

Quality Assurance / Quality Improvement  
Internal Quality Review Programme  
2015-16



Quality Improvement Plan

**School of Biotechnology**

21<sup>st</sup> March 2016

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## **1. INTRODUCTION**

The School of Biotechnology (SoBT) as a strategic academic unit within the Faculty of Science & Health (FSH) at Dublin City University (DCU) is an active centre of Biotechnology and Life Science education and research. The School is unique in having established expertise across these disciplines, thus permitting delivery of a diverse range of innovative and industrially-relevant degree programmes. The School currently delivers three BSc degree programmes in Biotechnology, Genetics and Cell Biology, and Horticulture in addition to two MSc degree programmes in Bioprocess Engineering and Biomedical Diagnostics. The SoBT is also central to the BSc in Analytical Science and the BSc in Environmental Science and Health. It also provides service teaching into a number of other programmes across the Faculty and University. The SoBT pioneered one of the first structured PhD graduate studies programmes within FSH and indeed the University. The quality of teaching within the SoBT is measured by the calibre of students we attract as well as the success of our Alumni. Staff are engaged in innovative teaching methods and this is reflected by the number of staff who were nominated or awarded the DCU President's award for excellence and innovation in teaching.

The School is an active centre of fundamental and translational research and in this capacity it supports a defined cluster of intersecting research themes that reflect the multi-disciplinary expertise base of academic staff. The School's most recent strategy (2011-2015) underpins SoBT's various research and training missions. The quality of our research is reflected by funding success from many national and international sources including directly from industry, the quality of our research papers, the number of spin out companies and our collaborative links with national and international research groups. A significant number of staff are affiliated to DCU based national centres of excellence and to University designated research centres.

The School of Biotechnology Quality review commenced with a period of self-assessment early in 2015 whereupon a detailed self-assessment report was generated following consultation with internal and external stakeholders. A peer review group visit was carried out over a three day period in December 2015 which culminated in a comprehensive list of 52 recommendations ranging from priority 1 (35 recommendations) to 2 (7 recommendations). The School welcomed this comprehensive and thorough critique and also the many positive comments made by the reviewers. In particular, the acknowledgement by the peer review group of the SoBTs commitment to high quality teaching and the relevance of our degree programmes to Industry and academia. Our BSc and MSc are at the forefront of biotechnology education in Ireland as recognised externally by the quality of graduates produced that are considered "lab-ready" upon graduation, thus constituting an advantage in the employment market. The peer review group acknowledged the turbulent time that the staff have undergone in the last 5 years with external stresses and the significant turnover of staff. A number of recommendations are directly related to refocusing the School's strategy in research and teaching and making important steps to secure the School's success into the future. The School will endeavour to meet these recommendations and our responses to reviewers are outlined in Table 1 while Table 2 and Table 3 outlines our 1 and 3 year plans subject to the relevant support by the Faculty and University, including financial and human resources where relevant.

**2. RESPONSES TO RECOMMENDATIONS IN THE PEER REVIEW GROUP REPORT**

Recommendation Number	Addressee	Priority	PRG Recommendation	School of Biotechnology Response	University Response
<b>Strategic Planning and Management of Financial and other Resources</b>					
1	A/ U	P1	Contract in business development expertise to work alongside the School to develop a robust business plan for teaching, research and enterprise.	The School will apply for funding from the Quality Promotional Unit to hire a Consultant to work with the School to develop a business plan to generate research and teaching revenue. As part of this plan we will also incorporate our staffing strategy (R18 (P1)). The plan will be evaluated every 6 months by SoBT Executive and progress reported at staff meetings, and to the Quality Promotion Unit.	The university welcome this proposal. We recommend that the School works closely with the faculty leadership in developing its strategy and reporting on progress
2	A	P1	Adopt a whole-School, fully collaborative approach to the development of a clear and concise mission, vision and strategy for the School.	The Faculty of Science and Health have issued a two year strategic statement outlining clear strategic priorities for the Faculty. The School will develop a strategic statement mapped onto the Faculty statement. The School will develop a new strategic plan following this period in parallel with DCU and Faculty's strategic plan for research, teaching, and infrastructure which is expected to undergo significant changes with the anticipated recruitment of a new Dean of FSH and new VP for Research, as well as changes in focus of our national centres (NICB & BDI).	DCU welcomes this alignment with faculty and university strategy, and welcomes working with SoBT on their inputs in the development of a new DCU strategy in 2016/17.
3	A	P1	Develop a School-focused research strategy to define themes such that they are mapped cogently onto	The School's research strategy will be revised as part of the development of the School's strategy statement. Research by School Academics has been central to the	DCU welcomes this initiative. The Deputy VP for Research and Innovation and OVPR support

