

Guidance Counsellor Conference 2026

Consolidated presentation pack

29 September 2026

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8. Computer Science, Digital Humanities, Data Science and AI
9. BSc Sustainability
10. Finding Your Feet at UCC



Guidance Counsellor Conference 2026

Lenka Forrest
Lenka.Forrest@ucc.ie
29/09/2026



Guidance Counsellor Conference Agenda 2026



Time	Talk	About the Talk
9am - 10am	Registration and Refreshments, Networking with Student Recruitment Team, Apprenticeships, Scholarships, and Central Services	Sign in, grab a cuppa, and meet and mingle with our staff before kick-off at 10.00am!
10am	Welcome Address	Lenka Forrest, Head of Student Recruitment UCC and Eleanor McCahill, Students' Union President UCC
10:10am	CAO Overview 2026 & UCC Apprenticeships	Danielle Byrne, Head of Admissions UCC & Mags Arnold, Apprenticeships Project Lead UCC
10:30 - 10:40am	UCC Access Updates	The Access Team UCC
10:40 - 11am	Overview of New Irish PME - Mháistreacht Ghairmiúil san Oideachas (Bunoideachas).	Dr T.J. , Senior Lecturer in the School of Education at UCC
11am - 11.30am	Coffee Break	Time for a well-deserved hot beverage and catch up with colleagues.
11.30am - 12pm	National Tertiary Office Update & Overview of New CFET/UCC Degree BSc (Hons) in Applied Sports Performance and Coach Education	Gobnait Burke, Tertiary Manager & Dr Wesley, Senior Lecturer in Physical Education and Coaching Science UCC
12pm - 12.20pm	Beyond the Hype: Why Computer Science, Digital Humanities, Data Science & AI Remain Among the Most Future-Proof Degrees	Professor Dirk Pesch, Head of School, School of Computer Science and Information Technology & Dr Órla Murphy, Dr Orla Murphy is Head of the School of English and Digital Humanities
12.20pm - 12.40pm	Degree Overview of BSc (Hons) Sustainability Degree	Prof Hannah Daly, Professor of Sustainable Energy at University College Cork
12.40pm - 1pm	Finding Your Feet at UCC	Dr Eithne Hunt, internationally recognised for her leadership in occupational therapy and lecturer in Occupational Therapy UCC
1pm - 2.00pm	Lunch & Ceol	Enjoyed some beautiful traditional Irish tunes from our wonderful student's Caoimhe Parry and Eabha Murphy

Welcome

NEED WIFI?



1

SMS

Text (SMS) the indicated keyword with your mobile to the phone number.

2

Receive

You will immediately receive a return SMS containing your personal Wi-Fi username and password.

3

Wi-Fi!

Select the "eduroam" Wi-Fi network on your device and enter your username and password. You are now online!

Text (SMS) keyword:

GC2026

To phone number:

+353 863 876 076

Only valid on:

29 Sep 2026

POWERED BY

Asiera

Meet the UCC Student Recruitment Team



- **Maggie O'Sullivan, Student Recruitment Advisor and Schools Liaison:** maggie.osullivan@ucc.ie
- **Ian Wallace, Student Recruitment & Liaison Officer, CoBL:** ian.wallace@ucc.ie
- **John Philip O'Connor, Recruitment Project Officer, CACSSS:** johnphilipoconnor@ucc.ie
- **Órla O'Regan, Student Recruitment Officer, STEM:** orlaoregan@ucc.ie

What's new with HEAR & DARE schemes?

DARE

DISABILITY
ACCESS
ROUTE TO
EDUCATION



HEAR

HIGHER
EDUCATION
ACCESS
ROUTE



Coffee Break

Thank you all for joining



Admissions Insights from 2026

Danielle Byrne



UCC

Coláiste na hOllscoile Corcaigh
University College Cork, Ireland

Overview

- Key admissions trends
- A quick look at how offers are made
- Common areas of confusion
- CAO, HEI & Applicant responsibilities
- Qualifications update
- Appeals
- First Year Change of Course



UCC: Overall applications: +11% in 2026



First Preferences: +6% to 7,385



Total CAO: 95,710 (+7.2%)
Level 8: 88,823 (+7.8%)



Strong demand: CK120, CK125, CK204, CK307, CK408, CK701, CK702, CK704, CK712



Where demand has softened, points still often remain very high



EU applications: 5700
Offers: 440
Acceptances: 210



Round 1 offers – just over 100 more than 2025 – BA & Sustainability



2025 Leaving Certs – single entry applicants

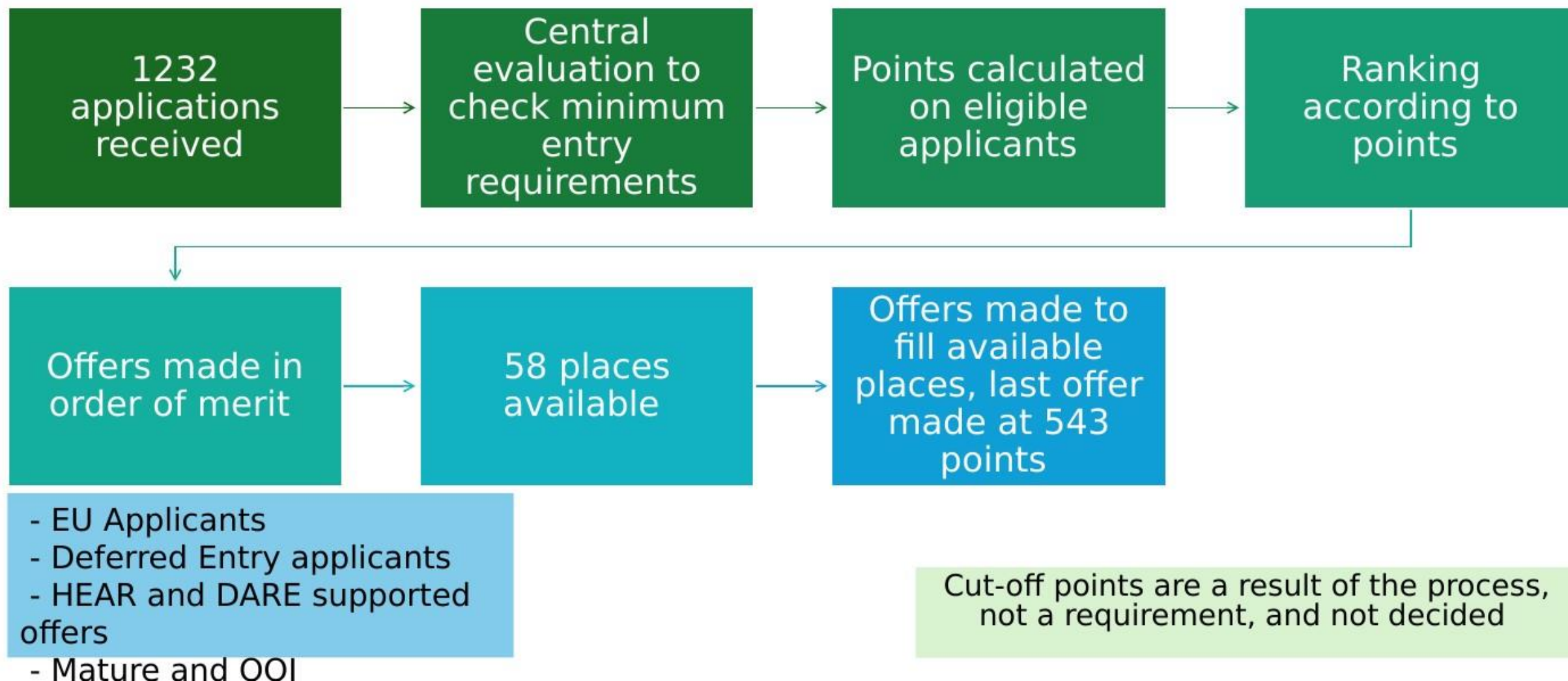


Mature: 196
QQI: 395

2026 Admissions

Making offers

(Applied Psychology)



Who does what?

CAO

- Processes applications
- Centrally evaluates applicants (LC, A-Level & QQI)
- Calculates points scores
- Administers deadlines

HEI

- Sets admissions criteria
- Assesses applications (matures, EU's)
- Makes admissions decisions
- Authorises CAO to make offers
- Handles appeals and reviews

Applicant

- Chooses programmes
- Makes the application
- Meets requirements
- Supplies documentation
- Meets deadlines
- Responds to offers

Admissions is a shared process, with distinct responsibilities for CAO, the institution and the applicant.

Domestic

Leaving Certificate

QQI

Matures

Graduate Entry
Medicine

EU Quals

GCE / A-Levels

IB

Abitur, Matura,
Bachillerato, EB

Locally assessed,
sectoral approach

NEU Quals

May be separate
application route

Based on residency

US High School
Diploma

Qualifications

Admissions Appeals

Published [Applicant Appeals Policy](#)

This policy covers:
Administrative errors

- the application of the published policy
- procedural issues
- Potential misinterpretation

It does not cover:

- the published admissions criteria
- programme capacity

Leaving Cert Appeals

Round 5 offers

Upgraded LC results may lead to new offers

Revised CAO ranking occurs after upgraded grades issue. Would they have received an offer?

Then: is there capacity in that programme?

Outcomes – offer of a place for this year with option to defer, or forced deferral

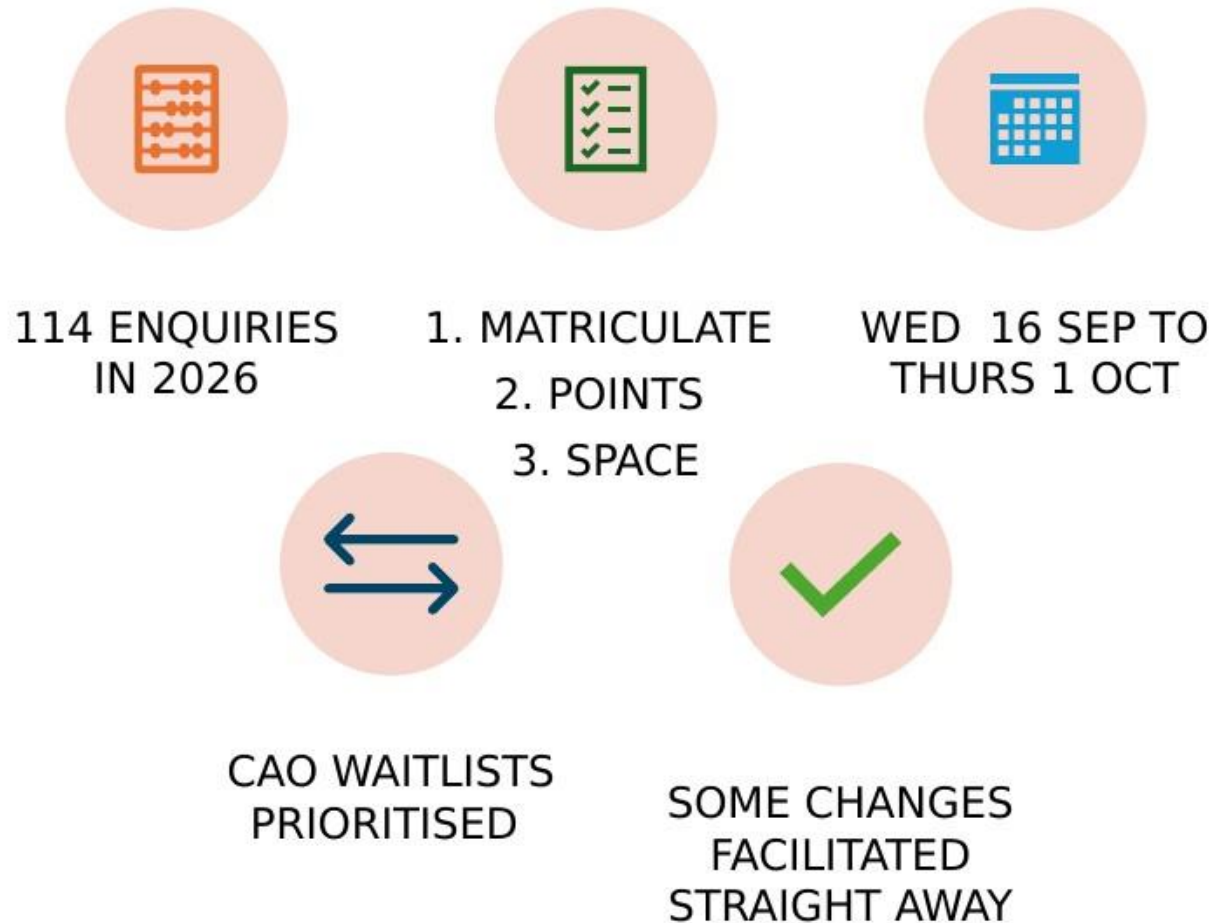
Importance of retaining realistic expectations



	Total new offers	Forced Deferrals
2024	73	7
2025	85	23
2026	114	7

There is no exception to entry criteria – applicants either meet them, or they do not. This rule is applied strictly to every single applicant to ensure fairness and equity of access.

First Year Change of Course



1. Change of Course
Enquiry

2. Check for
matriculation, points,
capacity

3. Application form

4. Registration
changed over

Key messages

- Maintaining realistic expectations
- Entry criteria are not flexible
- Applicant responsibilities
- Anticipated application trends for next few years
- Points are not requirements



Apprenticeship Overview

Welcome to UCC

Apprenticeship Team



Apprenticeship Team



Team ethos of
excellence



60 + Years
experience in UCC



We are here to
help

Current Apprenticeships

- Masters in Social Work (90)
- BA(Hons) Social Care (100)
- BSc(Hons) Paramedicine (32)



Suite of Apprentice Supports

Apprenticeship Team
Office

Holistic Support
package based
on employer and
UCC supports

Clear
arrangements with
key offices



Bespoke
Apprenticeship
orientation

Clear guidelines:
How to guides
Decision
Flowcharts

Guide to Success for
Apprentices

**Begin, Belong,
Become**

Access Routes



- All routes must have at least 12 months relevant experience
- All include traditional academic route
- All have a QQI option
- All have an RPL route

Apprenticeship Recruitment Process



Phase 1: Expression of Interest

Open all year on HEI website

- ✓ Jobs Advertised by employers
- ✓ EOI update sent out by HEI

Phase 2: Job Application

- ✓ Complete full application with employer/s
- ✓ Shortlisting by employers
- ✓ UCC screening of eligibility to meet academic entry requirements

Phase 3: Interview

- ✓ Screening of suitability
- ✓ Interviews held by employer to include at least one person holding current relevant registration e.g., PHECC / CORU
- ✓ Receive conditional job offer

Phase 4: UCC Application

- ✓ Complete application on UCC Apply
- ✓ When all documentation received Inc. Garda Vetting confirmation, full offer is issued

