

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).

See the awards handbook for an example template for an action plan.



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Pharmacy Action Plan 2019

Action	Rationale	Planned action	Responsibility	Timescale	Measure of Success
1.CAREER PROGRESSION					
1.1 Mentoring Increase support within School in relation to promotion process for all staff (Academic and Academic support staff).	<i>Our staff survey indicated that only 26% of staff had participated in a mentorship programme, and overall 70% would be interested in participating in one if it were available.</i>	<ul style="list-style-type: none"> i. All postgraduate, PDRF, PSS and academic staff will have the option of having a named mentor. ii. Mentorship training will be provided. iii. Mentorship programme will be designed to prepare staff for promotion and to ensure appropriate work life balance. iv. Mentoring schemes will be promoted through School SWAN website, newsletter, School Board, School social media accounts and email. v. Conduct annual SoP mentorship scheme assessment to evaluate benefits to staff, and 	Scheme leaders: HoS; Mentoring lead; SWAN Champions	Training completed and first phase of scheme rolled-out: Sept 2018	<ul style="list-style-type: none"> 1. Staff enrolled in formal mentorships increased from 26% to 62%. 2. Uptake from all staff grades including, Technical and Clerical, Academic-related, Lecturer, Senior Lecturer and Reader. 3. Positive feedback of the new mentorship scheme and probation mentorship from all participants. New mentorship scheme effectiveness will be measured through annual scheme assessment. Probation mentorship scheme effectiveness measured through staff survey. 4. Recognition of mentor role in annual appraisal meetings, and time required to effectively fill

		<p>implement change where required.</p> <p>vi. Seek to recognise role of mentor through WAM and appraisal.</p>			<p>this role acknowledged in the development of Faculty WAM.</p> <p>5. Promotion success rate among female and male candidates is currently high: expect this to continue and potentially improve. Aiming to increase number of SL from 4 to 6, and number of female Profs from 3 to 4 over the next SWAN cycle.</p>
<p>1.2 Undergraduate and Postgraduate career development</p>	<p><i>Currently most UG/PGR experience of research is through final year projects (UG) or contact with research group PDRFs. Therefore, increased awareness and promotion of School doctoral and postdoctoral training schemes at key career transition points is required. In addition, we welcome more applications from males to the undergraduate degree</i></p>	<p>i. In order to encourage more applications to the MPharm from males, we plan to conduct several School outreach activities, designed to increase awareness of pharmacy as a career choice for male students.</p> <p>ii. Recognising the physical limitations of directly disseminating information, outreach officer to produce a pharmacy career information booklet specifically highlighting the potential of Pharmacy as a career</p>	<p>Head of School; Director of Education; Outreach officer, Director of Research; Head of PGR</p>	<p>Scheme to be implemented 2019</p>	<p>1. Increase the number of male MPharm undergraduates by approximately 8% to national average (37%).</p> <p>2. Increased representation from non-selecting secondary schools at open days.</p> <p>3. Improved gender parity in MPharm degree class attainment.</p> <p>4. A short-term measure of success at all levels will be good attendance at each career session (50% BSc, 25% MPharm).</p>

