare and social professionals undergoing accreditation with CORU (CORU is Ireland's multi-profession health regulator whose role is to protect the public by promoting high standards of professional conduct, education, training and competence through statutory registration of health and social care professionals).
	Baseline	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
	Interim target, end 2014	Specific targeted initiatives created to reach specific populations such as Autism Spectrum Studies, Women's Studies (Knocknaheeny), new certificate/diploma introduced to enhance access for non-English mother tongue groups.

	Interim target, end 2015	<ol style="list-style-type: none"> 1. Exemplar progression routes developed into full-time and part-time programmes (Certificate in Arts, Diploma in European Art History, B.Soc.Science/Youth & Community Work. 2. Coordinated UCC branded CPD in place
	Final target, end 2016	<ol style="list-style-type: none"> 1. Increased number of outreach centres 2. New programmes in place providing accreditation and learning opportunities to healthcare and social care professionals.
5.	Institution objective	Prioritise the provision of lifelong education and training to the healthcare professionals in the region.
	Performance indicator	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/)
	Baseline	A dedicated ASSERT facility does not currently exist.
	Interim target, end 2014	Secure planning permission for the ASSERT Centre building
	Interim target, end 2015	Initiate construction of the ASSERT Centre building
	Final target, end 2016	Complete construction of the ASSERT Centre building

5.3 Excellent teaching and learning and quality of the student experience

Strategy summary

Please provide a brief summary of University College Cork's strategy and chosen objectives in relation to **excellent teaching and learning and quality of the student experience**.

This should set out:

- 1 Vision underpinning the portfolio of undergraduate programmes
- 2 Approaches being taken to improve overall performance
- 3 How planned provision is aligned to institutional mission

Further supporting evidence, with regard to the means of verification, should be provided in appendices as necessary.

Please note any external factors or assumptions that might affect progress towards stated objectives.

Excellent teaching and learning and quality of the student experience: strategy summary

Vision and context underpinning the portfolio of undergraduate programmes:

1. UCC's vision statement is 'to be a world-class university connecting our region to the globe'
2. UCC is the comprehensive university of the South of Ireland. It is a globally oriented research-led university providing the full range of disciplines to serve regional, national and international needs. UCC is differentiated nationally as the comprehensive, research-intensive, international top tier university in the South of Ireland, and internationally by its regional connectedness together with a global orientation in all of its activities.
3. To support its vision and mission, UCC offers a broad range of disciplines in Arts, Humanities, Social Sciences, Business, Law, Engineering, Architecture, Science, Food Science, Medicine, Dentistry, Pharmacy, Nursing and the Clinical Therapies. Degree programmes cover the full range of NQF levels from 7-10 and include level 6 programmes through its adult and continuing education portfolio.
4. UCC's educational outreach locations extend throughout Munster and South Leinster. We provide programmes at NFQ levels 6 to 9 to over 2,000 adult and continuing education students at 10 locations across Cork, Dublin, Kerry, Kilkenny, Laois, Limerick and Tipperary. Our Access Programme works with 44 linked secondary schools in Cork, Kerry and Waterford and staff from our Institute of Chinese Studies teach Chinese in 33 schools across Cork, Clare, Kerry, Tipperary and Waterford.

Approaches being taken to improve overall performance:

1. Implementation of recommendations from the Institutional Review of UCC (June 2013)
2. Implementation of the recommendations of quality reviews.
3. Offering a greater range of staff development opportunities to ensure that staff have the skills to teach in an informed way that maximises learning for the students.

4. Embedding a regular review of the student feedback process to ensure that recommendations for quality improvement are implemented.
5. Engagement with National and International fora including the National Forum for the Enhancement of Teaching and Learning and the National Academy for the Integration of Research, Teaching and Learning (NAIRTL)
6. Adoption and use of Irish Higher Education Quality Network (IHEQN) guidelines
7. Robust processes for institutional strategic planning and highly integrated processes of strategic planning and quality assurance.

How planned provision is aligned to the institutional mission

UCC's planned provision is aligned to the University's vision and mission by setting out to:

- Strengthen comprehensive nature of the university with a focus on quality
- Attain 70:30 undergraduate:postgraduate ratio
- Retain current student distribution between STEM/Medicine & Health and Arts, Humanities, Social Sciences/Business & Law and current disciplinary mix at undergraduate level
- Further develop international delivery in targeted regions through
 - International campuses
 - Remote e-based delivery
 - Joint degrees
- Further develop national partnerships
 - VEC/FE Colleges (within regional cluster)
 - CIT/WIT/IT Tralee/IT Carlow (within regional cluster)
 - IMI
 - PRTL I Greps

External Factors and Assumptions That Might Affect Progress:

- Funding from the national Exchequer to support higher education is diminishing.
- The ability of the higher education sector to sustain current activity and meet increases in demand will be constrained by economic forces.
- The numbers of students aspiring to third and fourth level will continue to grow: student demand will be constrained by economic factors.

Benchmarks

Benchmarks and the setting of objectives and KPI targets for Teaching Learning and the Student Experience is informed by:

- The National Strategy for Higher Education to 2020
- Guidelines of the Irish Higher Education Quality Network
- EU, EUA and OECD reports
- Historical trends in performance; five-year trends and performance against target-to-date are monitored and reviewed every six months.
- Performance and data analysis of comparator universities nationally and internationally
- Formal processes of engagement and consultation with external stakeholders

- Feedback provided by students including feedback through student surveys (including the International Graduate Insight Group survey)
- The findings of quality reviews and risk analysis
- The need to meet budgetary targets and to ensure financial sustainability

Note:

UCC agrees to adopt the IUA principles relating to broadening entry routes to higher education and to work closely with the other universities as part of the IUA working group on entry mechanisms. This will be subject to the demands of achieving financial sustainability, meeting student demand and the optimisation of the student experience. UCC has committed and is active in working to improve the transition for learners between second-level and higher education.