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			University Research Strategy.	establishment/success of several Research Centres and this will be reflected in the statement. Crucial to the modification/realignment of current Strategic Research Themes is the filling of key relevant appointments in 2016 – in particular RIS (VP), FSH (Dean) and NICB/BDI (Centre Directors).	development of this research strategy.
4	A	P1	Build up a full 360 <sup>o</sup> communications structure across the whole School, between the School and the Research Centres, along with the School and Faculty, with a principle of bottom-up communication at its core.	Meetings will be held with (1) Members of School Executive who will meet with Post-Docs to agree a communication strategy and (2) HoS with the Faculty Manager to agree on a strategy to increase communication between the School and Faculty office. A workshop will be held with SoBT staff and staff from the Research Centres to find ways to enhance collaboration. A new SoBT newsletter has been created effective from January 2016 as a forum for open communication and is issued on a monthly basis.	DCU welcomes this initiative. The OVPR will participate in relevant meetings as required.  DCU welcomes this initiative, and progress made in relation to newsletters enhance communication among staff within the School.
5	A/ U	P2	Consider rebranding of School and programmes as part of this strategic development.	As part of the business plan the School will build in funding to carry out some market research to consider rebranding the School and its programmes. While we believe that the School has a very well established brand, both nationally and internationally, we will test this as part	DCU welcomes this initiative, and notes that these activities should be aligned with the work of the DCU Communications and Marketing department to ensure broader

Recommendation Number	Addressee	Priority	PRG Recommendation	School of Biotechnology Response	University Response
				<p>of our business development plan. On completion of the market research the School will consider the findings at the Executive Committee and staff meetings. Final decisions regarding re-branding will be made following input from SoBT industrial advisory panel. Any significant changes will be discussed with the Dean and Senior Management will be informed through the normal processes. Any re-branding will be consistent with the evolving SoBT, FSH and DCU strategy.</p>	<p>alignment with the DCU on any decisions with respect to branding.</p>
6	A	P1	<p>Actively pursue independent enterprise income by leveraging research.</p>	<p>Following an audit of Academic Staff, over 65% are currently engaged with enterprise. Successful leveraging of independent enterprise income occurred primarily at the level of individual academics and this will continue to be encouraged. Ensuring access, maintenance and technical support for key items of research infrastructure will be essential in order further develop this. Meetings with HUB Directors and the soon to be established Industrial Advisory Board will take place for discussions on how to further increase enterprise engagement.</p>	<p>Agreed</p>

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<b>Organisation and Staffing</b>					
7	P1	A/ U	Develop a transparent, numerically based, faculty-wide workload model that recognises contributions not only in teaching, but also in administration and research.	The SoBT is revisiting their new workload model at the end of the academic year and will consider a numerical approach to recognise individual contributions going forward. The issue of workload has already been raised as part of the current FSH QuIP. Given the different work practices and staff complements across the various Schools, a single workload model may simply not be feasible. The School will engage more actively with the Faculty team on this issue.	DCU agrees with the proposed approach for ongoing and active engagement with the faculty with respect to developing workload models within the School. We note that while there are a published set of faculty-wide workload principles, school-based allocation models are developed based on the mix of activities which may vary from discipline to discipline.
8	P1	A	Develop a succession planning process for the position of Head of School.	Head of School will engage with all relevant qualified SoBT academics (SL/AP/P) to agree on a succession planning policy for the School. Rotation of all relevant academics through both the Deputy HoS position and the Executive Committee will give individuals an opportunity to engage in School management and strategic planning first-hand.	DCU notes that the DCU Strategy, 'Transforming Lives and Societies' includes an objective on the continuing professional development of all staff through mentoring, training initiatives, development opportunities and career support, which may support the development of identifying and support future post-holders for Head of School positions.

