

School of Chemical & Pharmaceutical Sciences – Quality Action Plan November 2019

The School wishes to thank the Review Panel for the manner in which the School Review was undertaken. We are particularly heartened by the strong endorsement of the current strategic direction and operation of the School.

Staffing	Response	Action Owner(s)	Timeline	School Advisory Board
S1. Address the ongoing issue in relation to the length of time taken to fill vacancies within the School.	School to work with Human Resources to identify impediments to appointment processes; clarify roles and responsibilities of all parties with regard to all appointments	Head of School (HoS) Human resources Business Partner (HRBP) College Manager (CM) CREST Manager	June 2020	
S2. Provide a mechanism so that new academic staff do not undertake a full teaching load in their first year of appointment in order to facilitate professional research development and initiate an independent research programme and apply for external research funding, progress on which can be reviewed at the end of year 1 probation.	School to input to College/University level development of academic workload model as outlined in current Strategic Plan	HoS College Manager HRBP Head of HR	June 2020	
S3. Assign Senior Lecturers posts on the basis of merit rather than on the basis of student numbers within the School	School to work through College to request consideration and input on career structures within new University	HoS CM HRBP Head of HR	Dec 2020	
Administration	Response	Action Owner(s)	Timeline	School Advisory Board

A1. Reconfigure administrative structures and processes to support the academic mission.	The School will liaise with The University Administrative Structural reorganisation Strategy with a view to improving administrative support for the efficient operation of the School.	School exec.	June 2020	
A2. Develop standard operating procedures for specific administrative functions, including writing grant applications.	The school will begin on the creation of SOPs for basic activities; year coordination, Programme coordination, exam paper preparation, etc. and will liaise with the school and University Research committees to get support for identifying appropriate grants and writing proposals.	School Exec.	June 2020	
A3. Put in place leaner ordering processes which allow for sign off directly by Technicians for materials up to a certain value	The School will contact the Financial partner with a view to putting in train a more efficient on line ordering process	STO School Exec	June 2020	
Teaching	Response	Action Owner(s)	Timeline	School Advisory Board
T1. Extend the culture of feedback within the School and encourage all staff to provide timely and useful feedback to students.	Implement a practice of highlighting to students 'this is your feedback'; and investigate a mechanism to log feedback provided so that each programme team has this information available.	School and programme chairs	By end June 2020	
T2. Introduce a formal review meeting with the technicians and technical officers to discuss how the laboratories have operated and the changes proposed for future years.	Technical staff are invited to take part in our annual undergraduate programme team (academic year review) meetings each June. The frequency of programme team meetings will be changes to twice yearly. The technical	All technical staff, relevant programme chairs.	Implement by end June 2020	

	staff input will be formalised by including a standing item on each laboratory on the agenda			
Student Experience (Quality Assurance and Programme Management)				
Q1. University should review the Q6A and Q6C feedback system and implement an anonymous on-line student feedback system that facilitates students to provide feedback.	The School finds the Q6 feedback system is not fit for purpose currently and welcome this development.	Head of Academic Affairs	In place for 2020-21 academic year	
Q2. Continue to develop and extend the Induction Programme, for example it could include how to manage your on-line presence, academic writing, information literacy and cultural awareness.	The college extended induction steering group have incorporated a Smart Consent workshop in 2019-20 which includes cultural awareness. The programme is continually reviewed. The Prof Skills modules in year one are another route that can be examined, particularly for managing online presence.	College Head of Learning Development, Prof Skills module authors	In place for 2020-21 academic year	
Q3. Consider providing an induction into second year which includes details on the academic challenges students will encounter.	This has been piloted in Sept 2019 with level 7 students and will be reviewed with a view to wider implementation	Year 2 tutors and Programme chairs	In place for 2020-21 academic year	
Q4. Consider incorporating industry briefings into the 2nd year of the Undergraduate programmes.	The School intends to implement a system to address this, possibly using Professional Skills lecture slots	Year 2 tutors and Prof Skills lecturers	In place for 2020-21 academic year	Possibly introduce more lunchtime talks from experts in industry around e.g. Biopharma, Bioanalytical, Medical Devices, Microbiology - to introduce students to the relevant terminology. [similar to what we currently do for research seminars]
Q5. Develop mechanisms to facilitate sharing of good practice between staff and develop teams of excellence.	College Learning and Teaching swap shop event introduced in May 2019 is an appropriate mechanism. The format of the staff meetings or programme team meetings	Head of School, Programme chairs	By January 2020	

