RCSI Dubai Institutional Quality Review
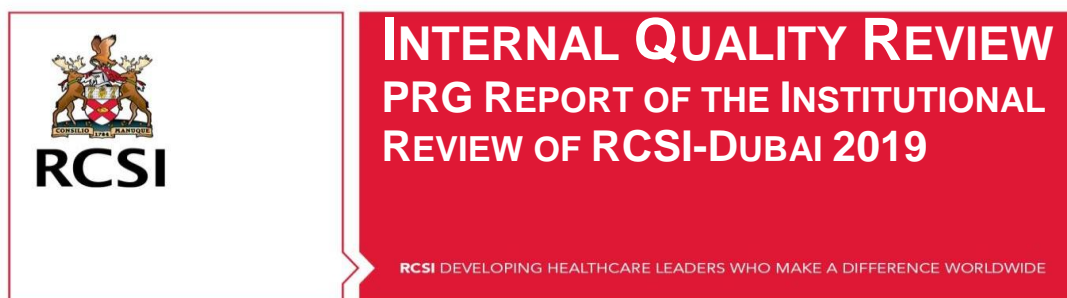
PRG Report 2019

RCSI DEVELOPING HEALTHCARE LEADERS WHO MAKE A DIFFERENCE WORLDWIDE

INTERNAL QUALITY REVIEW
PRG REPORT OF THE INSTITUTIONAL REVIEW OF RCSI-DUBAI 2019

RCSI DEVELOPING HEALTHCARE LEADERS WHO MAKE A DIFFERENCE WORLDWIDE

Peer Review Group Report

RCSI-Dubai 2019

DOCUMENT CONTROL SHEET

Name of Unit	RCSI-Dubai					
Project Title	Institutional Quality Review					
Document Title	Peer Review Group Report					
This Document Comprises	DCS	TOC	Text	List of Tables	List of Figures	No. of Appendices
	1	1	23	0	0	1

Rev	Status	Author(s)	Reviewed By	Approved By	Office of Origin	Issue Date
1	Final Draft	PRG	AW	PRG	QEO	8 Jul 2019
1	Final	PRG	PRG	PRG	QEO	30 Sept 2019

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2.1 Background & context for the Institutional Review

2.1.1 Context & legislative underpinning

The Royal College of Surgeons in Ireland (RCSI) is a not-for profit, independent academic institution which is both a surgical Royal College and a single-faculty health sciences higher education institution. RCSI independent degree-awarding powers were commenced by ministerial order in 2010 as the result of a review by the Higher Education Authority (HEA) and the National Qualifications Authority of Ireland (NQAI). RCSI was confirmed as one of ten Irish Designated Awarding Bodies (DABs) by the Qualifications and Quality Assurance (Education and Training) Act 2012. RCSI is also a recognised College of the National University of Ireland (NUI).

Current legislation ensures that RCSI, in common with other Irish higher education institutions, is subject to review and oversight by the relevant national external quality assurance body, Quality & Qualifications Ireland (QQI). Statutory instruments that underpin RCSI and the basis for review in higher education include:

- The Universities Act 1997

- The Education and Training Act 1999

- The RCSI (Charters Amendment) Act 2003

- The Qualifications and Quality Assurance (Education and Training) Act 2012

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 RCSI. In this context, the remit of QQI includes educational provision by RCSI both in Ireland and overseas.

2.1.2 RCSI Quality Assurance/Quality Improvement review processes

Following the commencement of RCSI independent degree-awarding powers in 2010, RCSI established a Quality Committee chaired by the Chief Executive Officer to develop and guide the implementation of institutional Quality Assurance/Quality Improvement (QA/QI) policies and procedures under the overarching framework of the European Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG 2009 & 2015) and relevant Irish legislation. In parallel, the Quality Enhancement Office (QEO) was established as the executive arm of the Quality Committee. Since 2011, the QEO has developed four parallel cycles of Internal QA/QI Reviews:

- reviews of Schools within the Faculty of Medicine & Health Sciences (FMHS)

- reviews of Administrative/Support Units within the FMHS

- reviews of Postgraduate/Professional Faculties

- reviews of International Campuses

RCSI currently has four international campuses which exemplify a variety of modes of educational provision:

- RCSI-Bahrain (transnational provision)

- RCSI-Dubai (transnational provision)

- Penang Medical College (transnational collaborative provision)

- Perdana University-RCSI School of Medicine (transnational collaborative provision)

The first review of an RCSI international campus, that of the Perdana University-RCSI School of Medicine (PU-RCSI), was carried out by the QEO in 2012-2013; PU-RCSI, as a new 'start-up' has been subject to annual review by the QEO since then. Penang Medical College (PMC), which is owned jointly by RCSI and University College Dublin, was subject to Institutional Review in 2014 in a process managed jointly by the QEO and the UCD Quality Office. RCSI Dubai was included in the 2012 Internal Quality Review of the Institute of Leadership. RCSI Dubai is now being reviewed in the capacity of a branch campus. It is a wholly-owned international campus.

The RCSI-Dubai was established in 2005 and is located at the Mohammed Bin Rashid Academic Medical Center in Dubai Healthcare City. The RCSI-Dubai Institute of Leadership is one of the schools that comprises the Royal College of Surgeons in Ireland. The Institute of Leadership also operates in RCSI's Ireland and Bahrain campuses. RCSI-Dubai offers postgraduate education, training and consultancy in leadership, management, patient safety and quality. The Institute also provides continuing professional development and bespoke training programmes aimed at facilitating the development of effective healthcare organisations. RCSI-Dubai is subject to a wide range of quality assurance procedures managed by the Commission for Academic Accreditation (CAA) in the United Arab Emirates (UAE).

2.2 Review objectives & criteria

2.2.1 Objectives & criteria

Objective 1 – To consider the effectiveness of quality assurance procedures in the context of planning, governance and strategy, taking into consideration the roles of RCSI Dubai as a branch campus of RCSI

Criteria

1. the vision for the institution and its relationship to quality assurance systems

2. the engagement of the governing body in strategic planning and quality assurance management

3. the role of quality management in institutional strategic planning, management and operations management

4. the quality assured procedures for underpinning strategic and operations management decisions using external and internal information

Objective 2 – To evaluate the structure and effectiveness of RCSI-Dubai & Institute of Leadership governance provisions and administrative procedures, in particular as they serve to integrate RCSI-Dubai into the global institutional/corporate governance of RCSI and to facilitate transnational delivery of RCSI programmes.