		<p>option for males. Disseminate to all NI based secondary level careers teachers.</p> <p>iii. Academic delivery teams to facilitate mixed-sex groups and take efforts to avoid all male groups during group work sessions.</p> <p>iv. Establishment of Level 3 & 4 Education Attainment Working Group to identify barriers to male student attainment, developing actions supporting males specifically in pharmacy practice-related modules.</p> <p>v. UG: Annual informal career discussion session with final year MPharm and BSc students by current PGR students</p>			<p>MPharm lower due to defined career pathway.</p> <p>5. Long-term, evidenced through increased transition from UG to PGR, PGR to PDRF. Attain gender parity within the PDRF cohort, ensuring equal progression prospects to academic positions.</p> <p>6. As PGT courses are introduced, similar transition support will be introduced.</p>
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<p>1.3. Academic Staff progression</p>	<p><i>To increase number of applications for promotion and the success rate through a programme of mentorship and supportive appraisal.</i></p>	<ul style="list-style-type: none"> i. Ensure all appraisers continue to have recent appraisal training: Refresher training will be arranged every 3 years. ii. HoS will remind all appraisers by email and at School Board, prior to the annual appraisal meetings, to ensure that promotion eligibility requirements and discussion around work life balance are a mandatory feature of the appraisal procedure. iii. Appraisers to promote use/uptake of mentorship scheme to facilitate promotion readiness. iv. Staff who have been unsuccessful in applying for promotion, will be invited to meet with HoS to discuss obstacles to progression and identify potential support structures. 	<p>Appraisers, mentors and Head of School.</p>	<p>September 2019 - onwards</p>	<ul style="list-style-type: none"> 1. All staff are aware of eligibility requirements for promotion, and support measures are in place for those who are not considered eligible. This will include meeting with HoS. Assessed via survey. 2. Current (2018) promotion application rate is low (~10%) based on minimum eligibility criteria. Introduction of mentorship scheme, promotion discussions at appraisal and University re-evaluation of academic standards are expected to improve this rate. We aim to double application rate to ~20%. 3. At least maintain current promotion success rate of 88%. 4. Opportunities for career progression of staff on part-time contracts will be evidenced by improvement of part time staff responses on staff survey. 65% of staff felt
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		<ul style="list-style-type: none"> v. Following appraisal, all eligible staff, meeting the academic standard of the new grade and exceeding the standards for their current grade, will be encouraged to apply for promotion at next available round, with support from HoS. vi. Promotion information (e.g. altered profiles) to be disseminated by HoS in advance of promotion rounds. vii. Provision of exemplar academic CVs, with CV-holder's permission, guiding applicants through the process. viii. Reasons for rejection of offered posts will be monitored by survey among all applicants ix. All job descriptions to include statement highlighting our commitment to Athena SWAN Charter. 			<p>satisfied with career development opportunities. We aim to increase this to 80%.</p> <p>5. Increase numbers of academic staff agreeing that the appraisal process supports career progression from 50% to 70%, monitored by staff survey.</p> <p>6. Determine any gender specific reasons for rejection of posts once offered. Reduce male post-rejection rate from 60% to 40%.</p>
1.4 Postdoctoral Research Fellow (PDRF) Career progression	<i>The School acknowledges that due to the transient nature and temporary contracts of</i>	<ul style="list-style-type: none"> i. In consultation with PIs (principal investigators), 	Line manager, DE	September 2019- onwards	1. Increased opportunities for PDRFs to gain experience in

	<i>PDRA and PDRF positions, this cohort can feel disengaged and lack an obvious career pathway.</i>	<p>PDRFs will be given the opportunity to teach on undergraduate courses, and will be encouraged to seek Associate membership of the Higher Education Academy.</p> <ul style="list-style-type: none"> ii. Where funding is available, PIs to continue to support PDRF applications to PGCHET course iii. Formal recognition of PhD supervision role. iv. SAT PDRF contributing to postdoctoral forum chaired by interim Pro-Vice Chancellor; discussions are aimed more closely aligning appraisal process with developmental needs of the PDRF cohort v. Appraisers to promote use/uptake of mentorship to facilitate career development and progression. 			<p>teaching at both post-graduate and undergraduate level. This is to prepare PDRF staff for applications to academic positions. Measured by increase in PDRFs undertaking teaching, and increased Associate Membership of the higher Education Academy (from 14%) to 30% of the PDRF cohort.</p> <p>2. Increased number of PDRFs who feel that appraisal supports career progression, from 52% to 70%.</p> <p>3. Increased number of PDRFs availing of mentorship, from 35% to 50%</p>
1.5 Professional and support staff (PSS) career progression	<i>To support applications by, and progression readiness of,</i>	<ul style="list-style-type: none"> i. Continue to voice PSS concerns around career progression at Faculty 	School Manager, Chief Technician and Head of School.	2019 onwards	1. Increased number of successful applications to higher-grade posts-

