Implementation Plan
RCSI, University of Medicine & Health Sciences
2024

	Recommendation(s)	Commentary	Actions	Completion Date
1	RCSI should make more effective and visible use of data to underpin decision making.	RCSI greatly expanded its data utilisation over the period of its previous strategic plan (2018-2022). The use of several data sources and progress made to date was therefore recognised in the Review Report. Our current strategy "*Innovating for a Healthier Future* (2023-2027)" outlines a commitment to "enhance business operations" which includes RCSI's plans to further augment how data can be used for impactful decision making. In line with this strategy, and since the review visit, RCSI has established a Data Governance Group to harness cross-institutional data expertise and to enhance the collection, management, and use of data at RCSI.	Develop a Data Governance Framework to support continuous review of data quality and integrity across multiple information systems.	April 2025
9	RCSI should continue to enhance the use of data across the university including the embedding of dashboards or similar tools to enhance the holistic management and accessibility of data across these multiple sources.		Identify areas for enhancement of data capture or system integration to support more effective reporting. This will include identification of areas in which increased use of data could most impact decision-making, while remaining cognisant of the diverse needs of different data users and the requirements in relation to the appropriate use of data.	April 2026
			Develop a Business Intelligence Hub including a repository of metrics, standardised reports and dashboards across strategic and operational areas to enhance centralised access to up-to-date institutional metrics and reports.	April 2027
2	[as it continues to grow] RCSI should keep under review the appropriateness of the structures and processes of governance.	RCSI is committed to ongoing enhancement of its governance systems which have regularly evolved since its establishment. This evolution reflects the development of RCSI as a HEI, the advent of independent degree awarding powers, university designation, and changes in best practice in higher education governance. In 2019, elements of the RCSI application for authorisation to describe itself as a university in Ireland were assessed on behalf of the HEA. The findings included that "*RCSI has demonstrated that it has integrated, coherent and effective governance structures in place concerning academic, administrative, financial and management matters.*"	The Governance and Nominations Committee will continue to advise Council on governance matters and make recommendations on the appointment of external members to RCSI Committees and Boards.	Ongoing
			Repeat the governance survey, first undertaken for CINNTE, on a biennial basis with presentation of the results to Council for consideration.	April 2025
3	Increased transparency of the [academic promotions] process and relevant criteria for success would help candidates in their applications and in managing their expectations.	RCSI has an established Academic Promotions process which is validated against external benchmarks. A survey of academic staff since the review visit, found that 72% of respondents agreed that promotions criteria are transparent. To further enhance transparency, and as part of the ambitious Action Plan developed for RCSI's	Update family leave policies to include information on how this leave is considered in academic promotions decisions.	April 2025
			Enhance the communications plan for academic promotions to further increase process knowledge. This may include enhancement of current tools such as briefing sessions, professional development meetings, peer support etc.	April 2025

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		2023 Athena Swan Bronze award, a commitment was made to further support staff understanding and confidence in this process, and to increase clarity on how career breaks are considered in promotional decisions.	Review the academic promotions forms and guidelines and consider development of tools to support initial self-assessment and guide development.	April 2026
			Continue to provide written, actionable feedback to support those who have not been successful.	Ongoing
4	RCSI should formalise training for all research supervisors to ensure they have full understanding of their role and responsibilities.	Supervisor Training is an established and integral part of research education at RCSI, delivered as both online training and through workshop provision. A dedicated online resource hub for supervisors includes guidelines, forms and policies to further support them to undertake their role. Full engagement has been challenging in some contexts e.g. international supervisors not affiliated to RCSI.	Introduce new mandatory training for all supervisors using the online Supervising Doctoral Studies Course with an initial goal of 80% compliance.	April 2026
			Communicate training overview to postgraduate research students for transparency regarding the expected responsibilities of supervisors.	April 2025