Criteria

1. the relative roles of the Advisory Board of RCSI-Dubai vis-à-vis that of College Board and associated RCSI governance structures in the strategic and operational governance and management of RCSI-Dubai (Split into 2 levels)

2. the nature and effectiveness of interactions between academic and administrative functions at RCSI-Dubai and IOL Dublin and IOL Bahrain

3. the policies and procedures for ensuring coherence in programme delivery between RCSI and RCSI-Dubai

Objective 3 – To evaluate the structures and procedures implemented by RCSI-Dubai to ensure that its students enjoy a comparable student experience to that pertaining at the RCSI 'home' (i.e. Dublin) campus.

Criteria

1. provision for student representation at all levels in RCSI-Dubai committee structures

2. provision for student participation in research and inter-campus exchanges

3. mechanisms for gathering and for responding to student feedback

Basis for the objectives & 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 as set out in the Institutional Review of Irish Universities (IRIU) Handbook, Irish Universities Quality Board (2009). This will be augmented by criteria and guidelines derived from the following:

● Principles for Reviewing the Effectiveness of Quality Assurance Procedures in Irish Higher Education and Training, Irish Higher Education Quality Network (2007)

- Guidelines for the Approval, Monitoring and Review of Collaborative and Transnational Provision, Irish Higher Education Quality Network (2013)

- Standards and Guidelines for Quality Assurance in the European Higher Education Area – 4th Edition, ENQA (2009 & 2015)

- CAA Standards (2011)

3 REVIEW METHODOLOGY

The Review Panel received a Self-Assessment Report (SAR) and supporting documentation, prepared by RCSI-Dubai, prior to the site-visits in Dublin and Dubai. The Review Panel had the opportunity to request additional information/documentation as required. The Quality Review comprised two site-visits. The Review Panel visited RCSI Dublin in the first instance to meet with staff in RCSI. The Review Panel then visited RCSI-Dubai to meet with staff, students, alumni and stakeholders.

3.1 Review Panel

Dr Oliver Vettori (Chair)	Dean of Accreditation and Quality Management and Director of Program Management and Teaching and Learning Support at WU Vienna (Vienna University of Economics and Business)
Dr Ghada Abaido	Assistant Professor, Faculty of Communication, Arts and Sciences. Canadian University Dubai
Ms Julie Creedon	Programme Manager, PU-RCSI Programme Office, RCSI
Ms Triona Fortune	Managing Director of Fortune Quality Accreditation Services (FQAS) 4&5
Mr Dale Whelehan	ENQA and ESU expert in Quality Assurance
Ms Anne Weadick (Review Coordinator / Rapporteur	Quality Reviews Manager, RCSI

4 INTRODUCTION AND CONTEXT OF RCSI DUBAI

RCSI Dubai is rather unique within the overall structure of RCSI as it is presented as an RCSI offshore campus, but basically seems to consist of the Emirates branch of the RCSI Institute of Leadership. Although the SAR dedicated several pages to explaining the structure of RCSI Dubai within the overall institutional structure and even after a couple of interview days, the panel still did not find a definite answer to the question: what is RCSI Dubai? This is already a result in itself and is thus emphasised at the beginning of this section.

What was clearly conveyed by the SAR and the narratives during the review is the fact that RCSI Dubai has emerged organically rather than being the result of a planned effort. Original plans were apparently geared towards offering medical education in the region, but even though this attempt did not work out, new possibilities arose – and were taken. Overall, the history of RCSI Dubai seems to be a history of seizing opportunities and adapting to changing environmental factors. Thus far, RCSI Dubai has been rather successful in this regard: There is a high level of trust in RCSI Dubai and the brand it represents among the alumni, students and partners in the region and walking the extra mile, by obtaining the rather resource-intense and bureaucratic CAA accreditations seems to pay off. Overall, RCSI Dubai seems to be dealing very well within a very complex and bureaucratic legal environment and provides a strong foothold in a region with considerable market entrance hurdles. The unit is making a profit and the stakeholders seem to be very satisfied with the quality of all operations.

On the other hand, the fact that the "*opportunistic*" (quote from an interview) approach has worked well in the past is not a guarantee for future success. If the panel had to draw a picture of the future of RCSI Dubai as it presented itself during and after the review it currently looks rather like the London metro plan not like the proverbial roadmap. There are a lot of different options that could be taken. There are also interjections where they meet – but it did not become clear to the panel what happens if one of the connections is missed and if – at least for RCSI Dubai with its specific local requirements and priorities - all the lines have to be serviced at once. In other words: one of the most often used words in the SAR and during the site visit was the word "*probably*" – yet not with regard to environmental challenges but with regard to strategic options and plans.

This is not to say that RCSI Dubai is not aware of the challenges – on the contrary: Most of them have been identified rather clearly, and the opportunities and risks are even assessed to a certain degree. The problem is, that many of the options are contingent or at least interdependent and following an option to the end while forsaking others does not seem to bode well with the organisation culture.

In the absence of clear long term goals, objectives like "*growth*" and "*impact*" have been frequently mentioned during the interviews – also by RCSI's senior management team.
But what does growth mean? What does impact mean? It might be helpful to further explore these very questions, coming up with more concrete goals, milestones – but also ideas of how to grasp and measure the impact and growth. This might be one way of getting a clearer strategic outlook for the unit and for untapping its full potential.

In addition, the peer review team discovered a need to re-evaluate the current strategies, structures, processes and the mindset of RCSI Dubai in order to manage the transition from start-up to scale-up. Growth will come at a price and the price might also be to give RCSI Dubai an identity of its own. IOL's general strategy might be focussed too much on the Irish situation: throughout the report there is only a weak link between the strategic goals and the actual problems/risks/opportunities for/of the Dubai branch. Most areas of improvement for RCSI Dubai are not linked to the actual strategic plan.

Summing up, the current approaches have been very successful in the past and made RCSI Dubai happen in the first place. But in order for RCSI Dubai to move forward, it needs a clear long term strategy supported by RCSI's SMT and a definite answer to the question "what is RCSI Dubai?" even if it means making some sacrifices to things the unit holds dear from the start-up phase. Finding the right balance between the big picture in Dublin and regional and local requirements will be a key success factor. Localising RCSI's community outreach strategy and adapting it to the regional needs could be an important first step in this direction.

4.1 Commendations

The panel wants to commend RCSI Dubai on its success in the past and for establishing a trusted brand in a dynamic environment that is complex and difficult to navigate.

The peer review team recognises that RCSI Dubai has dealt successfully with changes in the past and senses a general sense of optimism about the future as well as a strong "we can do it" vibe.

4.2 Recommendations

The panel advises RSCI Dubai in cooperation with RCSI's senior management team to develop a clear long term strategy with measurable mid- and long term goals, milestones and a roadmap of how to get there.

