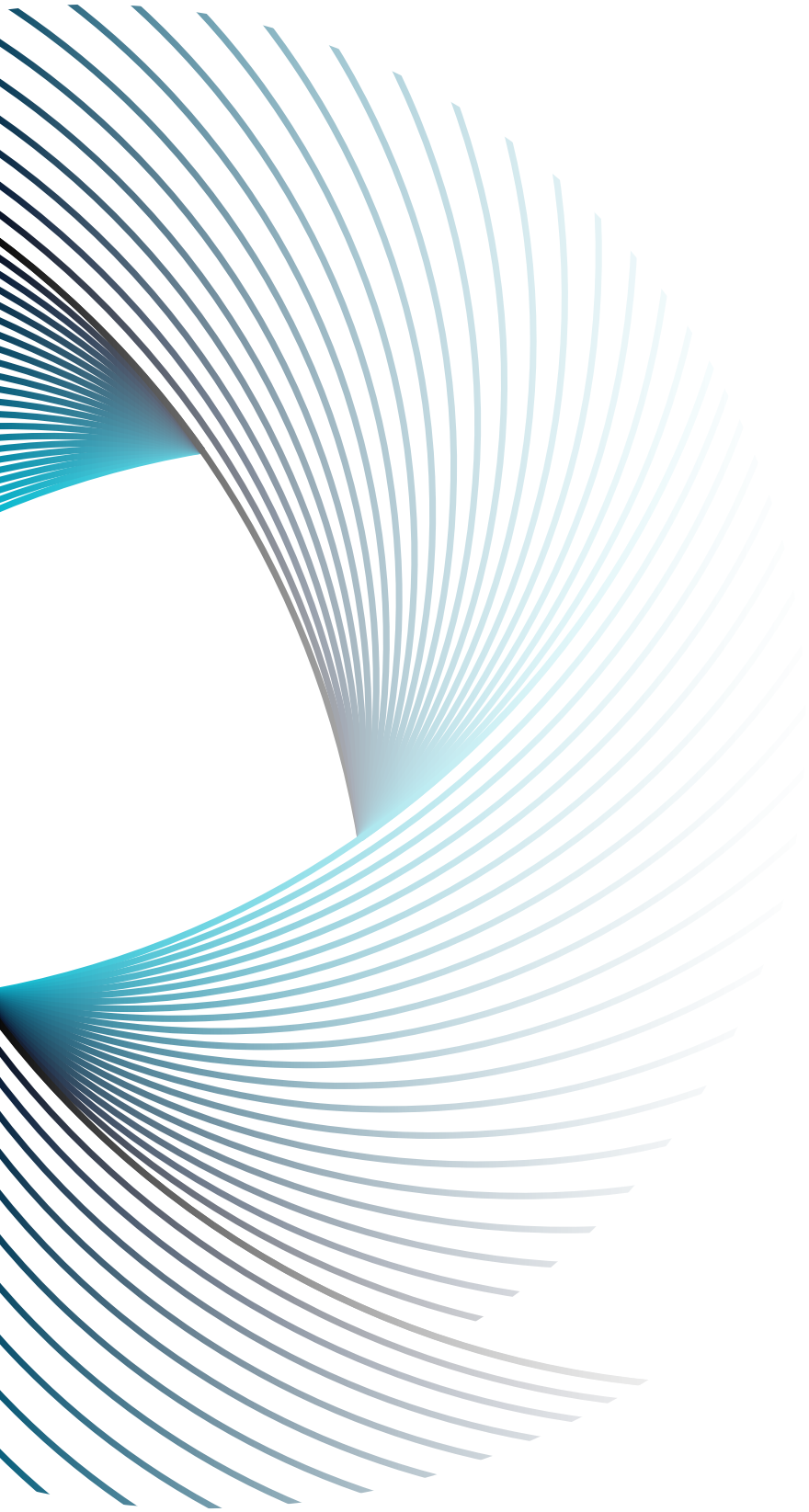
QQI

Quality and Qualifications Ireland
Dearbhú Cáilíochta agus Cáilíochtaí Éireann



RCSI Review 2013
Terms of Reference

www.QQI.ie

Contents

Section 1 Background and Context for the Review 2

1.1 Context and Legislative Underpinning 2

1.2 Royal College of Surgeons as a Degree Awarding Body 3

1.3 Most Recent Review of RCSI 3

Section 2 Institution Profile (prepared by RCSI) 5

2.1 Overview & Background 5

2.2 The dual role of RCSI as a higher education institution and a postgraduate training body 6

2.3 RCSI and its national & international network of campuses 6

2.4 Educational awards & programme information 7

2.5 Degree-awarding provisions for educational awards 8

2.6 Accreditation of educational awards in the health professions in Ireland & overseas 8

2.7 Postgraduate training & professional awards 9

2.8 Accreditation of professional awards & postgraduate training in Ireland & overseas 10

2.9 RCSI Mission, Vision & Strategic Plan 10

2.10 RCSI governance & management structures 10

2.11 Approach to Quality 11

2.12 Staff profile 12

2.13 RCSI funding model 13

2.14 RCSI relationship with other agencies in Ireland 13

Section 3 Objectives and Criteria 14

3.1 Review Objectives and Criteria 14

3.2 Basis for review criteria 15

Section 4 Review Process 17

4.1 Process and timeline for the review process 17

4.2 Role of QQI in Review 18

Appendix 1 – List of recommendations from the Review of the Royal College of Surgeons in Ireland (RCSI) in relation to the commencement of its degree-awarding powers 20

Appendix 2 – Part 1: European standards and guidelines for internal quality assurance within higher education institutions, 2009 26

Appendix 3 – Extracts from NQAI policy - Policies, Actions and Procedures for Access, Transfer and Progression for Learners 29

Appendix 4 RCSI Governance Structure 32

Appendix 5 RCSI Educational Awards 33

RCSI Review 2013 Terms of Reference

Section 1 Background and Context for the Review

1.1 Context and Legislative Underpinning

In October 2013 the Quality Assurance and Qualifications Authority of Ireland (QQI) will undertake a review of the Royal College of Surgeons in Ireland (RCSI). RCSI is a not-for profit, independent academic institution with charitable status. It is both an independent degree-awarding institution and a surgical Royal College. RCSI is confirmed a designated awarding body in the Qualifications and Quality Assurance (Education and Training) Act, 2012.

In 2010, a review by the Higher Education Authority (HEA) and National Qualifications Authority of Ireland (NQAI) of the RCSI in relation to the commencement of its degree-awarding powers, confirmed the degree awarding powers and recommended, *inter alia*, that an external review of the RCSI by the national quality assurance body (to be established in the 2012 legislation) should take place no later than two years from the time of the granting of awarding powers to the institution, and should as part of its remit, establish the level of implementation of the recommendations as set out in the (2010) review. The Authorities of both the HEA and NQAI supported this recommendation as did the Minister for Education and Skills in a letter approving the activation of the bye-laws (October 2010). Since then, in May 2012, the NQAI agreed that the NQAI executive should advance the preparations for the review with the RCSI and agree timelines for it. These preparations were further advanced by QQI, following the establishment of QQI in November 2012 and the concomitant dissolution of the NQAI.

The Legislation and Ministerial directions ensure that the RCSI, similar to all higher education institutions, is subject to review and oversight by the relevant national external quality assurance body, QQI.

Statutory instruments that underpin the RCSI and the basis for review in higher education include the following:

- the Universities Act 1997
- the Education and Training Act 1999
- the RCSI (Charters Amendment) Act 2003 which refers to the 1999 Act
- the Qualifications and Quality Assurance Act 2012
- the approval, October 2010, by the Minister of the activation of the bye-laws on the RCSI's degree awarding powers, including the designation by the Minister of NQAI as the external QA body to the Institution and that it should engage with it in the implementation of the recommendations of the review.

Review, in this context, refers to the formal review of the effectiveness of the institution-wide quality assurance policies and procedures established and implemented by the RCSI. This is an ad hoc review in accordance with the Terms of Reference set out in this document.

The review process aims to:

- operate an external review process consistent with Part 2 Standards outlined in the ESG
- support the availability of consistent, robust, and timely information on the effectiveness of quality assurance and enhancement processes operating within Irish universities
- provide accountability to external stakeholders in relation to the overall quality of the system and thereby instil confidence in the robustness of the IRIU process
- be open, transparent and evidence based
- reinforce institutional diversity and autonomy by remaining flexible and adaptable
- be consistent and operate in a collaborative spirit – reinforcing an institution's continuous quality assurance processes rather than operating an externally imposed 'once-off' process
- communicate the review process clearly and in a manner easily understood by a wide range of external stakeholders, including students and employers
- support the sector in its commitment to quality enhancement through its developmental approach
- identify, encourage and report good practice and innovation that is evidenced
- seek to minimise burden in the institution as far as possible
- provide an efficient and cost effective process

1.2 Royal College of Surgeons as a Degree Awarding Body

The RCSI was established under charter and is a recognised college of the National University of Ireland. For over two hundred years the RCSI has played a major role in medical education and training in Ireland.

Founded in 1784 to train surgeons, a medical school was later established in 1886. Today RCSI has Schools of Pharmacy, Physiotherapy and Nursing. In addition to undergraduate education, RCSI delivers postgraduate training and education through its Faculties of Radiology, Dentistry, Sports & Exercise Medicine, Nursing, the School of Postgraduate Studies and the Institute of Leadership in Healthcare Management. The RCSI also has a Research Institute which brings together basic and clinical researchers from various collaborating institutions to share advanced facilities with the aim of integrating basic and clinical research, so that advances in medical science are translated as quickly as possible into patient treatments.

In 2003, the Oireachtas passed a Private Act (the RCSI (Charters Amendment) Act, 2003) amending the charters of the RCSI, to enable it to award degrees in the disciplines of surgery, medicine, nursing, radiology, pharmacy, anaesthesiology, physiotherapy, dentistry and such other further disciplines, as may be provided for by bye-laws made by the Council of the College. In accordance with this Act, the RCSI submitted bye-laws for the approval of the Minister for Education and Skills, seeking to have its degree-awarding powers commenced. As it has been the practice to date that degree-awarding powers are granted or delegated to institutions only on foot of an external review, in January 2010 the then Minister for Education and Skills requested that the HEA and the NQAI undertake such a review of the RCSI, and subsequently provide advice to the Minister on the granting of the approval requested.

1.3 Most Recent Review of RCSI

The Terms of Reference for the review were agreed with the Department of Education and Skills in March 2010 with a focus on four main criteria: the operation and management of the RCSI; education and training programmes offered by the RCSI; research activities and their relationship to programmes of education and training leading to awards at master's and doctoral level; and participation in the Bologna Process and implementation of related national policies. In the light of the objective of the review, it was understood that the balance

of emphasis would be placed on the first and second criteria. However, careful consideration would also be given to the development of the Institution's research activities, to its awarding of higher degrees and to its current levels of engagement with regards to the Bologna Process and related national developments.