	<i>Professional and support staff to higher grade posts</i>	<ul style="list-style-type: none"> and University level, through discussion with the PSS forum and at FEB. ii. Evaluate current training courses on offer for professional and support staff, and identify areas which are considered important for employability through discussion with the PSS forum. iii. Financial resource available to support technical and clerical staff to partake in training identified at appraisal and through mentorship (See also action point 1.1). iv. Contribution of research technicians to publications recognised. 			<p>however dependant on availability of posts.</p> <p>2. Increased satisfaction with career development pathways and appraisal among clerical and technical staff, as evidenced by staff survey; improve the value of appraisal to aid career development from 42% to 70%.</p> <p>3. Increase % of staff who felt that training courses enhanced employability from 70% to 80%.</p> <p>4. Research contributions (e.g. authorships of on publications, conference abstracts etc) will be monitored and successes highlighted in the SoP newsletter and social media.</p>
1.6 Work Load Application (WAM)	<i>A SoP WAM was performed in 2018 to ensure fairness and transparency in the allocation of teaching and administrative duties. As a result of University restructuring, a Faculty level WAM is currently under development, and is</i>	<ul style="list-style-type: none"> i. School of Pharmacy SWAN champions continue to input to Faculty WAM working group. ii. Continued feedback from SWAN champions to SMB and School 	SWAN Champions, Head of School, Director of Education and School manager.	SoP WAM to be reviewed annually	<p>1. Workload allocation is fair, transparent and gender balanced. Success will be measured as part of the staff culture survey, 70% staff satisfaction</p>

	<i>scheduled for roll out during 2019.</i>	<p>Board on the current status of Faculty WAM development.</p> <p>iii. Consultation exercise with staff to discuss current workloads and mapping onto the new Faculty WAM. Exercise to be repeated after one year to provide further feedback.</p> <p>iv. Outliers from SoP WAM data to be analysed for gender imbalance.</p> <p>v. Opinion to be sought on the SoP WAM efficacy, transparency and fairness by survey, to more fully gauge impact.</p> <p>vi. Committee structures to be reviewed during the three-year cycle to ensure transparent membership and Chair rotation. Address committee specific gender imbalance e.g. research.</p>			<p>2. Analysis of outliers from SoP WAM data indicates no gender imbalance.</p> <p>3. Maintain overall SoP committee balance at 50% female to male. No committee to exceed 60% representation by one gender.</p>
1.7 Recognising excellence	<i>The University have recently introduced the new staff recognition award scheme. This offers a means to</i>	i. All individuals with line management responsibility should nominate staff with	Appraisers, HOS and line managers	Ongoing	1. Staff are nominated, and/or applying for awards schemes. Achieve high success rate for Staff

	<i>acknowledge good performance for all staff, particularly in relation to non-academic staff.</i>	<p>good or outstanding performance. Nominations can be submitted on a monthly basis.</p> <p>ii. Where appropriate, appraisers to encourage staff to apply for awards recognising achievements, e.g. QUB Staff Excellence Awards or Vice-Chancellor Research Prizes/QUB Teaching Awards.</p>			<p>Recognition award scheme.</p> <p>2. Continued advertising of successes from these Awards through School social media, email and newsletter.</p>
Action 2. Return to work	Rationale	Planned action	Responsibility	Timescale	Measure of Success
2.1 Returning to work post career break – Academic staff	<i>Currently short-term recruitment of teaching staff is in place to cover teaching commitments during maternity leave and for 6 months post return to work for female academic and teaching only staff. We recognise that other factors may necessitate an extended period of leave.</i>	<p>i. We plan to extend this action to cover all academic staff who wish to share parental or other long-term leave (e.g. carer/sick leave). No staff have currently applied for shared parental leave: we will invite HR to give a presentation at SB to publicize the scheme and gauge interest by survey.</p> <p>ii. Extended leave policies to be transparent and are easily accessible via the SWAN School</p>	Head of School, School Manager, Extended Leave Champion, SAT School Policies Working Group.	Ongoing	<p>1. According to our staff survey, 88% of staff are aware of these policies, but future surveys will measure satisfaction with procedures in place.</p> <p>2. Maintain our current high level of staff who return to work post-parental leave (100%).</p> <p>3. Ensure parents who wish to take shared parental leave are given equivalent support-gauge interest/awareness of the scheme by survey.</p>