5 ORGANISATION AND MANAGEMENT

The Institute of Leadership (IOL), RCSI Dubai is governed by RCSI Dublin. The academic staff presently report directly to the Director of IOL, as the Academic Directors position is currently vacant. The Director of Operations is responsible for Dubai and Bahrain and reports to the Head of Operations in Dublin. The Head of Operations and the Director of IOL report into the Senior Management Team via the Director of Healthcare Management. While there are many different layers of management all areas of responsibility and reporting lines are clear to the staff of RCSI Dubai and Dublin.

The Head of Operations and the local Director of Operations are both relatively new positions and both have restructured systems and processes which have enhanced communications between the two countries. The operations team are small in number but very dedicated and flexible. The customer service they provide is to be commended. There is an open door policy and the staff know all students by name. The majority of operational services are shared with Dublin and some also with Bahrain. These are still being formalised and the time difference causes minor challenges but strong relationships between Dublin and Dubai mitigate this risk.

The programmes are delivered by two local faculty, four full time Dublin based faculty as well as by a number of adjunct faculty, the latter appreciated by the students as they add an international perspective. There are only two full time faculty in Dubai with adjunct faculty filling the gaps, During this external review, interviews were being conducted for two new faculty, which will help in providing curriculum content but more importantly to support a new research programme. The research programme is in its infancy, with a committee only formed in the last ¼ of 2018. The exact job description (including specific teaching obligations) for new faculty was not clear and seemed dependent on who would be the successful candidate.

Even though CAA requires it, the current workload model is not fully clear. Once the two new faculty are employed it could be reconsidered.

The Programme Directors from the three sites (Dublin, Bahrain and Dubai) meet regularly and there are opportunities for all sites to inform changes to the curricula. However, these meetings are not always documented and tend to be somewhat ad hoc due to their informal character. This is further complicated by the reliance on adjunct faculty.

The CAA require the establishment of an Advisory Board which should be made up of local representatives to ensure cultural sensitivity, advise on major contracts, input into strategy and comment on the content of curricula. The external review team had the opportunity to meet the Advisory Board while in Dubai and was impressed with their standing and expertise. They seem to be holding RCSI Dubai in high esteem but might be still underused in terms of strategy advising.

The staff in Dubai together with the staff in Dublin develop an annual business plan. This business plan is informed by student numbers both from previous years and projections going forward. Discussions with the financial team in Dublin validated their input into financial planning to support the business plan. Some financial projections for 2020 were based on 5 masters programmes each with 40 registrations which may not be realistic and needs further evaluation.

5.1 Commendations

The level of professionalism and expertise among all the staff and faculty, including the support staff in Dublin and Bahrain and in general a high degree of (self) awareness and reflectivity.

5.2 Recommendations

Continue to pursue the addition of at least two faculty who have clear job descriptions which are in alignment with the strategic direction of RCSI Dubai.

Formalise operational and academic meetings and corresponding actions between the three sites.

6   STAFF AND RESOURCES

The external evaluation team met with the IOL staff in Dublin and with the staff in Dubai. The Dubai team is small with 5 full time staff and a Director of Operations who is also responsible for Bahrain. There are only two faculty and one of these also has responsibilities in Bahrain. 100% of the Dubai staff are expatriates. All of them commented on the good work life balance at their site. The Director of Operations has a very good knowledge of both the UAE and Dubai and has a good handle on market competition and other risks. It may be appropriate, if a suitable candidate applies, to employ a local staff member as the team grows.

With positions already difficult to fill and the problems that would arise from key faculty and staff leaving a real risk, an HR strategy that is tailor-made to the needs and requirements of RCSI Dubai (in connection with the other sites) would be a good idea. Making someone responsible to systematically work on the regulations from the various UAE authorities, including the localisation of all RCSI policies and procedures, could be an important element of this strategy.

Detailed orientation is available for new staff but it is not always possible to include a trip to Dublin during this time. Going forward this should be considered as a standard item in all orientation programmes, in particular as all major strategies and policies originate from RCSI Dublin.

All staff were familiar with their roles and worked very well together as a team. A recent move to open plan for the Director and operations team was well received.

There is an annual formal professional development planning programme in place, with midyear reassessment and readjustments. Career opportunities are limited due to the small size of the team. It may be necessary to review other forms of professional development and motivation of staff.

Presently there is no time for the academic staff to conduct any research but this should change in the near future. Team wide training is also provided to the operational staff, with a recent example being a training in the VLE.

Staff feedback is conducted annually as part of the CHEDS (Centre for Higher Education Data and Statistics) biannual submission process but is very limited in its responses and of little value. Staff feedback is also provided through the PDP system whereby meetings take place twice per year with the Director, Head of Operations or the Director of Operations (Dubai) as appropriate. With a team of 6 it is difficult to conduct an anonymous survey, hence the open door policy of the Director in Dubai is probably more useful.

The offices of RCSI Dubai are located in the Mohammed Bin Rashid University of Medicine and Health Sciences in Dubai Healthcare City. They are compact but well designed and staff friendly. RCSI staff and students have access to a number of the facilities including a substantial library and study spaces. While parking is provided it is not always available. There is a possibility that by 2020 this office space will no longer be available to RCSI. This could be an opportunity for RCSI Dubai to move to purpose branded offices as presently there is no outside signage to indicate their presence. Two new faculty will cause some disruption to the present lay out.

Teaching space within MBRU is more of a challenge than office space as it competes with so many other faculties. With careful planning this is not an issue with two masters but will be very difficult when the third masters programme is introduced. A tour of the campus provided a good insight into the high level of audio visual and teaching space within MBRU.

6.1 Commendations

The dedication of staff and faculty who demonstrate a strong sense of commitment and a great enthusiasm for the work they are doing.

6.2 Recommendations

Consider providing a new position (part time may be sufficient) to systematically work on the regulations from the various UAE authorities and the standardisation of all policies, procedures and guidelines.

Develop an HR strategy that is dealing more specifically with the needs and requirements of RCSI Dubai

7 TEACHING, LEARNING AND ASSESSMENT

From the outset it was made clear that the planned expansion of the courses offered by RCSI-Dubai is geared towards innovation and impact. This seems to align nicely with the strategic priorities of the Emirate of Dubai. Currently, two master programmes are offered – an MSc in Healthcare Management and a MSc in Quality and Safety in Healthcare Management. All programmes are subject to accreditation by both the NUI and the CAA. The new MSc course due to commence in September 2019, entitled MSc in Leadership and Innovation in Healthcare has received initial accreditation by the CAA and is subject to full accreditation procedures in 2021.