In 2010, the HEA and the NQAI invited seven highly experienced individuals, based nationally and internationally, to form an External Review Panel to conduct the review of the RCSI on their behalf. Collectively, the Panel members contributed their expertise from the medical, quality assurance, operations and management, regulatory and student perspectives. In addition to the Institution's Self-Assessment Report and related documentation, the Review Panel was provided with submissions received as a result of a public consultation undertaken by the HEA and the NQAI. The Review Panel conducted its site visit of the RCSI from 19-21 May 2010 inclusive, and met a wide range of internal and external stakeholders over this time.

The External Review Panel examined the RCSI against the criteria determined by HEA and NQAI and agreed with the Department of Education and Skills (DES). The overall findings of the panel were that:

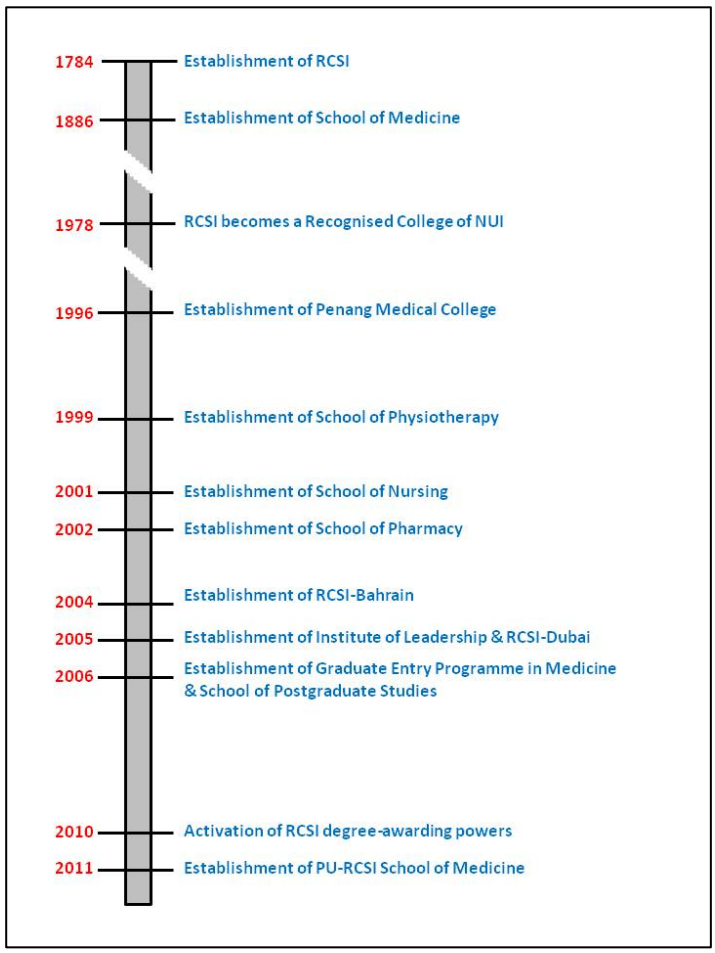
- The Review Panel considered that the RCSI's application to the Minister for Education and Skills for approval of bye-laws to enact its awarding powers should be granted.

- The Review Panel made a number of commendations and recommendations to the RCSI against the criteria established by the HEA and the NQAI. These were set out in the final report (these are listed in Appendix 1). The Panel noted that the national quality assurance body to be established in 2012 (now QQI) would carry out reviews of all institutions under its remit, including the RCSI. Among its functions, this body would externally review the effectiveness of internal quality assurance policies, procedures and structures. The Panel recommended that an external review of the RCSI by the national quality assurance body should take place no later than two years from the time of the granting of awarding powers to the Institution, and should, as part of its remit, establish the level of implementation of the recommendations as set out in their report.

Section 2 Institution Profile (prepared by RCSI)

2.1 Overview & Background

The Royal College of Surgeons in Ireland (RCSI) is the second oldest third-level academic institution in Ireland. RCSI is both a health sciences Higher Education Institution with Schools of Leadership, Medicine, Nursing, Pharmacy and Physiotherapy, and a Postgraduate Training Body in Surgery and related specialties. RCSI is headquartered in Dublin and has international campuses in Bahrain, Dubai and Malaysia.



RCSI was established in 1784 and provided the only training in surgery in Ireland until 1851 (see time-line opposite). In its early years, it trained over 1,000 surgeons for the Napoleonic Wars across Europe. RCSI is one of four Royal Colleges of Surgeons in Great Britain and Ireland (Edinburgh, England, Glasgow & Ireland). It espouses standards of excellence as its guiding principle. It was established as a non-sectarian institution in fraught historical times and, in 1885, it became the first institution in Ireland to admit female medical students. The RCSI School of Medicine was established in 1886 and RCSI became a Recognised College of the National University of Ireland (NUI) in 1978. RCSI is currently the largest medical school in Ireland and awards medical degrees in Ireland, Bahrain and Malaysia. The RCSI School of Medicine is one of six medical schools in Ireland, the others being located in Cork, Dublin (Trinity College Dublin & University College Dublin), Galway and Limerick.

Following an external review commissioned jointly by the Higher Education Authority and the National Qualifications Authority of Ireland in 2010, RCSI was granted independent degree awarding powers. RCSI also provides undergraduate degree programmes in Pharmacy and Physiotherapy in Ireland, undergraduate Nursing degree programmes in Bahrain and masters (taught & by research) and doctoral programmes in Ireland, Bahrain, Dubai and Malaysia. In 2012 RCSI launched the '3U Partnership' in conjunction with Dublin City University and the National University of Ireland Maynooth. 3U is a new force in Irish higher education, representing a deep and sustainable partnership between three institutions which enhances their ability to deliver richer educational opportunities for their students and to address major research questions.

2.2 The dual role of RCSI as a higher education institution and a postgraduate training body

A unique aspect of RCSI is its dual role both as a higher education institution and as a postgraduate training body. In fact, it is the only surgical Royal College in these islands to have independent degree-awarding powers. This dual role brings many advantages to the institution, not least of which is the ability to offer education and training at all career levels (i.e. undergraduate, postgraduate & professional) in surgery and related disciplines. The full extent of this provision is seen on the RCSI-Dublin campus where a wide range of educational and professional training programmes are offered, as summarised in Table 1 (below).

Table 1: Involvement of RCSI Faculties & Schools on the Dublin campus in the provision of programmes of higher education and professional training

RCSI Faculty [Dublin campus]	**Component Schools/Institutes**	**Educational programmes (undergraduate and postgraduate)**	**Professional training, accreditation and awards**
Dentistry			+
Medicine & Health Sciences	Leadership	+	
	Medicine	+	
	Nursing & Midwifery	+	
	Pharmacy	+	+ [§]
	Physiotherapy	+	
	Postgraduate Studies	+	
Nursing & Midwifery			+
Radiology			+
Sports & Exercise Medicine			+
Surgery [Department of Surgical Affairs]		+	+

[§] The Irish Institute of Pharmacy is being constituted at the time of writing.

2.3 RCSI and its national & international network of campuses

RCSI is headquartered in the historic College building on St. Stephens Green in Dublin centre, which is surrounded by a number of other buildings accommodating teaching, research and the Mercer Library. Purpose-built academic centres are located on the campuses of major RCSI clinical sites in Dublin (including Beaumont Hospital, Connolly Hospital, The Children's University Hospital, Our Lady's Hospital for Sick Children & the Rotunda Hospital) and in its regional clinical sites (including Drogheda & Waterford). Beaumont and Connolly Hospitals, the two major acute hospitals in the RCSI network, are now in the process of coming together with RCSI to form the RCSI Academic Health Centre; this will deliver greater coordination of advanced clinical services, professional education and training in the greater Dublin area.

While very much an Irish institution, RCSI has been a leader in transnational provision of higher education and training since the mid-1970s. In the intervening years, RCSI has established a network of international campuses located in the Persian Gulf and Malaysia

- **RCSI-Bahrain** – a campus was established in Bahrain in 2004 in temporary facilities, moving in 2008 to a purpose-built campus adjacent to the King Hamad University Hospital. RCSI-Bahrain delivers programmes in medicine, nursing, healthcare management and healthcare ethics & law; the first cohort of students graduated in medicine in 2010. RCSI-Bahrain is a designated awarding body in the Kingdom of Bahrain also

- **RCSI-Dubai** – established in 2005 and located in Dubai Healthcare City, RCSI-Dubai offers postgraduate education, training and consultancy in leadership, management and patient safety & quality run by the RCSI Institute of Leadership
- **Penang Medical College (PMC)** – PMC was established by RCSI and University College Dublin (UCD) in 1996 for its first intake of students. Students spend their pre-clinical years in either RCSI or UCD in Dublin before returning to Penang to complete their clinical studies
- **Perdana University-RCSI School of Medicine** – based at Perdana University (PU; Kuala Lumpur, Malaysia), a new university established as part of a much larger project, the Kuala Lumpur Academic Medical Centre. PU has licensed the RCSI medicine curriculum for delivery by a faculty consisting of seconded RCSI academic staff and local hires. The first cohort of students will graduate in 2016

Educational programmes in Leadership & Management, Medicine and Nursing are offered across this campus network as summarised in Table 2 (below).

Table 2: Involvement of RCSI international campuses in the provision of programmes of higher education (undergraduate & postgraduate) in the health professions

International campus	**Leadership & management**	**Medicine**	**Nursing**
RCSI-Bahrain	**+**	**+**	**+**
RCSI-Dubai	**+**		
Penang Medical College (Malaysia)		**+**	

The postgraduate faculties of RCSI are involved in offering short skills-based training courses and professional examinations in a range of disciplines at these locations also.

2.4 Educational awards & programme information

RCSI provides a broad portfolio of educational programmes in the health professions at undergraduate and postgraduate level, both within Ireland and overseas. Among these are examples of local provision (in Ireland), collaborative provision within Ireland, transnational non-collaborative provision and linked provision as summarised below:

Table 3: A summary of higher education programmes categorised by mode of provision and NFQ level

Provision mode	**Number of programmes**	**NFQ level(s)**
Local provision [RCSI-Dublin]	59	6 - 10
Non-collaborative transnational provision		
RCSI-Bahrain	8	7 - 9
RCSI-Dubai	4	9
Collaborative provision		
3U Partnership	1	9
Other (Ireland & overseas)	9	8 - 10
Linked provision (Ireland)	1	9
Overall	**82**	**6 - 10**

Detailed listings of RCSI programmes under these four heading are provided in Tables 11 – 14 (see Appendix 5 below).