Apprenticeship Awareness



Raise awareness with key groups



Capture data & stories to influence change



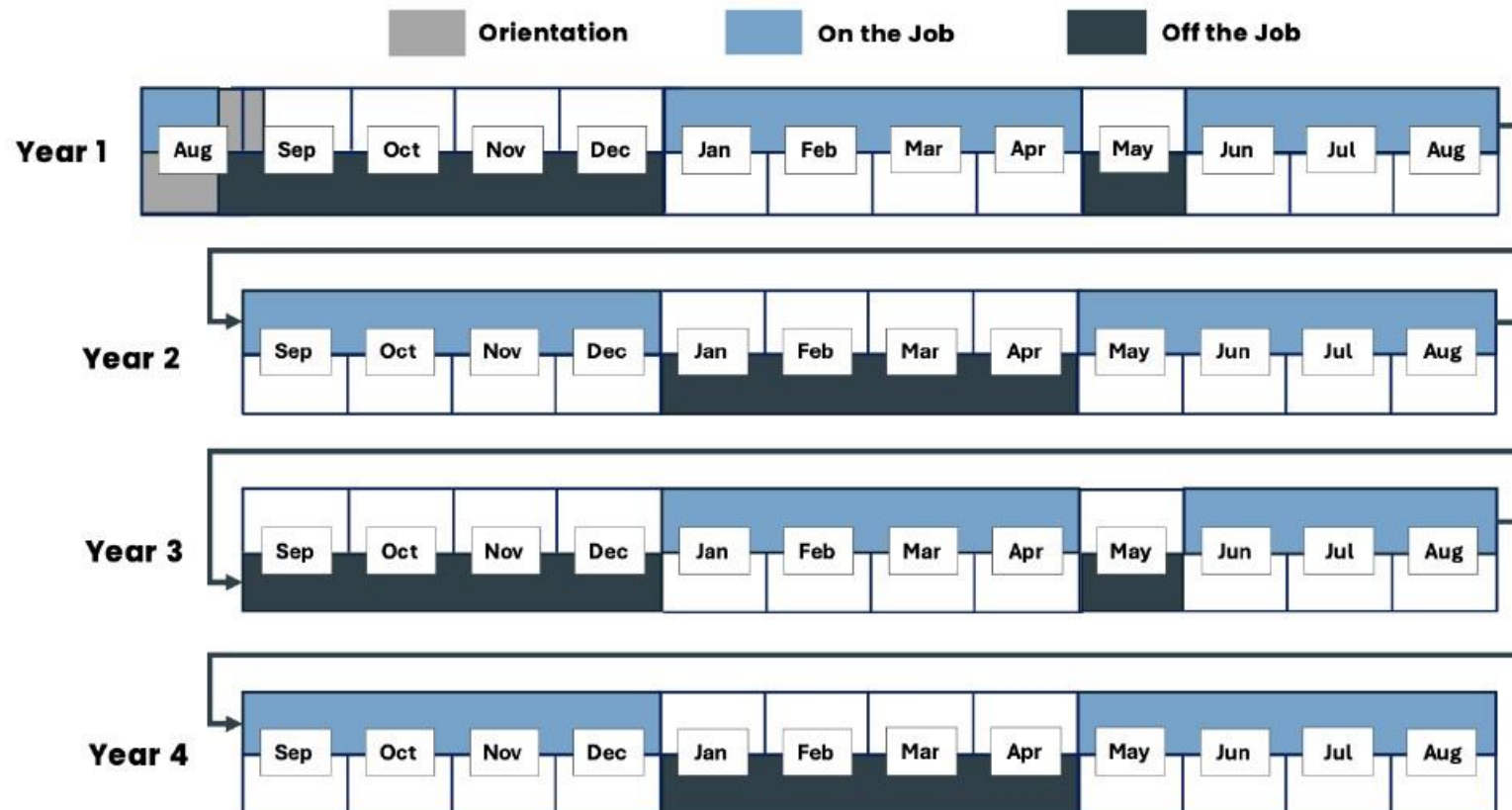
Building on our access tradition



Apprenticeship as a different door not a back door

Paramedic Programme

YOUR APPRENTICESHIP JOURNEY BSc (Hons) Paramedicine



Contact Info

Apprenticeship Office

West Lodge

Main Campus
UCC

021 490 1919

Mags Arnold
m.arnold@ucc.ie



Thank you

Any questions?





Access UCC HEAR & DARE

Maeve Minihaue
Deirdre Madden



UCC

Coláiste na hOllscoile Corcaigh
University College Cork, Ireland

- **HEAR**

- **Recap on changes to the HEAR scheme**
- **Updates for 2027 application**

- **DARE**

- **Review**
- **Access UCC Disability Outreach**
 - **Online DARE clinics**
 - **Refocus for Disability Outreach**

Criteria for HEAR 2027

1. Was your household income on or below €58,470 in 2025?
2. Do you or your parent(s)/ guardian(s) have a Medical Card/GP Visit Card?
3. Did your parent(s)/guardian(s) receive a means-tested social welfare payment for at least 26 weeks in 2025?
4. Have you attended a DEIS secondary school for five years?
5. Do you live in an area of concentrated disadvantage?



Scoring for HEAR 2027

Why is a Scoring System Being Used?

HEAR is designed to help students who have experienced educational disadvantage during their secondary education, such as low family income, social barriers, or living in disadvantaged areas.

By using a scoring system, we can make sure that support is given to those who need it the most. This system allows us to assess each applicant's unique circumstances in a fair and structured way.

How Does this New Scoring System Help HEAR Applicants?

- By Focusing on the Most Disadvantaged - The scoring system ensures that students facing the greatest disadvantages are prioritised for reduced points places.
- It Targets those Most in Need - By assigning scores and setting thresholds, we can target our resources to those who need them most.



How the score is calculated

Criteria	Score
1. Income	Applicants to HEAR need to meet the low-income criteria (no score awarded). This income criterion does not apply to some applicants including Traveller, Roma and care-experienced applicants.
2. Medical Card or GP visit card	Medical card/ GP visit in date on 31st December 2026 Yes = 1 No = 0
3. Means-Tested Social Welfare Benefits (for at least 26 weeks in 2025)	Yes = 2 No = 0
4. Area (Deprivation Index Score)	Extremely Disadvantaged = 2.5 Very Disadvantaged = 2.5 Disadvantaged = 1.5 Marginally Below Average or higher = 0
5. DEIS School Status	Yes = 1.5 No = 0
Maximum Achievable Points	7

What the score means:

Your total criteria score is added up to see if you are HEAR Priority, HEAR Eligible or HEAR Ineligible.

Total Criteria Score	Eligibility
5.5 - 7	HEAR Priority (You can compete for HEAR-reduced points offers through the CAO and will be prioritised)
2.5 - 5	HEAR Eligible but not HEAR priority status (You can compete for HEAR-reduced points offers through the CAO)
2 or Lower	Not Eligible for HEAR (But still considered for CAO offers)

HEAR PRIORITY Groups

The HEAR scheme recognises that not all communities are represented in higher education in Ireland.

In order to increase the number of HEAR students from these communities progressing to higher education, HEAR has agreed to prioritise the following groups:

- **Care-Experienced Applicants.**
- **Applicants from Traveller Communities.**
- **Applicants from Roma Communities.**
- **Young Parents.**



HEAR PRIORITY Groups – Requirements

- **Care-Experienced Applicants** – HEAR needs your consent to share data with TUSLA to confirm your care-experienced status.
- **Applicants from Traveller Communities** - Must provide signed and stamped School or Community Reference form.
- **Applicants from Roma Communities** – Must provide signed and stamped School or Community Reference Form.
- **Young Parents** - Must provide evidence of low-income and **Young Parent Request for Information Form (DSP Statement)**

Priority groups who provide the above documentation in their application are awarded a score of 7

Important Information

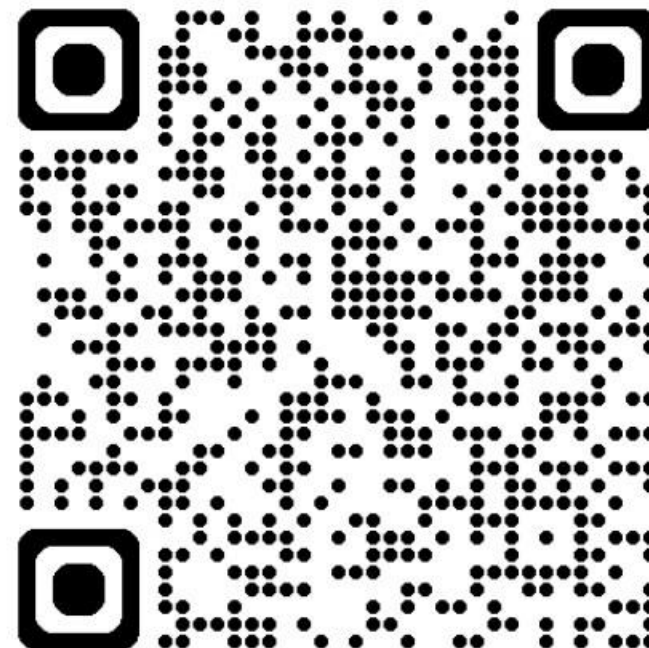
- **Homeless Applicants:** If you experienced homelessness during your secondary school education between 1 January 2025 and 1 March 2027, and you or your parent(s) or guardian(s) are registered on the Pathway Accommodation and Support System (PASS), you will get a score of 2.5. Also have a look at the other criteria!
- Please note if you are HEAR and DARE eligible you are considered a priority applicant and can compete for reduced points priority offers!

**The DARE scheme is currently under going a review.
Any changes from this review will not be implemented until 2028**

Sincere thanks to all of you who contributed to the review in town halls, via forms & in encouraging students/parents to have their voice heard.

Date	Day	Time
October 21 st	Wednesday	5 to 7pm
November 12 th	Thursday	3 to 5pm
December 9 nd	Wednesday	3 to 5pm
January 21 st	Thursday	5 to 7pm

It is ESSENTIAL to
book
Online 30 to 40 minute
presentation with time for
questions/answers afterwards



Online Access UCC DARE clinics 2026-27

- **Access UCC Open Evening
November 25th (5 to 7pm)
for DARE, HEAR, MSO and QQI.**
- **Munster DARE & HEAR clinic in
January 9th in MTU (10am to 2pm)**

In person Access UCC clinics 2026-27

DARE and HEAR Timelines



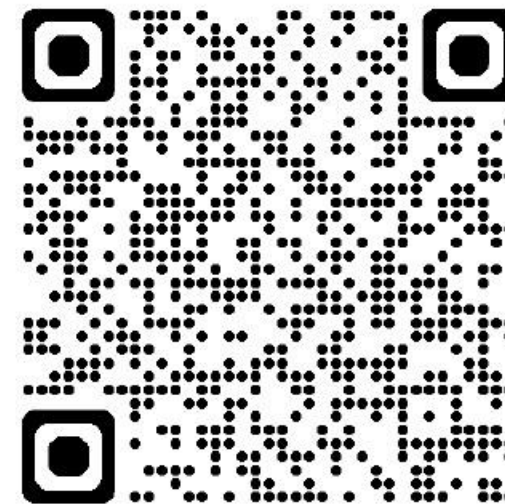
**Submit supporting
documents by
March 10th**



Access UCC Disability Outreach refocusing on:

- **Students with vision, hearing or physical disabilities**
- **Students with disabilities in DEIS schools**

Disability Outreac



On This Page

[What is Disability Outreach?](#)[What are the Aims?](#)[Student Testimonials](#)[Supporting Primary Schools](#)[Supporting Secondary Schools](#)[Supporting DEIS Schools](#)[DARE Scheme](#)[Assistive Technology Training for Teachers & SNAs](#)



Jordan Percy

Computer Science Student

[Learn More](#) ➞



Laurence Noonan

Law & French Student

[Learn More](#) ➞



Seán O'Riordan

Graduate, BSc Speech & Language Therapy

[Learn More](#) ➞



Katie O'Driscoll

Commerce Student

[Learn More](#) ➞



Nicole Marinos

Graduate, BA Geographical & Archaeological Science

[Learn More](#) ➞



John Cronin

Digital Humanities Student

[Learn More](#) ➞

Student /graduate testimonials – please share

AN MHÁISTREACT GHAIRMIÚIL SAN OIDEACHAS (BUNOIDEACHAS)

Clár nua oideachais múinteoirí bunscoile trí Ghaeilge in UCC



LEIBHÉAL 9

2 BHLIAIN

120 ECTS

LÁNAIMSEARTHA

Gnéithe lárnacha

60% ar an láthair • **40%** ar líne

24 seachtaine de Shocrúchán Scoile • **4 seachtaine** sa Ghaeltacht
Gach modúl á theagasc trí Ghaeilge • Dearadh Uilíoch don Fhoghlaim

ULLMHÚ DON GHAIRM
Cáilíocht chun clárú
mar
**MHÚINTEOIR
BUNSCOILE**

Fréamhaithe sa Churaclam Athfhorbartha na Bunscoile agus i bprionsabail an oideachais ionchuimsithigh.

Cad a dhéanann an clár seo éagsúil?

Eispéireas tumtha, solúbtha agus pearsantaithe — dírithe ar riachtanais an bhunoideachais lán-Ghaeilge agus Gaeltachta.

01

Gaeilge ag croílár an chláir

Gach modúl á theagasc trí Ghaeilge, le tacaíocht teanga ailínithe le CCTE agus forbairt leanúnach ar inniúlacht ghairmiúil.

02

Foghlaim hibrídeach

60% ar an láthair agus 40% ar líne — cur chuige solúbtha atá fréamhaithe sa Dearadh Uilíoch don Foghlaim.

03

Socrúchán Scoile fairsing

24 seachtaine thar dhá bhliain, i réimse suíomhanna agus céimeanna ranga, lena n-áirítear oideachas speisialta.

04

An Ghaeltacht

Dhá thréimhse éigeantacha coicíse — ceithre seachtaine san iomlán — chun tumadh teanga agus cultúir a neartú.

05

Conair ghairmiúil phearsantaithe

Modúl roghnach + socrúchán ceithre seachtaine + deis taighde sa réimse roghnaithe.

06

Ionchuimsiú & ceannaireacht

Cothromas, ceartas sóisialta, ilchultúrachas agus riachtanais speisialta oideachais fite fuaite ar fud an chláir.

ROGHANNA CONAIRÍ

TSÉ

Teanga Chomharthaíochta na hÉireann

MFL

Nuatheangacha & Litearthacht

Lucht Siúil

Ionchuimsiú & athrú ó bhonn

Saorántacht dhomhanda

Saoránacht & Oideachas Forbartha

Tumoideachas

Ceannaireacht & ionchuimsiú

Na príomhriachtanais iontrála

Ní mór d'iarratasóirí fianaise a chur ar fáil go gcomhlíonann siad gach ceann de na trí riachtanas thíos.

A | GAEILGE - TEG

B1 TEG iomlán: 65%+ sna comhpháirteanna cainte, cluastuisceana agus scríofa.

NÓ teastas bailí B2 (50%+) nó C1 (60%+).

Toradh TEG bailí ar feadh 2 bhliain.

B | GAEILGE • BÉARLA • MATA

Ardteistiméireacht:

Gaeilge: Ardleibhéal A4 (60%-<70%)

Matamaitic: A7 nó Gnáthleibhéal G4

Béarla: A7 nó G4

Nó na cáilíochtaí coibhéiseacha GCSE/GCE sonraithe.

C | CÁILÍOCHT ACADÚIL

Céim Onóracha Baitsiléara 2.2 ar a laghad

Leibhéal 8 nó níos airde ar an CNC

180 ECTS ar a laghad.

IARRATAS 2027

€100

Táille

13 DEIREADH FÓMHAIR 2026

Osclaíonn iarratais

26 Eanáir 2027

Spriocdháta iarratais

2 Feabhra 2027

Doiciméid

Márta 2027

Cinneadh

Roghnúchán: feidhmíocht acadúil + cáilíochtaí breise + taithí ghairmiúil ábhartha; ina dhiaidh sin, measúnú ar oiriúnacht, inspreagadh, cumarsáid, ceannaireacht agus taithí.

PROFESSIONAL MASTER OF EDUCATION (PRIMARY)

A new primary teacher education programme through Irish at UCC



LEVEL 9

2 YEARS

120 ECTS

FULL-TIME

Key features

60% on campus • 40% online
24 weeks of School Placement • 4 weeks in the Gaeltacht
All modules taught through Irish • Universal Design for Learning

TEACHING QUALIFICATION

**Registration as a
PRIMARY SCHOOL
TEACHER**

Rooted in the Redeveloped Primary School Curriculum and the principles of inclusive education.

FEATURES

What makes this programme distinctive?

An immersive, flexible and personalised experience addressing the needs of Irish-medium and Gaeltacht primary education.

01

Irish at the core

All modules taught through Irish, with language support aligned to the CEFR and ongoing development of professional competence.

02

Blended learning

60% on campus and 40% online, offering a flexible approach rooted in Universal Design for Learning.

03

Extensive School Placement

24 weeks over two years, across a range of settings and class levels, including special education.

04

The Gaeltacht

Two compulsory two-week periods, totalling four weeks, to deepen linguistic and cultural immersion.

05

A personalised professional pathway

An elective module, a four-week placement and a research opportunity in the chosen area.

06

Inclusion & leadership

Equity, social justice, multiculturalism and special educational needs integrated throughout the programme.

PATHWAY OPTIONS

ISL

Irish Sign Language

MFL

Modern Languages & Literacy

Traveller Education

Inclusion & transformation

Global citizenship

Citizenship & Development
Education

Immersion education

Leadership & inclusion

Key entry requirements

Applicants must provide evidence that they meet all three requirements below.

A | IRISH - TEG

Full B1 TEG: 65%+ in the speaking, listening and written components.

OR a valid B2 (50%+) or C1 (60%+) certificate.

TEG results valid for 2 years.

B | IRISH • ENGLISH • MATHS

Leaving Certificate:
Irish: Higher Level H4 (60%-<70%)
Mathematics: H7 or Ordinary Level O4
English: H7 or O4

Or the specified equivalent GCSE/GCE qualifications.

C | ACADEMIC QUALIFICATION

At least a 2.2 Honours Bachelor's Degree

NFQ Level 8 or higher

At least 180 ECTS.