The focus on teaching, learning and assessment in the MSc courses offered is that of a blended approach which must be commended. Students are present for a limited amount of days during the academic year on-site and complete all other coursework via an online learning environment. This VLE seems well supported. In the initial year of their two year program, students undertake six modules before completing an organisational development change project in their conclusive year. This aligns nicely with the strategic priorities of Dubai, and shows real potential for embedding the work of RCSI in healthcare in Dubai. One of the main concerns regarding this capstone project is the support provided for students through supervision. There is a lack of consistency in supervisor input, and perhaps RCSI Dubai could consider working on larger implementation projects through group-based activities in the future as opposed to low-impact organisational changes. This may assist in developing (research) impact the unit seems to be looking for. In addition, collaboration among students across the three main RCSI campuses may offer an enriched learning experience for all, and offer a unique learning opportunity that other institutions cannot provide. Similarly, students wished for the opportunity to engage in research degree programmes to eventually obtaining doctorate as such structures are scarce in the Dubai higher education landscape. This is something that RCSI-Dubai should consider. Respective programs could be in the arena of strategy and innovation.

There are currently two teaching staff on the premises full-time, with the aim for recruitment of a further two staff. Additionally, staff from the Dublin campus regularly visit the campus for module teaching which is highly valued by the students.

The philosophy of teaching is that of a constructivist approach, whereby the use of techniques such as group work, flipped classroom, and the teacher as a facilitator are encouraged to promote adult learning. This was highly valued by the students in most cases. Student feedback into the teaching and learning process is evident in formal and informal mechanisms. The methodology for collecting student input into curriculum design should be reconsidered to align it more with the partnered style teaching and learning as online surveys may not be the most suitable means of making meaningful change and supporting the partnership.

One of the risks with regards to programme progression is that of the high risk of failure amongst students with completion rate of the master courses at 80% and 63% respectively within the two-year timeframe. As stated in the Self-Assessment report, there is an imperative to achieve a GPA of at least 3 out of 4 in order to progress. Currently, this is being tackled through individual formative feedback, yet efforts should be considered if support services from the Dublin campus may assist in addressing this risk. Some of these services may include student support for mental health, academic skills, and English language support.

In addition to their formal master programmes, RCSI-Dubai also conducts a series of executive training programmes, the most successful of which has been the 'Women in Leadership'

programme. Their links with industries in Dubai Healthcare is apparent through these consultancy projects.

No formal student representation such as a student union structure exists within RCSI-Dubai which may reflect the cohort of students enrolled within the programmes offered (i.e. Master courses for Professionals). Nonetheless, student representation is an important aspect of quality enhancement of teaching and learning and thus efforts to build capacity should be considered.

Nonetheless, it is evident that the student experience at RCSI-Dubai is extremely positive for both personal and professional growth. The programmes are highly commended for their ability to develop collaboration across different professional bodies, for developing critical writing and thinking skills. An increase of clinically relevant scenarios were recommended by the student body, as well as a more streamlined process for assignment submission and feedback provision. This is also the case for handbook requirements and in-class requirements which appeared inconsistent at times.

Master courses are viewed more highly when compared to Postgraduate Diplomas, yet efforts to ensure the quality of the courses provided are of Masters standard should be upheld.

RCSI-Dubai should consider working with the Quality Enhancement Office in the development of thematic analysis and project plans relating to teaching, learning and assessment in the coming months. This will assist with the CAA accreditation.

It would also appear that the current facilities available to students, such as the simulation lab at MBRMAC should be further utilised to ensure deep learning of patient safety and quality measures.

7.1 Commendations

Students thoroughly enjoy their experience in RCSI-Dubai and feel treated like partners in teaching and learning thus promoting the constructivist philosophy of the institution.

7.2 Recommendations

Collaboration of students in modules or on projects across the three main RCSI campuses may offer an enriched learning experience for all, and offer a unique learning opportunity that other institutions cannot provide

Efforts should be considered if support services from the Dublin campus may assist in addressing the risks of students failing. Some of these services may include student support for mental health, academic skills, and English language support.

8   CURRICULUM DEVELOPMENT AND REVIEW

RCSI-Dubai currently has students enrolled on two Master Programmes, with the aim for enrolment in a third MSc programme commencing in September 2019. The desired attributes of graduates are to be able to apply research, to be scholarly and critically reflective in their professional lives, and to lead on innovation and impact in Dubai Healthcare. This appears to have been a successful metric, with many graduates of the institution working in senior positions within the Healthcare system.

RCSI-Dubai is set to offer a new MSc in Leadership and Innovation which has received initial CAA accreditation. This is commendable and reflective of the market needs. Depending on the success of this programme over the next 2 years it may be wise to evaluate the need for the MSc in Healthcare Management Programme. The Quality and Safety in Healthcare Management Programme appears to have currently reached its potential, with student number indicators for the current year indicating a decrease in intake. Appreciating the restrictions on changing the learning objectives, the curriculum content is dated. The staff should be commended for the innovative ways of adding topical subjects, such as human factors influences on risk and the second victim into the syllabus. The decision on the future of this master's course should be considered and appropriate resource allocation discussed. This is in conjunction with projected plans for provision of a Diploma in Clinical Leadership and a Masters in Health Professions Education.

In the second year, students complete a capstone project, which is primarily for quality improvement within their own professional institution. The students receive support in a supervisory role from staff across the three RCSI campuses. This is allocated 30 ECTs. The main aim of this project is to demonstrate an organisational development project with intended additional societal impact as is promoted by strategic priorities of the Emirate of Dubai. RCSI-Dubai could improve its social responsibility by leading on initiatives within curriculum which tackle social disparity and major health challenges within the region.

Efforts could be made to link with alumni and the advisory board with regards to what the industrial gaps are within the healthcare market to which RCSI-Dubai curriculums could address and fulfil. This process should be formalised and RCSI-Dubai based. The context of the region and its input into the curriculum is pivotal for the longevity of RCSI-Dubai programme provision. This may inform changes in current MSc programmes. The stringency of the current learning outcomes for the master courses provided currently may be enhanced through this process also.

The quality mechanisms that exist between students and staff currently are reflective of a partnership nature. Students have the opportunity to feedback both formally and informally into module implementation. Efforts to involve students in the design and review of curriculum as a whole however should be considered as a priority going forward to ensure a student-centred approach to all aspects of the programme provided. This may lead to innovation within the curriculum such as the peer assessments which already occur in the VLE.

RCSI-Dublin recently successfully trialled the 9 day executive development programme in RCSI-Dubai before scaling up opportunities in adjacent campuses. This and similar programmes could be considered further with the campus in RCSI-Dubai.