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9	P1	A/ U	Develop a programme of structured mentoring for technicians.	The School will liaise with HR to develop a mentorship scheme for Technical staff.	Agreed
10	P1	A	Have a Technician staff representative on the School Executive, Teaching and Research Committees.	The School Executive, Teaching and Research Committees now have technical representation.	DCU welcomes progress made in relation to this objective
11	P1	A	Establish a regular meeting between the Head of School and Technician staff.	The HoS meets monthly with the Technical Officers.	DCU welcomes progress made in relation to this objective
12	P1	A	Rotate School management roles every three years.	As part of the new workload model introduced in 2015-2016, staff have agreed that where feasible they will take on a management role for a three year period. However, as the School has evolved, there are now more roles than staff members, meaning some staff members have multiple roles and a number of staff members have had roles for more than three years.	DCU and the faculty agree with the regular rotation of management and leadership duties and roles.
13	P1	A/ U	Identify a faculty-level Technical committee which would report to Faculty Management Board.	Technical staff will liaise with others TOs across the Faculty including the Research Centres and the Faculty Manager to form a Faculty Technical Committee. A term of reference will be agreed prior to its establishment.	DCU and the faculty welcome this proposal, and look forward to supporting its establishment.
14	P1	A	Build up communications conduit with key central services to ensure that central services are aware of needs and concerns of the School.	Current structures dictate that the School communicates with central services via Faculty.	The Dean and Faculty Manager within the Faculty of Science and Health will review the current communications channels within the



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					faculty's Schools to identify and address current deficits.
15	P1	A/ U	Ongoing formal biannual progress monitoring and reporting to the Quality Promotions Unit to ensure that review recommendations are implemented in a timely fashion.	A biannual progress report will be submitted to the Quality Promotion Unit for a period of four years.	DCU suggests that progress reporting be most effectively channelled through management structures in the Faculty
16	P2	A/ U	Develop appropriate structures to ensure a deeper integration of School and associated RCs to enhance research-led teaching and access of School researchers to RC infrastructure.	A considerable level of integration already exists between the School and Research Centres. The Research Committee will develop mechanisms to consolidate and enhance access/support regarding such infrastructure and to enhance contribution of Research Centre personnel to taught programmes.	Agreed
17	A/ U	P1	The HR and Finance departments to work more closely with the Head of School to ensure a strategic recruitment plan for strategic hires and the implications for the School budget.	Given the current structures within DCU, this is not feasible as all communications with HR and Finance are channelled through the Dean and Faculty Manager.	The HR and Finance departments work closely with both the Dean and Head of School. We are happy to have joint meeting with Dean and Head of School to discuss how best to support and implement a strategic recruitment plan for the School.

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18	A	P1	Prepare and present a staffing strategy to the Senior Management.	The SoBT have been asked by the Associate Vice President for Research to submit 'human capital' priorities for the School. This was revisited and submitted in February 2016. However, following the planned re-development of our strategic plan and with the scheduling of a number of retirements, we will revisit our staffing strategy as part of our business plan and will present this to senior management as suggested.	In line with normal practice in other faculties, HR are happy to discuss the development of a staffing strategy in advance for presenting to the SMG.
19	A	P1	Develop a professional development plan for Technicians.	Meetings were held for each technical officer with the Head of School to identify training needs. Structures will be put in place to provide in-house training where possible, providing opportunities for individual TOs to work in research laboratories to learn new methods. Resources will be sought to fund any external training requirements. Link with HR to discuss possible training courses for technical staff.	DCU welcomes progress made in relation to this objective, and agrees that the HR training and development unit can play a key role in the identification of appropriate professional development opportunities for technical staff.
20	A	P1	Consider how administration roles might be optimised to reduce Staff workload. One example would be to amalgamate the chairs of the undergraduate programmes.	Whilst this is a good suggestion, the School examined all roles and given the diversity of the roles, this would not reduce the administrative workload across the School. However, the School is strongly in favour of streamlining the paperwork associated with these administrative roles, and would be happy to work constructively with the Faculty/University to achieve this.	Agreed

