

8. ACTION PLAN

The action plan should present prioritised actions to address the issues identified in this application.

Please present the action plan in the form of a table. For each action define an appropriate success/outcome measure, identify the person/position(s) responsible for the action, and timescales for completion.

The plan should cover current initiatives and your aspirations for the next four years. Actions, and their measures of success, should be Specific, Measurable, Achievable, Relevant and Time-bound (SMART).

<u>Action #</u> <u>Priority (High/ Medium/Low)</u>	<u>Planned action</u>	<u>Rationale</u>	<u>Key outputs and milestones</u>	<u>Timeframe</u>	<u>Person responsible</u>	<u>Success criteria and outcome</u>
3.1 High	Improve male response rate to staff AS surveys by conducting structured interviews with male staff of all levels to better understand reasons for lack of engagement	Less than half of male staff completed the staff survey. The range of perspectives of males is not being captured and may result in missing opportunities for improvement	a) Conduct a series of structured interviews with male staff of all levels to better understand reasons for lack of engagement b) Recommendations developed to increase engagement by males in the staff AS survey	a) Dec 2021 b) Feb 2022	School Manager	Response rate in next staff survey by males is ≥80%
3.2 High	Annual report of Action Plan status and impacts to SoP Board & CoMH AS committee	Currently, equality data and impacts are compiled and shared in preparation for AS applications every 4 years. Success or failure of actions is not clear for a long period of time. This action will also increase visibility of impact of AS Charter in SoP	First presentation of report to SoP Board & CoMH AS committee	Summer 2022 & annually thereafter	EDIC Chair & relevant WG leads	Production of report on an annual basis

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3.3 Medium	Work towards an AS Gold application in next submission with a focus initiating beacon activities	<p>> The improvements made in the SoP can be shared with other Schools of Pharmacy and other healthcare Schools.</p> <p>> Sharing ideas with other Schools can lead to new ideas that will benefit the staff and students of SoP</p>	<p>a) Set up Working Group within EDIC to plan for a Gold application</p> <p>b) Initiate beacon activities in Pharmacy in Ireland, e.g. develop cultural awareness programme for students and placement educators (community pharmacy, hospital pharmacy, industrial pharmacy) participating in SoP Pharmacy placements funded through the HEA Gender Equality Enhancement Fund</p> <p>c) Set up inter-institutional AS committee with other Schools of Pharmacy on the island to communicate good practice</p>	<p>a) Nov 2021</p> <p>b) Nov 2021</p> <p>c) Sept 2022</p>	<p>a) EDIC chair</p> <p>b) Gold Working Group Chair and SoP Practice Educators</p> <p>c) Gold Working Group Chair</p>	<p>> Implementation of a cultural awareness programme for students and placement educators in wider community involved in SoP Pharmacy placements</p> <p>> Meeting the requirements for a Gold award in 2025</p>
3.4 Medium	Expansion of scope of data collection to include data such as ethnicity and disability information where available for students	<p>> No data collected by EDIC on other aspects of students that may affect their academic experience in SoP</p> <p>> Monitor effects of intersectionality on student progression</p>	<p>a) Appointment of EDIC Student Data Analyst position in EDIC</p> <p>b) Analyse available data e.g. disability from students registered with Disability Support Service UCC (DSS)</p>	<p>a) Oct 2021</p> <p>b) Jan 2022</p>	EDIC Student Data Analyst	Inclusion of student ethnicity and disability data in future EDIC reports (Action 3.2) and AS applications
4.1 High	Initiate collection of gender disaggregated data on Mature Student applicants, PGR applicants, and interview panels	No data are collected about Mature Student applicants and panels. It is not possible to understand the potential for bias in recruitment process.	Reporting of application, offer, and acceptance data to EDIC	Nov 2021 & annually thereafter	SoP Administrator responsible for Mature Student interview process & EDIC Student Data Analyst	Production of data on an annual basis and inclusion in EDIC reports (Action 3.2)

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4.2 Low	Target male students at an earlier stage in their programme choice to consider LC Chemistry as a route to study Pharmacy, via an inter-institutional AS group with other Schools of Pharmacy on the island	Some of the reasons that males are not choosing a Pharmacy programme are related to their LC subject choices	a) Survey incoming male UG students to understand any gender bias in reasons for undertaking the Pharmacy programme. b) Use data from this survey to develop promotional material for transition year students prior to making LC subject choices	a) Dec 2021 & annually thereafter b) Feb 2022	EDIC Student Data Analyst	a) Completion of survey of incoming UG male students b) Distribution of promotional material targeted at male students circulated by guidance counsellors
4.3 Medium	Investigate the breakdown of these students in terms of reasons for not graduating on time to determine whether there is any gender or related intersectionality aspect	10-20% of students who enter the course do not graduate on time. We have no data about the students who do not graduate on time and so are not aware of any patterns that may be present.	Annually track students who drop-out, defer, change programme or repeat a year.	Sept 2022 Annually thereafter	SoP Examinations Officer/ EDIC Student Data Analyst	Annual report to EDIC of breakdown of students (segregated by gender, ethnicity, and disability status) who did not progress to the next year of the programme. Include data in annual EDIC reports
4.4 Low	Investigate reasons for disparity between female and male grades via inter-institutional AS committee (See Action 3.3)	A lower percentage of male students achieve high grades compared with females	a) Determine whether gender bias in degree attainment is SoP-specific or a wider issue across Schools of Pharmacy b) Dependent on outcome of a), identify potential actions to address	a) Jan 2023 b) Jul 2023	SoP inter-institutional representative (member of EDIC)	Annual EDIC report for 2023 contains data on gender bias in degree attainment nationally and agreed actions to address bias