5	RCSI should develop and implement a comprehensive training programme and support system specifically tailored for Students' Union officers and class representatives.	RCSI has been internationally recognised for excellence in student engagement. The RCSI StEP programme is a cornerstone of our approach, and a key programme output was the development of a bespoke RCSI Student Leadership Development Programme currently provided to about 90 students annually who are taking on leadership roles such as class representatives. Students are key stakeholders in both QA and governance and are members of governance committees up to and including the MHSB and of Internal Quality Review Groups. Engagement is one of the four themes of our current strategy "*Innovating for a Healthier Future* (2023-2027)".	Undertake a StEP project to facilitate the development of framework to support students to engage in educational quality and governance, in line with the strategy action "Support student leadership and Partnership", cognisant of existing RCSI leadership initiatives.	April 2025
			Engage with students to identify their training and support needs, mindful of the non-sabbatical nature of their roles.	April 2026
			Evaluate initial framework elements to support roll-out of the remaining framework.	April 2027
6	[within the realms of interprofessional education] RCSI should develop further opportunities for students to learn and practise together, recognising that this is common practice in professional provision.	As a health sciences institution, RCSI embraces the education of our students to become effective communicators and leaders in collaborative healthcare practices. Many RCSI postgraduate programmes are interprofessional in nature and Interprofessional Learning (IPL) is employed at undergraduate level. Our *Learning, Teaching and Assessment (LTA) Strategy 2023-2027* includes IPL as one of its nine LTA principles, with a specific goal to continue to increase IPL activities as part of curricular development.	Establish an Interprofessional Working Group under the Learning, Teaching and Assessment Committee.	April 2025
			Revise the existing Interprofessional Learning Strategy to reimagine the leadership and strategic direction of IPL.	April 2025
			Identify and exploit further formal and informal IPL opportunities including online, contextual interprofessional workplace, assessment, projects and community engaged learning.	April 2026
8	A more profound transformation in curricula be implemented to enhance opportunities for students to engage in interprofessional collaborative learning and practice.		As curricula continue to be updated, prioritise the alignment of activities to support engagement in IPL.	April 2029

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7	RCSI should develop a deeper understanding of differential attainment and award gaps given the nature of their student cohorts and the importance in demonstrating transparency and fairness in examination processes.	"*Transforming Education and Student Success*" is one of the four themes of RCSI's current strategy with a goal of enabling all learners to prosper and achieve their full potential at RCSI and beyond. Collecting richer data on enrolled learners and connecting this reliably to assessment and progression data is aligned to this theme.	Define the characteristics (e.g. gender, ethnicity) and the metrics (e.g. attrition rates, graduation rates, award level) for differential attainment analysis within RCSI.	April 2026
			Evaluate the capacity of existing data collection processes to provide relevant data for analysis and seek to make appropriate changes where necessary.	April 2026
			Implement analysis and reporting.	April 2027
10	RCSI should review the way in which it tracks graduates once they have left the institution using qualitative and quantitative data to understand trends as well as preparedness for practice.	Upon graduation, students become part of RCSI's international alumni of over 30,000. The dedicated Alumni Team collects and manages information about graduates in RCSI's Alumni Database. Enhancement of this data is aligned with our current strategy action to promote early career readiness.	Establish a task and finish project team to review graduate tracking and to identify areas for improvement.	April 2025
			Develop a graduate employer survey	April 2027
			Enhance graduate employment and employer data in RCSI's alumni CRM	April 2028
11	RCSI makes more effective use of the data gathered about medical placements to advance clinical education through increased transparency in reporting.	Evaluation of placement quality is an essential component of RCSI's programme quality assurance and the Manchester Clinical Placement Index is used to measure the effectiveness of placements in the medicine programmes. Information is shared with relevant leads of clinical rotations and the Clinical Deans. The surveys are also used to inform students through a "You Said, We Did" campaign.	Undertake an evaluation of stakeholder requirements to enhance reporting in line with the needs of stakeholders.	April 2025
			Establish a process for annual mapping of survey report owners to enhance transparency.	April 2025
			Implement reporting enhancements identified.	April 2026