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21	A	P1	Identify a process with the Faculty administration to provide cover to the School Office during periods of leave.	This has been addressed at local level.	DCU welcomes progress made in relation to this objective
22	A	P1	Align the appointment of academic staff within SoBT to defined strategic research themes.	The School is addressing this matter - please refer to recommendations 2 and 3.	
23	P1	U	Improve approaches to the communication of budget processes and allocation of funding.	The Faculty Manager has issued guidelines for Faculty Budget processes and monthly budget meetings are being held with HoS and Faculty Manager.	DCU welcomes progress made in relation to this objective
24	A/ U	P2	Seek external funding for a privately endowed Chair.	Upon completion of our staffing strategy, we will seek advice from DCU Senior Management, Enterprise Hub Directors and the DCU Educational Trust on the feasibility of this initiative, as well as best approaches to take going forward. Possibilities would be to engage external partners to establish Endowed Chairs as outlined in the Human Capital priorities submitted to RIS as part of a strategic exercise.	DCU looks forward to working with the SoBT on their proposals for a privately endowed Chair
<b>Functions, Activities and Processes:</b>					
25	A	P1	Initiate a review of all undergraduate modules to reduce the amount of assessment.	All undergraduate modules are reviewed both annually as part of the APR process and periodically as part of the PPR process. In addition, the University is putting in place an annual review system for all modules. This is expected to	

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				commence in 2016/2017 and we do not believe that a separate review system is warranted.	
26	A	P1	Ensure that assessments are aligned to specified learning goals such as problem solving ability, technical skills, written and oral communication skills.	The module descriptor for all modules (as written in Coursebuilder) explicitly state what learning outcomes are being assessed in all assessment components.	
27	A	P1	Review all undergraduate modules to ensure that lecture contact hours do not exceed the 24 hour norm for five credit modules.	Going forward, it is School policy that all modules should have no more than 24 hours contact time. However, it is acknowledged that for some Engineering modules additional contact time may be required.	
28	A	P1	Continue the reform of undergraduate programmes by removing redundant modules and reforming the resource-intensive lab practice.	PPRs will be performed for BT & GCB and as part of this review we will implement this recommendation.	The university welcomes progress in relation to this recommendation, and alignment of implementation with current programme review and enhancement procedures.
29	A	P1	Increase the number of industry-focused MSc modules to fourth year undergraduates.	On foot of the report of the external advisory panel, the BT and GCB programmes are being 'streamed'. One of these streams will be research-focused while the other will be industry (biopharma) focused and will include modules from the MSc. Furthermore, talks are currently	The university welcomes progress made in relation to this objective

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				underway with the Business School with the aim of including 5/10 credits of business/enterprise modules in the industry stream. The new streamed programme will be presented to External Examiners and subsequently FTC in late Spring 2016 before being submitted for approval by Education Committee in Summer/Autumn 2016.	
30	A	P1	Ensure that any new programme proposals are fully integrated into the newly developed School strategy and should leverage core curriculum from existing modules.	The School is exploring a number of new programmes and as part of these plans; we will be seeking human capital in the form of endowed chairs. The School agrees that all new programmes will leverage core curriculum from existing modules.	Agreed
31	A	P1	Clearly identify opportunities for attracting international students on appropriate programmes.	This type of initiative is normally driven at Faculty Level in co-operation with the International Office. However, all staff will be encouraged to take part in Faculty initiatives whether they be in China, India, Brazil or Oman. Furthermore, School staff have been proactive in fostering new international links that have directly led to international students joining our programmes.	DCU welcomes this recommendation, and encourages SoBT to work closely to the International Office to explore opportunities for further international recruitment
32	A	P2	Move to extend the Intra work placement on undergraduate degrees	The School Executive will explore this recommendation and will investigate this with the INTRA Office and, crucially, employers. This will require alterations to the current undergraduate programmes and a redistribution of laboratory modules to other years and/or Semesters.	The university notes this recommendation, and will work to support the School in reviewing its feasibility.