2027 APPLICATION €100

Fee

13 OCTOBER 2026

Applications open

26 JANUARY 2027

Application deadline

2 FEBRUARY 2027

Documents due

MARCH 2027

Decision

Selection: academic performance, additional qualifications and relevant professional experience, followed by assessment of suitability, motivation, communication, leadership and experience.



Further Education and Training - HIGHER EDUCATION ROUTE



CONTACT INFORMATION FOR SOUTHERN STRATEGIC ALLIANCE:

Gobnait Burke (086) 2901183 gobnait.burke@corketb.ie

Kathy Bradley (086) 1657884 kathy.bradley@corketb.ie

Email: feather@corketb.ie



What is a Tertiary Degree?

**No Leaving
Cert Points**

Direct Entry

Open to All



78+
Tertiary Pathways
available

Start Degree in
Further Education
Institution



National Tertiary Office
Oifig Thrasachta Náisiúnta

Continue in
Higher
Education
Institution

National Tertiary Office
Oifig Thrasachta Náisiúnta

Some of the Unique Benefits:



No tuition or contribution fees while studying at an ETB.



Eligible for HE SUSI Grant and College Bursaries.



Dual registration which entitles the student to Student cards and access to student supports and services on both campuses.



Entry is not based on Leaving Certificate points but places are allocated following interview process. However there are minimum entry requirements to ensure student success.



Learner Centric Approach - Smaller classroom sizes & a focus on lifelong learning and core academic skills.







NFQ Level 8



4 yrs full-time



2 campuses



24 places

BSc (Hons) Applied Sports Performance & Coach Education

Information Briefing for Guidance Counsellors 29-09-2026 |
Dr Wesley O'Brien - (wesley.obrien@ucc.ie)



UCC

Coláiste na hOllscoile Corcaigh
University College Cork, Ireland

Course Structure: One Degree, Two Campuses

Tramore Road Campus

University College Cork · Semesterised Modules, Labs & Field-based Learning



Year 1 Foundation

- Anatomy & Physiology for Sport and Exercise
- Athletic Development for Young Athletes
- Performance Training & Testing
- Coach Education
- + **UCC: ED1200 Intro to Exercise Physiology**

Embedded QQI
Level 5 Certificate



Year 2 University core

- Applied Coaching Pedagogy
- Performance Analysis: Methods & Applications
- Exercise Prescription & Fitness Assessment
- Fundamentals of Nutrition
- Coaching Practice & Placement I

Full-time at UCC



Year 3 Science & analytics

- Coaching Science
- Data Analytics in Sport & Exercise
- Sports Performance Technologies
- Research Methods in Coaching
- Economics of Sport

Full-time at UCC



Year 4 Applied expertise

- Sports Medicine
- Research Project
- Coach & Athlete Wellbeing
- Innovation & Technology in Human Performance
- Career Readiness in Sport Coaching

Full-time at UCC



Progression to Year 2: full QQI Level 5 award (7 modules, 120 credits) with a merit profile + a pass in UCC module ED1200

CAO POINTS

N/A

Not a points race.

Students apply directly through the National Tertiary Office — not the CAO.



Year 1: no tuition or student contribution fees



Years 2–4: standard HE fees; SUSI may apply



Garda vetting after acceptance

Leaving Certificate · six subjects, minimum grades

H4

in one subject

H5

in a second subject

O3

in Mathematics

O6/H7

in the remaining subjects, incl. English



Mature applicants

Aged 23+ by 1 January of the year of entry



UK / international

GCE A-Level or equivalent; English at CEFR B2 (e.g. IELTS 6.0)

How to apply: **3-simple steps**



1

Apply online

Direct application via nto.heai.ie



2

Interview for Offer

Assessed against the entry requirements



3

Accept & vet

Garda vetting completed after acceptance



Learn by Doing

Labs, field-based learning and three coaching practice & placement modules



A Supported Start

Year 1 in a smaller FET setting, earning a QQI Level 5 award



Science meets Practice

Physiology, psychology, nutrition, analytics & sports medicine



A Level 8 honours degree

Opens master's & doctoral routes, e.g. MSc Physiotherapy at UCC

Where it can lead · example roles



Sports Coach & Coach Developer

Clubs, schools, NGB coaching pathways



Performance Analyst

GAA, rugby & soccer academy and senior set-ups



Athletic development

Youth academies, performance settings



Sports Development

Local Sports Partnerships & community sport



Reflect



Who in your Leaving Cert group lives for sport but learns best by doing?



Would a smaller Year 1 class help them make the jump to university?



Are they curious about the science and data behind performance?

Key Take-home Messages

01



Different route, same degree

A UCC Level 8 BSc (Hons), starting in Further Education

02



Two campuses, one journey

Year 1 at Tramore Road Camous (with UCC input), Years 2–4 at UCC

03



No CAO points race

Apply directly via the National Tertiary Office; 24 places

04



Built-in safety net

Year 1 is fee-free and earns a QQI Level 5 award

05



Career-ready

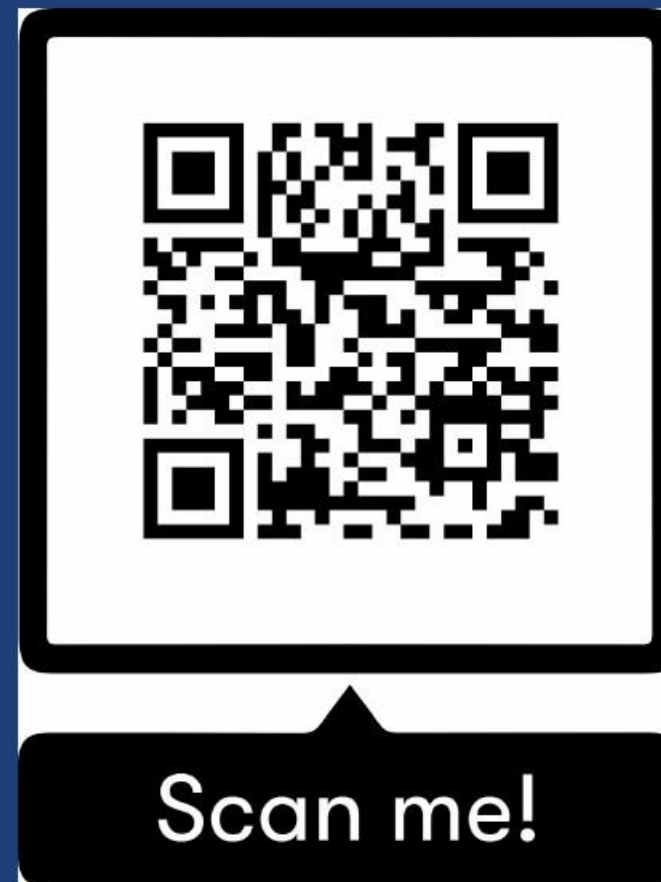
Minimum 3 x integrated work placements; routes into coaching, sports analysis, athlete support & postgrad

BACHELOR OF SOCIAL WORK (BSW) LEVEL 8

Students will spend the first year of this programme at the College of Further Education, Morrison's Island Campus, in Cork City as well as attending one day per week for lectures in UCC.

Years, 2, 3 & 4 of the course are UCC with placement embedded.

21 places available annually.



Transitioning pathways from Further Education to Higher Education



 **National** Tertiary Office
Oifig Thrasachta Náisiúnta

Benefits of the Bachelor of Social Work Degree

This degree leads to a professional qualification and career in Social Work

Entry not based on Leaving Certificate points but interview and personal statement

Students are dual registered with access to supports and resources in both locations

No fees for first year in Morrisons Island Campus. There are course fees when students move to third-level but they may qualify for free fees and a student SUSI grant. Students are also eligible to apply for college bursaries.



Transitioning pathways from Further Education to Higher Education



National Tertiary Office
Oifig Thrasachta Náisiúnta

Bachelor of Science (Honours) in Occupational Therapy

Locations – Morrisons Island Campus and Denny Street Campus Tralee

First year in Morrison Island Campus in September 2027 with admission to UCC in September 2028 for a four-year programme

20 places available annually – 10 in Cork and 10 in Kerry

Transitioning pathways from Further Education to Higher Education



 **National Tertiary Office**
Oifig Thrasachta Náisiúnta

Other Tertiary Programmes on offer in Cork and Kerry Region for September 2027

BSc in Process Manufacturing Practice & Technology (Level 7)

BA (Hons) in Animation, Visual Effect and Motion Design (Level 8)

Bachelor of Science (Honours) in General Nursing (Level 8)

Bachelor of Science (Honours) in Mental Health Nursing (Level 8)



NEW

New Tertiary Degree Programmes in Cork and Kerry Region for September 2027

**BA in Applied Social
and Community
Development (Level 7)**



**Bachelor of Science
(Honours) in
Sustainable Supply
Chains and Logistics
(Level 8)**



https://nto.heia.ie/courses/

National Tertiary Office
Oifig Thrasachta Náisiúnta

Courses About Student Financial Support FAQs News

You are here: Home / Courses ↓

Courses

Tertiary Degrees are co-designed and co-delivered by the Education and Training Boards and Higher Education Institutions to provide seamless pathways from Further Education to Higher Education.

I want to study ▼ Province ▼

Search by keyword or county

Find your course Search



Please refer to the NTO website <https://nto.heia.ie/courses/> for up to date information on all programmes. Applications are expected to open in early November 2026.

Commence your degree study in the Further Education and Training Campus or College of your local Education and Training Board and then progress with guaranteed access to continue your degree studies in higher education.

Find out more about the new Joint Tertiary Degrees for 2024

FAQs

Do You Have Questions?

Below you'll find answers to the most common questions you may have on the new Joint Tertiary Degrees. Also, please feel free to check out our Twitter, Instagram and LinkedIn social media accounts. If you still can't find the answer you're looking for, just [Contact us!](#)

What is a Joint Tertiary Degree?	+
How do I decide what course is right for me?	+
How can I apply for a Joint Tertiary Degree?	+
Are there courses available in the sector I am interested in?	+
Will I have access to the facilities of both the Education and Training Board and the Higher Education Institution?	+
What will I pay?	+
What are the entry requirements?	+
Do I need the same leaving certificate points as I would need for CAO entry?	+
Is this a degree programme?	+







Further Education and Training - HIGHER EDUCATION ROUTE



CONTACT INFORMATION FOR SOUTHERN STRATEGIC ALLIANCE:

Gobnait Burke (086) 2901183 gobnait.burke@corketb.ie

Kathy Bradley (086) 1657884 kathy.bradley@corketb.ie

Email: feather@corketb.ie





Beyond the Hype: Why Computer Science, Digital Humanities, Data Science & AI Remain Among the Most Future-Proof Degrees

Prof. Dirk Pesch, Head of School Computer Science



Why today's world needs computer scientists

The Elephant in the Room

4.3%

Relative drop in employment for 15 – 24s in AI-exposed jobs (Q1 '23 – Q1 '26).

10.7%

Relative fall in Irish ICT employment, Q1 2026 (year on year)

–9%

CAO first preferences for ICT in 2026. The only major discipline to fall.

–6.3

Average points change on ICT courses in Round One, against +5.9 nationally.

The concern is real. The question is what it means for a student starting college in 2027.

Coding is not the same as Computer Science



What AI increasingly does

- Writes routine code
- Autocompletes boilerplate
- Suggests fixes for known bugs
- Drafts documentation



What our degrees actually teach

- Computational and critical thinking and problem solving
- Designing reliable, secure systems
- Data, algorithms, and the maths and methods beneath AI
- Adaptable skills applicable across industries
- Lifelong learning

*Calculators didn't end maths; they raised the level and speed of what mathematicians can achieve.
Computers didn't make millions of people unemployed; they changed and created new jobs*

Think about the class of 2031, not 2026

2026

Headlines peak.
Applications and points fall.

2027

Your students enter.
Good courses are more
accessible.

2031

They graduate into
the market that exists then.

Popular fields move in cycles. A dip in demand today can mean a smaller graduating class meeting steady demand later.

Computer Science is far broader than "software development"



AI & machine learning

Building, testing and governing AI systems



Cybersecurity

Protecting systems, data and infrastructure



Data science & engineering

Turning data into decisions



Cloud & infrastructure

Running the platforms AI depends on



Health, pharma & medtech

A major Irish employer base



Finance & public sector

Fintech, government, research

UCC Undergraduate Programmes in or with Computer Science



CK401

CK 118 BSc Computer Science

Covers all angles of Computer Science

- *Programming and SW Development*
- *Artificial Intelligence*
- *Cybersecurity*
- *Computer Systems and Networks*
- *Human-Computer*

CK411

BSc Data Science & AI

Focus on Fundamentals of Artificial Intelligence

- *Mathematical Foundations of AI*
- *Programming for and with AI*
- *AI and Machine Learning*
- *Data Analysis*

CK121

BA Psychology & Computing

Combination of Computing and Applied Psychology

- *Psychology modules*
- *Programming and Software Development*
- *Human-Computer Interaction*
- *Computer Systems and*

BA Digital Humanities and Information Technology

Combination of Digital Humanities and ICT

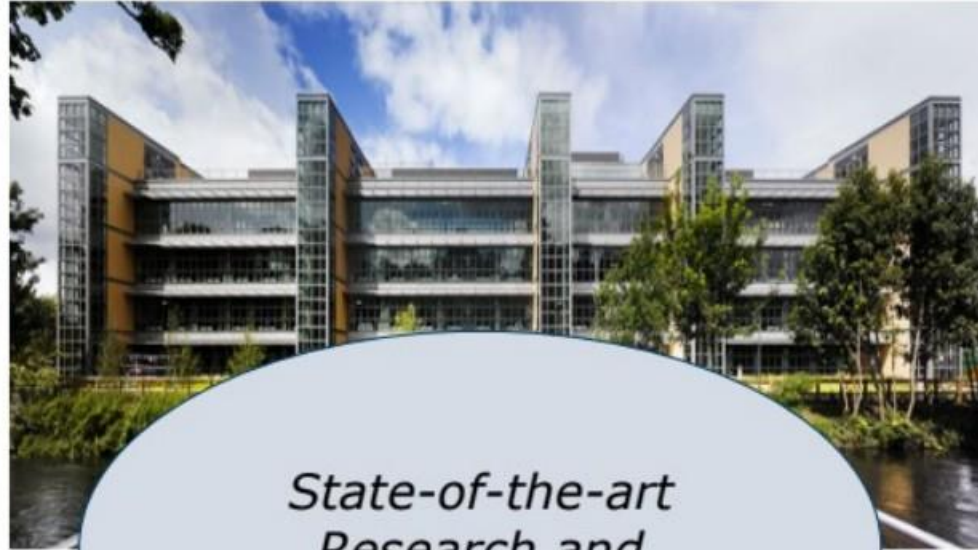
- *Modules covering Digital Humanities and selected arts subjects*
- *Programming and SW Development*
- *Web Systems*
- *Multimedia*
- *Computing and*

UCC Undergraduate Programmes in or with Computer Science



Programmes	CK401 BSc Computer Science	CK411 BSc Data Science & AI	CK121 BA Psychology & Computing	CK118 BA Digital Humanities and Information Technology
Approximate intake	70	30	30	30
Entry requirements	Minimum grade H5 in two subjects and minimum grade O6/H7 in four other subjects. NO honours math required (O2/H6) Entry also possible by Further Education route	Minimum grade H3 in one subject, minimum grade H5 in one subject and minimum grade O6/H7 in four other subjects. Honours math at grade H3	Minimum grade H5 in two subjects and minimum grade O6/H7 in four other subjects. Foreign language requirement at O6/H7	Minimum grade H5 in two subjects and minimum grade O6/H7 in four other subjects. Foreign language requirement at O6/H7
Duration	4 years	4 years	3 years (one optional work placement year)	3 years (one optional work placement year)
Points	2026 (384), 2025 (456), 2024 (500), 2023 (510)	2026 (434), 2025 (469), 2024 (427), 2023 (445)	2026 (469), 2025 (409), 2024 (498), 2023 (488)	2026 (328), 2025 (300), 2024 (356), 2023 (328)
Work placement	Compulsory (6 – 8 months)	Compulsory (6 – 8 months)	Optional (one year)	Optional (one year)

World Class Facilities in Computer Science



*State-of-the-art
Research and
Teaching labs*



Not as guaranteed as it was - how to stand out



Work placement is key



Real projects in and outside the classroom



Fluency in working with AI tools



Strong maths and fundamentals



Focus on curiosity, problem-solving and continuous learning

The entry-level market is tougher than five years ago.