		website, and school newsletter.			
2.2 Returning to work post career break – PDRF staff	<i>PDRF staff – At present an extended period of absence (e.g. maternity, paternity or carers leave) is lost from the overall duration of contract.</i>	<ul style="list-style-type: none"> i. Pls will be required to explore with funding bodies the possibility of putting grants into abeyance for the duration of leave. ii. Extended leave policies to be transparent and are easily accessible via the SWAN School website. 	Principal Investigators, SM, Extended Leave Champion, SAT School Policies Working Group, HoS	Jan 2018 – ongoing	<ul style="list-style-type: none"> 1. Memorandum to Pls from HoS and Swan Champions to remind them that grants should be requested to be put into abeyance during the period of maternity leave, or to explore options with the funding body. 2. Evidence of grants being placed in abeyance during the period of maternity leave- this may lead to consideration by funding bodies, where this is not usual, to facilitate this action. 3. Maintain our current high level of staff who return to work post-parental leave (100%).
2.3 Returning to work post career break – Professional and Support Staff	<i>At present there is no stated policy to provide cover for career breaks for PSS.</i>	<ul style="list-style-type: none"> i. We intend to formalise cover for the duration of career break. This should include a formal two-week handover period both before and on return to work. ii. Extended leave policies to be transparent and are easily accessible via 	School Manager, Chief Technician and Head of School, Extended Leave Champion	May 2019 – onwards	<ul style="list-style-type: none"> 1. Formalised policy publicised within the SOP to provide career break cover for all PSS. 2. Maintain our current high level of staff who return to work post-parental leave (100%).

		the SWAN School website.			
2.4 Extended leave champion role	<i>Taking parental or carer leave can be a challenging process: we want to ensure that staff are supported throughout the period prior to taking leave, during leave and on return. Practically, this Champion will provide up-to-date information about policies and procedures available through the SoP and the university.</i>	i. Extended Leave Champion to continue to update factsheet and organise expert advice session from local charity organisations e.g. Carers NI, Parenting NI	Head of School and Extended Leave Champion; SAT School Policies Working Group	January 2018	1. Advice/information held within the School on issues relating to extended leave e.g. Tax-Free Childcare, etc. 2. Benefit of Extended Leave Champion role measure by staff survey.
Action 3. Embedding of SWAN charter	Rationale	Planned action	Responsibility	Timescale	Measure of Success
3.1 Formal recognition of SWAN principles across all levels of Faculty and School management.	<i>To embed SWAN principles at all levels of decision and policy making, at both the local level and across Faculty.</i>	i. SWAN champions from all Schools to sit by rotation on Faculty Executive Board. ii. Faculty SWAN Working Group to share examples of best practice across the faculty. iii. Each Faculty Working Group to include one SWAN champion from across the Faculty Schools. iv. Future SWAN champions will shadow existing champions for a	SWAN champions; School Management committee and Faculty Executive Board	Ongoing	1. SWAN principles and guidance actively sought at Faculty level and School management, and is a standing item on the agenda. SoP SWAN champions are key members of Faculty Working Groups developing e.g. the WAM, and together with other Schools within the Faculty, are working on developing a Faculty-wide Action Plan. 2. Application of a “SWAN filter” on policy making processes at School and

		three month period to ensure smooth transition.			Faculty level will ultimately contribute to: <ul style="list-style-type: none"> • Increased female representation at Faculty committee level, where there is currently an over-representation of males. • Increased numbers of female professors across the Faculty, where there is currently an over-representation of males. • Increased numbers of females in senior University management positions, where there is currently an over-representation of males.
3.2 Ensure SWAN is appropriately embedded across all levels of staff, including PSS.	<i>To embed SWAN principles at all levels of decision and policy making, at both the local level and across Faculty.</i>	<ul style="list-style-type: none"> i. SAT composition to continue to include representatives of all grades of staff and post-graduate students. ii. QUB Diversity and Inclusion Unit to deliver a presentation to all staff during SB, to remind staff what constitutes bullying and 	HOS, School Manager, Chief Technician and SWAN champions, DEs	Sept 2018 ongoing	<p>1. Increased contribution from all staff to decision making processes. We aim for 60% of staff feeling that they have access to decision making processes through presence at SB.</p> <p>2. Delivery of SWAN information session</p>