Excellent teaching and learning and quality of the student experience: Institution objectives and performance indicators

1.	Institution objective	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
	Performance indicator	Number of undergraduate programmes with student-involved research from first year onwards
	Baseline	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.
	Interim target, end 2014	Opportunities confirmed for student participation in authentic research in each UG programme and data recorded on UCC's student record system
	Interim target, end 2015	<ol style="list-style-type: none"> 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
	Final target, end 2016	Student-involved research from first year onwards contained in all undergraduate programmes
2.	Institution objective	Develop greater 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
	Performance indicator	<ul style="list-style-type: none"> • Number of e-learning students enrolled • Percentage of students studying part-time/through flexible learning
	Baseline	<p>2010/11 baseline data:</p> <ul style="list-style-type: none"> • Five courses identified as being substantially online. • 100 students identified as being 'on-line learners' • 8% of students studying part-time/through flexible learning

Interim target, end 2014	<ol style="list-style-type: none"> 1. Two additional learning technologists funded and in place 2. Six new online Master's programmes launched 3. Inter-institutional strategy developed for digital learning using the Strategic Innovation and Development Fund allocation in collaboration with the National Forum for Teaching and Learning. 4. UCC's on-line brand marketed and launched. 	
Interim target, end 2015	<ol style="list-style-type: none"> 1. One additional learning technologist in place 2. Six additional online Master's programmes launched 	
Final target, end 2016	<ol style="list-style-type: none"> 1. An e-Learning infrastructure established with a distinct e-learning market presence. 2. 9% of students studying part-time/through flexible learning 	
3.	Institution objective	Strengthen UCC's capacity to deliver teaching qualification programmes to greater numbers of staff
	Performance indicator	Number of staff with formal qualifications in teaching and learning
	Baseline	<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
	Interim target, end 2014	<ol style="list-style-type: none"> 1. 350 staff to have completed one or more accredited courses in TLHE 2. >50% academic staff to have participated in professional development seminars/workshops in TLHE 3. 300 postgraduate teaching assistants to have completed an accredited course in TLHE 4. An accredited course available for postdoc/research staff
	Interim target, end 2015	<ol style="list-style-type: none"> 1. 70% of academic staff engaged in professional development in TLHE (cumulative since the initiation of HEA targeted initiatives)

	Final target, end 2016	<ol style="list-style-type: none"> 1. Increased numbers of academic staff participating in and completing teaching & learning qualifications in higher education 2. Teaching & learning qualifications introduced as compulsory for all newly appointed early career teaching staff
4.	Institution objective	Continue to play a leading role nationally in Teaching and Learning support and scholarship
	Performance indicator	Active participation in National fora
	Baseline	<ul style="list-style-type: none"> • Contributing to the work of the National Forum for the Enhancement of Teaching and Learning through the IUA. • Two institutional contacts liaising with the National Forum • Membership of National networks • Leading the National Academy for the Integration of Research, Teaching and Learning (NAIRTL)
	Interim target, end 2014	Proposals developed and submitted to the National Forum on the theme of Teaching for Transitions.
	Interim target, end 2015	Non-Exchequer funding secured for NAIRTL
	Final target, end 2016	International partnership model embedded for NAIRTL.
5.	Institution objective	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
	Performance indicator	Number of Quality Review and student feedback recommendations addressed
	Baseline	<ul style="list-style-type: none"> • Informal mechanism in place • Detailed analysis of institutional student reviews in place

Interim target, end 2014	<ol style="list-style-type: none"> 1. A protocol formulated to address Quality Review recommendations with respect to excellence in teaching and learning 2. A formal process in place to respond to student survey feedback relating to the quality of teaching and learning. 3. Formal engagement with the Teaching & Learning centre for all units preparing for a Quality Review. 4. Analysis completed of the extent to which learning outcomes are written for each programme and module to international best practice standards. 5. Analysis completed of the extent to which the programme learning outcomes constructively align with module learning outcomes. 6. Analysis completed of the extent to which module learning outcomes constructively align with assessment. 	
Interim target, end 2015	<ol style="list-style-type: none"> 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. 	
Final target, end 2016	New curriculum management system designed which will enable semesterisation to include credit accumulation.	
6.	Institution objective	Improve student satisfaction, engagement and employability
	Performance indicator	<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
	Baseline	2010/11 baseline: <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.

Interim target, end 2014	<ol style="list-style-type: none">1. Maintain an 86% student satisfaction score in the UCC student survey2. Students participating on all Quality Review panels3. Maintain 300 student peer-support volunteers
Interim target, end 2015	<ol style="list-style-type: none">1. Maintain an 86% student satisfaction score in the UCC student survey2. Maintain 300 student peer-support volunteers
Final target, end 2016	<ol style="list-style-type: none">1. Maintain student satisfaction scores in the National Student Survey2. Achieve an 88% student satisfaction score in the UCC student survey3. Maintain 300 student peer-support volunteers4. 91% of primary degree graduates in employment or further study5. 85% of undergraduate programmes provide placement opportunities6. Achieve 91.5% 1st year student retention rate.

5.4 High quality, internationally competitive research and innovation

Strategy summary

Please provide a brief summary of University College Cork's strategy and chosen objectives in relation to **high quality, internationally competitive research and innovation**.

This should reference the benchmarks against which the objectives have been set. Further supporting evidence, with regard to the means of verification, should be provided in an appendix as necessary.

Please note any external factors or assumptions that might affect progress towards the stated objectives.