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33	A	P1	Introduce metrics to capture impact of teaching innovations.	There is no agreement in the literature on the use of simple metrics in the evaluation of T&L. Nonetheless, all staff will be encouraged to seek the advice of the Teaching Enhancement Unit when developing new approaches to teaching.	
34	A	P1	Introduce metrics to capture the extent to which programmes meet individual programme learning outcomes and in turn University graduate attributes.	Currently, one staff member who is serving a term as the ADTL within the FSH is examining this issue with his fellow ADTLs in the other Faculties. A position paper will be written before the end of this academic year and it will be presented to all Schools for discussion.	The university notes that there may be examples of good practice in relation to measuring attainment of graduate attributes which could be applied within the SoBT
35	A	P2	Develop a consultancy profile through the development of non-degree executive programmes for biotechnology sector firms.	The development of consultancy profiles will form part of the School's business development plan in conjunction with recommendation 36 below.	
36	A	P2	Seek industry partner for the development of a bespoke Masters level programme, with a strong e-learning component.	At present, the School is investigating the possibility of creating a new course that would serve a particular sector that is showing strong growth in Ireland. This development, which is currently confidential, may involve a single industrial partner and ideally will have an e-learning component.	The university welcomes this initiative.

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<b>Accommodation:</b>					
37	A	P1	Take steps to ensure sample security by installing freezer alarms.	Funding will be sought from the Quality Promotion Unit to install freezer alarms.	
38	A/ U	P2	Funding for the upgrading of facilities and equipment should be prioritised through the University's Capital Investment Fund.	A list of essential equipment with approximate costs has been submitted and is now awaiting approval from the Campus Development Plan.	The university notes that some funding will be available for Teaching Equipment up-grades under the Campus Development Plan. The exact mechanism and/or timing for the allocation of funding has not been decided. There is currently no funding available for the up-grade of facilities, if and when funding becomes available a review will be carried out and prioritised areas identified.
<b>Customer / Stakeholder Perspective:</b>					
39	A	P1	Enhance links between the School and the Biological Research Society to develop a meaningful and collaborative research community spirit.	The School will, in collaboration with the Biological Research Society (BRS), introduce a number of initiatives to develop a meaningful and collaborative research community spirit such as: all School celebration to recognize successful PhD Vivas; celebrate progress to new career paths for PhD graduates; all School Christmas party; display of official PhD graduation photographs in the School.	The university welcomes this initiative

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40	A	P1	Consider the inclusion of post-doc representation onto the School Executive.	An invitation will be extended to the School post-doc community seeking a candidate to sit on the SoBT Executive.	The university welcomes progress made in relation to this objective
41	A	P1	Include PhD and post-doctoral representation on the School Research Committee.	The incoming Research Committee will continue to include postgraduate representation (BRS) and invitation will be made to include post-doc representation.	The university welcomes progress made in relation to this objective
42	A	P1	Develop an induction package that welcomes new PhD students to the School.	DCU organises induction sessions for all new postgraduates (library, other services) and the SoBT currently provides induction materials to its new PhD students. The latter includes descriptors of demonstrating duties and the BioTranslate structured PhD programme. A more comprehensive School induction package will be prepared which links to that from the Registry.	The university welcomes this initiative
43	P1	A	Establish a permanent industry advisory panel to ensure the continuing relevance of programmes to external stakeholders.	The Faculty Heads of School have met with the Faculty Manager and Dean to agree on a terms of reference for advisory panels within the Faculty. Once the terms of reference are agreed upon, the SoBT will establish a permanent industrial advisory panel to ensure that our programmes remain current by identifying training needs for future industries within Ireland and to ensure that our research and teaching strategy remain relevant.	The university welcomes progress made in relation to this objective
44	P1	A	Work with industry advisors to “future-proof” undergraduate programmes by ensuring that	In line with Recommendation 43, an industrial panel will be established to guide “future-proofing” of all School programmes to ensure industrial relevance.	The university welcomes this initiative.