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4.5 High	Review promotional material for all PGT courses and discourage use of gender-biased language	PGT courses in SoP are online distance courses with prospective students primarily relying on written promotional material available. > The use of language that is not gender-biased may influence the decision of students to choose a course	a) Revise terminology that may be classed as gender-biased (for example through Gender Decoder website) b) Work with Course Directors to review use of gender-biased language	Dec 2021	EDIC Chair & Programme Directors	a) All PGT courses use promotional material that avoids gender-biased language b) The percentage of female PGT students is within 5% of the national average
4.6 Medium	Survey applicants who rejected offered places in PGT courses for the reasons for the rejection	> Data shows that compared to males more female applicants who are offered a place in a PGT will not accept the place. > The reasons that applicants reject an offered place in a PGT course are not recorded and so may contribute to some female applicants missing the opportunity to participate.	Distribute questionnaire to PGT students who are offered places but do not accept them	Sept 2022 and annually thereafter	PGT programme directors	All applicants who are offered PGT places and reject them are surveyed for the reasons for rejecting the offer

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5.1 High	Provide more specific feedback to internal candidates unsuccessful at interview stage	Survey respondents reported not being satisfied with recruitment process feedback for earlier unsuccessful attempts	HoS/Line manager to meet and provide constructive feedback to internal candidates unsuccessful at interview stage	Nov 2021	HoS /Line Manager	All unsuccessful internal candidates invited to meet with HoS/Line manager
5.2 High	Improve local induction/orientation arrangements	Some new staff reported not being satisfied with the local induction arrangements.	a) Information on the monthly formal orientation is provided so that staff can better understand the relevance of it b) Format the local induction booklet so that it is more inclusive of all staff (Academic, PSS, and Researcher), and ensure that it is given to all new staff	a) Jan 2022 b) Jan 2022	a) School Manager b) School Manager	a) <10% answer 'no' to the question, Were you aware of HR's formal monthly orientation programme? b) i) >90% Agree or strongly disagree with 'The information in the Handbook was relevant to me' b) ii) >90% Agree or strongly disagree that I received a copy of the School's Induction Handbook (or was directed to it online)

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5.3 High	Inform staff by email of relevant promotion criteria (including actual weighting of areas) as part of annual PDRS review invitation	<p>> Survey results indicate that staff are unsure of the effect career breaks will have on their future career path</p> <p>> Survey results indicate that staff are unsure of how the variety of work activities are considered in promotion decisions</p>	Include in PDRS invitation email a link to the relevant promotional criteria and advise consideration of criteria as part of PDRS process	Dec 2021 and annually thereafter	Key career transition points WG	>90% Agree or strongly disagree that promotion criteria/process is transparent/fair
5.4 Medium	PDPs to be collated by School Manager to ensure compliance with UCC framework	Only 50% of surveyed Researchers had completed PDPs	PDRs to submit PDPs annually to School Manager	i) Nov 2021 and annually thereafter	i) School Manager	>50% positive response to question: I have had an opportunity to meet with my PI and prepare a PDP to identify specific training objectives

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5.5 High	HoS/Line Manager to conduct PDRS with staff on minimum of annual basis and incorporate discussion of work-life balance and progression criteria (linked to Action 5.3) in the Performance Development Review process	> Awareness and participation in the PDRS process is high, however 20% disagreed that they benefited from the process. PDRS has the potential to improve staff career development prospects and staff morale	a) Distribute PDRS invitation email template to HoS/Line Managers outlining that PDRS review can include topics such as work-life balance and promotions b) HoS/Line Manager invites all eligible staff to PDRS review annually c) HoS/Line Managers to track participation in PDRS reviews annually	a) Sept 2021 b) Ongoing c) Annually	a) EDIC Chair b) HoS/Line Manager c) HoS/Line Manager	i) >90% positive responses for question: Are you aware of the PDRS process? ii) >90% positive responses for question: Have you participated in the Performance Development Review process as a "reviewee"? iii) The benefit from the review process increased to >80%
5.6 Medium	Set up database of previously successful applications to be used as a resource by staff when making new applications	Many staff reported dissatisfaction with supports available in SoP to those applying for research funding	Creation of database of previously successful applications	Apr 2022	Research Committee Chair	>75% positive responses to question: I am satisfied with the support available within the School to those applying for research funding
5.7 Medium	Explore feasibility of implementation of reduced teaching hours on return from extended leave	Reduced teaching hours would give staff a better chance of settling back into work	Explore feasibility of a policy outlining practices on reduced hours for the first 3 months for academic staff returning from extended family leave	Aug 2022	Flexible working WG lead	Production of a report to present to School Executive for consideration on the feasibility of reducing teaching hours on return from extended leave