High quality, internationally competitive research and innovation:

Strategy Summary:

As a research-led university, University College Cork is committed to increased and enhanced knowledge and learning based on globally competitive research across the four Colleges, as evidenced by expansion in publication numbers and impact, increased citation performance and peer review. Goal 2 of UCC's Strategic Plan (2013-17) is for the institution to be 'A Premier European University for Research, Discovery, Innovation and Commercialisation.'

UCC's Strategic Plan for Research and Innovation, 2013-2017, (<http://www.ucc.ie/research/rio/documents/ResearchandInnovationStrategicPlanbodyFINAL.pdf>) builds on areas of research where ability and success have been proven, while nurturing the growth of newly emerging areas. These areas of research focus and strength have been grouped into five strategic themes that align with areas of national strategic importance and priority, as identified under the National Research Prioritisation Exercise.

UCC continues to focus its research strategy on facilitating world-class research in major Centres of Excellence. In 2013, Science Foundation Ireland announced details of the largest joint state/industry research investment in Irish history — seven national Research Centres were funded; UCC leads four of these, co-leads one other, and is a significant partner in the remaining two. UCC led SFI research centres are:

- APC (food and health)
- INFANT (perinatal)
- MAREI (marine renewable energy)
- IPIC @TNI (photonics)
- INSIGHT (big data and data analytics).

UCC is lead partner in the following:

- AMBER (materials)
- SSPC (pharmaceuticals)

Sustaining the momentum generated by this success, including leveraging the investment through Horizon 2020 and other non-Exchequer sources to provide enhanced opportunities for UCC researchers, will be a priority for the coming years. Nationally, UCC has one of the highest levels of FP7 participation and award success rates, which provides a sound foundation for enhanced engagement with Horizon 2020.

While the institution has proved very successful in developing interdisciplinary research centres, a substantial proportion of the research activity is undertaken within the Departments and Schools of the University. Such activity is central to the development of new clusters of research focus and the seeding of future centres and institutes. Ensuring individual research activities are nurtured in parallel with larger team-based research is a priority.

Facilitating the development and exploitation of new research and innovation opportunities across traditional disciplinary boundaries, especially at the interface between the humanities and STEM, is a key priority for the institution.

Enabling researchers to exploit the outcome of their research through commercialisation of research outputs will be facilitated through the recently established Technology Transfer consortium, led by UCC together with CIT and Teagasc. Building on our strong track record of meaningful collaboration with industry, as evidenced by the SFI Centre awards to UCC in 2013, and expanding our research collaboration with the enterprise sector, is an on-going priority.

UCC is committed to research-led teaching, ensuring the students benefit from exposure to active researchers throughout their studies and gaining direct experience in research as appropriate. Continued development of initiatives to support graduate studies, including supporting the career paths of PhD graduates and guiding the students in seeking funding for their studies is regarded as a key area of focus.

Benchmarks

Benchmarks and the setting of objectives and KPI targets for Research and Innovation is informed by:

- The National Strategy for Higher Education to 2020
- The EU Horizon 2020 Strategy
- EU, EUA and OECD reports
- Historical trends in performance; five-year trends and performance against target-to-date are monitored and reviewed every six months.
- Performance and data analysis of comparator universities nationally and internationally
- Measures of research impact according to disciplinary norms sourced from objective sources (such as Thomson Reuters and the Leiden ranking)
- Formal processes of engagement and consultation with external stakeholders
- The findings of Quality Reviews, including Research Quality Reviews, and Risk Analysis
- The need to meet budgetary targets and to ensure financial sustainability

External Factors and Assumptions That Might Affect Progress

- Funding from the national Exchequer to support higher education is diminishing.
 - Diversified income streams will be required to offset falling Exchequer funding and growth in support for research will increasingly have to be met from non-Exchequer sources.
 - The ability of the higher education sector to sustain current activity and meet increases in demand will be constrained by economic forces.
-

High quality, internationally competitive research and innovation: Institution objectives and performance indicators

1.	Institution objective	Establish SFI Research Centres as a key element of the research landscape in UCC
	Performance indicator	<ol style="list-style-type: none"> 1. Number and scale of research centres and institutes of Industry partners 2. Scale of leveraged non-Exchequer income 3. Number of researchers employed in each centre
	Baseline	SFI research centres established in 2013
	Interim target, end 2014	<ol style="list-style-type: none"> 1. Centres operating as efficient research units 2. 25 established industry contracts in place
	Interim target, end 2015	<ol style="list-style-type: none"> 1. 50 established industry contracts in place 2. Demonstrated success in leveraging Horizon 2020 funding across each research centre
	Final target, end 2016	<ol style="list-style-type: none"> 1. Each research centre established as a thriving interdisciplinary research unit based on Exchequer and non-Exchequer income. 2. 200 active researchers employed across research centres.
2.	Institution objective	Ensure the sustainability, competitiveness and strategic coherence of research in UCC by diversifying funding sources.
	Performance indicator	<ul style="list-style-type: none"> • Research income • Non-Exchequer research income • Number of new funding sources
	Baseline	2010-11: research income: €78.6M 2010-11: non-Exchequer research income: €18M 2010-11: 181 doctoral graduates
	Interim target, end 2014	<ol style="list-style-type: none"> 1. A European Project Support Office established to support PIs in seeking funding from Horizon 2020 2. Specific measures implemented to nurture trans-disciplinary research especially linking STEM and humanities research teams, including the launch of the Irish Humanities Alliance 3. All new PhD students enrolled in UCC to be on a structured PhD programme.
	Interim target, end 2015	<ol style="list-style-type: none"> 1. The pool of researchers that secure external funding expanded by 15%. 2. Specific measures implemented to support early career PIs in seeking funding and developing their research teams

	Final target, end 2016	<ol style="list-style-type: none"> 1. Non-Exchequer funding increased to €25M 2. 230 doctoral graduates
3.	Institution objective	Undertake a comprehensive university wide review of research.
	Performance indicator	<ul style="list-style-type: none"> • Output of the review • Performance relative to the 2009 output
	Baseline	Previous Research Quality Review completed in 2009
	Interim target, end 2014	<ol style="list-style-type: none"> 1. Review panels in place 2. Schools and research centre submissions received based on research to end of 2014.
	Interim target, end 2015	Completion of the review of research across all disciplines by external peer review
	Final target, end 2016	Outputs of the review employed to support growth of research

5.5 Enhanced engagement with enterprise and the community and embedded knowledge exchange

Strategy summary

Please provide a brief summary of's strategy and chosen objectives in relation to enhanced engagement with enterprise and the community and embedded knowledge exchange.