Recommendation Number	Addressee	Priority	PRG Recommendation	School of Biotechnology Response	University Response
			individual module content meets future industry requirements.		
45	A	P1	Involve technicians in the development and delivery of practical work.	Meetings were held with each Technical Officer by the HoS to identify potential modules that the TOs can develop and deliver. Issues around timetabling of modules must be addressed to facilitate this for a number of staff. SoBT will link with HR to discuss possible training courses.	DCU welcomes progress made in relation to this objective
46	A	P1	Ensure that doctoral and post-doctoral students are given teaching experience to enhance their skills and competencies, within the University Academic Framework. The Head of School should make all teaching allocations.	A list of Post-Doctoral Researchers will be established and the Teaching Convenor will assign appropriate teaching modules.	DCU welcomes progress made in relation to this objective
47	A	P1	Ensure that undergraduate class representatives attend programme board meetings.	Undergraduate representatives are invited to all STMs and these are always scheduled on Wednesday afternoons to facilitate attendance by those reps.	
48	A	P1	Introduce a reading week for undergraduate programmes in semester one and two, in response to student demand.	This suggestion will be taken on board and the basic principle discussed in detail by all School staff. A major obstacle is the re-scheduling of laboratories and currently there is a mapping of laboratories underway to review the possibility.	
49	A	P1	Ensure student representation in future discussions regarding the	All future undergraduate programme rationalization will now involve engagement with students (e.g. via focus	DCU welcomes this initiative.

Recommendation Number	Addressee	Priority	PRG Recommendation	School of Biotechnology Response	University Response
			further rationalisation of undergraduate programmes.	group sessions, questionnaires, inclusion of student reps in meetings etc.) As part of the current streaming of the BT and GCB degree programmes, student focus groups have been established. Feedback from those groups will form part of our decision-making in this regard.	
50	A	P1	Develop a School-wide set of criteria for feedback mechanisms in respect of assessments. Feedback should be timely, consistent and of good quality.	The School will review the University policy for feedback and staff will address practices where required.	DCU welcomes this initiative.
51	A	P1	Focus on quality of teaching as informed by an annual student survey.	Such surveys also exist in the form of formal SSOTs. They are a normal part of normal DCU policy. However, we will consider an exit survey for all our 4 <sup>th</sup> Year students as discussed as part of the review process.	DCU welcomes this initiative.
52	A	P1	Work with the Careers Service to ensure that undergraduate and postgraduate students have access to the full suite of services regarding career development.	The Careers Service already does an outstanding job in providing career-related advice to students and Programme Chairs encourage students to attend. Prior to students going out on INTRA placements, students will receive information about CV preparation and interview skills. At the School's Seminar Series, industry is invited into the School to discuss career prospects for 4 <sup>th</sup> years. The University offers a number of workshops relating to professional and personal development during the course of the year.	

### 3. SUMMARY OF THE ONE-YEAR PLAN

**Table 1: Summary of 1-year plan (Priority 1)**

Number		PRG Recommendation	Date	Lead
<b>Strategic Planning and Management of Financial and other Resources</b>				
1	A/U	Contract in business development expertise to work alongside the School to develop a robust business plan for teaching, research and enterprise.	April 2017	SoBT Executive
2	A	Adopt a whole-School, fully collaborative approach to the development of a clear and concise mission, vision and strategy for the School.	Dec. 2016	Research committee
3	A	Develop a School-focused research strategy to define themes such that they are mapped cogently onto University Research Strategy.	Dec. 2016	Research Committee
4	A	Build up a full 360 <sup>o</sup> communications structure across the whole School, between the School and the Research Centres, along with the School and Faculty, with a principle of bottom-up communication at its core.	April 2017	SoBT Executive
6	A	Actively pursue independent enterprise income by leveraging research.	April 2017	SoBT Executive
<b>Organisation and Staffing</b>				
7	A/U	Develop a transparent, numerically based, faculty-wide workload model that recognises contributions not only in teaching, but also in administration and research.	April 2017	Dean SoBT Executive
8	A	Develop a succession planning process for the position of Head of School.	April 2017	SoBT Executive
9	A/U	Develop a programme of structured mentoring for technicians.	April 2017	HR
10	A	Have a Technician staff representative on the School Executive, Teaching and Research Committees.	Completed	HoS
11	A	Establish a regular meeting between the Head of School and Technician staff.	Completed	HoS
12	A	Rotate School management roles every three years.	Completed	HoS
13	A	Identify a faculty-level Technical committee which would report to Faculty Management Board.	December 2016	CTO
14	A	Build up communications conduit with key central services to ensure that central services are aware of needs and concerns of the School.	April 2017	Faculty Manager, HoS
15	A/U	Ongoing formal biannual progress monitoring and reporting to the Quality Promotions Unit to ensure that review recommendations are implemented in a timely fashion.	Oct 2016 (2017, 2018, 2019), March 2017 (2018, 2019, 2020)	HoS
17	A/U	The HR and Finance departments to work more closely with the Head of School to ensure a strategic recruitment plan for strategic hires and the implications for the School budget.	April 2017	SoBT Faculty Manager, HoS
18	A	Prepare and present a staffing strategy to the Senior Management.	April 2017	HoS
19	A	Develop a professional development plan for Technicians.	Dec. 2016	HoS CTO
20	A	Consider how administration roles might be optimised to reduce Staff workload. One example would be to amalgamate the chairs of the undergraduate programmes.	Dec. 2016	SoBT Executive
21	A	Identify a process with the Faculty administration to provide cover to the School Office during periods of leave.	Completed	SoBT Executive
22	A	Align the appointment of academic staff within SoBT to defined strategic research themes.	April 2017	SoBT executive
23	U	Improve approaches to the communication of budget processes and allocation of funding.	September 2016	HoS Faculty Manager
<b>Functions, Activities and Processes:</b>				
25	A	Initiate a review of all undergraduate modules to reduce the amount of assessment.	Sept. 2017	Teaching Convenor All School

