

[Innopharma Education]

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CASE STUDIES RELATED to
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CASE STUDY 3

Title: Establishing *Innopharma Insights*: Showcasing Institutional Research Excellence

Theme: Academic Journal Launch

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Link to *Innopharma Insights*, Volume 1: [Click here](#)

Abstract

This case study outlines the process and impact of launching *Innopharma Insights*, Innopharma Education's academic research journal, established to showcase and disseminate diverse research outputs from learners and faculty across the college. It highlights challenges, collaborations, and outcomes realised from this initiative.

Introduction

Innopharma Education launched its in-house academic journal, *Innopharma Insights*, in January 2025 to provide a dedicated platform for researchers, learners, faculty, and recent graduates from across the Innopharma community to publish and share their work. This initiative aligns with Innopharma Education's commitment to advancing research excellence in the life sciences and advanced manufacturing sectors and fostering a culture of innovation and knowledge exchange. The journal will be published annually in December.

Challenges Encountered and Solutions

The development of *Innopharma Insights* presented several challenges that are common to the establishment of new institutional journals. Chief among these were assembling a dedicated editorial team, attracting submissions of strong academic quality, and establishing a sustainable workflow for review and publication. Additional hurdles included ensuring that the journal maintained an appropriate balance between

accessibility and academic rigor, while meaningfully integrating learner contributions to foster an inclusive research and publishing culture across the institution.

An editorial team needed to be created - fortunately there are many staff at Innopharma passionate about research who fully bought into the vision of the journal, and several enthusiastically joined as editors. The College Librarian, as editor-in-chief, was joined by the Head of Academic Programmes, the Head of Teaching and Learning as well as several lecturers.

Accessibility was a particularly significant consideration. Many Innopharma learners are mature, part-time students who may perceive academic publishing as an unfamiliar or exclusive domain. For this reason, the journal's initial phase placed a strong emphasis on demystifying the publishing process and positioning *Innopharma Insights* as an approachable platform for emerging authors.

Transforming the institution's existing research and project work into a format suitable for academic publication represented another major challenge. To initiate engagement, a call for submissions was issued to all Innopharma learners and staff. This call outlined the vision and objectives of the journal, highlighted the professional and academic benefits of authorship, and encouraged participation as a means of developing research communication skills. Benefits highlighted included enhancing one's academic and professional profile, contributing to the wider body of knowledge, promoting collaboration and dialogue within the Innopharma community, and providing visible recognition for research that impacts the life sciences and advanced manufacturing sectors.

To further support participation, several students who had recently completed their dissertations were invited—along with their supervisors—to adapt their work into publishable academic articles. All four students approached responded positively and engaged in the conversion process, assisted by a bespoke guide produced by the Innopharma Library. This guide provided structured advice on adapting dissertations to article format, including guidance on audience considerations, brevity, structure, and integration of feedback from academic supervisors.

In parallel, academic and professional staff were invited to contribute pieces of their choice. This invitation resulted in several high-quality opinion articles and reflective pieces that added both diversity and depth to the first issue. Importantly, the college president also participated in a feature interview, which served as a flagship opening article. This inclusion elevated the publication's visibility and underscored the institution's commitment to thought leadership, internal collaboration, and engagement from senior management. Through this multi-pronged approach—combining learner, staff, and leadership participation—*Innopharma Insights* successfully laid the foundation for a dynamic, inclusive, and academically credible institutional journal that reflects the values and ambitions of the Innopharma community

Impact

Feedback from the inaugural issue of *Innopharma Insights* has been overwhelmingly positive. Learners expressed genuine pride in seeing their work formally published, with many noting that their articles now feature prominently on their CVs and have been referenced during job interviews and professional evaluations. This enthusiasm highlights the journal's value in enhancing graduate employability and confidence in academic communication.

Beyond individual achievements, the journal has strengthened Innopharma Education's reputation as a research-active and knowledge-driven institution. It has provided both learners and staff with increased visibility within the wider academic and professional communities, positioning the college as a contributor to evidence-based practice in life sciences and advanced manufacturing.

The publication has also proven to be a significant instrument for advancing career readiness among learners. Through the structured process of peer review, editorial guidance, and collaboration with the Innopharma Library, contributors gained valuable experience in research dissemination, academic writing, and professional presentation. Additionally, the inclusive nature of the journal has fostered a stronger sense of scholarly community, bridging the gap between learners, educators, and industry professionals.

As *Innopharma Insights* continues to evolve, it serves not only as a platform for sharing research but also as a catalyst for embedding a sustained culture of inquiry, reflection, and innovation across the institution