This should reference the benchmarks against which the objectives have been set. Further supporting evidence, with regard to the means of verification, should be provided in the appendices as necessary.

Please note any external factors or assumptions that might affect progress towards the stated objectives.

Enhanced engagement with enterprise and the community and embedded knowledge exchange:

Strategy Summary:

University College Cork's commitment to enhanced engagement with enterprise and the community is clearly articulated in the vision statement 'connecting the region to the globe' and in UCC's strategic goals to 2017. The focus on enterprise, the community and embedded knowledge exchange is covered under Goals 2 and 3 of UCC's Strategic Plan 2013-2017.

Goal 2 of the University Strategic Plan (2013-2017) is to be 'a premier European university for research, discovery, innovation and commercialisation'. The specific strategies relating to the engagement with enterprise outlined to achieve this goal are to:

- increase the proportion of research funding from non-Exchequer sources, specifically targeting EU funding and industry sources
- partner with Irish and international institutions to deliver excellence in research, commercialisation and knowledge transfer
- drive the commercialisation of research and technology transfer, through mechanisms such as licensing, patents, creating spin-out companies and supporting external start-up companies
- engage proactively with government, development agencies, professional organisations, business and industry and the wider community, to stimulate economic, social, and cultural development
- instil a strong culture of entrepreneurship and innovation throughout the University and ensure coherence between all elements of innovation across the University, including entrepreneurship, commercialisation, knowledge transfer, education and consultancy
- engage in partnership with CIT and Teagasc in commercialisation of research and nurturing entrepreneurship to stimulate economic growth in the region

Goal 3 of the University Strategic Plan (2013-2017) is 'pre-eminence in internationalisation, external engagement and contribution to society'. the specific strategies outlined in the strategic plan to achieve this goal are to:

- adopt a targeted approach to national and international communications and exploit the power of digital marketing technologies
 - forge stronger relationships with employers, professional bodies, industry and the community to anticipate their future needs in relevant courses, programmes and
-

expertise

- establish ourselves as an independent, articulate voice in public debate while working closely with Government in playing a prominent role in setting the future agenda for higher education within Ireland and Europe
- facilitate access to the campus for as wide an audience as possible by broadening the range and scope of our outreach programmes
- develop regional and community relationships through partnership, guidance and support, in social, cultural and community projects, and through high profile public events on campus
- enhance our interaction with the public by hosting lectures, concerts, exhibitions and other events to increase the profile of the visual and performing arts and to make the University's rich collections available to the community
- act as a catalyst for change and creativity, sparking new connections, partnerships, practices, and exchange of ideas and expertise, particularly in the domain of the creative arts and culture, cultural heritage and Irish language and literatures.
- promote the Irish language within the region and on campus
- enliven global alumni networks to stimulate a more active relationship and commitment to the University in volunteering, fundraising and provision of expertise to the University community

Benchmarks:

Benchmarks and the setting of objectives and KPI targets for engagement with enterprise and the community and embedded knowledge exchange is informed by:

- The National Strategy for Higher Education to 2020
- EU, EUA and OECD reports
- Historical trends in performance; five-year trends and performance against target to date are monitored and reviewed every six months.
- Performance and data analysis of comparator universities nationally and internationally
- Formal processes of engagement and consultation with external stakeholders
- The findings of quality reviews and risk analysis
- Documented international best practice of the 'Engaged University'
- International norms and best practice for commercialisation outputs with respect to research investment
- The need to meet budgetary targets and to ensure financial sustainability

External Factors and Assumptions That Might Affect Progress:

- Funding from the national Exchequer to support higher education is diminishing.
 - Diversified income streams will be required to offset falling Exchequer funding.
 - The ability of the higher education sector to sustain current activity and meet increases in demand will be constrained by economic forces.
-

Enhanced engagement with enterprise and the community and embedded knowledge exchange:

Institution objectives and performance indicators

1.	Institution objective	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
	Performance indicator	<ul style="list-style-type: none"> • New start-up businesses created including high potential start-ups (HPSUs) and graduate enterprises • New jobs created
	Baseline	Between 2010 and 2012: 6 UCC Start-up companies were established creating approx. 50 new jobs
	Interim target, end 2014	<ol style="list-style-type: none"> 1. Establish effective operation of a UCC-led Technology Transfer consortium together with CIT and Teagasc to enhance economic development in the region 2. Delivery of the National Demonstrator Health Innovation Hub initiative. 3. Increase in the participation of graduate companies in the Ignite Graduate Business Innovation Centre to 37 companies 4. Establish 6 new start-up companies 5. Completion of 35 licences, options or other technology transfer agreements with industry 6. Conclusion of at least 60 significant industry research agreements
	Interim target, end 2015	Entrepreneurship education embedded in all undergraduate and post graduate programmes.
	Final target, end 2016	<ol style="list-style-type: none"> 1. Roadmap agreed with the Hospital Group Board in the south for the development for the Healthcare and Technology Innovation Cluster at Cork University Hospital 2. Master plan developed and funding model agreed with partners (Cork City Council, Cork County Council, CIT, the IDA and EI) for the development of the Cork Science and Innovation Park 3. 12 HPSUs established in the period 2013-2016 4. 100 additional jobs created in UCC-created start-up businesses (HPSU and graduate enterprises) 5. Completion of 70 licences, options or other technology transfer agreements with industry 6. Completion of 130 significant research agreements with industry