Graduates who only pass exams will struggle more. Those who build, intern and work alongside AI will stand out. Gaining experience in teamwork and soft skills is key.

Graduation Day

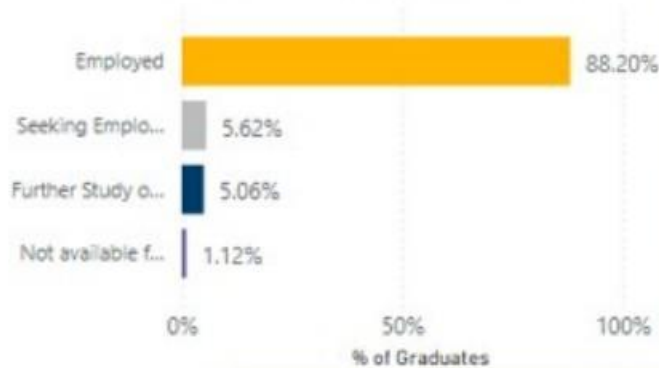


BSc Computer Science: 88% employment, 5% further study

BSc Data Science and AI: 75% employment, 17%

Graduate Outcomes: BSc Computer Science

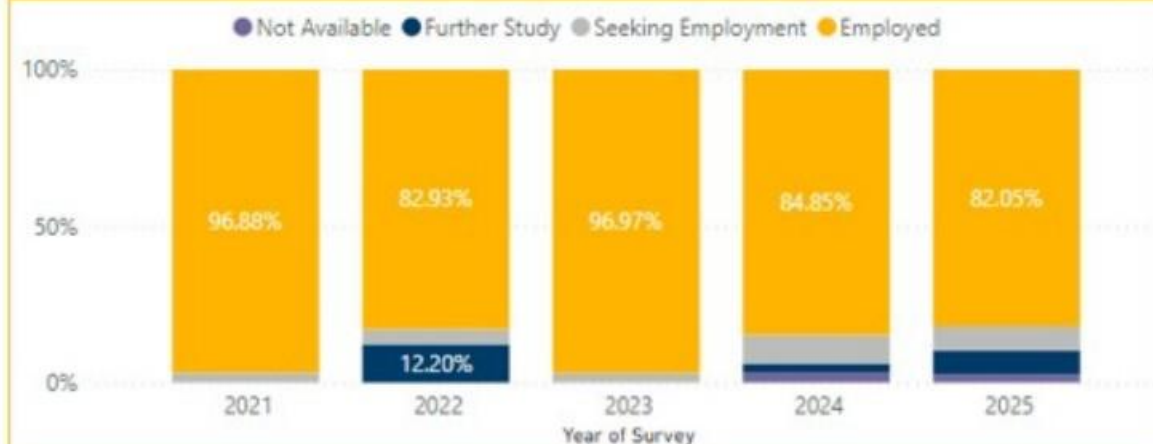
Overall Employment Status



Status of Graduates that responded

Employment Status	Total Responses	% of Graduates
Employed	157	88.20%
Further Study or Training	9	5.06%
Not available for Employment or Study	2	1.12%
Total	178	100.00%

5 Year Employment Status



 **88.2% employed**

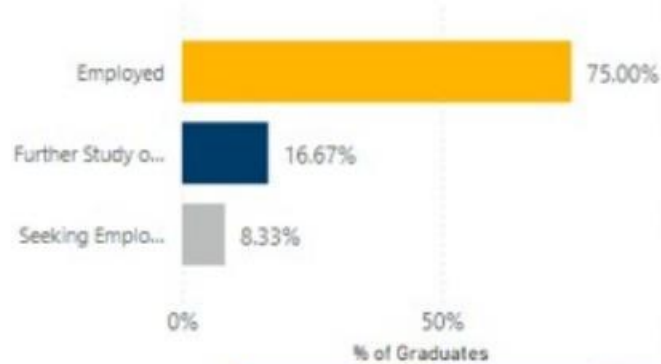
 **5% further study**

Based on 178 responses / 271 graduates.

Graduate Outcomes Survey completed in 2025 and the previous 5 years.

Graduate Outcomes: BSc Data Science & Analytics

Overall Employment Status



Status of Graduates that responded

Employment Status	Total Responses	% of Graduates
Employed	36	75.00%
Further Study or Training	8	16.67%
Seeking Employment	4	8.33%
Total	48	100.00%

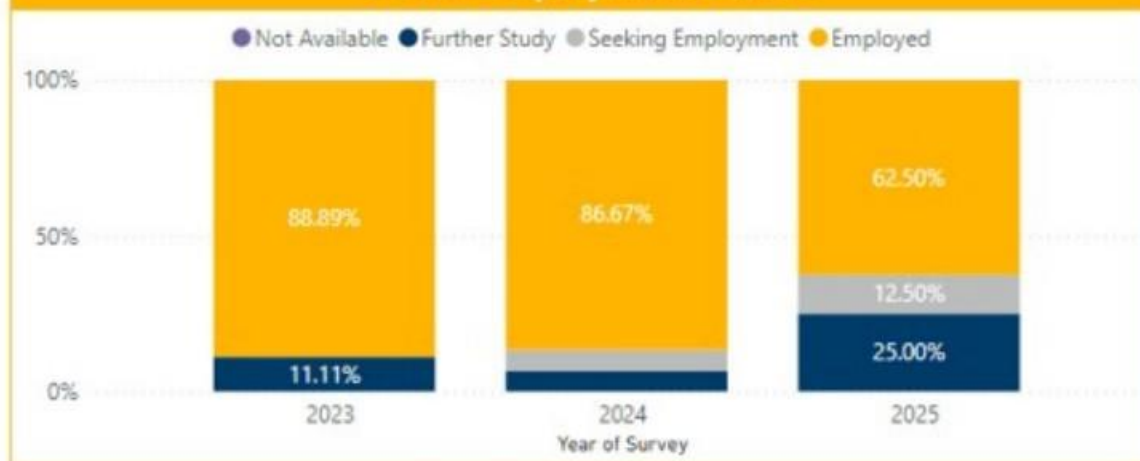


75% employed



16.7% further study

5 Year Employment Status



Based on 48 responses / 70 graduates.

Graduate Outcomes Survey completed in 2025 and the previous 5 years.

Where are our graduates going?

Typical roles	Example employers	Further study
<ul style="list-style-type: none">• Software Developer• Graduate Software Engineer• Systems Administrator• IT Support Engineer• Data Analyst• Cloud Systems Engineer• AI Engineer	<ul style="list-style-type: none">• Microsoft• Dell Technologies• Qualcomm• Red Hat Group• Amazon• Apple• Jaguar Land Rover	<ul style="list-style-type: none">• MSc Computing Science• MSc Data Science and Analytics• MSc Cybersecurity• MSc in AI for Business Transformation*• PhD Computer Science or Artificial Intelligence <p>* (new FT/PT programme in 2027/28)</p>

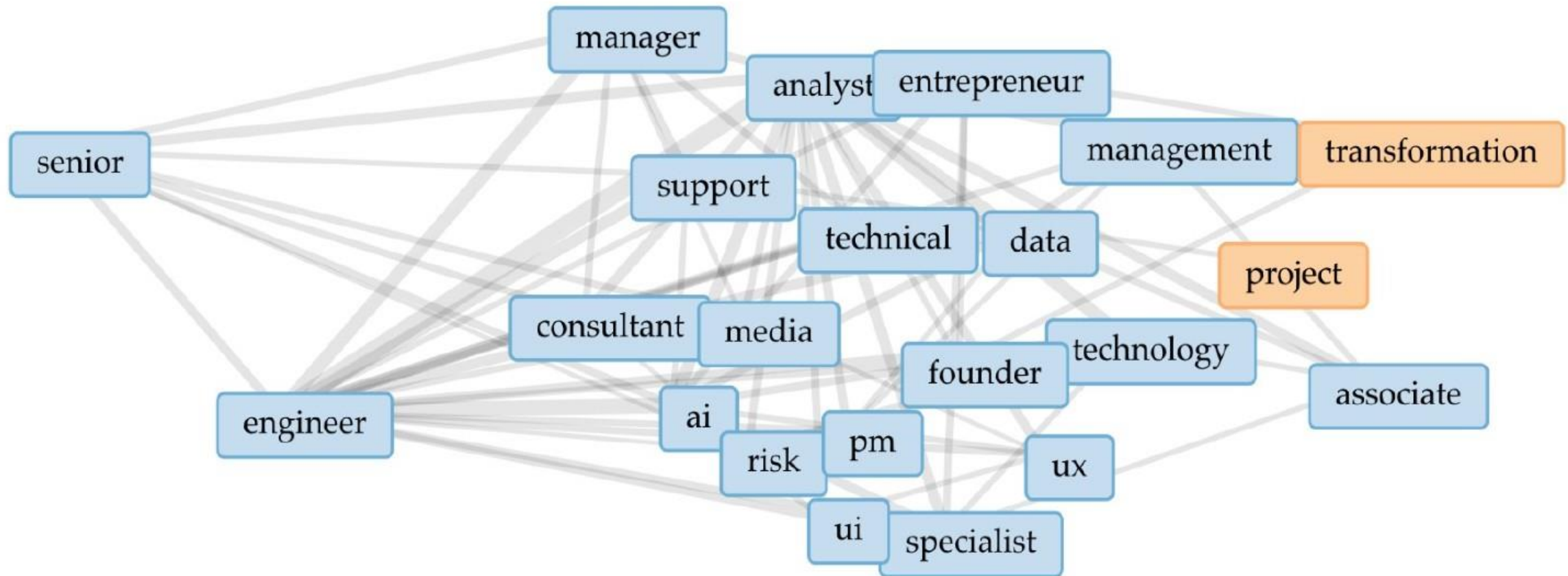
CK118 - BA DH&IT (320 points)

WHY EMPLOYERS VALUE OUR STUDENTS ...



- Students **bridge** technology and the humanities.
- **Critical thinking, data literacy and digital analysis skills to complex information...**
- **Communicate** clearly, **collaborate** on projects and **adapt as technology changes.**
- Bring **ethical awareness** to digital work and
- **Experience from real-world paid placements.**
- Diverse student cohort 50/50 gen bal & significant new Irish students
- 320 points
- Self-reported responses to UCC Careers – 100% employed

Connected - Graduate Careers (LinkedIn)



In Summary

For the right student, computing is still one of the strongest choices they can make. AI changes the job. It doesn't remove the need for people who understand it.

UCC Open Day – 10 October 2026



QUIETER SESSIONS @ 9.30am

- Data Science and AI and Computer Science
- Mathematical Sciences
- Biological and Chemical Sciences
- Physics and Astrophysics
- Engineering

***A Microsoft Form will be sent
out***



More Information - www.cs.ucc.ie



CK010 BSc (Hons) Sustainability Career Guidance Conference 2026



UCC

Coláiste na hOllscoile Corcaigh
University College Cork, Ireland

**First intake of 38 in
September 2026**

CK010: BSc (Hons) Sustainability



**Sustainability:
The defining
challenge - and
opportunity - of
our time.**



**Prof Hannah Daly,
Programme Director**

CK010 BSc (Hons) Sustainability

A truly interdisciplinary degree, bringing together **science**, **society**, and **business** to equip students to lead change



ucc.ie/en/ck010/

Why a BSc Sustainability at UCC?



- **UCC is a global leader in Sustainability**
- **World's first Green Flag**
- **World-leading sustainability research**
- **Strong links between research, teaching, industry and community**
- **Cork as a vibrant, forward-thinking city — renewable energy, climate adaptation, sustainable food, and urban innovation**

Vision

Graduates will be:

- Scientifically grounded; solutions oriented
- Sustainability leaders & change-makers
- Effective global citizens & problem-solvers
- Digitally fluent communicators
- **Global focus:** Study Abroad, Work-Integrated Learning;
- **Local focus:** Work on local sustainability challenges

Responses from Employers

2 x Employer Consultation x 2

Focus Groups with 10 enterprise representatives:

- Positive responses;
- Openness to hiring and providing work placements;
- Emphasis on transversal skills like leadership, change management, dealing with complexity, influencing behaviour change, communication, storytelling and the ability to take initiative.

 An Roinn Ceirdeachail,
Ardáil agus Camarsáid
Department of the Environment,
Climate and Communications

Janssen 



 Energy for generations



ARUP






CARBERY

We Need You



Career opportunities



Employers across all sectors need sustainability specialists who can integrate scientific, social and economic perspectives. Graduates of this programme will be ready to work in:

- Sustainability consulting & corporate responsibility (ESG)

- Climate and energy policy

- International development

- Community development, planning and environmental law

- Renewable energy & circular economy industries

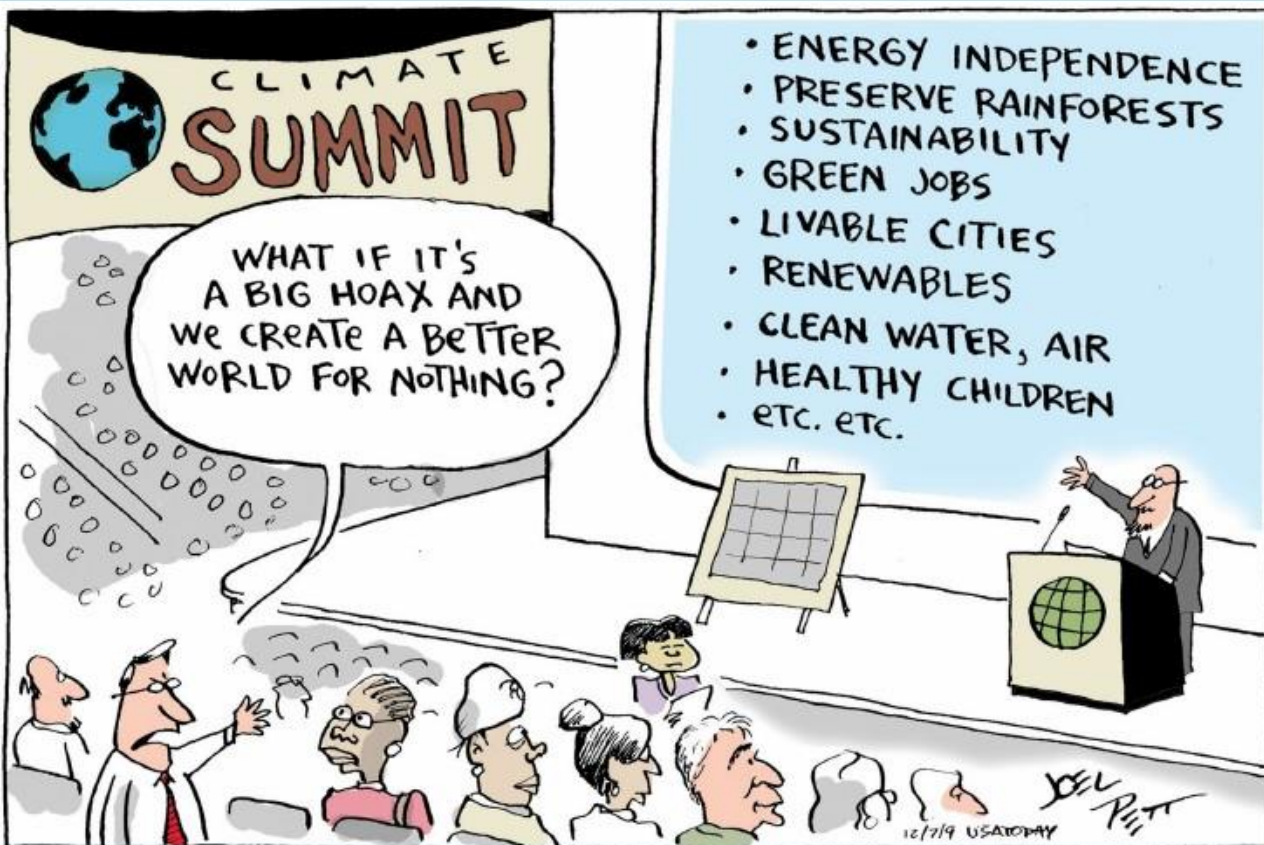
- NGOs, local authorities & government agencies

- Research and further study (MSc/PhD pathways)**

Practicalities

- Level 8, 4-year degree; planned intake of 65
- Common **interdisciplinary core** throughout
- Four colleges working together for deeply interdisciplinary education
 - Arts, Social Sciences, Law, Business, Medicine and Health, Sciences, Chemistry, Engineering, BEES, Food Science, Maths...
- From Year 2 students will choose a **thematic stream**:
 - *Sustainability, Science and Climate Action*
 - *Sustainability, Society and Culture*
 - *Sustainable Business and the Circular Economy*
- **Choice of electives** throughout to allow students to develop depth and tailor their own programme
- In Year 3 students go **out into the world**: work placement or study abroad

Year 1 Modules



Planetary boundaries

Sustainability grand challenges: Energy, food, waste & materials

Sustainability & Global Development

Ethics & Environmental Justice

Sustainable Health

Stream
tasters

Environmental and Climate Sciences

Sustainability, Society and Culture

Sustainable Business and Circular Economy

Plus elective subjects from a wide range

Learning by Doing

International focus; real-world problem-solving

- Real-world projects each year, **using Cork and UCC as living labs of sustainability**
- Strong focus on **international topics**
 - Sustainable Development Goals
 - Language option through electives
 - International field trip in Year 3
- **Work Placement or Semester/Year Abroad** in Year 3
 - Foreign language option, with possibility for year or semester abroad
- **Capstone project** in Year 4
 - Tackle a **real sustainability problem** with community, industry or policy partner

**Thank you and we are happy to
answer all your questions**

Interested in a school visit? ck010@ucc.ie



ucc.ie/en/ck010/

Further information

- Standard LC entry requirements (H5×2, O6/H7×4 including English, Irish, Maths O2/H6)
- First round CAO points 2026: 404
- QQI and mature entry routes



Finding Your Feet at UCC

Sound advice and **student tips** for settling into learning and life at university



“How does each human
learn the skills required to
pursue our interests, achieve our goals,
survive, contribute and find our
own unique place within our culture?”