	to be reviewed to consider incorporation of short formal input from all staff over the course of an academic year (and to encourage staff to contribute)			
Q6. Continue to review the model used to assess laboratory reports.	Working group is in place and modifications are being made and will be reviewed after implementation.	Head of Laboratory Teaching Working Group	By June 2020	
Q7. Keep under review the optimal assessment schedule in terms of both staff and student workload.	Explore best mechanism to do this which may include an online assessment planner (pilot for one year group initially). MSc programme staff to continue to optimise the assessment schedule.	Year tutors assisted by College Teaching Champion	By January 2020	
Q8. Liaise with the Learning, Teaching and Technology Centre (LTTTC) and other appropriate services when directing staff on the appropriate use of the VLE. This should be done without compromising student attendance in class.	The new VLE has been implemented and emphasis is on complementing face to face provision. In addition, the School continues to use the VLE to provide fully online UG and PG programmes.	All academic staff	Ongoing	
Q9. Consider supplementing the CV template used by students seeking work placement to include details of any College Health and Safety training undertaken, details on experimental training undertaken and any vaccinations that the student has received.	Incorporate into work placement and erasmus placement modules	School work placement and Erasmus coordinators	In place for 2020-21 academic year	
Q10. Review the processes for collecting feedback from industry on the student's Work placement performance to ensure that feedback is received from all supervisors and to amend the feedback form for industry supervisors to include a question on possible knowledge gaps.	Incorporate this feedback as well as system to ensure students are aware of their responsibility and duties while on placement (including role as brand ambassadors) into work placement and erasmus placement modules and documentation	School work placement and Erasmus coordinators	In place for 2020-21 academic year	The school should continue to implement systems to ensure that the students are aware of their responsibility and duties while on placement, and are made particularly aware of their roles of brand ambassadors Industry advised that less than six month placements is not desirable

<p>Q11. Further consider the undergraduate students' project specifications, organisation and supervision.</p>	<p>Projects are under consideration and will be reviewed on completion of the move to Grangegorman</p>	<p>Head of School, Final year coordinators</p>	<p>End of 2021</p>	
<p>Q12. Programme content updates</p>	<ul style="list-style-type: none"> -Staff member with expertise in lean processes has been appointed. -Programme chairs to review the implementation of quality system procedures being included, practiced & captured in undergraduate laboratories. -Polymer chemistry syllabus to be reviewed. -Chem and Pharm Processes syllabus in year 4 to be reviewed. -Applications of analytical chemistry in year 4 to be reviewed (and project topics also) - Statistics module at Level 9 to be reviewed -Viability of the proposed CPD / MSc module on Research Dissemination will be determined. - Viability of the proposed CPD module on hyphenated techniques e.g. GC-MS LC-MS, including method development will be determined - School to review placement processes in light of the points about employer's portal and secondary schools as a host location. 	<p>Relevant staff</p>	<p>By June 2020</p>	<p>Investigate the inclusion of lean in the current quality system/ regulations module, which is delivered pre-placement. Investigate the need for staff CPD in lean processes. Ensure that quality system procedures are included, practiced & captured in undergraduate laboratories (pre-placement)e.g. updating control charts, statistical analysis of data, non-compliances etc in all stages of all programmes 3D printing and environmentally appropriate packaging within Polymer Chemistry. Crystallisation as a topic in year 4 Food fraud & functional foods Consider re-incorporating SPSS into our L9 statistics module. The school has plans to develop a thorough CPD / MSc module on Research Dissemination. This will be available to internal students and external participants Analytical chemistry is key to industry at the moment and there is a potential industry need for a CPD module on hyphenated techniques module e.g. GC-MS LC-MS, including method development</p>