2.	Institution objective	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.
	Performance indicator	<ul style="list-style-type: none"> • New start-up businesses created • New research jobs created
	Baseline	IMERC launched in November 2011
	Interim target, end 2014	70 new research jobs delivered
	Interim target, end 2015	Construction of the Beaufort Laboratory on the IMERC site completed
	Final target, end 2016	Industry suites, incubation units and enterprise centres developed and operational
3.	Institution objective	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 innovation and to achieve an increase in the quality of service to the region.
	Performance indicator	Achievement of planned actions
	Baseline	A single Academic Healthcare Centre does not currently exist.
	Interim target, end 2014	<ol style="list-style-type: none"> 1. Governance model agreed for engagement with hospital partners 2. The Clinical Research Facility fully embedded in UCC's College of Medicine & Health as an enabler of patient focussed research.
	Interim target, end 2015	Project roadmap agreed for the delivery of an AHC with a tripartite mission of education, research and service delivery (legislation permitting*)
	Final target, end 2016	Two projects delivered from the roadmap
<p>*Hospital Trust legislation is due to be enacted in 2016/17 to give legal standing to Hospital Trusts/AHCs. Delivery of projects in 2016 is dependent on this</p>		
4.	Institution objective	Achieve an international leadership position as an 'engaged university' through engagement with employers and enterprise, community engagement and corporate social responsibility
	Performance indicator	<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

Baseline	<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 • 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
Interim target, end 2014	<ol style="list-style-type: none"> 1. A coherent plan for the improved engagement with enterprise and employers developed 2. Centre for Global Development expanded to include engagement with UCC's student body and alumni 3. Mapping exercise completed of external engagement activities in Arts, Celtic Studies and Social Sciences.
Interim target, end 2015	<ol style="list-style-type: none"> 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.

Final target, end 2016	<ol style="list-style-type: none"> 5. Regional IBEC-HEI forum held and further recommendations for improvement identified. 6. Annual engagement with over 4,000 students maintained in the Eureka Centre 7. 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.
5. Institution objective	Strengthen and promote the Irish language, heritage and culture in the University and in its Munster hinterland.
Performance indicator	<ul style="list-style-type: none"> • Number of enrolled students • Participation on Scéimeanna na Gaeilge.
Baseline	<ul style="list-style-type: none"> • UCC outreach and community facility in Dún Chíomhán, Ballyferriter, Co. Kerry. • Student Gaeltacht, Áras Uí Thuama, on campus • Multiactivity centre including Irish TV and radio broadcasting centre, music venue and staff venue on campus • 1,600 students attending part-time Irish courses • 2,500 participants in UCC's Irish network and Scéimeanna Gaeilge. • 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
Interim target, end 2014	<ol style="list-style-type: none"> 1. Maintain 1,600 students attending part-time Irish courses 2. Maintain 2,500 participants in UCC's Irish network and Scéimeanna Gaeilge. 3. Maintain UCC's Irish language teaching abroad
Interim target, end 2015	<ol style="list-style-type: none"> 1. Maintain 1,600 students attending part-time Irish courses 2. Maintain 2,500 participants in UCC's Irish network and Scéimeanna Gaeilge. 3. Maintain UCC's Irish language teaching abroad
Final target, end 2016	<ol style="list-style-type: none"> 1. Maintain 1,600 students attending part-time Irish courses 2. Maintain 2,500 participants in UCC's Irish network and Scéimeanna Gaeilge. 3. Maintain UCC's Irish language teaching abroad

6.	Institution objective	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.
	Performance indicator	<ul style="list-style-type: none"> • Completion of planned actions • Number of Artist in Residence schemes
	Baseline	<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
	Interim target, end 2014	<ol style="list-style-type: none"> 1. Proposal finalised, in consultation with local and internationally based stakeholders, to develop the Creative Hub at UCC (a dedicated space designed to support arts practice, research and learning and facilitate the integration of this work with the Irish creative arts, technologies, digital humanities and civil society networks) in collaboration with local authorities and locally and nationally based arts and cultural organisations. 2. Artist in Residence scheme consolidated and expanded in collaboration with the Arts Council to include Writer in Residence and Traditional Artist in Residence. 3. Consolidate collaboration with Dingle / Corca Dhuibhne History Interactive Timeline (a community project to put in place an easily accessible online tool on the history and heritage of the region)
	Interim target, end 2015	<ol style="list-style-type: none"> 1. Fundraising plan for the Creative Hub finalised. 2. Lewis Glucksman Gallery research collaborations extended to include UCC's College of Science, Engineering and Food Science and UCC's College of Business and Law.

Final target, end 2016

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.
-

5.6 Enhanced internationalisation

Strategy summary

Please provide a brief summary of University College Cork's strategy and chosen objectives in relation to **enhanced internationalisation**.

This should reference the benchmarks against which the objectives have been set. Further supporting evidence, with regard to the means of verification, should be provided in the appendices as necessary.

Please note any external factors or assumptions that might affect progress towards the stated objectives.

Enhanced internationalisation:

Strategy Summary:

Irish national policy and University College Cork strategy are both unequivocal in their commitment to Internationalisation. UCC's commitment to internationalisation is clearly articulated in the University Strategic Plan 2013-2017 as 'a world class university connecting our region to the globe' while guaranteeing that UCC is '...committed to adopting a global perspective in all our activities'.