		<p>inappropriate behaviour, and the appropriate reporting channels.</p> <p>iii. Ensure at least one SoP staff member is trained as an anti-harassment advisor, to act as a point of contact within the School</p> <p>iv. We will deliver an information session for all staff to present the action plan and obtain feedback from all staff within the School.</p> <p>v. Raise awareness of SWAN suggestion box within the homepage as an anonymous means for staff to raise relevant issues.</p> <p>vi. To monitor the continuing impact of the academic year restructure, allowing removal of direct student contact during half term School break, thereby facilitating child care arrangements.</p>			<p>detailing key action plan points. June 2019.</p> <p>3. Increased recognition of SWAN suggestion box (measured by staff survey). Increased use of suggestion box as a means of raising issues.</p> <p>4. Success of the contact-free half-term week; measured by staff survey. We anticipate that this will relieve some of the stress associated with childcare issues around this time.</p> <p>5. Staff satisfaction with induction processes and handbook, measured by survey</p>
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		vii. Continued update of staff-specific induction handbooks (academic, clerical, technical) in relation to changing policies.			
3.3 Tackling bias when making decisions	<i>An action point from our previous Action Plan was to ensure that there was awareness of potential for unconscious gender-bias and diversity related issues in decision making processes e.g. at shortlisting</i>	<p>i. Mandatory training for all staff via Queen’s online training platform. Uptake will be monitored by School manager (SM). SM will personally meet with non-compliant staff to ensure completion.</p> <p>ii. Unconscious bias training was piloted with the Level 1 cohort in October 2018. Based on positive feedback, this will be embedded within the Level 1 skills week training for all students. Unconscious bias principles to be reinforced later in the degree programme, ensuring continued impact. IAT reassessment to be conducted in Level 3 for all students.</p>	HOS, School Manager, DE.	Ongoing	<p>1. We seek to maintain our high level of Unconscious bias training (currently at 100%), similarly for our “Think Difference, Act Differently” diversity training.</p> <p>2. All Level 1 students receive unconscious bias training at the outset of professional training.</p>

<p>3.4 Ensuring inclusivity for all, regardless of gender, including those who identify as transgender.</p>	<p><i>Currently there is a QUB Equality and Diversity Policy, and a QUB Trans Gender Equality policy. We plan to ensure that the School of Pharmacy continues to be a welcoming and respectful environment to all, and that staff are aware of all University policies and associated training events.</i></p>	<ul style="list-style-type: none"> i. All School questionnaires to include more than binary options in respect of gender. ii. Reassignment of single occupancy toilet facilities as all gender iii. All SoP staff to be kept aware of policies and training events provided by QUB Diversity and Inclusion Unit, and by Queen’s Gender Initiative. iv. All staff to be reminded to complete QUB mandatory Equality and Diversity training. v. All first year undergraduate students to receive equality and diversity lecture (MPharm and BSc) 	<p>SAT team, SWAN Champions, Head of School, DE</p>	<p>June 2018-ongoing</p>	<ul style="list-style-type: none"> 1. Memo to all staff undertaking survey work where gender demographics are required, to include more than binary options and informing them of the recommended wording. Ensure that gender is only required on School surveys where this is an outcome measure of the intended survey. 2. All single occupancy toilets within the School have now been reassigned as all gender facilities. 3. Email sent to all staff to highlight the QUB Diversity and Inclusion, and the Queen’s Gender Initiative websites. Links to both included on the SoP SWAN website to ensure easy access. 4. Faculty SWAN administrator to continue to notify SoP staff of training provided by both units.
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					<p>5. 100% uptake of Equality and Diversity training by all staff. Gauge impact by staff survey.</p> <p>6. Inclusion of equality and diversity training for all UG students</p>
<p>3.5 To foster a spirit of collegiality and celebrate success by running School social events.</p>	<p><i>To increase a sense of community within the School of Pharmacy, promoting integration between all staff in neutral, welcoming environment.</i></p>	<ul style="list-style-type: none"> i. In recognising the importance of social interaction to create a positive working environment, we will endeavour to hold two all-staff social events per year. These will be held during core working hours in a neutral venue. ii. Provision of refreshments after each School Board (monthly) to encourage collegiality. iii. Maintain quarterly School newsletter to communicate success stories and general items of interest. 	<p>HOS, School Manager, SAT Collegiality and Successes Working Group</p>	<p>June 2017 – onwards</p>	<p>1. Christmas lunch held annually to which all staff are invited. To be held in QUB: this is a neutral venue and will be held at lunch time to facilitate staff with childcare/caring responsibilities. It is also heavily subsidised by the SoP to encourage all staff to attend. Another event will be organised at the end of the academic year.</p> <p>2. Feedback from the staff survey indicates that these measures have been widely welcomed by staff as useful networking opportunities (62% of staff agreed that this was the case). We aim to increase this percentage to 75%.</p>
<p>3.6 Ensure that School events and out-reach programmes support</p>	<p><i>To present an outward facing acknowledgment of the integration of fairness,</i></p>	<ul style="list-style-type: none"> i. Seminar series: Ensure a gender balanced speaker list. 	<p>HOS, School Manager, DE, DR, SAT School Events & Outreach WG</p>	<p>Ongoing</p>	<p>1. A gender balanced speaker list has been achieved (4 Male, 5 Female). We will ensure</p>