Number		PRG Recommendation	Date	Lead
26	A	Ensure that assessments are aligned to specified learning goals such as problem solving ability, technical skills, written and oral communication skills.	April 2017	Teaching Convenor All School
27	A	Review all undergraduate modules to ensure that lecture contact hours do not exceed the 24 hour norm for five credit modules.	April 2017	Teaching Convenor All School
28	A	Continue the reform of undergraduate programmes by removing redundant modules and reforming the resource-intensive lab practice.	April 2017	Teaching Convenor All School
29	A	Increase the number of industry-focused MSc modules to fourth year undergraduates.	Sept 2017	Deputy Head, Greg Foley
30	A	Ensure that any new programme proposals are fully integrated into the newly developed School strategy and should leverage core curriculum from existing modules.	April 2017	SoBT Executive
31	A	Clearly identify opportunities for attracting international students on appropriate programmes.	April 2017	SoBT Executive
33	A	Introduce metrics to capture impact of teaching innovations.	April 2017	Teaching Committee
34	A	Introduce metrics to capture the extent to which programmes meet individual programme learning outcomes and in turn University graduate attributes.	April 2017	Teaching Committee
<b>Accommodation:</b>				
37	A	Take steps to ensure sample security by installing freezer alarms.	September 2017	Executive CTO
<b>Customer / Stakeholder Perspective</b>				
39	A	Enhance links between the School and the Biological Research Society to develop a meaningful and collaborative research community spirit.	December 2016	HoS BRS
40	A	Consider the inclusion of post-doc representation onto the School Executive.	Completed	SoBT Executive
41	A	Include PhD and post-doctoral representation on the School Research Committee.	Completed	SoBT executive
42	A	Develop an induction package that welcomes new PhD students to the School.	September 2017	Research Convenor, Mary Rafter
43	A	Establish a permanent industry advisory panel to ensure the continuing relevance of programmes to external stakeholders.	September 2016	School Executive, Dean
44	A	Work with industry advisors to "future-proof" undergraduate programmes by ensuring that individual module content meets future industry requirements.	April 2017	Executive, Advisory Panel
45	A	Involve technicians in the development and delivery of practical work.	April 2017	HoS, CTO
46	A	Ensure that doctoral and post-doctoral students are given teaching experience to enhance their skills and competencies, within the University Academic Framework. The Head of School should make all teaching allocations.	September 2017	Executive
47	A	Ensure that undergraduate class representatives attend programme board meetings.	March 2017	Teaching Convenor Programme chairs
48	A	Introduce a reading week for undergraduate programmes in semester one and two, in response to student demand.	April 2017	Executive, Teaching Committee Faculty
49	A	Ensure student representation in future discussions regarding the further rationalisation of undergraduate programmes.	April 2017	Teaching Convenor Programme chairs
50	A	Develop a School-wide set of criteria for feedback mechanisms in respect of assessments. Feedback should be timely, consistent and of good quality.	April 2017	Teaching Convenor, All School
51	A	Focus on quality of teaching as informed by an annual student survey.	September	Teaching