UCC strategies to enhance internationalisation, as detailed in its Strategic Plan 2013-2017, are to:

- develop a small number of key strategic alliances with prestigious universities abroad, establishing overseas campuses and study schools with a particular focus on Asia, United States and the developing world.
- further the pluralist, multicultural yet Irish nature of the campus community

In University College Cork, internationalisation is about enhancing the employability and standing of our graduates while also enhancing the university's reputation and ensuring a wide and diverse global network as necessary is continually available and directed to deliver the strategic intent of the University. Internationalisation is defined as occurring at home, overseas and in trans-national encounters.

University College Cork will deploy its resources and focus to internationalise the University across three specific horizons (i) Internationalisation at home – e.g. recruitment of international academic staff and students etc. (ii) Internationalisation abroad - e.g. potential overseas campuses or joint-ventures etc. (iii) Trans-national education – e.g. delivery of our curriculum at arms-length through partners.

To be truly internationalised UCC commits to and will deliver against four key strategic objectives:

1. become a pluralist, multicultural , yet Irish, campus community
2. continue to enhance our strategic alliances and partnerships
3. enhance the bi-directional mobility of our campus community
4. create an international, intercultural 'educational ethos'

UCC's espoused ambition is to '...extend our international influence and global reach whilst retaining our regional perspective', articulated as 'a world-class university, that connects the region to the globe'.

Benchmarks:

Benchmarks and the setting of objectives and KPI targets for Enhance Internationalisation is informed by:

- The National Strategy for Higher Education to 2020
- Ireland's international education strategy 2010-2015 'Investing in Global Relationships'
- Guidelines of the Irish Higher Education Quality Network
- EU, European University Association and OECD reports
- Historical trends in performance; five-year trends and performance against target to date are monitored and reviewed every six months.
- Performance and data analysis of comparator universities nationally and internationally
- Formal processes of engagement and consultation with external stakeholders
- The findings of quality reviews and risk analysis
- International norms and best practice regarding Internationalisation
- Formalised 'horizon scanning' of the external environment
- The need to meet budgetary targets and to ensure financial sustainability

External Factors and Assumptions That Might Affect Progress:

- Funding from the national Exchequer to support higher education is diminishing.
 - Diversified income streams will be required to offset falling Exchequer funding.
 - The ability of the higher education sector to sustain current activity and meet increases in demand will be constrained by economic forces.
-

Enhanced internationalisation: Institution objectives and performance indicators

1.	Institution objective	Strengthen partnerships with universities of similar vision
	Performance indicator	<ul style="list-style-type: none"> • Number of overseas students • Number of joint programmes
	Baseline	<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.
	Interim target, end 2014	<ol style="list-style-type: none"> 1. Internationalisation risk analysis completed 2. Approval for at least one '4+0' programme secured with a partner university in China
	Interim target, end 2015	<ol style="list-style-type: none"> 1. One new partnerships established in China. 2. 'Erasmus For All' programmes established in Eastern Europe and Asia 3. Initial Africa direct-recruited cohort on campus
	Final target, end 2016	Development and business plan agreed with partner institutions for 1 transnational education (TNE) programme.
2.	Institution objective	Increase the international student cohort to 16% in support of Ireland's international education strategy.
	Performance indicator	Percentage of overseas students at UCC
	Baseline	2010/11: 11.8% in (as measured from student records on UCC's ITS system)

Interim target, end 2014	<ol style="list-style-type: none"> 1. International steering group established to oversee the delivery of the internationalisation policy 2. Seven regional working groups (Africa, ASEAN, China, EU, India, Latin America, US) implemented. 3. Regional plans in implementation reflecting the four pillars of UCC's Internationalisation Strategy. 4. Additional foundation pathways developed into UCC. 	
Interim target, end 2015	International markets prioritised by College and strategic partners identified.	
Final target, end 2016	15% of UCC students from overseas	
3.	Institution objective	Further internationalise the curriculum.
	Performance indicator	<p>Number of international placement opportunities for UCC students</p> <p>Percentage of UG programmes with year abroad</p> <p>Number of exchange students</p>
	Baseline	<p>20% of undergraduate programmes provide a year abroad</p> <p>630 exchange students</p>
	Interim target, end 2014	Extended range of programmes offering international study.
	Interim target, end 2015	Number of exchange students increased to 800
	Final target, end 2016	<p>25% of undergraduate programmes to provide a year abroad</p> <p>Number of Erasmus students increased by 30% from baseline</p>

5.7 Institutional consolidation

Strategy summary

Please provide a brief summary of University College Cork's strategy and chosen objectives in relation to **institutional consolidation**.

This should reference the benchmarks against which the objectives have been set. Further supporting evidence, with regard to the means of verification, should be provided in the appendices as necessary.

Please note any external factors or assumptions that might affect progress towards the stated objectives.

Institutional consolidation:

Strategy Summary:

UCC recognises the need for rationalised provision of higher education programmes across the sector on the basis of clear criteria and agreed standards. UCC is committed to participating in a well-designed process for the rationalisation of provision of programmes and looks forward to collaborating with the HEA in the establishment of criteria and in the design of the process.

Benchmarks:

Benchmarks and the setting of objectives and KPI targets for Institutional Consolidation is informed by:

- The National Strategy for Higher Education to 2020
- EU, European University Association and OECD reports
- Performance and data analysis of comparator universities nationally and internationally
- Formal processes of engagement and consultation with external stakeholders
- The findings of quality reviews and risk analysis
- The recommendations from the initial teacher education review by the HEA
- International norms and best practice
- EU, European University Association and OECD reports
- Formalised 'horizon scanning' of the external environment
- The need to meet budgetary targets and to ensure financial sustainability

External Factors and Assumptions That Might Affect Progress:

- Funding from the national Exchequer to support higher education is diminishing and inter-institutional collaboration is necessary to meet the demands of international competitiveness.
- Diversified income streams will be required to offset falling Exchequer funding.
- The ability of the higher education sector to sustain current activity and meet increases in demand will be constrained by economic forces.