12	RCSI should reassess the sequencing of clinical placements and simulation sessions, ensuring that students first benefit from the comprehensive preparation offered by simulation experiences prior to embarking on clinical rotations.	RCSI is home to the most advanced clinical simulation centre in Europe which aims to enhance clinical education through immersive and realistic experiential simulation-based learning. The scheduling of simulation events is specifically designed to support repeated practise and progression towards independent practice. Simulation training is organised in a sequential manner, building upon previously acquired knowledge and skills to facilitate progression.	Explore opportunities to provide additional practice opportunities prior to, during, or following placements, as appropriate to support students' learning needs.	April 2027
			As undergraduate curricula continue to be updated, identify the key learning objectives, skills, and competencies to be addressed through simulation-based training and confirm their appropriate alignment with work placements opportunities.	April 2029
			For new programmes, develop a process for confirming alignment between simulation-based learning and work placements.	Ongoing
13	[noting recent assessment literature] RCSI should review the efficacy of the process of negative marking and its impact on the student experience.	Penalty scoring is used in limited contexts in RCSI. Random guessing is not a trait encouraged in health professionals and penalty scoring supports learners to weigh their level of knowledge against the potential consequences of an incorrect decision. Furthermore, it normalises the practice of admitting the need to seek additional knowledge or help.	Continue monitoring the performance of penalty scoring, cognisant of its intended purpose, seeking ongoing feedback from learners.	Ongoing
			Further develop communications to students on the purpose of this assessment strategy. This will include detailed information on penalty scoring at induction in relevant programmes, and ongoing periodic engagement to address arising concerns.	April 2025

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			Undertake an evaluation of penalty scoring following its implementation with at least one full student cohort.	April 2029
14	RCSI should ensure that PGR students have accessed the induction processes in a timely manner.	RCSI implements a rigorous process to guide postgraduate research (PGR) students from initial application through to the award of their degree. This includes provision of a comprehensive induction to all PGR students. Initial induction information is provided, and induction events are scheduled to maximise engagement and provide timely access. Additional and bespoke induction information is provided by individual research units.	Formalise the system to ensure that PGR students are provided with information on the induction resources immediately available to them within their first week of joining RCSI. This will be followed by an invitation to the timeliest induction offering appropriate to their cohort.	April 2026
15	RCSI should strengthen its personal tutoring model, ensuring a consistent level of support at all levels for students throughout their academic journeys.	All new students on the principal undergraduate programmes are assigned an Academic Mentor/Personal Tutor upon registration. All academic staff are involved in the personal tutor scheme and support students with regular group and individual tutee meetings.	Review the information provided to personal tutors to ensure clarity in relation to the tutor role on each of the principal undergraduate programmes.	April 2025
			Identify and deliver workshops to meet the training needs of personal tutors.	April 2026
16	RCSI should ensure the range of support available for access students is clearly communicated and actively targeted to those students with identified needs.	RCSI is committed to widening participation in its educational programmes and was pleased that this was recognised by the Review Team's commendation on the "range and accessibility of support provided for students across programmes and locations". The ongoing support of access students to thrive is aligned to this recommendation and is an identified milestone within our current strategy.	Gather information on the current supports available for access students. Engage with appropriate learners and staff to better understand the information needs of access students.	April 2025
			Publish information on these supports within a collated source e.g. handbook, webpage, as appropriate. Publicise this information to all students at induction and to Student Council.	April 2026
17	RCSI should keep under review its approach to communication, for example, when it is necessary to make major changes to a partnership such as during the exit strategy process.	As an independent not for profit institution, RCSI engages in partnership opportunities that align with our mission and support the delivery of key organisational goals. Clear communication of any changes is aligned to our culture of delivering on our promises that was recognised within the review report.	Develop a communications plan for major changes in partnerships.	April 2025