2.5 Degree-awarding provisions for educational awards

RCSI has been a Recognised College of the National University of Ireland (NUI) since 1978 and NUI degrees have been awarded to its graduands since that time. In October 2010, the Minister of Education & Skills commenced the RCSI independent degree-awarding powers provided for in the RCSI (Charters Amendment) Act, 2003. This degree awarding power enhances the status of RCSI in the overseas markets from which it attracts many of its students. Equally, the visibility and stature of NUI degrees is also of considerable reputational and historic advantage in some of these markets. In recognition of these considerations, Schedule 3 (9) of the Qualifications and Quality Assurance (Education & Training) Act 2012 inserted a new section into the Universities Act 1997 (Section 47A) which provides:

- that degrees & qualifications of RCSI...shall be degrees & qualifications of the NUI...where
    - they are approved by the NUI
    - RCSI is a Recognised College of the NUI
- that, should RCSI cease to be a Recognised College of the NUI, degrees & qualifications issued prior to the cessation of the relationship with NUI will remain degrees & qualifications of the NUI.

Arising from these provisions, RCSI will continue to award all of its degrees through the NUI with the sole exception of the degree of Doctor of Science (DSc) *honoris causa*, which is awarded once annually under the Institution's own degree-awarding powers.

2.6 Accreditation of educational awards in the health professions in Ireland & overseas

Since it operates primarily in health professions education, the educational awards of RCSI are subject to a high level of scrutiny by the statutory professional accrediting bodies in Ireland and overseas. Details of these accreditation processes are set out in Table 4 (below).

Table 4: Accreditation of RCSI educational awards in the health professions in Ireland & overseas

Discipline	**Ireland**		**Bahrain**		**Malaysia**	
	Accreditation body	**Cycle length; last review**	**Accreditation body**	**Cycle length; last review**	**Accreditation body**	**Cycle length; last review**
Medicine	Irish Medical Council	5 years; 2011			Malaysian Medical Council & Irish Medical Council	Variable; 2013
Nursing	Irish Nursing Board (An Bórd Altranais)	5 years; 2012	Irish Nursing Board (An Bórd Altranais)	5 years; 2012	N/A	-
Pharmacy	Pharmaceutical Society of Ireland	5 years; 2012	N/A	-	N/A	-
Physiotherapy	Irish Society of Chartered Physiotherapists	5 years; 2008	N/A	-	N/A	-

In addition, the overseas campuses of RCSI are subject to regular quality reviews by the local State agencies responsible for quality assurance in higher education as summarised in Table 5 (below).

Table 5: Institutional & Programmatic Reviews on RCSI overseas campuses

Location	Agency	Review type	Cycle (years)
Kingdom of Bahrain	Higher Education Review Unit	Institutional Review	5
	Quality Assurance Agency for Education & Training	Programmatic Review	5
United Arab Emirates (Dubai, Sharjah)	Commission for Academic Accreditation	Institutional & Programmatic Review	5
Malaysia	Malaysian Qualifications Agency	Institutional & Programmatic Review	5

2.7 Postgraduate training & professional awards

The postgraduate faculties of RCSI deliver programmes of education and training in fulfilment of requirements for Continuing Professional Development (CPD) and in preparation for professional examinations and professional practice in the relevant specialties

- **Dentistry** – the Faculty of Dentistry is the professional & academic body for dentistry in Ireland. It is responsible for the delivery of training programme and for administering the examinations leading to a number of professional qualifications: the Diploma in Primary Care Dentistry, the Membership & Fellowship in General Dental Surgery and the Membership & Fellowship of the Faculty of Dentistry of RCSI
- **Nursing & Midwifery** – the professional & academic body for nursing & midwifery in Ireland. The Faculty offers programmes of postgraduate education and training leading ultimately to the Fellowship of the Faculty of Nursing & Midwifery of RCSI
- **Pharmacy** – RCSI has been contracted by the Pharmaceutical Society of Ireland to facilitate the establishment of the Irish Institute of Pharmacy. The Institute, which will commence operation during 2013, will be responsible for overseeing the establishment and operation of a new CPD system, and for driving the development of pharmacy practice to ensure that it meets the emerging needs of patients and the wider healthcare system
- **Radiology** – the Faculty of Radiologists is the professional & academic body for radiology in Ireland. The Faculty is recognised by the Department of Health & Children as the appropriate body to give professional advice on radiology matters through the Irish Medical Council and is responsible for the accreditation of hospitals for radiology and radiation oncology teaching. The Faculty also administers the examinations for the Fellowship of the Faculty of Radiologists in Clinical Radiology of RCSI
- **Sports & Exercise Medicine** – the Faculty of Sports & Exercise Medicine is the professional & academic body for sports & exercise medicine in Ireland, and it is a joint Faculty of RCSI and of the Royal College of Physicians of Ireland. It is recognised by the Minister for Health & Children and the Medical Council as the competent body in the State for the purpose of granting evidence of satisfactory completion of specialist training in Sports and Exercise Medicine
- **Surgery** – the professional & academic body for surgery in Ireland. The Department of Surgical Affairs is accredited by the Irish Medical Council to deliver postgraduate surgical training in Ireland, for accrediting Training Posts in Irish hospitals, for certifying trainees who have satisfactorily completed its Basic Surgical Training and

Higher Surgical Training programmes, and for assessing the training and competence of non-EU surgeons who wish to work in Ireland on behalf of the Irish Medical Council (IMC). The Department is the designated body on behalf of the Irish Medical council to administer the Professional Competence Scheme for both Surgery and Emergency Medicine. In addition, the Department administers within Ireland the Intercollegiate Membership & Fellowship professional examinations of the Royal Colleges of Surgeons of Great Britain & Ireland

2.8 Accreditation of professional awards & postgraduate training in Ireland & overseas

The postgraduate Faculties of RCSI, in common with all other Postgraduate Training Bodies in Ireland, have long been recognised as the professional & academic bodies for their cognate disciplines by the Irish Medical Council. The Medical Practitioners Act (2007) empowered the IMC to conduct periodic reviews of the Postgraduate Training Bodies and the first cycle of these reviews commenced in 2011. The RCSI Department of Surgical Affairs was the first RCSI Faculty to be reviewed; this review, which took place in 2012, resulted in the unconditional reaccreditation of the Faculty. The other postgraduate Faculties will be subjected to similar reviews in the next three year period. In addition, because the professional examinations leading to the Intercollegiate Membership & Fellowship in Surgery are run by the four Royal Colleges operating as a consortium, they are subject also to regular review and accreditation by the General Medical Council (UK).

2.9 RCSI Mission, Vision & Strategic Plan

The RCSI Senior Management Team carried out an extensive consultation exercise during Q1 & Q2 of 2012 with over 200 staff, students and professional teaching partners to define the RCSI Mission, Vision & Values which underpin the College's Strategic Plan 2013-2017 entitled 'Excellence and Growth':

- **Mission** – To educate, nurture and discover for the benefit of human health
- **Vision** – To be recognised internationally as a leading centre for professional education, research and innovation in healthcare
- **Core values** – Respect, Collegiality, Scholarship and Innovation

The Strategic Plan 2013-2017 addresses five priority themes:

- Excellence in education
- Leadership in international medical education
- Enhanced organisational capabilities
- Impactful research and innovation in health sciences & education
- Strong strategic partnerships

One of the key enablers in progressing these priorities is the College's involvement in the 3U Partnership which combines the educational, research and internationalisation expertise and experience of RCSI, Dublin City University & NUI-Maynooth.

2.10 RCSI governance & management structures

RCSI is both an independent degree-awarding institution and a surgical Royal College. Two high-level governance boards were established in early 2011 to govern these domains of activity in parallel:

- The Medicine & Health Sciences Board (MHSB) is the governing body responsible for all degree-awarding educational activities of RCSI

- The Surgical & Postgraduate Faculties Board (SPFB) is the governing body responsible for the postgraduate training, competence assurance and professional examination activities of RCSI

The governance structure of RCSI is summarised in Figure 1. MHSB and SPFB report to the College Council, the sole governing body of RCSI under the terms of the Royal College of Surgeons in Ireland (Charters Amendment) Act 2003 and earlier Charters. However the Council has delegated its overall authority to the MHSB & SPFB in all save for a small number of reserved matters. The RCSI Senior Management Team reports, through the Chief Executive Officer, to Council.

2.11 Approach to Quality

Delivering on the Mission and Vision of RCSI depends crucially on an all-pervasive culture of quality in which responsibility for the quality of the student experience, and for continuous quality enhancement, is shared by all staff. The RCSI Quality Policy is a statement of the principles that inform this quality culture:

- *RCSI is committed to ensuring to deliver a quality educational experience to students, that supports staff to realise their full potential within the organisation and that provides an excellent standard of service to our stakeholders*
- *As one of Ireland's leaders in the area of transnational education provision, RCSI is committed to ensuring that students based on our overseas campuses receive a learning experience which is equivalent to that of students based at RCSI-Dublin*
- *The maintenance and enhancement of quality is the responsibility of every member of RCSI staff*
- *RCSI is committed to robust, transparent processes and procedures for on-going quality assurance and quality enhancement of academic programmes, Schools and Support Units both in Ireland and overseas*
- *Institutional research, the gathering of quantitative and qualitative data to support evidence-based quality assurance and quality improvement processes, is central to RCSI operations. In this regard, particular value is placed upon the views of students, staff and external peers. The views of students and staff are sought through regular surveys. External views derive from the involvement of external examiners in all programmes and the inclusion of external members in all review panels*
- *RCSI is committed to working constructively with other Irish higher education institutions, and with statutory regulatory bodies in Ireland and overseas, to maintain and enhance the reputation of Ireland as an education provider*
- *The RCSI quality policy supports, informs and responds to the College's institutional strategy, identifying as core values of RCSI the quality of the student experience, continuous quality enhancement in all of our activities and the quality of our contribution to our stakeholders and to the communities in which we work across the world*
- *The RCSI quality policy is guided by the overarching Standards & Guidelines for Quality Assurance in the European Higher Education Area[1] and by the relevant national legislation in Ireland and in the other jurisdictions within which we operate*

The RCSI Quality Committee (QC) is responsible for the creation of policy and for the implementation of quality processes and quality assurance/quality improvement (QA/QI) activities across academic and administrative areas of all RCSI campuses. The QC membership comprises seven members currently: the Chief Executive Officer of RCSI

[1] Standards & Guidelines for Quality Assurance in the European Higher Education Area, ENQA, 3rd edition, 2009

[Chair], a representative of MHSB, a representative of SPFB, the RCSI Students' Union President, the Chair of the RCSI-Bahrain Quality Assurance Committee, the Chair of the Perdana University Quality Assurance Committee and an external member.

The RCSI Quality Enhancement Office (QEO) is the executive function of the Quality Committee and of its sub-committees. The role of the QEO is to support the implementation of the RCSI quality policy by coordinating all relevant activities, primarily a rolling programme of internal QA/QI reviews of Schools & Academic Support Units and of Institutional Reviews of RCSI international campuses, and by collecting the data needed to allow the Quality Committee to assure the quality of RCSI operations.