Institutional consolidation: Institution objectives and performance indicators

1.	Institution objective	Establish a shared services model across regional HEI partners
	Performance indicator	Achievement of planned actions
	Baseline	Initial discussions have taken place
	Interim target, end 2014	Proposals discussed and implementation model agreed with regional partners regarding shared HR and student services
	Interim target, end 2015	Quantified savings achieved for UCC arising from the national Procurement shared services initiative
	Final target, end 2016	An expanded regional shared services model in operation
2.	Institution objective	Establish UCC as one of the six centres of excellence for initial teacher education under the initial teacher education review by the HEA
	Performance indicator	Achievement of planned actions Number of students registered in the Professional Masters in Education
	Baseline	2010/11 baseline: Centres of excellence for initial teacher education did not exist.
	Interim target, end 2014	CIT programme for Art and Design integrated into a joint professional masters of education (art and design) 25 students enrolled in the Professional Masters in Education (Art & Design)
	Interim target, end 2015	50 students enrolled in the Professional Masters in Education (Art & Design)
	Final target, end 2016	50 students enrolled in the Professional Masters in Education (Art & Design)

6. Annual Compliance Statement

As the strategic dialogue process develops, the HEA will take into account ongoing compliance with important foundational requirements such as:

- Statutory quality assurance processes
- Providing an annual statement required under their Code of Governance and with all other requirements of that Code
- Providing details of satisfactory financial outturn, budget and financial plan
- Employment control framework
- Data returns to the HEA.

Where significant or urgent compliance issues arise (such as unacceptable financial deficit, weakness in financial plans or major omissions or delays in returns, they will be discussed as part of the strategic dialogue).

7. Performance Funding

Having regard to the performance of University College Cork in the strategic dialogue process leading to this compact, performance funding of

€ 449,000

has been allocated to the university.

8. Agreement

To be completed following the conclusion of the strategic dialogue process.

Having regard to the agreed minute of the strategic dialogue meeting attached, the HEA and University College Cork agree that the mission, planned profile and targets, as set out in the foregoing sections of this Compact, are consistent with the objectives set for the higher education system and are appropriate to the university.

Signed:

Chief Executive, Higher Education Authority

Date:

Signed:

Chief Officer, University College Cork

Date:

Appendices

We (University College Cork) include the following appendices with our performance compact.

List the appendices here:

<input type="checkbox"/>	Appendix 1: Regional clusters
<input type="checkbox"/>	Appendix 2: Participation, equal access and lifelong learning
<input type="checkbox"/>	Appendix 3: Excellent teaching and learning and quality of the student experience
<input type="checkbox"/>	Appendix 4: High quality, internationally competitive research and innovation
<input type="checkbox"/>	Appendix 5: Enhanced engagement with enterprise and the community and embedded knowledge exchange
<input type="checkbox"/>	Appendix 6: Enhanced internationalisation
<input type="checkbox"/>	Appendix 7: Institutional consolidation

Other Appendices

Appendix 8: Projects and Targets of UCC's Strategic Plan 2013-2017

Appendix 9:

Appendix 10:

Add more rows as necessary

Appendix 1: Regional clusters

Appendix 2: Participation, equal access and lifelong learning

Objective Verification of Performance:

The objective verification of performance and objectives in UCC is ensured by:

- The use of external independent data sources where feasible
- The use of benchmark data from sources including:
 - The HEA data collection and annual returns process
 - EU, European University Association and OECD reports
 - Performance and data analysis of comparator universities nationally and internationally
 - The findings of quality reviews and risk analysis
- Formal processes of engagement and consultation with external stakeholders
- Key performance data from the University's information systems (e.g. ITS for student data, Core HRIS for staff data, 'Agresso' for financial data etc.).
- A formalised process of 'horizon scanning' of the external environment conducted by the University Management Team – Strategy (UMTS)
- The six-monthly evaluation of the performance of KPI metrics by the UMTS
- The monthly monitoring and evaluation of the implementation of planned actions by UMTS.
- Annual KPI data and progress reports in implementing UCC's strategic plan and annual operational plan is submitted to UCC's Governing Body and UCC's Governing Body Committee on Strategy for annual review.

Appendix 3: Excellent teaching and learning and quality of the student experience

Objective Verification of Performance:

The objective verification of performance and objectives in UCC is ensured by:

- The use of external independent data sources where feasible
- The use of benchmark data from sources including:
 - The HEA data collection and annual returns process
 - EU, European University Association and OECD reports
 - Performance and data analysis of comparator universities nationally and internationally
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Appendix 4: High quality, internationally competitive research and innovation

Objective Verification of Performance:

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- The use of external independent data sources where feasible
- The use of benchmark data from sources including:
 - The HEA data collection and annual returns process
 - EU, European University Association and OECD reports
 - Performance and data analysis of comparator universities nationally and internationally
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Appendix 5: Enhanced engagement with enterprise and the community and embedded knowledge exchange

Objective Verification of Performance:

The objective verification of performance and objectives in UCC is ensured by:

- The use of external independent data sources where feasible
- The use of benchmark data from sources including:
 - The HEA data collection and annual returns process
 - EU, European University Association and OECD reports
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Appendix 6: Enhanced internationalisation

Objective Verification of Performance:

The objective verification of performance and objectives in UCC is ensured by:

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Appendix 7: Institutional consolidation

Objective Verification of Performance:

The objective verification of performance and objectives in UCC is ensured by:

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- The use of benchmark data from sources including:
 - The HEA data collection and annual returns process
 - EU, European University Association and OECD reports
 - Performance and data analysis of comparator universities nationally and internationally
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Appendix 8: Projects and Targets of UCC's Strategic Plan 2013-2017

Projects

1. Map the extent of student involvement in research in current undergraduate programmes and identify areas for improvement; ensure all undergraduate programmes contain student-involved research from first year onwards.
2. Offer a greater range of staff development opportunities to ensure that staff have the skills to maximise learning for students; embed a regular review of the student feedback process to ensure that recommendations for improvement are implemented; provide student placement opportunities within each programme.
3. Develop a new Student Hub for student-led services and to support student personal development, peer learning support, employability skill development and academic success.
4. Improve Technology Enabled Learning in areas of UCC's unique strengths; build a greater blend of distance and on-campus learning into programmes; develop improved opportunities for lifelong learning including continuing professional development and executive education; prioritise the provision of training to healthcare professionals.
5. Establish a uniquely developed business school by building on existing business strengths and with expertise in identified niche areas.
6. Continue growth of major research initiatives including the Tyndall National Institute, the Alimentary Pharmabiotic Centre and the Environmental Research Institute (ERI), consolidate emerging interdisciplinary initiatives and develop new potentially world-leading research centres.
7. Ensure the sustainability of research by diversifying funding sources, establishing a European Project Support Office, expanding the pool of researchers that secure external funding and delivering an enhanced research support service.
8. Develop UCC's Innovation Platform to meet national job creation needs through the coherent delivery of innovation and entrepreneurship initiatives. Enhance technology transfer and commercialisation; deliver the Healthcare and Technology Innovation Cluster and the National Health Innovation Hub; improve the Ignite Graduate Business Innovation Centre and the provision of entrepreneurship education. Deliver jobs in the maritime and energy domains through the Irish Maritime and Energy Resource Cluster (IMERC) and continue to play a leadership role in the development of the Cork Science and Innovation Park.
9. Deliver processes that enable interdisciplinary collaboration, incentivise new interdisciplinary engagement and develop the interface between the humanities and social sciences, and science, medicine and technology.
10. Develop key areas of emerging research expertise including establishing the Beaufort Laboratory on the IMERC Campus, developing UCC as the leading Irish university in Data Science, establishing a Digital Academy to exploit the humanities-sciences interface, and strengthening health research by investing in gastro intestinal health, cancer research, women and children's health, public health and simulation research to achieve institute status for these five research themes within five years ('Five in Five').
11. Deliver our internationalisation strategy.

12. Implement a regional learning cluster with Cork Institute of Technology and other regional partners.
13. Combine our hospitals and UCC's College of Medicine & Health into a single Academic Healthcare Centre to improve the quality of service to the region.
14. Mark the significant national, historical and cultural centenaries of the events of the early 20th century by drawing upon scholarship across the disciplines of the University.
15. Achieve an international leadership position as a community 'engaged university' by more actively communicating our achievements in existing activities and further developing UCC's Community-Academic Research Links (CARL) to facilitate student research projects that address issues submitted by local civil society organisations.
16. Prioritise the delivery of staff development programmes on leadership, project management and mentoring of staff.
17. Finalise the implementation of researcher career structures.
18. Examine administrative support structures across comparator universities to enhance support staffing models across the University
19. Develop and implement a plan for staff wellbeing and welfare.
20. Ensure financial sustainability by significantly increasing non-Exchequer income to include €32m income from non-EU student fees, €14m from philanthropy; exploit cost savings opportunities including procurement savings of €2.75m; develop a plan to eliminate the capital deficit.
21. Apply lean practices to key processes to ensure optimum efficiency and effectiveness. Prioritise the programme approval, financial management, intellectual property and contracts processes.
22. Progress priority capital projects including the Student Hub and a Creative Hub as a space to bridge the work of the University with the creative arts, technologies and culture networks.

Targets

- The proportion of high achieving Leaving Certificate students choosing UCC increased to 24%
- The recruitment of students from outside Munster increased by 50%
- A first year retention rate of 93%.
- A participation rate of 60% of first year students in student societies, clubs, students union or volunteer activities
- The proportion of students at postgraduate level increased from 22% to 30% and 45% of annual graduates to graduate with a postgraduate degree.
- Part-time and flexible learning provision increased to 15% of students
- A student satisfaction score of 90% or greater in the University Student Survey
- A score of 91% or greater of primary degree graduates in employment or further study
- Annual research income at €90m
- Non-Exchequer research funding at €30m
- The number of staff supervising PhDs increased by 10%
- 230 doctoral graduates annually

- Measures of research impact increased to a level greater than the average global impact for the subject area
- 20 additional investment-ready high potential spin-out companies and 150 new jobs
- The proportion of students from overseas increased to 17%
- Achieve or improve on the 2012 score in the International Graduate Insight Group student survey
- The percentage of courses with international content or themes increased by 20%
- Every academic to demonstrate tangible evidence of a significant international engagement annually as reported on UCC's Institutional Research Information System
- 90% of staff in leadership roles having completed the leadership development programme
- The proportion of staff holding academic positions increased to at least 50%
- The proportion of academic staff with doctorate qualifications increased to 85%
- All new academic staff to be tenured or established only on achievement of a doctorate qualification or equivalent
- 100% of research staff aligned within the research career structure
- Non EU income increased by 50%
- Non-Exchequer income increased to 50% of total income
- Four Chairs funded by philanthropy income
- Energy consumption reduced by 3% annually
- €4m invested annually in improving the condition of the University's buildings