				<p>School should tap into alumni and industry bodies (e.g. IBEC, IDA, Biopharmchem Ireland) more for contacts re placements – get the message out re school placement and internships. e.g. An employer’s portal on the website Consider second level schools for work placements.</p> <p>School Action</p> <p>School to review placement processes in light of these points.</p> <p>The school is currently exploring an Internship model in partnership with NIBRT (hardware and training) - focus on validation, where participants already work in a relevant role.</p>
Research	Response	Action Owner(s)	Timeline	School Advisory Board
<p>R1. Identify the barriers and enablers for research and engage with university management to remove barriers and put in place the supports that would allow the research mission of the School to operate and flourish.</p>	<p>(i) Clarify and shorten processes of: (a) recruitment by HR, and (b) procurement and communication with Finance with respect to research grant spending, balances and income.</p> <p>(ii) Establish access to Agresso and training on Agresso for all PIs,</p> <p>(iii) Establish a research forum for sharing of expertise and knowledge within the School.</p> <p>(iv) Formalise and implement a buyout policy for research time.</p>	<p>College Head of Research (I & iv)</p> <p>HR Business Partner – Research (I & iv)</p> <p>College Finance Advisor (ii)</p> <p>School Research</p>	<p>June 2020</p> <p>June 2020</p> <p>January 2020</p> <p>January 2020</p>	

		<p>Convenor (iii)</p> <p>Director of REIS (iv)</p>		
<p>R2. Provide a parity of recognition within the workload model for research supervision which is undertaken with students who are based remotely.</p>	<p>Raised as an issue with the College Research issues log awaiting response</p>	<p>Head of School</p> <p>AG</p> <p>College or Research(?)</p> <p>HR Business Partner</p> <p>Director of REIS</p>	<p>June 2020</p>	<p>School should define and promote this attractive option e.g. Present exemplars - testimonials.</p>
<p>R3. Liaise further with the University, to have up to 6 hours a week demonstration / teaching duties for internally funded research students included as part of the PhD programme.</p>	<p>Position paper submitted to HR & Finance in 2014 on this issue. Updated version to follow up on this issue to be and resubmitted</p>	<p>School Research Convenor</p> <p>BC</p>	<p>June 2020</p>	
<p>R4. Offer a Pension scheme to Postdoctoral Researchers in line with that offered in other Irish Universities.</p>	<p>School recognises the need for such a scheme and welcomes recent development within the university and the sector as a whole to resolve the matter in the near future. The School will actively engage with this process to advance achievement of the proposals under discussion.</p>	<p>Director of REIS,</p> <p>HR Business Partner – Research</p>	<p>June 2020</p>	

<p>R5. Introduce a formal induction process for research students that provides an overview of current research projects and expertise, clarity on the supports available to students and the processes with which students need to comply.</p>	<p>The School recognises the advantages of a School specific induction programme and will for engage with new PGs, mid-term PGs and final stage PGs to identify issues which cause undue stress for new PG students. The aim of such consultations is to produce a starter pack for all PG students with useful information re ordering, safety, school procedures etc. as a useful resource.</p> <p>‘Buddy’ system in place currently and has been found to be quite effective.</p>	<p>School Research Convenor, BC</p>	<p>September 2020</p>	
<p>School Strategy</p>	<p>Response</p>	<p>Action Owner(s)</p>	<p>Timeline</p>	<p>School Advisory Board</p>
<p>M1. Develop a specific strategic plan to formalise the activities that the School undertakes with their alumni and to provide a consistency of approach.</p>	<p>School to develop strategic plan aligned with TU Dublin strategic plan that is in development - will include formalising activities with alumni and stakeholders</p>	<p>School exec and senior lecturers and STO</p>	<p>Dec 2020</p>	<p>Consider mechanisms to engage more with alumni Develop short survey to contact graduates via LinkedIn (heat map of graduates) Expand school’s social media presence to promote the school Liaise with graduate network re more frequent contact with alumni e.g. graduate magazine. School to consider developing a short press release to update all stakeholders on TUDublin & Grangegorman - this should be kept to e.g. 3 key points and 1 page. The range and breath of projects undertaken by students is very impressive, updates could include a synopsis of these.</p>