Yerxa (2000) as cited in Hunt (2026)

JOURNAL OF OCCUPATIONAL SCIENCE
2026, VOL. 33, NO. 1, 45–49
<https://doi.org/10.1080/14427591.2025.2592124>



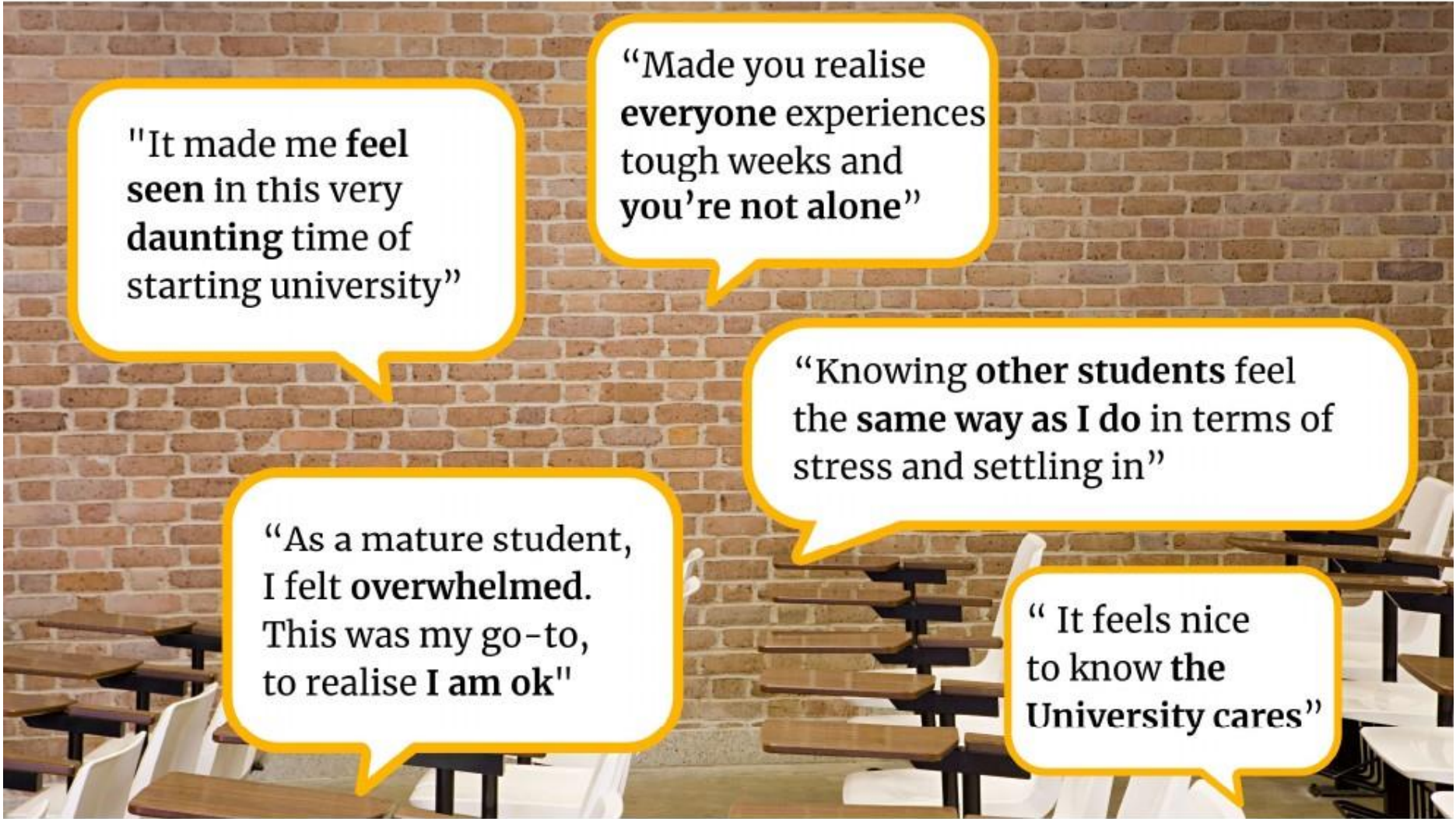
Taylor & Francis
Taylor & Francis Group



Finding their own unique place in the culture: An occupational perspective on the global youth mental health crisis

Eithne Hunt 

Department of Occupational Science and Occupational Therapy, University College Cork, Ireland



"It made me **feel seen** in this very **daunting** time of starting university"

"Made you realise **everyone** experiences tough weeks and **you're not alone**"

"Knowing **other students** feel the **same way** as I do in terms of stress and settling in"

"As a mature student, I felt **overwhelmed**. This was my go-to, to realise **I am ok**"

"It feels nice to know **the University** cares"

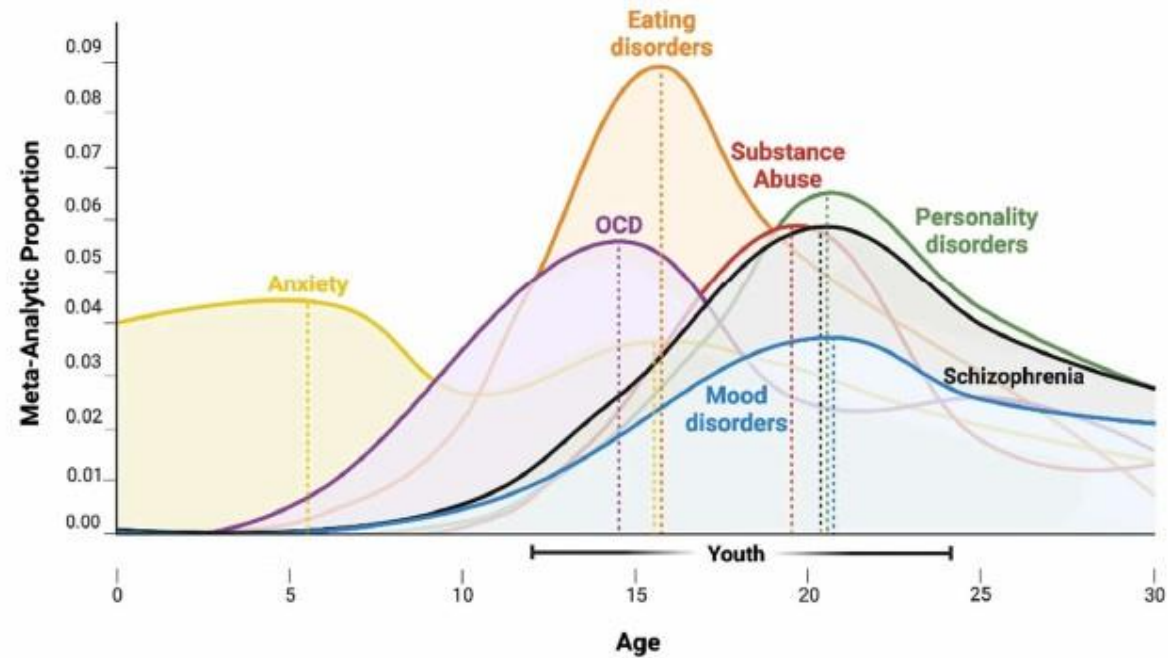


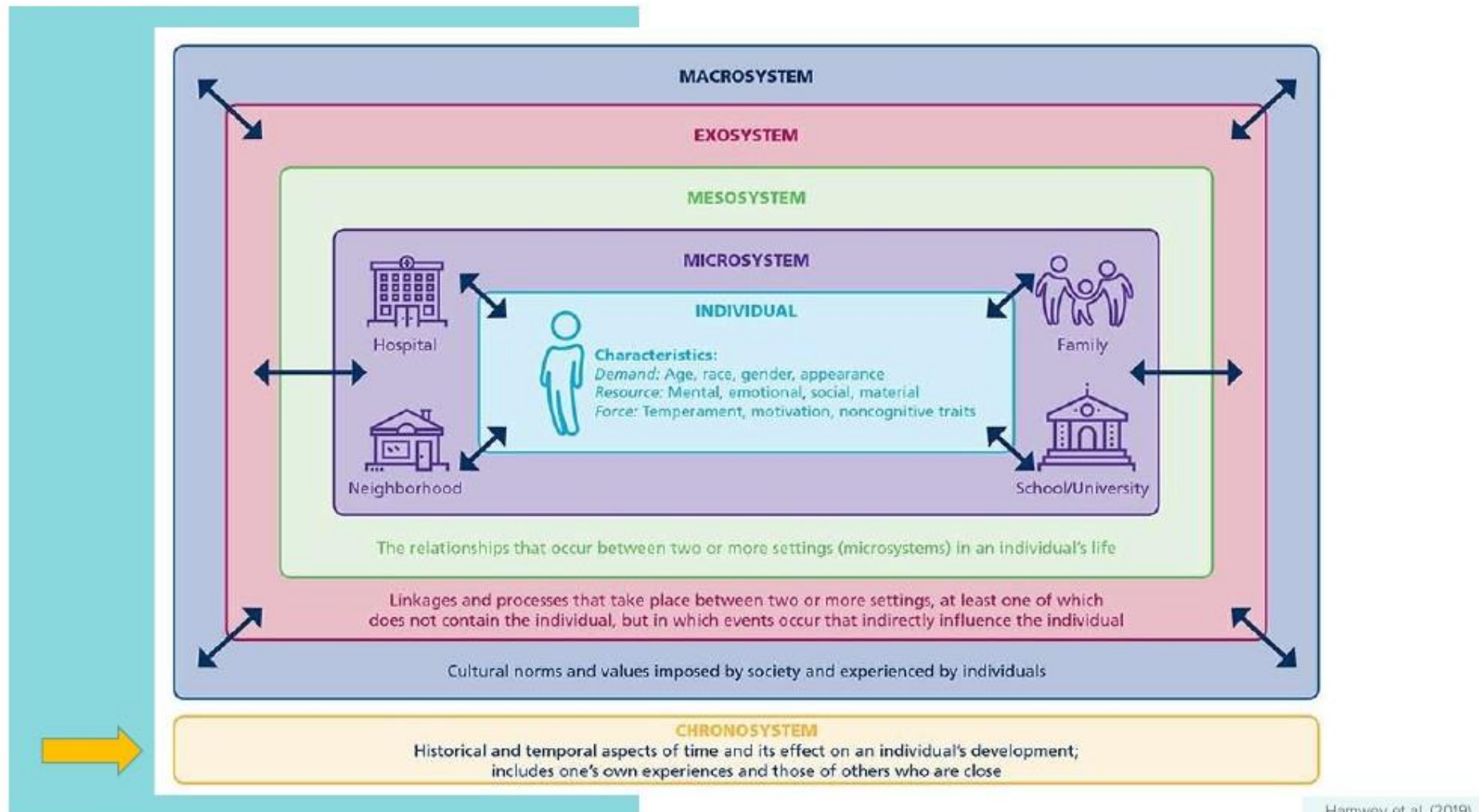
The Context

Mental illness onset follows a developmental timeline, peaking in **adolescence and early adulthood** (Uhlhaas et al., 2023).

Roughly half of all lifetime mental disorders start by the mid-teens and **three-quarters by the mid-20s** (Kessler et al., 2007).

The **median age** of students in higher education in Ireland in 2024/2025 was **23 years** (Higher Education Authority, 2025)







Healthy Minds | Healthy Campuses Talks
October 8th, 2025

Quarterlife at Quarter Century

Supporting post-secondary students coming of age in 2025

Dr. Eithne Hunt, University College Cork, Ireland



Are you an adolescent until your mid-twenties?

Updated / Monday, 12 Nov 2018 12:42



"It's said that adolescence begins in biology and ends in culture"



By **Eithne Hunt**
UCC

More from
UCC



The Adolescent Brain

A work in progress

A critical period of development when the brain is:

RE-STRUCTURED

SHAPED

SPECIALISED



The Prefrontal Cortex

EXECUTIVE FUNCTIONS

WORKING MEMORY

Holding information in mind and working with it.

COGNITIVE FLEXIBILITY

An ability to 'think outside the box', see something from many different perspectives, quickly switch between tasks.

INHIBITORY CONTROL

Inhibition of thoughts and memories.

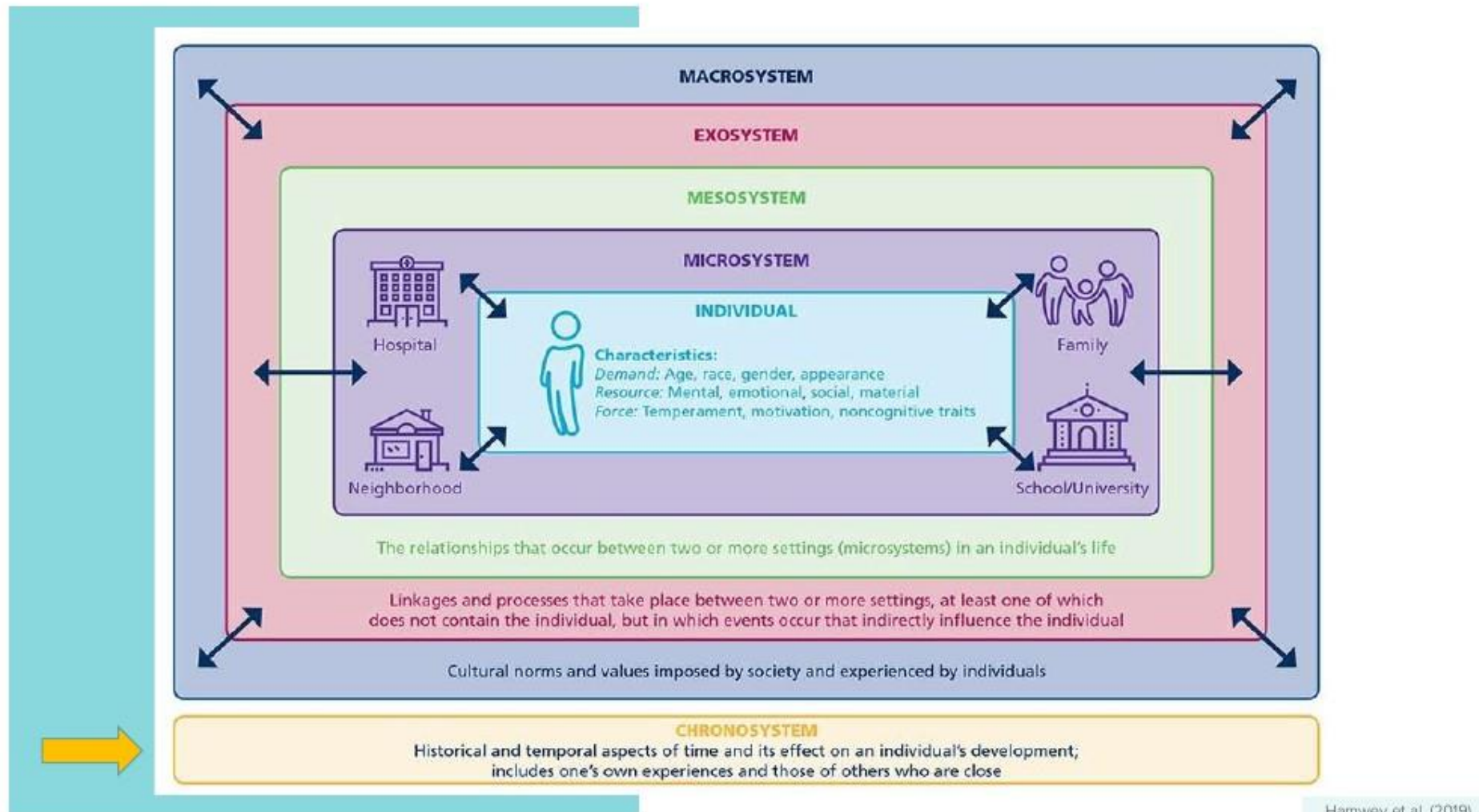
Inhibition at the level of behaviour (Self-Control and Discipline).