8.1 Commendations

The Women in Leadership executive development programme which connects the RCSI business orientation to the impact mission.

The innovative mediums of addressing current changes in patient safety and quality content.

8.2 Recommendations

With regard to the dynamically changing environment, formally (re)evaluate the market for the existing and planned MSc programs and adapt the curricula if needed.

9 RESEARCH ACTIVITY

RCSI has a clear research strategy for the entire institution. In line with the university's mission, the overall objective is defined as improving health through translational research. The benefits of patients, populations and entire healthcare systems seem to be the top priority. This overall objective is then broken down into ten strategic goals that inform the strategic research plan 2014-2020.

According to the SAR (p. 51), IOL's research contributes to all the strategic goals, in particular in the area of Population Health and Health Service. It is not explained, however, what these contributions actually look like. Research activities of the entire unit are on a rather modest level, at least if the publication list is taken as an indicator. This holds even more true for RCSI Dubai, where the two current faculty members' time seems to be almost fully taken up by teaching and development duties.

All interviewees, including IOL's senior management and the faculty at RCSI Dubai seemed to be well aware of the situation and have pointed out that research is already becoming a higher priority. The appointment of a research coordinator for IOL and the first steps towards identifying "low hanging fruit" in order to increase the number of publications (e.g. replication studies in the Arab region) can be regarded as important cornerstones of this new prioritisation.

The SAR also points out that the environment in the United Arab Emirates is actually favourable for applied research in healthcare. The Emirates' strong innovation agenda is also translated into considerable funding – although it remained unclear to the panel to what degree these funds would also be obtainable for institutions such as RCSI Dubai.

In a nutshell, IOL and RCSI Dubai have clearly stated ambitions to increase their research volume in the next years – but beyond this goal, plans appeared still rather vague: what kind of research? With what goal? Considerable hope is projected into the second year projects of the programs offered by RCSI Dubai, in particular with regard to the soon to be started MSc In Leadership and Innovation. But in order to get such projects into a publishable form, the the projects will need to be carefully designed and students will need a different kind of support and training than for the current OD oriented projects.

9.1 Commendations

There is a clear willingness to improve research productivity and ideas such as building on the capstone projects from the MSc programs seem a smart choice for the initial phase.

9.2 Recommendations

With student projects being so important, some careful thought should be given to how to define the more research-oriented student projects for the new MSc in Leadership and Innovation and how to prepare students for it in order to maintain or even increase the impact these projects could have. In the same vein, it would be advisable to explore other options for disseminating project outcomes beyond publications and posters and prepare students for this.

In addition, research ambitions should be carefully weighed against the unit's primary focus of teaching and development and in light of the available resources and research capacity.

10   MANAGEMENT OF QUALITY AND ENHANCEMENT

Quality and enhancement is well organised and managed within RCSI-Dubai. QA processes within the college are coordinated by the QEO in Dublin in association with the Universities Act, (1997). There are four main processes associated with Quality Assurance and enhancement. These are programme approval, accreditation and review; internal quality reviews; statutory institutional reviews by the CAA and NUI; and feedback and improvement planning.

All degree-awarding educational activities are liaised through the Medicine and Health Sciences Board in RCSI-Dublin. The Quality Committee is responsible for institutional quality strategy including RCSI-Dubai. This review is contained with the 'Internal Quality Review' aspect.

In addition, Institutional review of RCSI-Dubai will be conducted by the Commission for Academic Accreditation (CAA). Currently. RCSI lies outside the CAA accreditation timeframe from previous approval as a result of operational decisions within the CAA. RCSI Dubai has an educational permit from the freezone in Dubai Healthcare City and is an accredited higher education institution by the CAA. This is a commendable strategic direction. The accreditation of RCSI-Dubai programmes in adjacent Gulf countries may also attract a more diverse student population to enrol in programmes.

Formal, standardised feedback through online methodology is conducted in RCSI-Dubai and managed by the RCSI-Dubai Operations Team who liaises with programme and module directors respectively. Changes to curriculum and learning outcomes, which appear to be stringently set, are made at monthly Academic Meeting. In addition, two programme board meetings occur each year in which student representatives are invited for their input. RCSI-Dubai should consider liaising more closely with the QEO office for expertise in student feedback design and processes prospectively. This may involve altering the methodology in which student feedback is sought into the curriculum.

In addition, it may offer opportunities to build student representative capacity through training of students and staff on the principles of student partnership. This would support a more collaborative partnership approach to gathering and integrating student input into quality measures and promoting student-centred pedagogy and learning. This will also be important for overall curriculum design and enhancement. Given the close relationship which exists between staff and students, it is important to maximise the utility of this relationship, which also protecting the right to anonymous feedback. A process of liaising with student representatives on formal anonymised feedback to inform a partnered Quality Implementation Plan may be considered.

Feedback could be sought through alumni in how to improve overall curriculum learning outcomes and structure. This may inform thematic analysis and thematic projects going forward. A 'you said, we did' approach to closing the feedback loop currently occurs which is commendable. In addition, feedback from alumni is sought on an annual basis. This process could be enhanced through stakeholder feedback in-house for richer data and contextually relevant information from the Dubai Healthcare industry.

As part of the quality process, the issue of learning space was mentioned. Given the relationship with the adjoining medical school, and the plan for a review of the Memorandum of Understanding (MOU) between RCSI-Dubai and MBRU, considerations for the provision of additional more suitable learning space is recommended. In addition, access to library facilities

should be promoted to alumni to encourage lifelong learning and a sense of belonging to RCSI-Dubai.

10.1 Commendations

There is a rigorous method of quality assurance within RCSI-Dubai which is evident through the procedures and processes.

Students are engaged and willing to participate in the enhancement of quality in RCSI-Dubai which is likely as a result of a willingness to promote quality culture amongst teaching staff in the institution.

10.2 Recommendations

Alternative methodologies in which student feedback for teaching and learning enhancement including curriculum change, provision of learning material and altering learning outcomes should be considered.

Feedback could be sought from alumni in how to improve overall curriculum learning outcomes and structure (yet not limited to an annual survey).

11   SUPPORT SERVICES

The PRG commends RCSI Dubai on the commitment of the local faculty and staff to the ongoing support and pastoral care of their students. The PRG noted however, the lack of a dedicated counselling and student support service and recommends that RCSI Dubai consider providing the service of a counsellor for increased student support as the planned expansion of programmes evolves.

The PRG commends RCSI Dubai for the strong working relationship that exists between the operations teams in IOL in Dublin and Dubai. It was evident to the PRG that both teams share a vision of growth and process improvements across the campuses with improved supports and the student journey at the centre of all of their endeavours. The PRG noted the considerable amount of regulatory, accreditation and reporting work required in RCSI Dubai over the next 12 months and recommends that consideration be given to additional resources to support this work.

