

[Innopharma Education]

2026

2026 Annual Quality Report Innopharma Education
CASE STUDIES RELATED to
Academic Year September 2024 –
August 2025

CASE STUDIES

CASE STUDY 1

Title: AI Upskilling at Innopharma Education

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Theme: Institutional Digital Transformation & Staff Development

Keywords (optional): AI literacy, workforce upskilling, micro-learning, digital transformation, innovation

Abstract: This case study details the development and implementation of a comprehensive AI upskilling initiative at Innopharma Education, launched in early 2025 to enhance digital capability and support continuous learning. Built on an evidence driven framework, the programme transitioned from initial needs-assessment consultations to weekly micro-learning sessions designed to progressively build staff competencies. The initiative successfully fostered a culture of innovation and operational efficiency while navigating ethical concerns and democratising technical knowledge across the institution.

Introduction: Innopharma Education is a leading higher education provider specialising in the pharmaceutical, medical device, and food science sectors. In the first quarter of 2025, the college launched a staff AI upskilling initiative to respond to the rapid impact of artificial intelligence across these highly regulated industries. Digital and AI literacy are now essential for ensuring data integrity and maintaining quality assurance. The programme aimed to provide staff with practical skills to stay current with industry advancements and deliver up-to-date educational content.

Challenges Encountered and Solutions

Establishing a robust upskilling programme within an academic environment presented several key challenges:

- **Low Engagement with Optional Training:** Previous attempts at optional or lunchtime training sessions suffered from low participation.

Solution: The college embedded 10-minute AI training segments, followed by a 10-minute Q&A session, into mandatory weekly staff meetings to maximise attendance without increasing time burdens.

- **Varying Comfort Levels and Ethical Concerns:** Initial surveys showed only a small percentage of staff felt confident using AI, with many expressing concerns regarding accuracy, data privacy, and job security.

Solution: To ensure AI was not presented uncritically, a staff member with a sceptical perspective was invited to highlight drawbacks and ethical challenges, ensuring a more balanced and psychologically safe environment for discussion.

- **Need for Relevance and Structure:** There was a need to ensure the training met real-world administrative and academic needs.

Solution: An AI Research & Productivity Workflow Group was established to guide the process and develop relevant policies, ensuring the curriculum covered foundational concepts, generative tools, and sector-specific examples.

- **Democratising Knowledge:** There was a risk that knowledge would remain siloed among technical staff or the core workflow group.

Solution: A peer-to-peer learning model was adopted, where any staff member - not just the workflow group - was encouraged to lead sessions and share their own AI-related discoveries and improvements.

Impact

The initiative has resulted in a significant cultural and operational shift within Innopharma Education:

- **Growth in Competency:** Follow-up surveys after the first 10 sessions showed marked improvements in confidence, with the number of non-users of AI tools dropping to zero.
- **Operational Efficiency:** Staff reported tangible gains in productivity, specifically citing improvements in document summarisation, report writing, task initiation, and creative thinking.
- **Curricular Innovation:** Teaching staff integrated AI concepts into student programs, such as a new AI-based assignment in the Level 6 Operational Excellence programme.
- **Institutional Sustainability:** The initiative led to a clear consensus on the need for formal governance, resulting in an Innopharma Education AI Policy approved by its Academic Council.
- **Employee Wellbeing:** Qualitative feedback highlighted reduced task overwhelm, increased inspiration, reduced anxiety, and greater work satisfaction