2.12 Staff profile

RCSI staff are concentrated mainly on the Dublin and Bahrain campuses with much smaller numbers of staff deployed in Dubai and Malaysia. An overall impression of the staff profile at RCSI-Dublin and RCSI-Bahrain is given in Tables 6 & 7 (below). [N.B. These figures are for full-time staff and do not include the significant numbers of associated part-time clinical teaching staff on both campuses.]

Table 6: Staff profile for the RCSI-Dublin campus

Job category	**Total no.**	**Male (%)**	**Female (%)**	**Nationality**		
				Irish	**EU**	**Other**
Academic	287	163 (57%)	124 (43%)	243	26	18
Research	294	103 (35%)	191 (65%)	198	72	24
Administration	243	48 (20%)	195 (80%)	215	25	3
Technical support	62	34 (55%)	28 (45%)	58	3	1
Total	**886**	**348 (39%)**	**538 (61%)**	**714**	**126**	**46**

Table 7: Staff profile for the RCSI-Bahrain campus

Job category	**Total no.**
Academic	38
Administration	43
Technical support	22
Total	**103**

Learner cohort profile

An overview of the current RCSI learner profile across its main campuses is given in Tables 8 & 9 (below). N.B. These figures do not include participants in professional training programmes offered by RCSI.

Table 8: Learner profile for RCSI - overview

Campus	**Undergraduate**	**Postgraduate (taught)**	**Postgraduate (research)**	**Total**
RCSI-Dublin	2308	1113	151	3572
RCSI-Bahrain	1113	35	-	1148
Penang Medical College	366	-	-	366
PU-RCSI	136	-	-	136
Total	**3923**	**1148**	**151**	**5222**

Table 9: Undergraduate learner profile for RCSI

Campus	Medicine	Nursing	Pharmacy	Physiotherapy	Total
RCSI-Dublin	1811	191	207	99	2308
RCSI-Bahrain	650	463	-	-	1113
Penang Medical College	366	-	-	-	366
PU-RCSI	136	-	-	-	136
Total	**2963**	**654**	**207**	**99**	**3923**

2.13 RCSI funding model

RCSI is an independent, not-for-profit health sciences institution with charitable status in the Republic of Ireland. The institution operates a primarily self-funding model, with state funding accounting for a very small proportion of income. The financial model is based on the education of a substantial cohort of international students alongside Irish/EU students.

2.14 RCSI relationship with other agencies in Ireland

As an institution involved in the provision of education and training in the health professions in Ireland and overseas, RCSI has extensive contact with a range of agencies in the public sector. The major agencies are listed in Table 10 (below).

Table 10: RCSI relationships with other agencies in Ireland

Sector	Agency
QA/QI & related matters	Quality & Qualifications Ireland
Statutory accrediting bodies	An Bórd Altranais (Irish Nursing Board) Irish Medical Council Irish Society of Chartered Physiotherapists Pharmaceutical Society of Ireland
Government Departments	Department of Education & Skills Department of Foreign Affairs Department of Health & Children Department of Jobs, Enterprise & Employment
Irish Health Service	Health Service Executive
State enterprise agencies	Enterprise Ireland Forfás
Research Funding Agencies	Health Research Board Science Foundation Ireland Various research charities

Section 3 Objectives and Criteria

3.1 Review Objectives and Criteria

Objective 1 To support institutional strategic planning, governance and ownership of quality assurance and enhancement in the context of RCSI's role as an independent degree-awarding institution and in light of the Qualifications and Quality Assurance (Education and Training) Act, 2012. The main aim of this objective is to consider the effectiveness of quality assurance procedures in the context of planning, governance and strategy, taking into consideration the dual roles of the RCSI as a designated awarding body and a surgical Royal College.

The review will also evaluate the extent to which the RCSI has implemented the strategically linked recommendations made by the review panel in 2010. Particular attention will be given to the recommendations made by the panel on governance. The key recommendations of the panel are highlighted in Appendix 1

Criteria Key considerations in the context of this objective include:

- the vision for the institution and its relationship to quality assurance systems
- the engagement of the governing body in strategic planning and quality assurance management
- the role of quality management in institutional strategic planning, management and operations management
- the quality assured procedures for underpinning strategic and operations management decisions using external and internal information

Objective 2 To support the institution in meeting its responsibility for the operation of internal quality assurance procedures and reviews that are clear and transparent to all their stakeholders, and which provide for the continuing evaluation of all academic, research and service departments, national and transnational, and their activities, as outlined in Part 1 ESG Standards. To provide evidence that RCSI continues to engage with national, European and international guidelines and standards (guidelines listed below), particularly in accordance with the Bologna process.

A further key element of this objective is to support the institution in meeting its responsibility for quality assurance arrangements in collaborative and transnational provision.

Criteria In line with practice in the Irish higher education sector generally, and Ireland's commitment to the Bologna Process, the criteria used here are the standards from Part 1 of the European standards and guidelines for internal quality assurance within higher education institutions. These criteria should be considered in conjunction with the accompanying guidelines as set out in Standards and Guidelines for Quality Assurance in the European Higher Education Area (3rd ed. 2009), pp. 16-19 (see Appendix 2 for a summary). These guidelines provide additional information about good practice and in some cases explain in more detail the meaning and importance of the standards.

The review will also evaluate the extent to which the RCSI has implemented the strategically linked recommendations made by the review team in 2010. Particular attention will be given to the recommendations made by the team on quality assurance and enhancement.

Objective 3 To evaluate the extent to which RCSI planning, structure and systems support its responsibilities as an awarding body with qualifications recognised by the National Framework of Qualifications (NFQ), including an evaluation of the quality assurance arrangements for awards made by RCSI and NUI in the context of the Qualifications and Quality Assurance (Education and Training) Act, 2012

Criteria The criteria for this are intended to assist the examination of RCSI's role, acting as an awarding body and as a recognised college of the NUI, in implementing QQI (NFQ) policies and procedures for access, transfer and progression. The criteria derive from ***Policies, Actions and Procedures for Access, Transfer and Progression for Learners,*** **National Framework of Qualifications, 2003.** (See Appendix 3 for a table setting out key criteria)

3.2 Basis for review criteria

To meet the review objectives, the review criteria will be informed by institutional review practice within the Irish higher education system, and by the standards and guidelines for quality assurance agreed by the Ministers of the Bologna signatory states. The primary basis for the review is the IRIU review process [ref. Institutional Review of Universities (IRIU) Handbook (2009)]. This will be augmented by criteria and guidelines derived from the following:

- Irish Universities Quality Board (IUQB):
  - Good Practice in the Organisation of PhD Programmes in Irish Higher Education (2009);
  - National Guidelines of Good Practice for the Approval, Monitoring and Periodic Review of Programmes (2012)

- Higher Education and Training Awards Council (HETAC):
  - Policy on Institutional Review of Providers of Higher Education and Training (2007);
  - Supplementary Guidelines for Institutional Review (2008);
  - Supplementary Guidelines for the Review of Effectiveness of Quality Assurance Procedures (2008)
  - Policy for Collaborative programmes, Transnational programmes and Joint Awards (Revised 2012)

- Irish Higher Education Quality Network:
  - Principles of Good Practice in Quality Assurance/Quality Improvement for Higher Education and Training (2005);
  - Principles for Reviewing the Effectiveness of Quality Assurance Procedures in Irish Higher Education and Training (2007);
  - Provision of Education to International Students: Code of Practice and Guidelines for Irish Higher Education Institutions (2009);
  - Draft Guidelines for Transnational and Collaborative Provision; Consultation Document 2012 (v. 8/10/12)

- European Association for Quality Assurance in Higher Education (ENQA): Standards and Guidelines for Quality Assurance in the European Higher Education Area – 3RD Edition (2009)
- UNESCO/OECD: Guidelines for Quality Provision in Cross-border Higher Education (2005)

Section 4 Review Process

4.1 Process and timeline for the review

The primary basis for the review process is the existing QQI (formerly IRIU) approach. Given the unique status of the RCSI in the Qualifications and Quality Assurance (Education and Training) Act, 2012, as a designated awarding body that is not a previously established university, the IRIU process will be augmented and elaborated, where necessary and appropriate, by the QQI (formerly HETAC) review process.

In line with best national and international practice, the review process will consist of the following elements:

- agreement of terms of reference for the review between the QQI executive and RCSI
- an institutional self-evaluation review process resulting in an Institutional Self Evaluation Report (referred to as ISER henceforth) to be prepared by the RCSI addressing the agreed objectives, criteria and terms of reference. It is recognised that, given time constraints, RCSI has already commenced preparations for a review of effectiveness of quality assurance arrangements based upon the seven elements of the European Standards and Guidelines
- following consultation on any potential conflict of interest, an expert review team will be appointed comprising national and international representation to conduct the review process
- completion of an ISER by RCSI
- a review of the RCSI ISER by the expert team and consideration by the team of any other information they might consider relevant
- a planning and site visit to RCSI by the expert team
- preparation of a review report by expert team for submission to the QQI, which will include findings and recommendations in relation to the objectives as set out in this terms of reference
- preparation of an institutional response, including a plan with timeframe for implementation of changes, if appropriate
- consideration of the review report by QQI together with the institutional response and the plan for implementation of changes, if appropriate
- publication by QQI of the review report and RCSI response;
- a published follow-up report by RCSI

Timeline	Action or milestone in the process	Actor/s
9-10 months before team visit	Agreed timeframe for Institutional Review process	QQI and RCSI
Approx. 6-9 months before team visit	Terms of Reference established, following consultation with RCSI and published on QQI the website	QQI
Approx.6-9 months before team visit	Confirmation of appointment of review team members and confirmation of any declarations of conflict of interest	QQI
3 to 6 months before team visit	Completion of the ISER	RCSI
12 August 2013	Submission of the ISER and other supporting documentation to QQI for distribution to the review team	RCSI
Approx. 8 weeks before site visit	Training of review team members for institutional review	QQI
Approx. 7 weeks before site visit	Feedback by review team members on initial impressions of the ISER	Review Team
Approx. 7 weeks before site visit	Pre-visit planning visit between review team representatives, QQI and the RCSI	Review Team/QQI/RCSI
21-25 October 2013	Site visit to RCSI by review team (4-5 days approximately) Preliminary (oral) feedback on findings by the review team	Review Team/QQI/RCSI
13 January 2014	Draft report on findings of the review team sent by QQI to RCSI for factual accuracy	QQI
3 Weeks following receipt of draft report	RCSI response to QQI with any factual corrections required	RCSI
2-4 Weeks following receipt of factual accuracy response	Final report on findings of team sent by QQI to RCSI	QQI
6-8 weeks following receipt of report	Response by RCSI to QQI including plan with timeframe for implementation of changes, if appropriate	RCSI
Next available QQI Board meeting	Consideration of report and RCSI response by QQI board Publication of report and response on website once adopted	QQI/RCSI
12 months after adoption	Follow up report by RCSI to QQI	RCSI

4.2 Role of QQI in Review

In accordance with the functions set out in the Qualifications and Quality Assurance (Education and Training) Act, 2012, sections 35 and 84, QQI will:

1. Publish terms of reference for the review of RCSI
2. Contact, confirm and appoint review team members
3. Facilitate the review process
4. Provide RCSI with advice on process and criteria
5. Support the review activities of the team and advise the team on criteria and QQI policy
6. Act as a point of contact between the team and RCSI
7. Organise visits in cooperation with the team and the RCSI
8. Provide training to the team

9. Edit reports for approval and publication
10. Approve the findings set out in the review report and the response of the Institution
11. If required, issue directions to RCSI and agree a schedule for their implementation
12. Publish the review report and the response of the institution

4.3 Review Costs

Parameters around costs will be agreed at the outset of the review process. In particular the relative responsibilities of RCSI and QQI in bearing review costs need to be agreed early on. QQI are currently developing a policy on fees for reviews. QQI will ensure that RCSI is briefed on the emerging policy and cost implications throughout the process.