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5.8 Low	Create an annual awareness campaign informing SoP staff of the variety of flexible working options available	> 32% did not know if they were allowed to work flexible hours	a) Information on flexible working options and contact person will be presented to staff at the SoP Board meeting and reinforced via email on an annual basis b) Flexible working champions will be identified within the School and eligibility of different staff categories (i.e. PSS/Academic/Researcher) in relation to flexible working hours will be clarified.	a) Jan 2022	Flexible working WG lead	>80% positive responses to awareness of flexible working options
5.9 Medium	Annual summer picnic/ garden party open to staff, researchers, and their families	To further promote an inclusive, family friendly culture amongst staff and PGR students in the SoP	Annual event with 60% attendance Include PGR students in survey regarding Culture and Organisation	Summer 2022 and after annually	EDI chair	> 80% of staff and PGR students in SoP feel the culture in the SoP agree/strongly agree that culture and atmosphere is inclusive and family friendly
5.10 High	Pharmacy Society to appoint two undergraduate student representatives to EDIC for a staggered two-year term to increase the diversity of student perspectives in the EDIC.	> To increase collaboration on AS and EDI initiatives within the SoP > To build increased awareness and support for AS and EDI initiatives amongst student body > To minimise loss of student experience in EDIC	a) Pharmacy Society to nominate two representatives to the EDIC b) Survey students regarding culture of the SoP annually	a) Nov 2021 b) Mar 2022	EDI chair	> 60% of students in SoP are aware of AS and EDI initiatives within the SoP > 60% of students in SoP feel the culture in the SoP is inclusive

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5.11 High	SoP leadership to host an education session with HR for all staff on the role of the UCC Staff Ombudsman, the UCC Duty of Respect and Right to Dignity Policy, and real-life case studies demonstrating the implementation of the policy	40% of female staff feel reporting unfair treatment could affect their career	a) Outline role of staff ombudsman. b) HR to present Duty of Respect and Right to Dignity Policy and Procedures at SoP away day c) Statement referring to Duty of Respect and Right to Dignity policy and AS principles in induction booklet.	a) Jan 2022 b) Jan 2022 c) Sept 2021	HoS/ School Manager	< 25% of female staff feel reporting unfair treatment could affect their career
5.12 Medium	Continue to encourage female staff to apply for membership of committees and to express interest in chairperson positions.	Committee chairpersons < 50%F.	a) Highlight importance of committee membership/chairperson roles for progression b) During the PDRS review, review participation in committees	a) June 2021/annually b) Annually	a) HoS/ School Manager/EDI chair b) HoS/ Line manager	At least 50% female membership of committees and chairperson roles
5.13 Low	Increase understanding of the outcomes of the AWDM	Only 11% of survey respondents were aware of the outcomes of the University AWDM model	Present results of the ADWM at the SoP Board and benchmark results for School with university results	Biannually upon release of AWDM by University to SoP	HoS	>40% staff surveyed aware of the outcomes of the University AWDM model

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5.14 High	Provide transparency of staff teaching, administration and research activity	7/22F (33%) feel their workload is unreasonable	a) Collect data within SoP retrospectively for staff teaching, administration and research activity annually b) SoP Executive to review workloads and identify staff with excessive workloads compared to colleagues. c) Present data to SOP Board annually	a) Jun 2021 b) Oct 2021 c) Jan 2021 & annually thereafter	HoS/EDIC chair	< 25%F staff feel their workload is unreasonable
5.15 Medium	Expand considerations of new speakers at events to include those on the basis of disability, ethnicity, sexual orientation, family status, membership of the Traveller community, age, religion, and the intersectionality between these factors	Since engaging with AS charter the SoP has always considered gender when organising key events in the School, however the School wishes to broaden the diversity of representation and role models at these events	Encourage staff organising events to select relevant speakers to act as role models on the basis of disability, ethnicity, sexual orientation, family status, membership of the Traveller community, age, religion, and the intersectionality between these factors	Starting Oct 2021 and annually thereafter	Organisation and Culture WG lead	At least 10% of speakers annually are perceived as diversity role models
5.16 Medium	Track outreach activities in the SoP and collect gender disaggregated data	Currently the outreach activities in the SoP are not collected centrally and whilst there is a lot of activities ongoing a picture of outreach activities provide baseline data	Collect data retrospectively annually	Oct 2022	Culture and Organisation WG lead	Gender disaggregated data of staff engaged in outreach activities reported in the annual EDIC report (Action 3.2)