The PRG learnt from interviews with RCSI staff in Dublin and Bahrain about the shared support services arrangements in place for RCSI Dubai. It was evident that key support services are working well and the PRG acknowledges the degree to which the current arrangements have met the needs of RCSI Dubai to date. The team noted in particular the increased support from the finance teams in Dublin and Bahrain, these improvements have resulted in significant process improvements. The team welcomes the initiative to channel the entire financial function through RCSI Bahrain; this will be a positive step in terms of easing pressure and centralising this important function as RCSI Dubai scales up in terms of student numbers.

While the HR supports from RCSI Dublin and Bahrain are clearly of a high standard, positions remain difficult to fill and this presents a substantial risk to the ability to deliver the programmes, particularly if key faculty were to leave or were unavailable for a period. The PRG recommends a focussed HR plan that is specific to the needs of RCSI Dubai.

The PRG learnt of the relationship between the Student Academic and Regulatory Affairs (SARA) RCSI Dublin and were impressed by the level of expertise and support provided in terms of both regulatory and student disciplinary matters. The team notes that al RCSI student policies, procedures and student handbooks originate from the main campus in RCSI Dublin. The PRG recommend, where possible that all student related materials be localised to reflect the centre at which students are undertaking their studies.

11.1 Commendations

The PRG commends RCSI Dubai on the commitment of the local faculty on the ongoing academic support and pastoral care of their students.

The PRG commends RCSI Dubai for the strong working relationship that exists between the operations teams in IOL in Dublin and Dubai

11.2 Recommendations

The PRG recommends that consideration be given to additional resources to support the increased regulatory, accreditation and reporting work required in the IOL Dubai over the coming months.

The PRG recommends, where possible, that all student related materials be localised to reflect the centre at which students are undertaking their studies.

12 EXTERNAL RELATIONS

RCSI Dubai maintains a good working relationship with the CAA. There is an appropriate awareness that working with, supporting the aims of, and learning from the CAA furthers the academic goals of the university. RCSI Dubai complies with the reporting requirements specified by CHEDS whilst ensuring compliance with the European General Data Protection Regulation. The PRG commends the way RCSI Dubai works with the CAA to deliver an international curriculum focused as much as possible to local contexts and needs.

RCSI Dubai pinned that it has strong relationships with external stakeholders as provided in the SAR, yet the PRG didn't meet with any of the local stakeholders in Dubai. The PRG noted that positive feedback is an essential requirement from employers. Therefore, there was a lack of clear evidence regarding the level of satisfaction from the local stakeholders The PRG recommends continued development and strengthening of links with external stakeholders to ensure their support in all the RCSI Dubai activities

The PRG met with members of the RCSI Dubai advisory board that includes UAE Healthcare industry experts. The existence of this advisory board fulfils a CAA requirement. As mentioned in the SAR, the advisory board provides recommendations to RCSI Dubai on the strategic and operational levels, yet there is little evidence regarding the contribution of the board towards the development of policies, programs and curricula. The PRG recommends a more structured involvement from the advisory board to ensure further community engagement and more outreach approaches.

There is good interaction with the alumni and the students find talks with them helpful. The PRG supports the current development of the alumni network. The PRG commends the graduate opportunities provided locally. Especially as the University is facilitating the evolution of excellence in local leadership through its graduate programme. RCSI Dubai should consider engaging alumni through 'Alumni talks' in sharing career experience information and advice to students, developing intercampus initiatives and forums.

The PRG was of the opinion that academic success of RCSI Dubai in their curricula should be underpinned by ensuring health care workers are able to interact extensively with the community they serve. However, it was also apparent that due to the pressures on the curriculum, there was less time for such activities. The PRG understands that the next strategic plan will focus on innovation in healthcare, health awareness and Wellness. The PRG sees this as an opportunity to strengthen community outreach. The PRG recommends expansion of the community outreach programmes and advocates greater inclusion of students and faculty in them.

As curricula are common across all campuses of RCSI the group also sees this as an opportunity for global curriculum development building on the good work being done in Dubai. The PRG recommends that RCSI considers including an outreach programme in the curriculum across all campuses that fulfils local contexts and needs

12.1 Commendations

The evolving relationship with the CAA to deliver an international curriculum focused as much as possible to local contexts and needs.

Graduate opportunities provided locally, enabling career development to be dovetailed with other commitments

12.2 Recommendations

Continue development and strengthening of links with external stakeholders to ensure their support in all the RCSI Dubai activities

A more structured involvement from the advisory board to ensure further community engagement

To expand the community outreach programmes and to facilitate greater inclusion of medical students and faculty in them

that RCSI Dublin considers including an outreach programme in the curriculum across all campuses that addresses local needs and contexts

Introduction and Context of RCSI Dubai	**Commendations** • The panel wants to commend RCSI Dubai on its success in the past and for establishing a trusted brand in a dynamic environment that is complex and difficult to navigate. • The peer review team recognises that RCSI Dubai has dealt successfully with changes in the past and senses a general sense of optimism about the future as well as a strong "we can do it" vibe. **Recommendations** • The panel advises RSCI Dubai in cooperation with RCSI's senior management team to develop a clear long term strategy with measurable mid- and long term goals, milestones and a roadmap of how to get there.
Organisation and Management	**Commendations** • The level of professionalism and expertise among all the staff and faculty, including the support staff in Dublin and Bahrain and in general a high degree of (self) awareness and reflectivity. **Recommendations** • Continue to pursue the addition of at least two faculty who have clear job descriptions which are in alignment with the strategic direction of RCSI Dubai. • Formalise operational and academic meetings and corresponding actions between the three sites.
Staff and Resources	**Commendations** • The dedication of staff and faculty who demonstrate a strong sense of commitment and a great enthusiasm for the work they are doing. **Recommendations** • Consider providing a new position (part time may be sufficient) to systematically work on the regulations from the various UAE authorities and the standardisation of all policies, procedures and guidelines.
Teaching, Learning and Assessment	**Commendations** • Students thoroughly enjoy their experience in RCSI-Dubai and feel treated like partners in teaching and learning thus promoting the constructivist philosophy of the institution.