Number		PRG Recommendation	Date	Lead
			2016	Convenor, All School
52	A	Work with the Careers Service to ensure that undergraduate and postgraduate students have access to the full suite of services regarding career development.	December 2016	Teaching Convenor

#### 4. SUMMARY OF THE THREE-YEAR PLAN

**Table 2: Summary of 3-year plan (Priority 2)**

No.		PRG Recommendation	Date	Lead
<b>Strategic Planning and Management of Financial and other Resources</b>				
5	A/U	Consider rebranding of School and programmes as part of this strategic development.	December 2017	SoBT Executive, Faculty
<b>Organisation and Staffing</b>				
16	A/U	Develop appropriate structures to ensure a deeper integration of School and associated RCs to enhance research-led teaching and access of School researchers to RC infrastructure.	December 2017	Research Convenor, Centre Directors
24	A/U	Seek external funding for a privately endowed Chair.	April 2018	Executive, University
<b>Functions, Activities and Processes:</b>				
32	A	Move to extend the INTRA work placement on undergraduate. degrees	April 2018	SoBT Executive, Faculty
35	A	Develop a consultancy profile through the development of non-degree executive programmes for biotechnology sector firms.	April 2018	SoBT Executive
36	A	Seek industry partner for the development of a bespoke Masters level programme, with a strong e-learning component.	April 2019	SoBT Executive
<b>Accommodation:</b>				
38	A/U	Funding for the upgrading of facilities and equipment should be prioritised through the University's Capital Investment Fund.	April 2017	University
<b>Customer / Stakeholder Perspective</b>				

## APPENDICES

### 5.1 School of Biotechnology Quality Committee (for the Self-Assessment Report)

Name	Role in School	Contribution to Process
Dr Sandra O'Neill	Head of School	Chair of Committee Contribution to management chapters
Dr Phil Cummins	Deputy Head of School	Contribution to final chapter
Dr Rosaleen Devery	Teaching Convenor	Contribution to teaching chapter
Dr Dermot Walls	Research Convenor	Contribution to research chapter
Dr Greg Foley	Staff representative Associate Dean for Teaching and Learning	Contribution to teaching chapter
Dr Ann-Parle McDermott	Former Research convenor	Contribution to research chapter
Dr Patricia Carty	Chief Technical Officer	Representing Technical Officers

### 5.2 Peer Review Group members

- Professor Seamus Higson, Deputy Vice Chancellor (Sustainability and Enterprise), The University of Chichester
- Dr. Siobhan Mitchell, Medical Director and Company Director, Bristol-Myers Squibb, Swords Laboratories
- Professor James P. O'Gara, Head of Microbiology, School of Natural Sciences, National University of Ireland, Galway
- Professor Bob Rastall (*Chair*), Professor of Food Biotechnology, Reading University
- Dr. Joseph Stokes, Head of School of Mechanical and Manufacturing Engineering, Dublin City University
- Dr. Siobhain McGovern (*Rapporteur*), DCU Business School, Dublin City University

### 5.3 School of Biotechnology Quality Committee (for the Quality Improvement Plan)

Name	Role in School	Contribution to Process
Dr Sandra O'Neill	Head of School	Responding to management recommendations
Dr Phil Cummins	Deputy Head of School	Responding to management recommendations
Dr Rosaleen Devery	Teaching Convenor	Responding to teaching recommendations
Dr Dermot Walls	Research Convenor	Responding to research recommendations
Dr Greg Foley	Staff representative Associate Dean for Teaching and Learning	Responding to teaching recommendations
Dr Ann-Parle McDermott	Former Research convenor	Responding to research recommendations
Dr Patricia Carty	Chief Technical Officer	Representing Technical Officers

### 5.4 Prioritised Resource Requirements

Project	Title	Cost Estimate
1	Contract expert in business development to assist School in the development of a robust business plan for teaching, research and enterprise.	€40,000
2	Installation of Freezer alarms	€6,000
Total		€46,000