EXECUTIVE FUNCTIONS

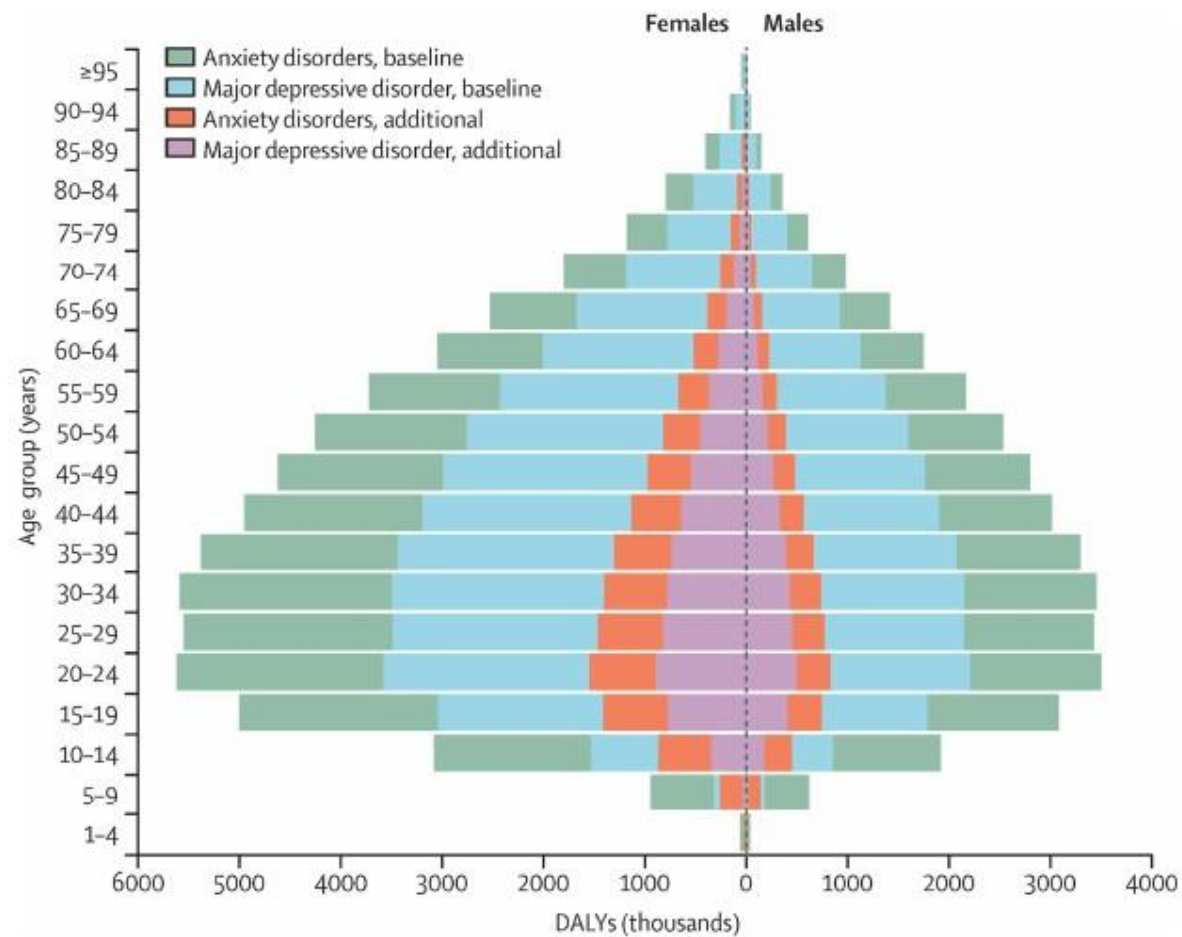
REASONING

PROBLEM SOLVING

PLANNING

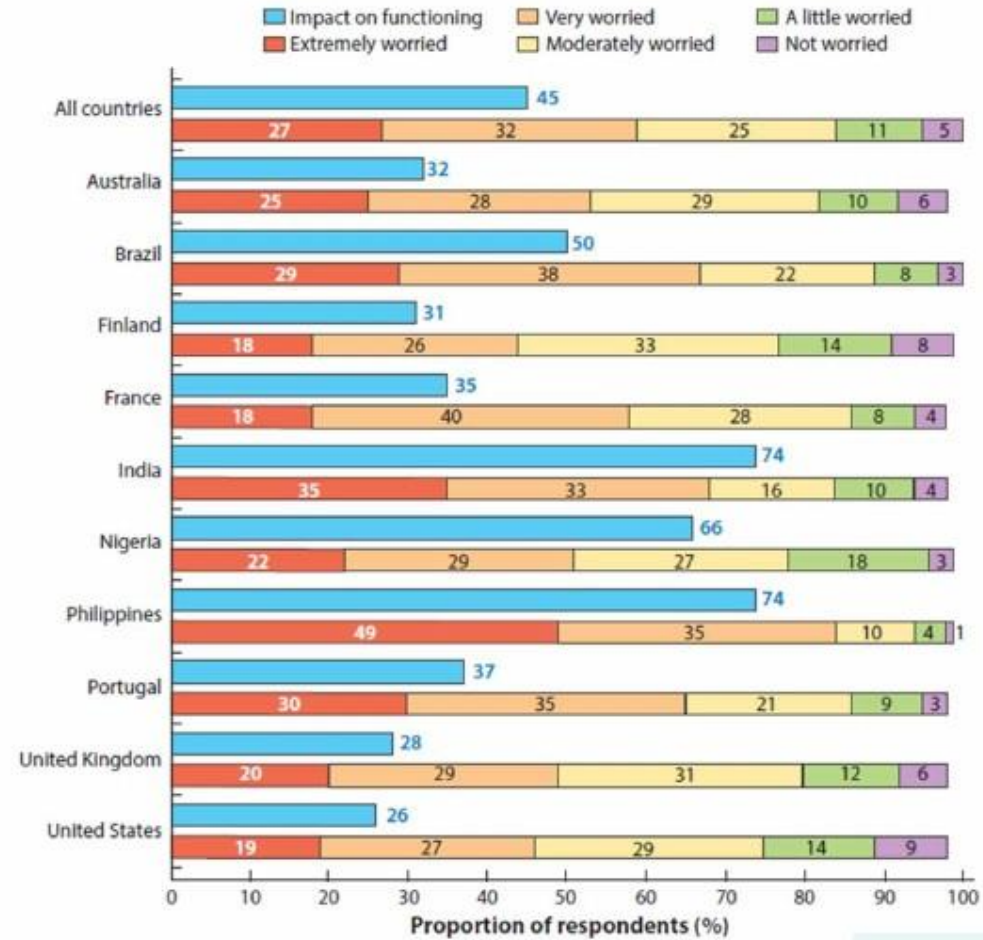


Covid-19



Santomauro et al. (2021)

Climate Crisis



Choudhery et al. (2023)

Conflict

[Popular](#)[Latest](#)[Newsletters](#)*The Atlantic*[Saved Stories](#)[My Account](#)[Give a Gift](#)

GLOBAL

Not a World War But a World at War

The past two years have seen the most conflicts of any time since the end of the Second World War.

By Paul Poast



Illustration by The Atlantic. Sources: Alex Rossini / Getty; Sergei Sapozhko / AFP / Getty.

NOVEMBER 17, 2023

SHARE AS GIFT

SAVE

Industry 4.0

Future of Jobs Report 2025

Disruption to skills



39% of workers' core skills will change by 2030



Source: World Economic Forum. (2025). *Future of Jobs Report 2025*.

Cost of Living

THE IRISH TIMES

12°

Social Affairs

What's it like to be 25 in Ireland today? 70% live at home with their parents, CSO finds

Fewer than one in 20 own their own home, almost seven in 10 live with their parents, one in eight have emigrated - a snapshot CSO survey shows the pressure on twentysomethings

Expand



LATEST STORIES >

Greater debate needed on AI impact on workplace and energy needs, Government advisor group warns

Thanks to Trump, Saudi Arabia gets a big week in international diplomacy

Partial human remains found on grounds of Dublin primary school

Polls indicate German federal election will return Merkel-style coalition

Elon Musk's Irish friends and their influence on the powerful billionaire



Approximately 1 in 3 university students meet criteria for a mental disorder, and up to half experience clinically significant psychological distress at any point in time.

Urovia Paiva, Samuele Cortese, Martino Flor, André Moncada-Pardo, Arturo Lacumbeni, Luis Eudave, Sara Haggård, Sara García-González, Ángel Cabrita, Alfonso Izuelto-Piquero, Carmen Mestas, David, María Cebal, Constanza Amador
Prevalence of mental disorder symptoms among university students: An umbrella review.
Neuroscience & Biobehavioral Reviews, Volume 175, 2025, 106284.
<https://doi.org/10.1016/j.neubiorev.2025.106284>



2025, N = 2,011 students
80% had not sought support on campus.
59% rated their mental health as poor.

Fifty-three studies were included in the analysis of help-seeking behaviors (**435,768 students**, with 179,915 identified with mental health conditions).

Only **28% of college students** with mental health problems actively seek professional help.

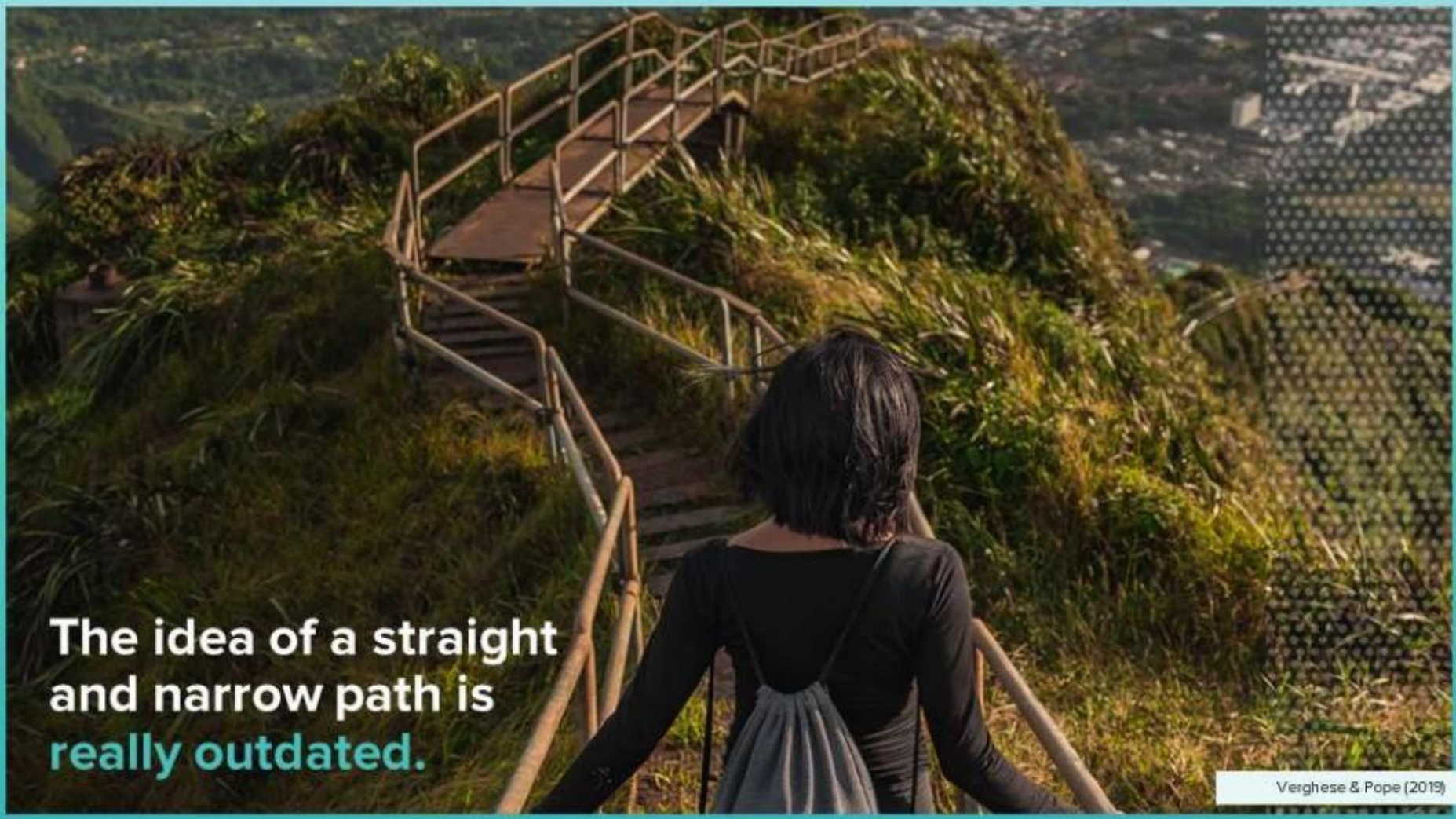
Lack of knowledge about potential sources of help is a barrier for **35%** of students.

Zhao, R., Amanvermez, Y., Pui, J., Castro-Ramirez, F., Rapsley, C., Garcia, C., Ebert, D.D., Han, I.M., Fedor, L.A., David, O.A., Rankin, D., Chao, S.N., Martinez, V., Bruffaerts, R., Kessler, R.C. and Cuijpers, P. (2025), Research Review: Help-seeking intentions, behaviors, and barriers in college students – a systematic review and meta-analysis. *J Child Psychol Psychiatr*, 66: 1993-1005. <https://doi.org/10.1111/jcpp.14148>



“How does each human
learn the skills required to
pursue our interests, achieve our goals,
survive, contribute and find our
own unique place within our culture?”

Yerxa (2000) as cited in Hunt (2026)

A person with dark hair, wearing a black long-sleeved shirt and a grey backpack, is walking up a steep, grassy hill. They are looking back over their shoulder. The hill is covered in tall grass and some small plants. A wooden staircase with railings leads up the hill. In the background, a city is visible on a hillside.