<p>SWAN charter principles</p>	<p><i>equality and diversity issues with the School of Pharmacy</i></p>	<ul style="list-style-type: none"> ii. Annual undergraduate Prize giving: Continue to invite successful role models to inspire undergraduate students, ensuring gender balance. iii. Encourage all staff (research, PSS and academic) to participate in outreach activities such as STEM events, and to become STEM ambassadors. iv. Ensure staff are contributing to, but not over-burdened with School outreach activities. To be reviewed through WAM, and appropriately acknowledged through mentorship programme and appraisal. v. Continue to monitor gender representation on University recruitment literature and publicity. Intervene where disparity is noted. 			<p>balanced representation continues.</p> <p>2. Guests of honour at the three most recent prizegivings have been in significant leadership roles both inside and outside the University (Ms Colette Goldrick, Director Association of British Pharmaceutical Industries in Northern Ireland; Prof Su Taylor, Dean of Research, Civil Engineering, QUB; Dr Terry Maguire, a recognised pioneer in the development of pharmacy services in the UK and beyond).</p> <p>3. Successful STEM outreach activities have been held both internally and externally and led by senior academics and PSS staff - we plan to continue this. Recognition provided to all involved, irrespective of position or grade, and discussed at appraisal.</p> <p>4. Equal gender representation on</p>
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					<p>University recruitment literature and publicity.</p> <p>5. In our staff survey, 72% of staff felt that their line manager valued their participation in non-research of activities, but only 52% of staff felt these were appropriately recognised at appraisal. We aim to increase this percentage to 75%, through formal recognition of these activities in the WAM.</p>
<p>3.7 Improving awareness of flexible working hours policy</p>	<p><i>Only 39% of staff agreed that staff working on part time basis had the same career development opportunities as full-time staff. Clearly the School has much work to do to improve this</i></p>	<ul style="list-style-type: none"> i. Use of e.g. "Doodle poll" to schedule meetings that are mutually convenient for part time and full-time staff. ii. Ensure flexibility in part-time working hours so that staff can attend courses which may be beneficial for their career development but held outside their normal working pattern. iii. Ensure that part-time staff are assigned appropriate key roles to ensures they can gain 	<p>HOS, DE, School Manager</p>	<p>September 2018 - onwards</p>	<ul style="list-style-type: none"> 1. Support for part-time staff to alter working arrangements to allow them to attend necessary courses: evidenced by increased number of part-time staff attending these courses. Increase the % of PT staff who felt they were encouraged by the SoP to attend training courses from 58% to 70%. 2. Reminders circulated to ensure that no meetings are held outside these core hours. All School meetings held between 10am and 4pm. 3. Where staff have caring responsibilities,

		<p>the required experience for career progression</p> <p>iv. Where feasible, staff requests for lectures to be held during core hours to facilitate child care/caring responsibilities will be facilitated.</p> <p>v. Circulate annual reminder that all School meetings should be held between core working hours (10 am – 4 pm).</p>			where feasible lectures are scheduled during core working hours.
3.8 Beacon activities	<i>To disseminate best practice between Schools of Pharmacy and adopt relevant strategies for future action plans.</i>	Establish an Irish Schools of Pharmacy SWAN champions network.	HoS, Swan champions	Autumn 2019	1. Host the inaugural Irish Schools of Pharmacy SWAN conference at QUB to discuss pertinent SWAN issues relevant to Schools of Pharmacy in Ireland.