<p>M2. Develop an internationalisation strategy that consolidates the various international activities that the School undertakes.</p>	<p>Include internationalisation strategy in school strategic strategy, to include all international collaborations, including research collaborations, MSc Students, Erasmus</p>		<p>June 2020</p>	
<p>M3. Put in place mechanisms to capture gender metrics in relation to retention and performance data so that this can be analysed in advance of applying for an Athena Swan departmental award. Consider the student exit interviews, which are conducted by the retention office, in terms of gender.</p>	<p>This information is captured currently.</p> <p>The School will develop an Athena Swan application</p>		<p>June 2021</p>	
<p>Promotion of the School</p>	<p>Response</p>	<p>Action Owner(s)</p>	<p>Timeline</p>	<p>School Advisory Board</p>
<p>P1. Develop an Integrated communications strategy for all key stakeholders, emphasising the School's uniqueness and differentiation; global recognition for excellence; one which identifies that the graduate attributes are industry relevant.</p>	<p>The School Review process had provided a good basis for this work. Promotional material and an integrated social media strategy to build our School brand will be developed by a working group.</p>	<p>Comms working group, Public affairs, Student ambassadors</p>	<p>September 2020</p>	<p>Assign TY students with task of examining our website to see if they can find all the information required on programmes offered in a format to which they can relate.</p>

Misc	Response	Action Owner(s)	Timeline	School Advisory Board
M1. Stagger the rotation of the membership of Advisory Board over a 3-5 year period.	Will be put in place	Head of School / Internal members	June 2022	
M2. Liaise with the Migration team, to put in place a contingency plan for the equipment that fails when moved, especially for Nuclear Magnetic Resonance (NMR) and Liquid Chromatography Mass Spectrometry (LCMS).	A business case has been made to be progressed through the appropriate channels.	Head of School/ STO / Relevant Staff	January 2020	
M3. Liaise with the University to revise the current resource allocation model in relation to Globalisation, specifically the allocation of International student fee income, to incentivise the recruitment of International Students at School level. Consider the Programmes' competitive positioning and undertake further benchmarking against national and international competitors, highlighting the unique selling point of each programme for promotional purposes.	We await a revised TU Dublin resource allocation model for international fee income.	College Manager / College Finance Advisor	March 2020	
M4. Liaise with the School of Physics, Optometric and Clinical Sciences to review DT227 with specific consideration of how the curriculum in the final year can include more detailed aspects of Nanomaterials and Synthesis, Polymers and Quantum Chemistry.	This process has commenced and discussions are ongoing with the School of Physics, Optometric and Clinical Sciences on how best to address these issues.	Asst Head of School / Relevant staff	September 2020	
M5. Publish examination timetables earlier	Item is closed at University level. Timetable is provided 4 weeks before the exams		Closed	

M6. New programme development				<p>The School proposed a possible offering (including a potential part-time option) for an MSc in Chemical Sciences Research and Innovation - core chemistry leading to PhD funding application including industry based. Some modules apply across science disciplines so can have chemistry stream in future.</p> <p>Panel response: School to conduct a thorough market analysis to ensure there is demand for this programme.</p> <p>The school has plans to develop a thorough CPD / MSc module on Research Dissemination. This will be available to internal students and external participants</p> <p>Analytical chemistry is key to industry at the moment and there is a potential industry need for a CPD module on hyphenated techniques module e.g. GC-MS LC-MS, including method development</p>
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