Appendix 1 – List of recommendations from the Review of the Royal College of Surgeons in Ireland (RCSI) in relation to the commencement of its degree-awarding powers

Extracts from the External Review Panel Report, July 2010

Review Criterion 1: The Operation and Management of the RCSI

The Panel wishes to make the following recommendations to the College:

o The RCSI requires a governance model that, in structure and process, encourages and facilitates positive and proactive institutional development, along with relationship-building strategies focused on stakeholders (including staff and students), on markets and on sustained revenue generation. Governance structures currently in place at the RCSI may not be appropriate for the challenges the College will face in assuming the role of a degree-awarding institution, or to succeed in a potential period of financial instability. The current opaque role of the Council makes it less evident that the corporate governance structures are clear, transparent and consistently applied both in relation to specific functions and to the particular responsibilities attached to them.

The Panel strongly supports the RCSI governance committee in its endeavours to amend the governance structures, including amending the role and membership of the Council. An in-depth review by the College of the membership and role of the Council is essential. The changes arising from such a review could strengthen the RCSI' s ability as a degree-awarding institution, to demonstrate accountability to the wider public. The Panel recommends therefore that the RCSI should engage in public consultation as part of the process of amending its governance structures. An amended governance model will emphasise the centrality and importance of the attitudes, values and expectations of RCSI's extensive body of internal and external stakeholders and has a symbolic importance, even if many or all of the functions of the Council are delegated to boards. Such a structure will promote a more consensual understanding of the policies of the College and will promote a spirit of collaboration with stakeholders. The Panel considers that such an improved governance structure can contribute to strengthening the high-level governance of the RCSI; to reinforcing transparency and public accountability; and to clarifying the governance of the degree-awarding function of the College.

o The RCSI should ensure that its corporate governance policies and procedures are informed by best national and international practice.
o The RCSI should consider changing the designation of CEO to a title more in keeping with comparable positions in other Irish higher education institutions.
o Although staff generally expressed satisfaction with current resource allocation strategies, the panel recommends that more formal and robust processes on resource allocation should be put in place. The development of policies in this area will support the allocation of resources in an effective and equitable manner. Such an approach should significantly contribute to continuous quality improvement within the College.
o The RCSI faces challenges and opportunities surrounding its business model with regard to sustaining its long-term viability. In this context, the strategy of the College with regard to its involvement in education, research and healthcare service provision abroad, was not wholly evident to the review panel during its review. As research has grown in importance in the College, additional costs have been incurred, and there is a need to generate increasing revenue from tuition from international students; contracts for management of international clinical institutions; management of local (Irish) endowment; and philanthropic fund raising. While it is recognised that the international campuses may require a period of investment before seeing a financial return, sustaining this enterprise comes at a substantial opportunity

cost. The Panel recommends that the RCSI continues to keep its graduate programmes abroad under review and where appropriate engage external advice to objectively evaluate the return on investment on this business model. Plans to enhance efforts in philanthropy are to be encouraged and more focus here may have a greater return and result in less diversion for the faculty and staff than operating education programmes abroad.
o Assuming all of the functions of an awarding body will require resources and planning. Accordingly, the RCSI should set out a plan and structure for dealing with the additional administrative responsibilities that will ensue once this activity is assumed by the College. In addition, the RCSI should engage with relevant national bodies and institutions to fully understand its additional duties as an awarding body and to put in place systems and processes in order to fulfil these responsibilities.

Review Criterion 2: Education and Training Programmes

The Panel wishes to make the following recommendations to the College:

o As a provider and awarding body the RCSI is expected to develop and operate robust and cohesive internal quality assurance/quality improvement policies, procedures and structures. The effectiveness of these internal policies, procedures and structures will be subject to external review by the national quality assurance body expected to be established in 2011. The Panel considers it essential that the College should give careful consideration to the recommendations below as a means of commencing its preparation for fulfilling its responsibilities in this regard.
o Whilst acknowledging the evident existence of quality within the College, a comprehensive quality culture is not evident across all levels and areas of the College's operations. The core elements of a quality assurance/quality improvement system for the College have only recently been agreed and accordingly have not yet been implemented. The Panel considers it essential that the College should progress the establishment of a Quality Assurance Office within the timeframe it has indicated in its Self-Assessment Report, and develop systematic processes of quality assurance within the College and across its sites, as a matter of priority. This is particularly important in the context of the College as an awarding body and will contribute to ensuring that the College is not only reactive to the needs and requests of learners, staff and external bodies, but that it is also developing its own assurances of quality which supports individual initiative on quality matters. Systematic quality assurance will lead to a greater level of internal cohesion and a capacity to self-evaluate. It will support the institution as it continues to grow and respond to opportunities and will reinforce existing activities.
o The role of the Director of Quality Assurance is crucial to the College's development as it makes the transition to becoming an awarding body and as it prepares to be externally reviewed under the revised national quality assurance arrangements. It is equally important that the College communicates to all staff a clear and well understood remit for the Director of Quality Assurance and his/her office. This should reflect a developed understanding of how this office will interact with the Quality Committee and clarify which aspects of quality assurance are managed centrally and which are managed departmentally; both in Ireland and abroad. The Panel would like to emphasise that the College will need to consider in this context how it can maintain the advantages of decentralised ownership of quality assurance whilst maximising the benefits to be accrued from more mainstreamed, centralised and strategic quality assurance / quality improvement management.
o The role of the Director of Quality and of the importance and impact of the introduction of systematic quality assurance processes, appropriate to the College's role as an awarding body, must be supported and understood at the most senior levels of the organisation. Quality assurance should inform the organisation's thinking about its governance model and should contribute to its strategic planning.

o Notwithstanding the number of policies and procedures that have been developed incrementally the College must, through the Quality Assurance Office, develop its quality assurance/quality improvement handbook as a matter of priority and in collaboration with staff on all of its sites. The College should consider externally available examples of quality handbooks and should seek to communicate with colleagues in higher education and training to discuss their experiences in this regard. The College should be cognisant of the *European and International Standards and Guidelines for Quality Assurance in the European Higher Education Area* and the *UNESCO/OECD Guidelines on Quality Provision in Cross-Border Higher Education* in devising its quality assurance/quality improvement handbook. Equally, it will be important to refer to the guidelines and operating principles produced by the National Qualifications Authority of Ireland; the quality assurance guidelines and procedures produced by the Irish Universities Quality Board and the Higher Education and Training Awards Council; and the documentation produced by the Irish Higher Education Quality Network (IHEQN), including the *Provision of Education to International Students: Code of Practice and Guidelines for Irish Higher Education Institutions*. Further, in its capacity as a body responsible for its own awards, the College should consider seeking membership of the IHEQN as a means of regularly communicating with other awarding and quality assurance bodies in the State.
o As a national awarding body, the College has a responsibility to ensure that its policies and procedures regarding programme development, approval, delivery and assessment are particularly strong; with an emphasis on ensuring that programmes developed, are demonstrably linked to the learning outcomes of the award-types and levels of the National Framework of Qualifications; are taught in a manner that is consistent with the achievement of these learning outcomes; and are assessed in a manner that ensures that learners can demonstrate their attainment of these outcomes.
o With regards to the internal review procedures of schools and non-academic departments and services, which the College shall be establishing as part of its quality assurance/quality improvement procedures, the Panel recommends that the College considers inviting representatives from other higher education institutions to participate in these review groups. This would enable a very useful exchange, whereby the College has the benefit of perspectives from disciplines in which it does not engage, and the external party has the opportunity to learn about the quality systems which the College is developing.
o The College should consider how it can communicate in more detail with its international partners (i.e., Bahrain, Penang and Dubai) regarding the implications of the College becoming an awarding body and the impact this will have on learners, staff and quality assurance/quality improvement processes and structures.
o As detailed above, the range of supports for lecturers within the College has evidently developed over the last number of years. However, there appears to be an absence in the current provision of support on more fundamental issues, such as effective delivery of material, the design of appropriate assessment, and the relationship between these elements and programme/module learning outcomes. As the College moves to the status of having its own awarding powers, the building of capacity within the College on these issues will be crucial to order to ensure that appropriate standards are set and maintained. The Panel recommends that consistent and transparent arrangements are put in place for the training and support of teaching staff.
o Whilst the Panel is fully supportive of the rebalancing of promotion opportunities in line with the College's focus on education and training as well as research, the College should consider how to make more transparent its criteria for establishing effective teaching and learning.
o Whilst it is evident that equality of opportunity for students and staff is promoted and achieved, the RCSI should undertake to ensure that gender equality is evident across all the activities of College.
o Action taken in response to issues raised in student feedback questionnaires should be documented so that the operational impact of student feedback mechanisms is recorded and clear.

o Under the European Standards and Guidelines, there is a requirement that institutions should ensure that they collect, analyse and use relevant information for the effective management of their programmes of study and other activities. The Panel recommends that RCSI ensures that key indicators are systematically applied across all of its programmes and activities in order to fulfil this requirement.
o RCSI should ensure that it regularly publishes up-to-date, impartial and objective information, both quantitative and qualitative, about all the programmes and awards offered by the College.

The Panel makes the following additional recommendations to the RCSI, the HEA, the NQAI and the Department of Education and Skills (for consideration in consultation with the Department of Health and Children, the Medical Council and the Health Services Executive where relevant):

o The Panel recommends that discussions be coordinated with the national parties responsible for the professional regulation of awards in Ireland, regarding the extent to which these responsibilities apply to the professional regulation of awards of an Irish awarding body abroad.
o The Panel further recommends that the conditions, if any, regarding an Irish awarding body making awards abroad which it does not award in its home country, should be clarified.