**The idea of a straight
and narrow path is
really outdated.**

Verghese & Pope (2019)

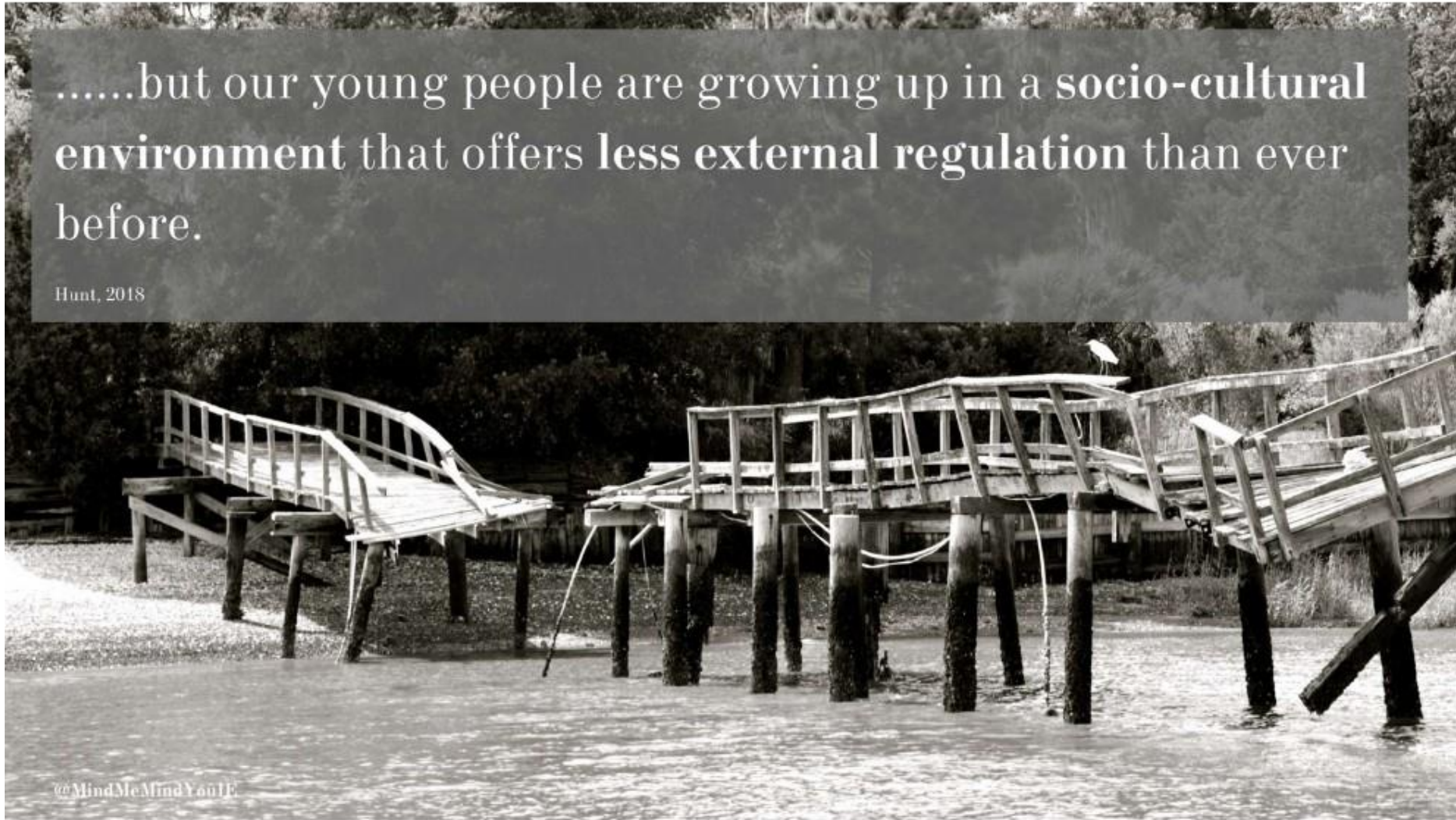


We are preparing our young people for “a well-defined, linear school – college - career trajectory to lead them where they want to go”.....

Avalone, 2018

.....but our young people are growing up in a socio-cultural environment that offers less external regulation than ever before.

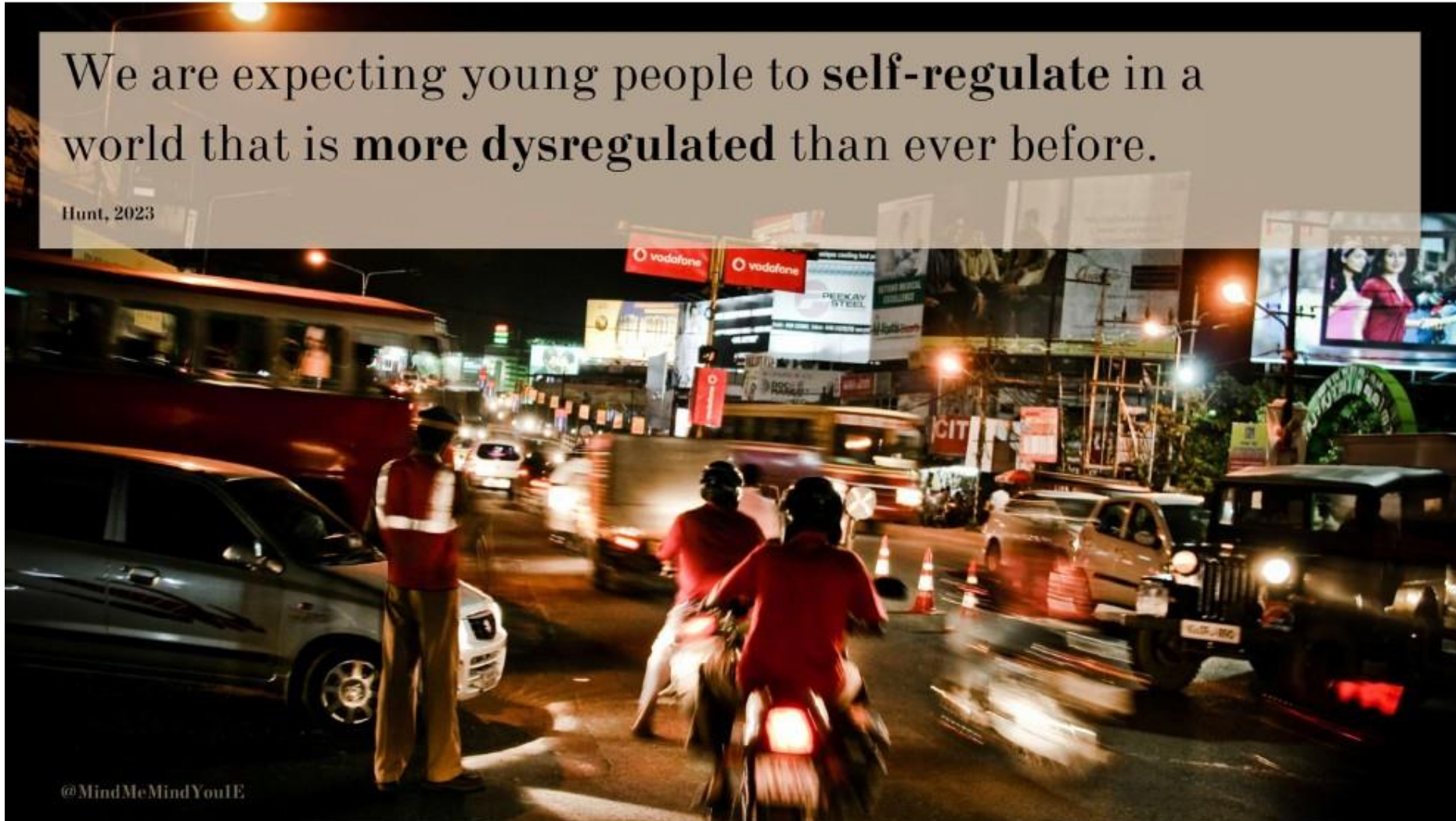
Hunt, 2018



@MindMeMindYouTE

We are expecting young people to **self-regulate** in a world that is **more dysregulated** than ever before.

Hunt, 2023



@MindMeMindYouIE

A young boy with short brown hair is sitting on a concrete bridge railing, looking out over a river at sunset. The sky is a mix of orange and grey, and the trees on the opposite bank are silhouetted against the light. The boy is wearing a dark green shirt and has his arms resting on the railing. The overall mood is contemplative and serene.

How do **you want to be**
when you grow up?

Verghese & Pope (2019)



A Response



“Our students need to know that resilience is possible and within their developmental - communal reach, and they need to see themselves as resilient.”

Daugherty & Steenbergh (2020, p. 21)

Everyday Matters: Healthy Habits for University Life®



● Essential for a FEW

- **Everyday Matters: Healthy Habits for University Life®** delivered in-person by occupational therapists who work in **Disability and Health** services in FE/HE
- Create and deliver a CPD/Microcred training in the above intervention.

● Necessary for SOME

- Occupational Therapists employed under Access / Teaching & Learning to work in academic support centres to deliver **Everyday Matters: Healthy Habits for University Life®** in-person sessions to supplement online content, with professional services colleagues supporting at-risk students: eg. international, neurodiverse, LGBTQ+, socio-economically disadvantaged, members of the Traveller community students, parents/carers, first year students, final year students, PGR students, mature students etc.

● Good for ALL

- **Finding Your Feet at UCC** mental health literacy at orientation
- **Finding Your Feet at UCC** Canvas course unit embedded in all first year programmes.
- **Everyday Matters: Healthy Habits for University Life®** digital badge available to all UCC students once per semester
- Mandatory element of selected UG modules
- Core part of training for UCC Peer Support Leaders
- Embedded in **PG7401 Time Use and Wellbeing** module for PGR students
- 'Well Read' book club for university community

● Self-care / Informal Care

- Use selected **Everyday Matters: Healthy Habits for University Life®** assets across campus to promote health and wellbeing e.g. in academic units, library, student accommodations, sports buildings, student common rooms, Goin' app etc.

curriculum = only guaranteed point of contact





Finding Your Feet at UCC

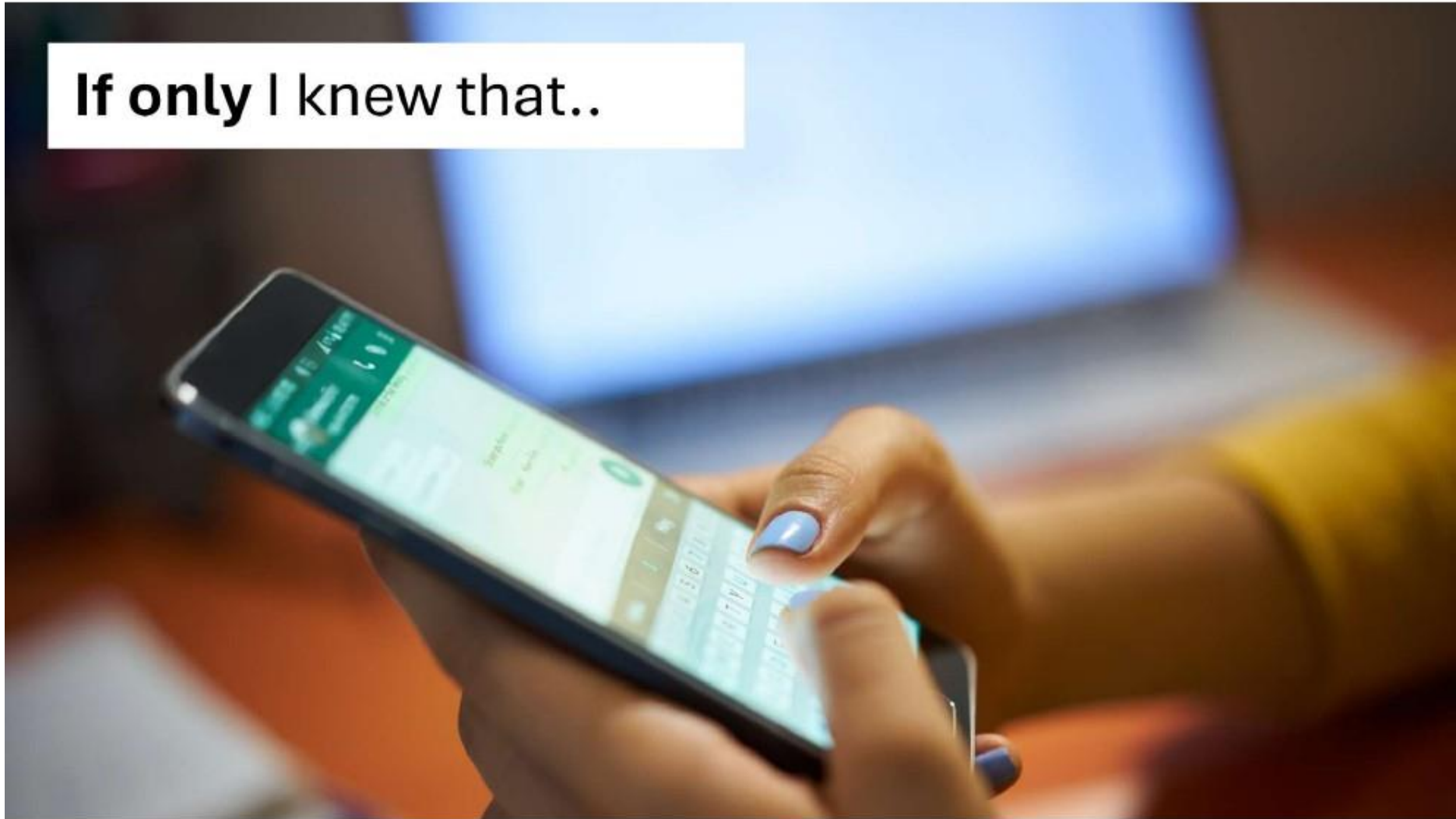
Sound advice and **student tips** for settling into learning and life at university

How are you feeling about starting college?

How are you feeling about starting college?



If only I knew that..





You've
worked hard
to get here.



So be here.

Best
years of
your life?

[illegible]

Asistendo a talte volentes rem. Pense cum it
taliq. ut a excludent etiam strappe necessi
tate per pectus tali. Tamenque esse natura
sita velle nudi et in la latus equare dolum
vella nudi et in la latus equare dolum
dell'istorta ipsa tali to expensu tali et vol
dell'istorta ipsa tali to expensu tali et vol
sa omnia volens dicitur et qui dicitur dicitur
pellit seque tali et qui dicitur dicitur
nem. omnia equare ipsa tali velle indolentem
volens et qui dicitur et in la in noscitur
volens et qui dicitur et in la in noscitur
equare ipsa. occum volens equare. quia
tollitur qui immolecent et a volentia hui
beat.

et cunctis conu qui ipse et videntur
et cunctis conu qui ipse et videntur

Maybe?

truth

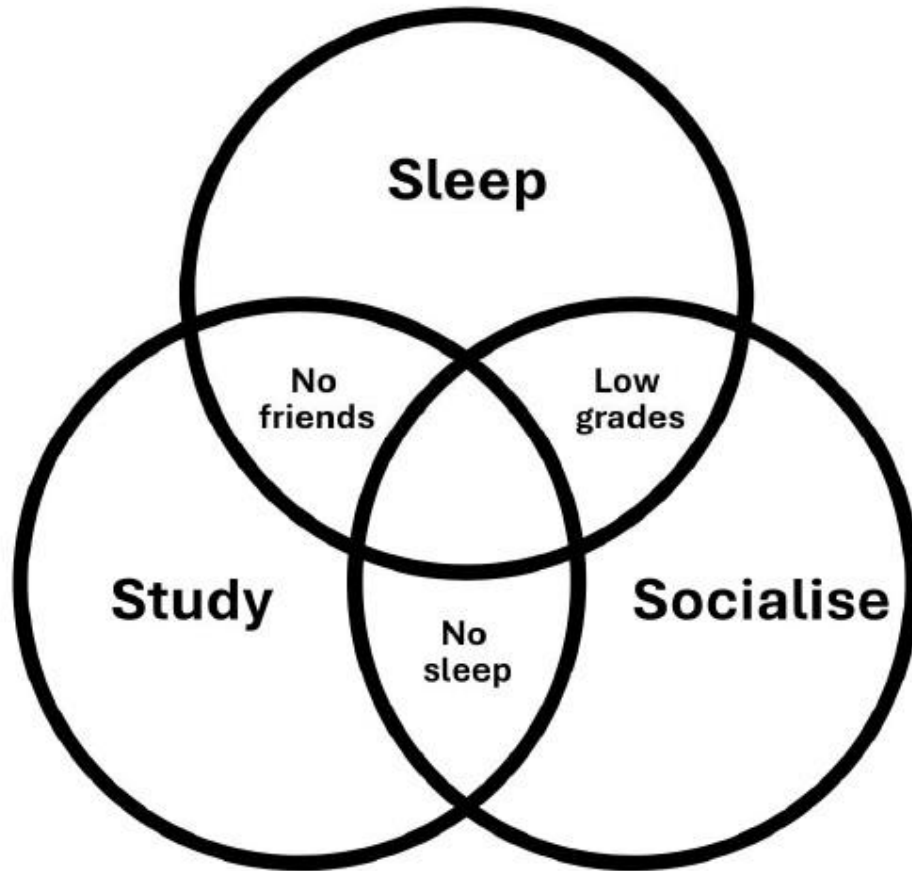


The **4 to 7** Zone

Mental Health Continuum

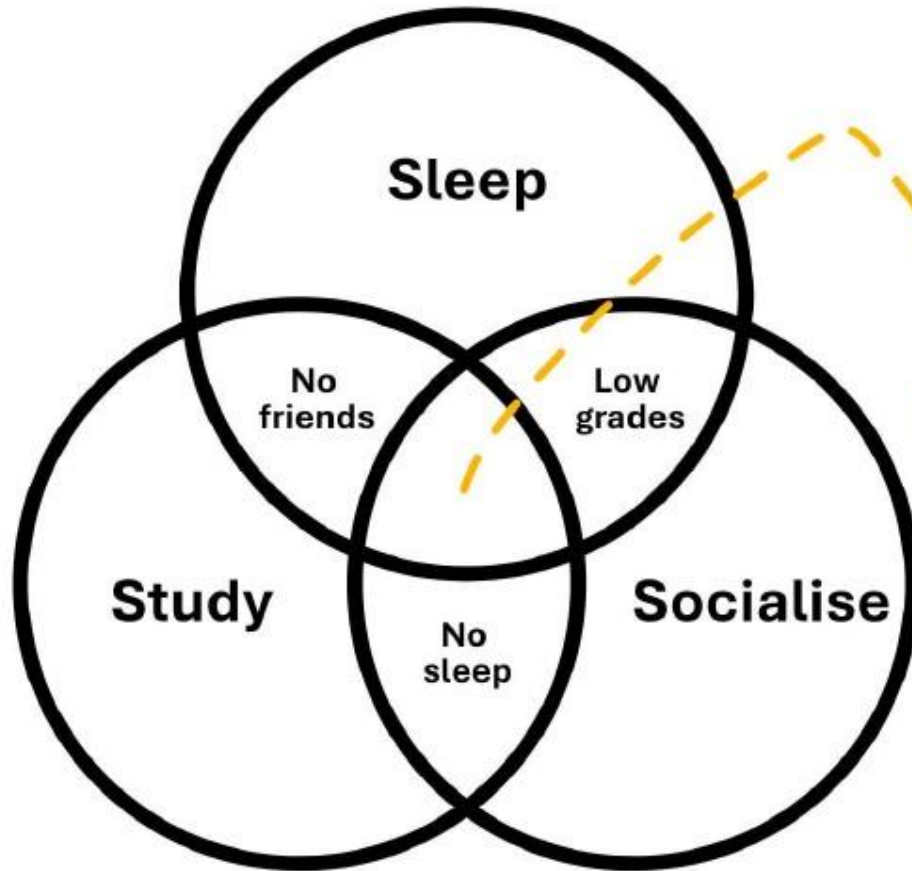


Mental health = Feeling good + Functioning well



Student Life Paradox

“pick two”



Student Life Paradox

“pick two”

IMPOSSIBLE ?