	Recommendations • A greater focus on the capstone project support provision id needed. Perhaps RCSI-Dubai should consider working on larger implementation projects through group-based activities in the future as opposed to low-impact organisational changes. In addition, collaboration across the three main RCSI campuses may offer an enriched learning experience for all, and offer a unique learning opportunity that other institutions cannot provide • Efforts should be considered if support services from the Dublin campus may assist in addressing this risk. Some of these services may include student support for mental health, academic skills, and English language support.
Curriculum Development and Review	**Commendations** • The Women in Leadership executive development programme which connects the RCSI business orientation to the impact mission. The innovative mediums of addressing current changes in patient safety and quality content. **Recommendations** • With regard to the dynamically changing environment, formally (re)evaluate the market for the existing and planned MSc programs and adapt the curricula if needed. • With student projects being so important, some careful thought should be given to how to define the more research-oriented student projects for the new MSc in Leadership and Innovation and how to prepare students for it in order to maintain or even increase the impact these projects could have.
Research Activity	**Recommendations** • With student projects being so important, some careful thought should be given to how to define the more research-oriented student projects for the new MSc in Leadership and Innovation and how to prepare students for it in order to maintain or even increase the impact these projects could have. In the same vein, it would be advisable to explore other options for disseminating project outcomes beyond publications and posters and prepare students for this. • In addition, research ambitions should be carefully weighed against the unit's primary focus of teaching and development and in light of the available resources and research capacity.
Management of Quality and Enhancement	**Commendations** • There is a rigorous method of quality assurance within RCSI-Dubai which is evident through the procedures and processes.

	• Students are engaged and willing to participate in the enhancement of quality in RCSI-Dubai which is likely as a result of a willingness to promote quality culture amongst teaching staff in the institution. **Recommendations** • Alternative methodology in which student feedback for teaching and learning enhancement including curriculum change, provision of learning material and altering learning outcomes should be considered. • Feedback could be sought through alumni in how to improve overall curriculum learning outcomes and structure.
Support Services	**Commendations** • The PRG commends RCSI Dubai on the commitment of the local faculty on the ongoing academic support and pastoral care of their students. • The PRG commends RCSI Dubai for the strong working relationship that exists between the operations teams in IOL in Dublin and Dubai. **Recommendations** • The PRG recommends that RCSI Dubai consider employing the service of a counsellor to provide increased student support as the planned expansion of programmes evolves. • The PRG recommends that consideration be given to additional resources to support the increased regulatory, accreditation and reporting work required in the IOL Dubai over the coming months. • The PRG recommends a focussed HR plan that is specific to the needs of RCSI Dubai. • The PRG recommend, where possible that all student related materials be localised to reflect the centre at which students are undertaking their studies
External Relations	**Commendations** • The evolving relationship with the CAA to deliver an international curriculum focused as much as possible to local contexts and needs. • Graduate opportunities provided locally, enabling career development to be dovetailed with other commitments **Recommendations** • Continue development and strengthening of links with external stakeholders to ensure their support in all the RCSI Dubai activities • A more structured involvement from the advisory board to ensure further community engagement. • To ensure employer and alumni feedback is being taken into full consideration

	• To expand the community outreach programmes and to facilitate greater inclusion of medical students and faculty in them. **Recommendation – to RCSI Dublin** • that RCSI considers including an outreach programme in the curriculum across all campuses that addresses local needs and contexts.

APPENDIX 1: SITE VISIT SCHEDULE

RCSI Dublin St. Stephen's Green Thursday 9 May 2019 Sir Thomas Myles Room		
Thurs 9 May 16.00 – 18.30	150 mins	*PRG Convene; QEO welcome, introduction and guidance session for PRG; PRG private planning meeting* Director of Quality & Quality Reviews Manager
Thurs 9 May 19.00 – 21.30	150 mins	*Dinner*

RCSI Dublin St. Stephen's Green Friday 10 May 2019 Sir Thomas Myles Room		
Date, Time & Venue	**Mtg. Dur.**	**Meeting Title**
Fri 10 May 08.30 – 09.00	30 mins	*PRG Private meeting time*
Fri 10 May 09.10 – 10.00	50 mins	*M1: SAR Ref: 4 Introduction & Context of RCSI-Dubai and 5 Organisation & Management*
Fri 10 May 10.00 – 10.50	50 mins	*M2: SAR Ref 7 & 8 Curriculum, Teaching and Learning*
Fri 10 May 11.00 – 11.30	30 mins	*M3: SAR Ref: 9 Research*
Fri 10 May 11.30 – 11.55	25 mins	*Private meeting time for PRG Tea/coffee*
Fri 10 May 12.00 – 12.50	50 mins	*M4: Meeting with Members of RCSI SMT*
Fri 10 May 13.00 – 14.00	60 mins	*Lunch and private meeting time for PRG*
Fri 10 May 14.00 – 14.50	50 mins	*M5: SAR Ref:11 Support Services* Meeting with Heads of Functions and IOL business liaison partners: HR, Finance, IT, SARA
Fri 10 May 15.00 – 15.50	50 mins	*M6: SAR Ref:10 Management of Quality & Enhancement*
Fri 10 May 15.50 – 16.10	20 mins	*Tea/coffee Private meeting time for Review Panel*
Fri 10 May 16.15 – 17.00	45 mins	*M7: SAR Ref: 5, 6 & 11 Organisation & Management, Staff & Resources and Support Services.*
Fri 10 May 17.00 – 18.00	60 mins	*Wrap up of the day's meetings and private meeting time for Review Panel*
Sat 11 May		*Travel to Dubai*

Date, Time & Venue	Mtg. Dur.	Meeting Title
Sun 12 May **08.45 – 09.30**	45 mins	*Review Panel Travel from Hotel to RCSI Dubai and convene*
Sun 12 May **09.30 – 10.45**	75 mins	*M8: SAR Ref: 6 Staff and Resources*
Sun 12 May **10.45 – 11.10**	25 mins	*Tea/coffee Private meeting time for Review Panel*
Sun 12 May **11.15 – 11.55**	40 mins	*M9: SAR Ref: 12 External Relations*
Sun 12 May **12.00 – 12.30**	30 mins	*M10: SAR Ref: 12 External Relations*
Sun 12 May **12.40 – 13.20**	40 mins	*M11: SAR Ref: 11 Support Services*
Sun 12 May **13.30 – 14.15**	45 mins	*Lunch and private meeting time for Review Panel* Meet with Advisory Board at this time.
Sun 12 May **14.20 – 14.50**	30 mins	*M12: Site tour (MBRU Academic Building)*
Sun 12 May **14.50 – 15.30**	40 mins	*M13 SAR Ref: 5, 6 & 11 Organisation & Management, Staff & Resources and Support Services.*
Sun 12 May **15.30 – 16.30**	60 mins	*Private meeting time for Review Panel*
Sun 12 May **18.30 – 20.30**	120 mins	*Dinner*
Date, Time & Venue	**Mtg. Dur.**	**Meeting Title**
Mon 13 May **08.30 – 09.15**	45 mins	Review Panel travel from hotel to RCSI Dubai and convene
Mon 13 May **09.15 – 10.15**	60 mins	*M14: SAR Ref: 4 Student Stakeholder Meeting*
Mon 13 May **10.30 – 11.30**	60 mins	*M15: SAR Ref: 4 Alumni Stakeholder Meeting*
Mon 13 May **11.30 – 11.50**	20 mins	*Tea/coffee Private meeting time for Review Panel*
12.00 – 12.45	45 mins	*M16: SAR Ref: 9 External Relations*
Mon 13 May **12.45 – 13.30**	45 mins	*Lunch and private meeting time for Review Panel*
Mon 13 May **13.30 – 15.30**	120 mins	*Private meeting time for Review Panel to prepare key findings*
Mon 13 May **15.40 – 16.00**	20 mins	*Review Panel Exit Presentation to all staff*
Mon 13 May **16.00**		*Review Ends*