Review Criterion 3: Research Activities and their relationship to programmes of education and training leading to awards at master's and doctoral level

The Panel wishes to make the following recommendations to the College:

o The Panel concurs with the RCSI that the College's research activities are key to the reputation and standing of the College both nationally and internationally. The Panel advises the College to put in place additional metrics and benchmarks against which to assess the research capabilities and outputs of the RCSI against best practice nationally and internationally.
o The Panel understands that research activity should contribute to Ireland's overall national objectives for higher education and research, in particular those set out in the National Development Plan (NDP) and other key policy documents that have been adopted by Government, such as the Strategy for Science, Technology and Innovation (SSTI), the National Skills Strategy, the Report of the Enterprise Strategy Group, Building Ireland's Smart Economy (2008) and the Report of the Innovation Taskforce (2010). The overarching principle is to contribute to the creation of a strong, world-class higher education and research system which address the needs of Irish society and economy and our role in the development of the European Research Area. In this context the Panel recommends that the research activity at the RCSI should be concentrated in areas of specific expertise through sustained investment and the institutional strategic plan should be at the cornerstone of its research strategy. It is recommended that the RCSI should concentrate on its existing strengths and on specifically identified areas of new and emerging potential areas of interest. Furthermore, as Ireland is a small country, the RCSI should seek to continue its research activity in a manner which promotes effective strategic collaboration between itself, other higher-education institutions and other relevant partners.
o Given the expansion of the College over recent years, the Panel recommends that the RCSI puts in place a comprehensive research strategy across all campuses and faculties. This institutional strategy should include plans to extend research activities and research-led teaching to its international campuses. Structural integration across the College's various research institutes should also form part of the strategy.

o In light of the changing national funding environment and potentially diminishing funds, it is important that RCSI considers as part of its research strategy how research will be funded over the coming years. The Panel strongly supports the RCSI in its resolve to attain 15-20% of its research funding from philanthropic sources.
o The RCSI‟s plans to strengthen and develop strategic partnerships in the research field are supported by the Panel. It is recommended that the College should seek to broaden its activity in international collaboration. This will serve to augment the College's expertise in international collaboration; give the College an opportunity to extend its reputation internationally; and also assist in identifying additional non-national funding sources.
o The Panel recommends that the strategy put in place for the RCSI Research Institute should be closely aligned with the strategy for research activity throughout the RCSI. This will help to ensure that this important initiative, and one that is unique to RCSI, is better integrated with the rest of the research agenda within the College. It will also ensure that research expertise across all areas is shared and available throughout the College, and that the Research Institute has the same level of scrutiny and transparency in terms of funding as the other RCSI research programmes.

Further, the panel recommends that research activities under the Medical and Health Sciences Board and the Surgery and Postgraduate Faculties Board be coordinated. The remit of the Quality Office which the RCSI is about to put in place should extend to both Boards.

Review Criterion 4: Participation in the Bologna Process and implementation of related national policies

The Panel wishes to make the following recommendations to the College:

o The average level of knowledge across the College of the purpose and processes underpinning the Bologna Process is relatively low, as is understanding of its relationship with national developments such as the National Framework of Qualifications (NFQ). The Panel considers that the College, including at its most senior levels, should inform itself in more detail regarding the Bologna Process and its objectives and carefully consider how it tangibly applies to national policy developments and in turn to the activities of the College. This knowledge will greatly benefit the College as it goes about formalising its quality assurance/quality improvement handbook and associated structures, as described on pages 19 and 20 [*of the full report*[2]] . The Panel further recommends that the Institute should use this increased knowledge and expertise to position itself within these developments more centrally and to connect with other institutions and government bodies in this regard.
o As an awarding body, the College is in a position to influence the future shape and function of the NFQ and to engage more proactively than at present with other State organisations in Ireland offering education and training awards included in the NFQ. The Panel recommends that the College takes this opportunity and that it explores the possibility of having its professional (including surgery and postgraduate professional awards) as well as its academic qualifications recognised through the NFQ. It further emphasises the importance in this regard of its recommendation on page 21 [*of the full report*] regarding further staff development in the areas of writing learning outcomes at a programme and module level that articulate clearly with NFQ levels and award-types, and designing suitable teaching, learning and assessment models.
o It is evident that the College supports some student and staff mobility but not necessarily under the umbrella of the Erasmus or Erasmus Mundus programmes. While such lack of engagement is not particular to the RCSI, indeed it is a difficulty shared by medical educators across Europe, the RCSI could do more to stimulate participation in this particular

[2] The full report is available at http://www.nqai.ie/documents/RCSIReviewReport-FINALSeptember2010.pdf

initiative. The Panel therefore recommends that the College should consider developing and promoting the Erasmus exchange programmes from the point of view of the value that can be achieved for the learner in participating in and experiencing such initiatives.
o It is recommended that the College utilise the Irish NARIC services, situated within the National Qualifications Authority of Ireland, for direct comparison advice with Irish qualifications.

Appendix 2 – Part 1: European standards and guidelines for internal quality assurance within higher education institutions, 2009

1.1 Policy and procedures for quality assurance

STANDARD:

Institutions should have a policy and associated procedures for the assurance of the quality and standards of their programmes and awards. They should also commit themselves explicitly to the development of a culture which recognises the importance of quality, and quality assurance, in their work. To achieve this, institutions should develop and implement a strategy for the continuous enhancement of quality.

The strategy, policy and procedures should have a formal status and be publicly available. They should also include a role for students and other stakeholders.

GUIDELINES:

Formal policies and procedures provide a framework within which higher education institutions can develop and monitor the effectiveness of their quality assurance systems. They also help to provide public confidence in institutional autonomy. Policies contain the statements of intentions and the principal means by which these will be achieved. Procedural guidance can give more detailed information about the ways in which the policy is implemented and provides a useful reference point for those who need to know about the practical aspects of carrying out the procedures.

The policy statement is expected to include:

- the relationship between teaching and research in the institution;
- the institution's strategy for quality and standards;
- the organisation of the quality assurance system;
- the responsibilities of departments, schools, faculties and other organisational units and individuals for the assurance of quality;
- the involvement of students in quality assurance;
- the ways in which the policy is implemented, monitored and revised.

The realisation of the EHEA depends crucially on a commitment at all levels of an institution to ensuring that its programmes have clear and explicit intended outcomes; that its staff are ready, willing and able to provide teaching and learner support that will help its students achieve those outcomes; and that there is full, timely and tangible recognition of the contribution to its work by those of its staff who demonstrate particular excellence, expertise and dedication. All higher education institutions should aspire to improve and enhance the education they offer their students.

1.2 Approval, monitoring and periodic review of programmes and awards

STANDARD:

Institutions should have formal mechanisms for the approval, periodic review and monitoring of their programmes and awards.

GUIDELINES:

The confidence of students and other stakeholders in higher education is more likely to be established and maintained through effective quality assurance activities which ensure that programmes are well-designed, regularly monitored and periodically reviewed, thereby securing their continuing relevance and currency.

The quality assurance of programmes and awards are expected to include:

- development and publication of explicit intended learning outcomes;
- careful attention to curriculum and programme design and content;
- specific needs of different modes of delivery (e.g. full time, part-time, distance learning, e-learning) and types of higher education (e.g. academic, vocational, professional);
- availability of appropriate learning resources;
- formal programme approval procedures by a body other than that teaching the programme;

• monitoring of the progress and achievements of students;
• regular periodic reviews of programmes (including external panel members);
• regular feedback from employers, labour market representatives and other relevant organisations;
• participation of students in quality assurance activities.

1.3 Assessment of students
STANDARD:
Students should be assessed using published criteria, regulations and procedures which are applied consistently.

GUIDELINES:
The assessment of students is one of the most important elements of higher education. The outcomes of assessment have a profound effect on students' future careers. It is therefore important that assessment is carried out professionally at all times and that it takes into account the extensive knowledge which exists about testing and examination processes. Assessment also provides valuable information for institutions about the effectiveness of teaching and learners' support.
Student assessment procedures are expected to:
• be designed to measure the achievement of the intended learning outcomes and other programme objectives;
• be appropriate for their purpose, whether diagnostic, formative or summative;
• have clear and published criteria for marking;
• be undertaken by people who understand the role of assessment in the progression of students towards the achievement of the knowledge and skills associated with their intended qualification;
• where possible, not rely on the judgements of single examiners;
• take account of all the possible consequences of examination regulations;
• have clear regulations covering student absence, illness and other mitigating circumstances;
• ensure that assessments are conducted securely in accordance with the institution's stated procedures;
• be subject to administrative verification checks to ensure the accuracy of the procedures.
In addition, students should be clearly informed about the assessment strategy being used for their programme, what examinations or other assessment methods they will be subject to, what will be expected of them, and the criteria that will be applied to the assessment of their performance.

1.4 Quality assurance of teaching staff
STANDARD:
Institutions should have ways of satisfying themselves that staff involved with the teaching of students are qualified and competent to do so. They should be available to those undertaking external reviews, and commented upon in reports.

GUIDELINES:
Teachers are the single most important learning resource available to most students. It is important that those who teach have a full knowledge and understanding of the subject they are teaching, have the necessary skills and experience to transmit their knowledge and understanding effectively to students in a range of teaching contexts, and can access feedback on their own performance. Institutions should ensure that their staff recruitment and appointment procedures include a means of making certain that all new staff have at least the minimum necessary level of competence. Teaching staff should be given opportunities to develop and extend their teaching capacity and

should be encouraged to value their skills. Institutions should provide poor teachers with opportunities to improve their skills to an acceptable level and should have the means to remove them from their teaching duties if they continue to be demonstrably ineffective.

1.5 Learning resources and student support

STANDARD:

Institutions should ensure that the resources available for the support of student learning are adequate and appropriate for each programme offered.

GUIDELINES:

In addition to their teachers, students rely on a range of resources to assist their learning. These vary from physical resources such as libraries or computing facilities to human support in the form of tutors, counsellors, and other advisers. Learning resources and other support mechanisms should be readily accessible to students, designed with their needs in mind and responsive to feedback from those who use the services provided. Institutions should routinely monitor, review and improve the effectiveness of the support services available to their students.

1.6 Information systems

STANDARD:

Institutions should ensure that they collect, analyse and use relevant information for the effective management of their programmes of study and other activities.

GUIDELINES:

Institutional self-knowledge is the starting point for effective quality assurance. It is important that institutions have the means of collecting and analysing information about their own activities. Without this they will not know what is working well and what needs attention, or the results of innovatory practices.

The quality-related information systems required by individual institutions will depend to some extent on local circumstances, but it is at least expected to cover:

- student progression and success rates;
- employability of graduates;
- students' satisfaction with their programmes;
- effectiveness of teachers;
- profile of the student population;
- learning resources available and their costs;
- the institution's own key performance indicators.

There is also value in institutions comparing themselves with other similar organisations within the EHEA and beyond. This allows them to extend the range of their self-knowledge and to access possible ways of improving their own performance.

1.7 Public information

STANDARD:

Institutions should regularly publish up to date, impartial and objective information, both quantitative and qualitative, about the programmes and awards they are offering.