Resilience

is the capacity
to **navigate** your way to
resources that sustain
your well-being,
resources that are both
available and **accessible**
to you.

Ungar, 2019



Who's in **your** back room team?



#FindingYourFeet
#FYFUCC
#BackRoomTeam
#SavvyStudent
#EverydayMatters



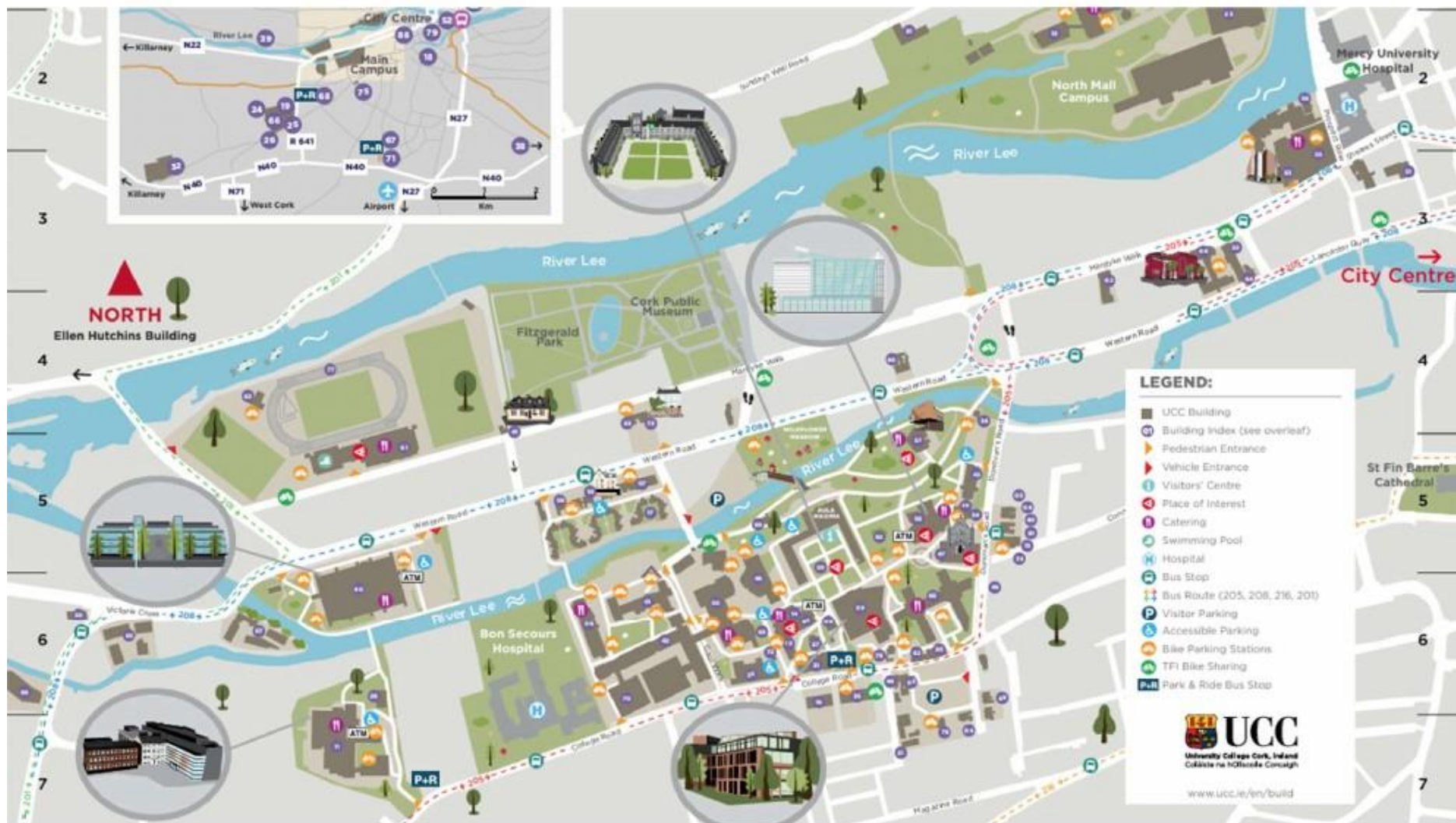


Even superheroes have a wingman.

Mind the gap.

WEEKS: WEEK 7 - 14/09/2026 - WEEK 18 - 30/11/2026					EXCEL		LEGEND	
	Mon	Tue	Wed	Thu	Fri			
09:00		OT1004/L Lecture C_BHSC_301* Weeks 15-16	OT1004/L Lecture C_BHSC_122* Weeks 9-14					
10:00	AN1060/P Practical / Lab D_WCB_355_FL Weeks 9-12, 15, ...	AP1024/L Lecture C_BOOLE_4 Weeks 7-18	PL1025/L Lecture C_BOOLE_2 Weeks 7-17	OT1001/L Lecture C_BHSC_... Weeks 7, ...	OT1001/L Lecture C_WCB_... Weeks 7, ...	OT1001/L Lecture C_PHA_... Weeks 7, ...	OT10... Lecture C_B... Week	OT10... Lecture C... Week
11:00			AN1060/L Lecture C_BHSC_G06* Weeks 9	AN1060/L Lecture C_BHSC_G10* Weeks 7-8, 10-11	OT1001/L Lecture C_BHSC_122* Weeks 11-14, 16-...	OT1001/L Lecture C_BHSC_G04* Weeks 7-10, 15		
12:00								
13:00		AN1060/L Lecture C_WCB_G02 Weeks 12-17	AN1060/L Lecture C_BHSC_G05* Weeks 7-11		PL1025/L Lecture C_BHSC_G01* Weeks 7-9			
14:00		AP1024/L Lecture C_BOOLE_4 Weeks 7-18	AN1060/L Lecture C_BHSC_G02* Weeks 7, 9	AN1060/L Lecture C_BHSC_G05* Weeks 8, 10	PL1025/L Lecture C_BHSC_G10* Weeks 16	PL1025/L Lecture C_BHSC_G01* Weeks 7-15, 17		
15:00								
16:00								
17:00								

module **programme**
semester **dashboard**
syllabus¹ **credits**
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assignment **journal**
 canvas









“I don’t know my way around.”

“I haven’t met anyone I have really clicked with.”

“I haven’t a clue how to borrow a library book.”

“I don’t know what happens in labs.”

“I have no clue about academic writing.”

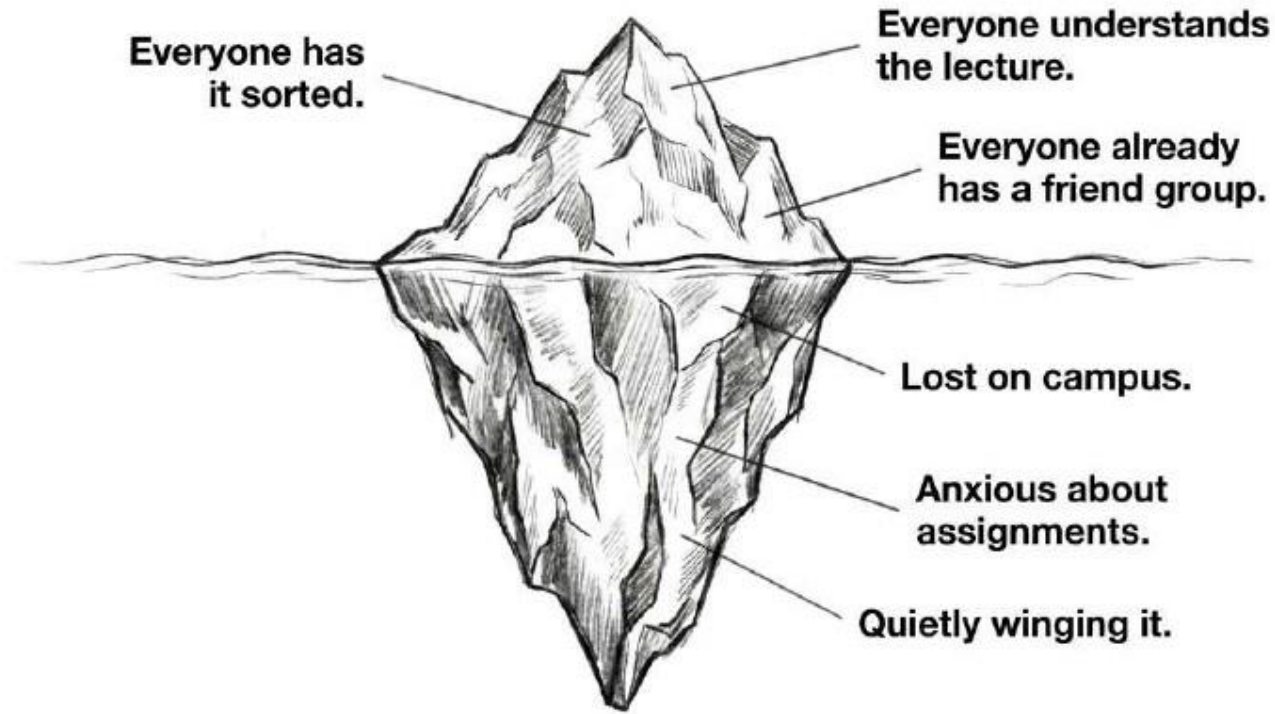
“I haven’t contributed to my tutorial discussions.”

“I don’t really know where to start with it all.”

Yet.

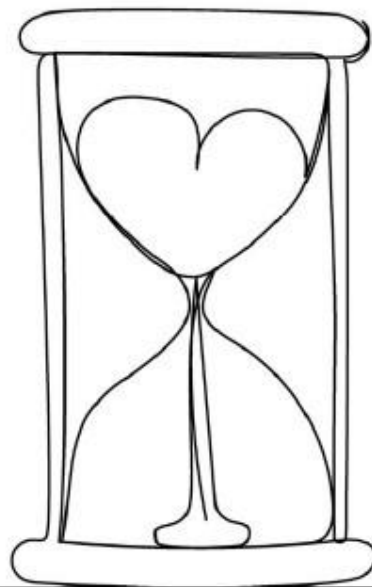


**Everything is
figureoutable.**



Anybody who looks like they have it all together, very likely does not. **Confidence comes later** — show up first.

You can learn anything. When you give **yourself time**.





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2027-28 UCC - Pages - Start Course: Finding Your Feet at UCC



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Finding Your Feet at UCC

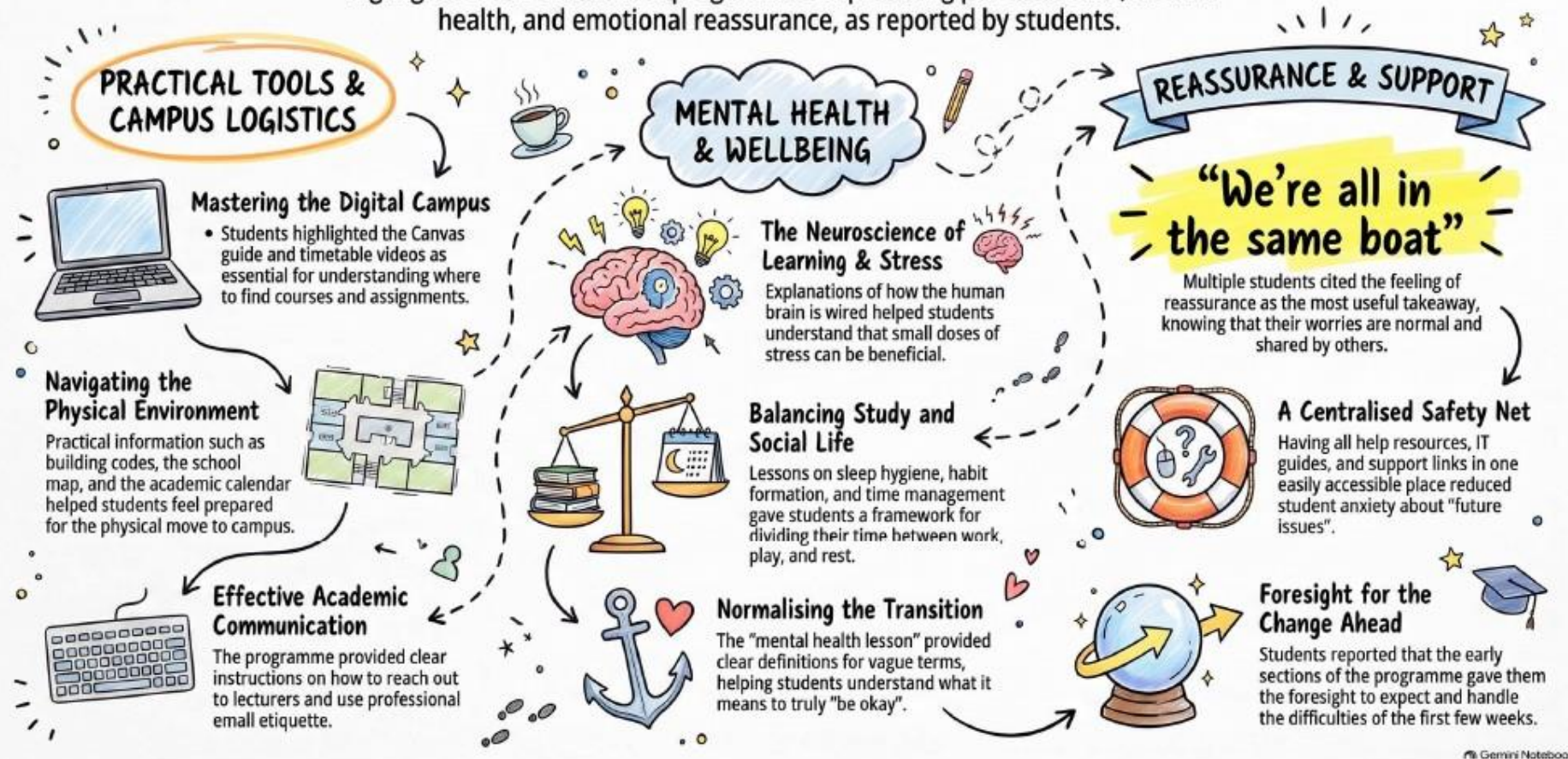
[RESUME COURSE](#)

SECTIONS

-  We are ready to help you find your feet 
-  What's the story you tell yourself about learning? 
-  Wired to learn from 'womb to tomb' - what happens in the late teens/early 20s? 
-  Learn to be well, be well to learn 
-  Are you giving yourself time? 
-  The triple E formula for creating habits that stick 
-  Who's in your backroom team? 
-  You are a work in progress 
-  Here's some essential information to help you find your feet 

Student Voices: The Impact of "Finding Your Feet" at UCC

Highlights of the orientation programme emphasizing practical skills, mental health, and emotional reassurance, as reported by students.



Eithne Hunt

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