GUIDELINES:

In fulfilment of their public role, higher education institutions have a responsibility to provide information about the programmes they are offering, the intended learning outcomes of these, the qualifications they award, the teaching, learning and assessment procedures used, and the learning opportunities available to their students. Published information might also include the views and employment destinations of past students and the profile of the current student population. This information should be accurate, impartial, objective and readily accessible and should not be used simply as a marketing opportunity. The institution should verify that it meets its own expectations in respect of impartiality and objectivity.

Appendix 3 – Extracts from NQAI policy - Policies, Actions and Procedures for Access, Transfer and Progression for Learners

Summary
The formal determinations of the Authority in relation to access, transfer and progression are contained in the following main sections of this paper. This summary is included for ease of use, and is not part of the formal determinations.

Vision
The Authority has adopted a composite vision for the promotion and facilitation of access, transfer and progression as follows:
The learner should be able to enter and successfully participate in a programme, or series of programmes leading to an award, or series of awards, in pursuit of their learning objectives. The National Framework of Qualifications and associated programme provision should be structured to facilitate learner entry and to promote transfer and progression, so that learners are encouraged to
participate in the learning process to enable them to realise their ambitions to the full extent of their abilities.

Operational principles
Policies, actions and procedures for access, transfer and progression have been developed in accordance with seven operational principles, summarised as follows:
- programmes leading to awards in the National Framework of Qualifications should accommodate a variety of access and entry arrangements
- the issues of access, transfer and progression should be addressed for all learners
- policies should be designed in the context of national policy in relation to equality, with particular regard to the relevant provisions of the Equal Status Act 2000 and the Employment Equality Act 1998
- all awards should have some associated opportunities for transfer and progression.
- awards at the same level in the Framework should be valued equally
- a learner's continued participation in learning may require opportunities for either transfer or progression at any transition-point
- the Framework concept implies that a learner achieving an award is, in principle, eligible to progress to a programme leading to another award at the next level up where there is such an award in the same or a related field of learning, and may be eligible to progress to a higher level than that.

Objectives
In line with the learner-centred vision adopted, the Authority has identified a number of objectives, focused on meeting the needs of learners in the achievement of appropriate recognition for their learning:
- to develop an integrated National Framework of Qualifications
- to identify and realise a network of clearly signposted transfer and progression routes through the National Framework of Qualifications, and to ensure that learners are facilitated to avail of these routes
- to ensure that learners can avail of entry arrangements to all programmes leading to awards in the National Framework of Qualifications that are fair, transparent, and compliant with equality legislation
- to ensure that accurate and reliable information is available to all learners, through a range of approaches and formats that is accessible to a diversity of learners, to enable them to plan their learning on the basis of a clear understanding of the awards available and the associated entry arrangements and transfer and progression routes.

Meeting objectives
The Authority will achieve its objectives in relation to access, transfer and progression by taking a number of actions as follows:
- the development of a National Framework of Qualifications
- the facilitation of change
- the development of policies to supplement the Framework development policies already established and published . These policies will relate to:
- credit (and recognition of prior learning)
- transfer and progression routes
- entry arrangements
- information provision
- the definition of sets of actions and procedures for the implementation of the policies adopted. Actions and procedures will be defined for:
- the Authority
- the awards Councils
- providers of further and higher education and training.

Framework development
The primary action to be undertaken by the Authority is the development and implementation of a National Framework of Qualifications. The Framework will make it clear how awards relate to one another. This will make it possible for the learner to identify
- how, and at what point, they can enter a learning programme that will lead to an award,
- what possibilities there are for transfer to another programme, and what recognition for transfer they will get for the knowledge, skill and competence they have already acquired,
- what possibilities there are for progression to higher level learning opportunities from their awards.

The facilitation of change
The Authority recognises that changes in systems and structures, and in attitudes, are required to address many of the issues involved in achieving the objectives of enhanced arrangements for access, transfer and progression. An anticipated outcome of the work of the Authority, in general, is a more diverse learner community, with diverse needs, throughout further and higher education and training. It is a policy of the Authority that changes should be brought about to meet these learners' needs. These changes will impact on many organisations, groups and individuals at all levels in education and training.

The Authority will take a lead role in co-ordinating the cultural changes needed at structural, organisational and individual levels to support the development of the Framework generally and, more particularly, the achievement of the objectives for access, transfer and progression. This role will involve:
- contributing to policy-making at national level
- participation in national and sectoral coordinating and development groups
- the establishment, where appropriate, of consortia of relevant stakeholders to enable the development of consensus for change
- participation in debate and discourse on issues relevant to qualifications and to access, transfer and progression, including the organisation of conferences, seminars and workshops as appropriate.

Policies, actions and procedures for access, transfer and progression
The Authority has defined specific policies, actions and procedures through which it will meet its objectives in relation to access, transfer and progression. They are set out under four themes:
- credit
- transfer and progression routes
- entry arrangements
- information provision.

Under each of these headings, the respective roles of key stakeholders – the Authority, the awards Councils and providers – are specified.

Credit
The key policy on credit is the development and implementation of a national approach to credit. This approach will complement the National Framework of Qualifications. It will meet the needs of learners in a lifelong learning context, facilitating credit accumulation, credit transfer and processes for the recognition of prior learning.

It will also accord with on-going developments in Europe in relation to credit systems. Principles and objectives for a national approach to credit are defined. Procedures are set out for providers in relation to the specification of arrangements for the recognition of prior learning.

Transfer and progression routes
Under the heading of transfer and progression routes, it is set out as a policy approach that learners achieving awards should have eligibility to transfer or progress.
Further policies are that all awards should have some associated possibilities for transfer or progression, and that support needs of learners to enable transfer or progression should be met. Procedures are set out for providers in relation to
- identification of transfer and progression routes
- specification of requirements for transfer and progression
- the need to support learners to enable transfer and progression routes to operate.

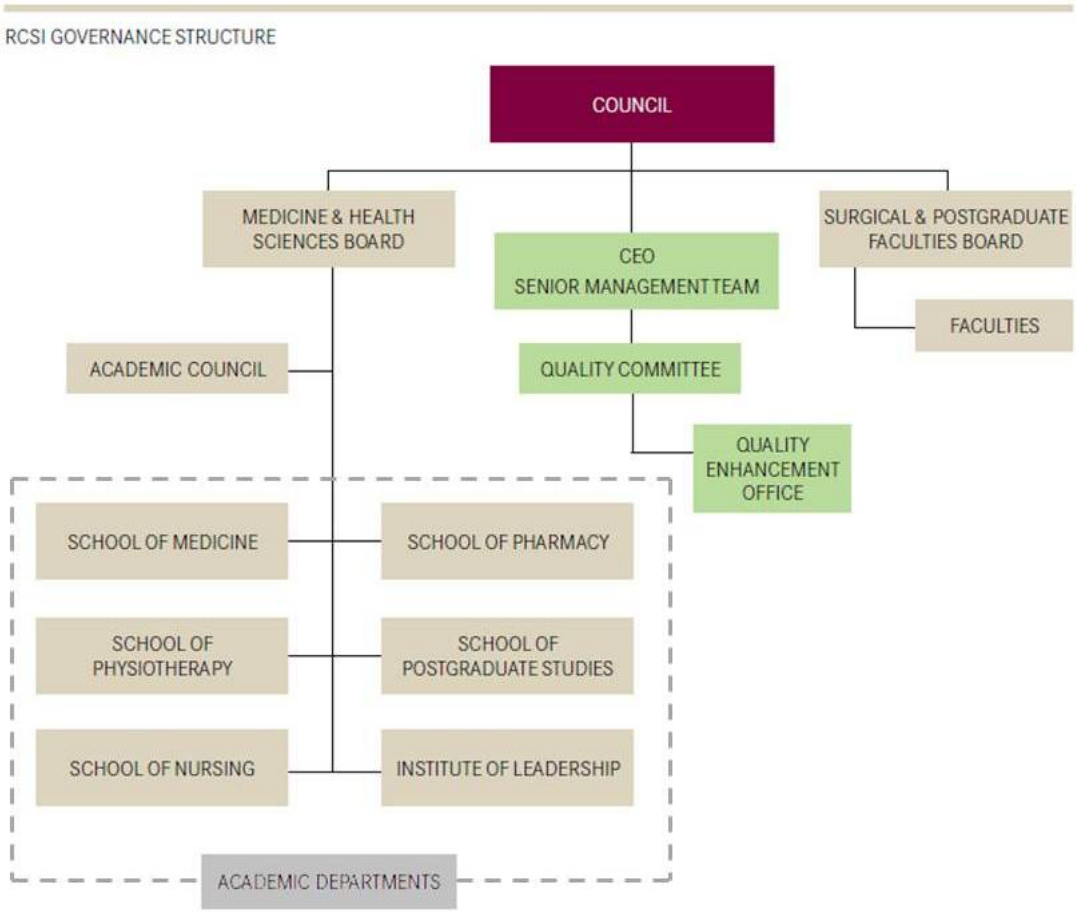
Entry arrangements
Policy approaches are designed to extend accessibility and to focus the concept of access on the achievement of an award (rather than on entry to a programme), through the definition of factors necessary as a basis for successful participation. A further policy concerns the particular issue of entry arrangements to higher education and training by adult learners. Procedures are set out for
providers in relation to
- clear, fair and consistent arrangements for entry
- appeals processes
- statements of the knowledge, skill and competence needed as a basis for successful participation
- clarity about awards demonstrating eligibility for entry.

Information provision
Policies on information provision are designed to ensure that all relevant institutions and organisations contribute to the provision of high-quality, comprehensive and accessible information for learners. Procedures define a set of information protocols to be observed by all providers of education or training programmes.

Policies, Actions and Procedures for Access, Transfer and Progression for Learners is available at:
http://www.nqai.ie/docs/publications/10.pdf

Appendix 4 RCSI Governance Structure

Figure 1: RCSI Governance structure



Appendix 5 RCSI Educational Awards

Table 11: RCSI Educational Awards – local provision

Provision local to Ireland			
Programme title	**NFQ level**	**Start**	**End**
Postgraduate Diploma in Nursing Theory [NURS-001-DIP-DUB]	9	2009	N/A
Postgraduate Diploma in Nursing [18 sub-specialty variants]	9	2007 & 2009	N/A
MSc in Nursing [NURS-001-MSC-DUB]	9	2000	N/A
NUI Certificate in Nursing (Nurse/Midwife Prescribing) [NURS-018-CER-DUB]	8	-	N/A
Postgraduate Diploma in Nursing Leadership Theory [NURS-020-DIP-DUB]	9	2009	N/A
MSc in Nursing (Advanced Leadership) [NURS-020-MSC-DUB]	9	2009	N/A
MSc in Nursing (Advanced Practice) [4 sub-specialty variants]	9	2009 & 2012	N/A
MSc in Nursing (Childrens' Perioperative Nursing) [NURS-001-MSC-DUB]	9	2009	N/A
Postgraduate Certificate in Nursing (Clinical Research) [NURS-023-CER-DUB]	9	2009	N/A
Postgraduate Certificate in Nursing Care of the Elderly [NURS-026-CER-DUB]	9	2012	N/A
Postgraduate Certificate in Nursing (Advanced Practice) [4 sub-specialty variants]	9	2009, 2011 & 2012	N/A
BSc in Nursing [NURS-030-BSC-DUB]	8	1998	N/A
BSc in Nursing (Management) [NURS-031-BSC-DUB]	8	1999	N/A
Postgraduate Diploma in Healthcare Management [RIOL-001-DIP-DUB]	9	2006	N/A

Provision local to Ireland			
Programme title	**NFQ level**	**Start**	**End**
MSc in Healthcare Management [RIOL-001-MSC-DUB]	9	2006	N/A
Postgraduate Certificate in Leadership & Management Development [RIOL-004-CER-DUB]	9	2009	N/A
Postgraduate Diploma in Leadership & Management Development [RIOL-004-DIP-DUB]	9	2007	N/A
MSc in Leadership & Management Development [RIOL-004-MSC-DUB]	9	2007	N/A
Postgraduate Certificate in Leadership in Health Professions Education [RIOL-005-CER-DUB]	9	2009	N/A
Postgraduate Diploma in Leadership in Health Professions Education [RIOL-005-DIP-DUB]	9	2009	N/A
MSc in Leadership in Health Professions Education [RIOL-005-MSC-DUB]	9	2009	N/A
NUI Diploma in Leadership & Organisation Development [RIOL-006-DIP-DUB]	6	2010	N/A
BSc in Medical Sciences [SMED-001-BSC-DUB]	8	2010	N/A
NUI Diploma in Medical Sciences [SMED-001-DIP-DUB]	7	2010	N/A
MB, BCh, BAO degree(s) in Medicine [SMED-001-MBB-DUB]	8	1978	N/A
Diploma in Tropical Medicine [SMED / legacy award] N.B. This programme has been redeveloped and submitted for accreditation as the MSc in Tropical Medicine with an 'exit award' of Diploma in Tropical Medicine	-	-	N/A
BSc in Pharmacy [PHAR-001-BSC-DUB]	8	2000	N/A
MPharm [PHAR-003-MPH-DUB]	9	2010	N/A

Provision local to Ireland			
Programme title	**NFQ level**	**Start**	**End**
BSc in Physiotherapy [PHYS-001-BSC-DUB]	8	1999	N/A
Postgraduate Diploma in Neurology & Gerontology [PHYS-002-DIP-DUB]	9	2008	N/A
MSc in Neurology & Gerontology [PHYS-002-MSC-DUB]	9	2008	N/A
DSc (honoris causa) [SPGS-001-DSC-DUB]	10	2011	N/A
MSc (by research) [SPGS-002-MSC-DUB]	9	1978	N/A
MD (by research) [SPGS-004-MD-DUB]	10	1978	N/A
PhD (by research) [SPGS-005-PHD-DUB]	10	1978	N/A
MCh (by research) [SPGS-006-MCH-DUB]	9	1978	N/A
MCh (by taught modules) [SPGS-007-MCH-DUB]	9	2009	N/A
MSc in Human Factors & Patient Safety [SPGS-008-MSC-DUB]	9	2012	N/A
MSc in Healthcare Ethics & Law [SPGS-009-MSC-DUB]	9	2005	N/A

Table 12: RCSI Educational Awards – non-collaborative transnational provision

Non-collaborative Transnational Provision					
Programme title	**Location of provision**	**Type / description of arrangement**	**NFQ level**	**Start**	**End**
MSc in Nursing NURS-001-MSC-BAH	RCSI-Bahrain (an international campus of RCSI) http://www.rcsi-mub.com/	This programme is delivered entirely in Bahrain by the academic staff of the RCSI-Bahrain School of Nursing	9	2011	N/A
BSc in Nursing NURS-034-BSC-BAH	RCSI-Bahrain	This programme is delivered entirely in Bahrain by the academic staff of the RCSI-Bahrain School of Nursing	8	2009	N/A
MSc in Healthcare Management RIOL-001-MSC-BAH	RCSI-Bahrain	This programme is delivered entirely in Bahrain by the academic staff of the RCSI Institute of Leadership	9	2006	N/A
Postgraduate Diploma in Healthcare Management RIOL-001-DIP-BAH	RCSI-Bahrain	This is an exit award of the MSc in Healthcare Management [RCSI-001-MSC-BAH]	9	2006	N/A
MSc in Quality & Safety in Healthcare Management RIOL-002-MSC-BAH	RCSI-Bahrain	This programme is delivered entirely in Bahrain by the academic staff of the RCSI Institute of Leadership	9	2006	N/A
Postgraduate Diploma in Quality & Safety in Healthcare Management RIOL-002-DIP-BAH	RCSI-Bahrain	This is an exit award of the MSc in Quality & Safety in Healthcare Management [RCSI-002-MSC-BAH]	9	2006	N/A
MB, BCh, BAO degree(s) in Medicine SMED-001-MBB-BAH	RCSI-Bahrain	This programme is delivered entirely in Bahrain by the academic staff of the RCSI-Bahrain School of Medicine	8	2009	N/A
MSc in Healthcare Ethics & Law SPGS-009-MSC-BAH	RCSI-Bahrain	This programme is delivered entirely in Bahrain by a combination of academic staff from RCSI-Dublin & RCSI-Bahrain	9	2009	N/A

Non-collaborative Transnational Provision					
Programme title	**Location of provision**	**Type / description of arrangement**	**NFQ level**	**Start**	**End**
MSc in Healthcare Management RIOL-001-MSC-UAE	RCSI-Dubai, UAE (an International Campus of RCSI) http://www.rcsi.ie/dubai	This programme is delivered entirely in Dubai by the academic staff of the RCSI Institute of Leadership, some of whom are based in Dubai	9	2006	N/A
Postgraduate Diploma in Healthcare Management RIOL-001-DIP-UAE	RCSI-Dubai, UAE	This is an exit award of the MSc in Healthcare Management [RCSI-001-MSC-UAE]	9	2006	N/A
MSc in Quality & Safety in Healthcare Management RIOL-002-MSC-UAE	RCSI-Dubai, UAE	This programme is delivered entirely in Dubai by the academic staff of the RCSI Institute of Leadership, some of whom are based in Dubai	9	2006	N/A
Postgraduate Diploma in Quality & Safety in Healthcare Management RIOL-002-DIP-UAE	RCSI-Dubai, UAE	This is an exit award of the MSc in Quality & Safety in Healthcare Management [RCSI-002-MSC-UAE]	9	2006	N/A

Table 13: RCSI Educational Awards –collaborative provision

Collaborative provision							
Programme Title	**Location of provision**	**Partner Institution(s)**	**Awarded by RCSI (I) or Joint (J)**	**Type / description of arrangement**	**NFQ level**	**Start**	**End**
MSc in Engineering in Healthcare Technologies	Dublin	RCSI, Dublin City University & NUI-Maynooth	**J**	This is the first academic programme to be offered by the 3U Partnership http://3upartnership.ie/	9	2013	N/A
MSc in Organisational Change & Leadership Development RIOL-007-MSC-DUB	Dublin	Dublin City University http://www.dcu.ie/	**J**	This is a joint programme with dual accreditation (NUI/DCU). The programme is delivered by staff from both institutions for senior staff in Beaumont Hospital	9	2011	N/A
Professional Certificate in Children & Loss RIOL-008-CER-DUB	Dublin	The Irish Hospice Foundation http://hospicefoundation.ie/	**I**	This programme is delivered by staff of the Irish Hospice Foundation and of RCSI	9	2012	N/A
Post-graduate Diploma in Bereavement Studies RIOL-003-DIP-DUB	Dublin	The Irish Hospice Foundation	**I**	This programme is delivered by staff of the Irish Hospice Foundation and of RCSI	9	2006	N/A
MSc in Bereavement Studies RIOL-003-MSC-DUB	Dublin	The Irish Hospice Foundation	**I**	This programme is delivered by staff of the Irish Hospice Foundation and of RCSI	9	2011	N/A

Collaborative provision							
Programme Title	**Location of provision**	**Partner Institution(s)**	**Awarded by RCSI (I) or Joint (J)**	**Type / description of arrangement**	**NFQ level**	**Start**	**End**
MSc in Industrial Pharmaceutical Sciences PHAR-002-MSC-DUB	Sligo & Dublin	Institute of Technology Sligo http://itsligo.ie/	**I**	The course is delivered jointly by RCSI & IT Sligo by distance learning, with block attendance. The modular structure and credit system facilitate candidates studying for the degree while working	9	2003	N/A
Certificate in Biomedical Sciences SMED-002-CER-DUB	Tralee	Institute of Technology Tralee http://www.ittralee.ie/en/	**I**	This programme is delivered by staff of IT Tralee and of RCSI. On successful completion of the programme, students are admitted to the medical degree programme at RCSI	6	2012	N/A
MB, BCh, BAO degree(s) in Medicine SMED-001-MBB-PMC	Dublin & Penang, Malaysia	Penang Medical College (PMC), Malaysia http://www.pmc.edu.my/	**I**	A 'twinning programme'; PMC students spend the first 2.5 years of the 5 year medical degree programme at RCSI-Dublin before returning to PMC to complete their clinical training	8	1997	N/A

Collaborative provision							
Programme Title	**Location of provision**	**Partner Institution(s)**	**Awarded by RCSI (I) or Joint (J)**	**Type / description of arrangement**	**NFQ level**	**Start**	**End**
MB, BCh, BAO degree(s) in Medicine SMED-001-MBB-PER	Kuala Lumpur, Malaysia	Perdana University (PU), Malaysia http://www.perdanauniversity.edu.my/	**I**	The PU-RCSI School of Medicine has licensed the RCSI medicine curriculum for delivery in Kuala Lumpur by a faculty consisting of seconded RCSI academic staff and local hires	8	2012	N/A
PhD (Co-tutelle) SPGS-003-PHD-DUB	Ireland & France	University of Montpellier I, France http://en.www.univ-montp1.fr/	**J**	PhD candidates are supervised in their research jointly by academic staff of RCSI and of the University of Montpellier I	10	2009	N/A

Table 14: RCSI Educational Awards – Linked Providers

Linked Providers				
Programme Title	**Linked Provider**	**NFQ level**	**Start**	**End**
MSc in Anaesthesia SPGS	The College of Anaesthetists of Ireland http://www.anaesthesia.ie/	9	2002	2013

Dearbhú Cáilíochta agus Cáilíochtaí Éireann
Quality and Qualifications Ireland (QQI)

Telephone: +353-1-9058100

www.QQI.ie

QQI, an integrated agency for quality and qualifications in Ireland