RCSI

Quality Improvement Plan [7th February 2020]

Number	Recommendation in order of priority	SAR Reference PRGR reference	Response / Action Planned	Responsibility for Action	Resources Implications	Deadline / timeframe	Measurement / Benchmarking	Outcome / Status
1	The panel advises RSCI Dubai in cooperation with RCSI's senior management team to develop a clear long term strategy with measurable mid- and long term goals, milestones and a roadmap of how to get there.	4.2	The IOL will develop a long term strategy for RCSI Dubai (5 -10 years) with measurable mid and long term goals, milestones and a roadmap with reference to the RCSI Strategic Plan 2018-2022 to ensure alignment with the vision and mission of the University.	Director of Healthcare Management, Executive Director of Institute of Leadership	None	Q4 2020 (Draft) Q1 2021 (Final)	Publication of Strategy for RCSI Dubai (Final)	In progress
2	Develop a HR strategy that is dealing more specifically with the needs and requirements of RCSI Dubai.	6.2	The HR support for the IOL team has recently been restructured and HR support for RCSI Dubai will now be provided by the HR Team at RCSI Bahrain. This will ensure better alignment and contextualisation of processes in the Middle East. The Director of Operations in RCSI Dubai is working collaboratively with the Head of Human Resources in RCSI Bahrain to formulate a HR Strategy that meets the needs and requirements of the RCSI Dubai team.	Director of Operations, RCSI Dubai/Head of Human Resources RCSI Bahrain	None	Q3 2020	Recruitment of full staff complement at RCSI Dubai, Submission of Business Cases as Required	In progress
3	Continue to pursue the addition of at least two faculty who have clear job descriptions which are in alignment with the strategic direction of RCSI Dubai.	5.2	The first additional Senior Lecturer was appointed in September of 2019 and a second senior lecturer commenced in January 2020. There was one retirement in December 2019. This brings RCSI Dubai to full academic staff complement. A revised faculty model for IOL Middle East will be a central part of point 1.	Director of Healthcare Management, Executive Director of Institute of Leadership	None	Q1 2020	2 new senior lecturers appointed and commenced by Q1 2020	Complete
4	Consider providing a new position (part time may be sufficient) to systematically work on the regulations from the various UAE authorities and the standardisation of all policies, procedures and guidelines.	6.2	RCSI Dubai is currently working with the the Quality Enhancement Office (QEO) in RCSI Bahrain to scope the resource requirements for the management and coordination of accreditation and regulatory processes in RCSI Dubai. This work is being done in parallel with the development of a HR Strategy, and organisational and governance stuctures within the IOL. Please also refer to item 2 above.	Executive Director of Institute of Leadership	Resources Implications TBC	Q2 2020	Confirmation of the resourcing model to be implemented in order to manage and coordinate the accreditation and regulatory processes in RCSI Dubai	In progress
5	The PRG recommends that consideration be given to additional resources to support the increased regulatory, accreditation and reporting work required in the IOL Dubai over the coming months.	11.2	Please refer to item 2 and 4 above	See point 2 and 4	See point 2 and 4	See point 2 and 4	See point 2 and 4	See point 2 and 4
6	Formalise operational and academic meetings and corresponding actions between the three sites.	5.2	The IOL governance structure is currently being revised. In parallel, the IOL will review the current committees, forums and working groups and will formalise the associated structures and processes. Technology will be leveraged to ensure accessibility, fluid communication across international sites and centralised record keeping.	Director of Healthcare Management, Executive Director, Interim Academic Director, Interim Executive Development Director, Director of Operations RCSI Dubai, Operations Manager	None	Q3 2020	An organogram detailing governance and organisational structures	In progress

#	Recommendation	Ref	Response	Responsibility	Resources	Timeline	Evidence	Status
7	With regard to the dynamically changing environment, formally (re)evaluate the market for the existing and planned MSc programs and adapt the curricula if needed.	8.2	RCSI Dubai is committed to further developing and building new strategic partnerships within the healthcare industry in the UAE. These relationships are critical to our understanding of current and developing market needs. Early outputs of this work include the development of a Memorandum of Understanding with DHCC, and the development of a new and innovative educational offering in response to the market requirements. RCSI Dubai is committed to continuing to establish and grow these important strategic relationships. A feasibility study for the MSc in Healthcare Management and the MSc in Quality and Safety in Healthcare Management in RCSI Dubai will be carried out in 2020 as we prepare for the reaccreditation of these programmes. Central to these programme reviews will be the evaluation of their responsiveness to market needs and assessment of the need to adapt the curriculum. The future of the Masters programmes in RCSI Dubai will be individually assessed for relevance, and their curriculums and future determined with consideration to market requirements. In tandem the wider IOL will conduct a full review of all curriculum in 2020 to explore the introduction of a core + options model, in line with the ambitions of the RCSI Strategy 2018-22 to personalise the student experience, provide a seamless student journey, and improve our productivity through effective curriculum design. RCSI Dubai will continue to work with the Advisory Board to better understand the dynamically changing environment and leverage their industry expertise with regards to the industrial gaps, which RCSI-Dubai could address and fullfil.	Director of Healthcare Management, Executive Director, Interim Academic Director, Interim Executive Development Director, Director of Operations RCSI Dubai	None	Q2 2021	Signed memorandums of understanding. Feasibility Studies for the MSc Healthcare Management and MSc Quality & Safety in Healthcare Management. Minutes of Advisory Board Meetings.	In progress
8	Efforts should be considered if support services from the Dublin campus may assist in addressing the risks of students failing. Some of these services may include student support for mental health, academic skills, and English language support.	7.2	RCSI Dubai has confirmed that through recent discussions with the ComPPas team, that students can access support for Reasonable Accommodation (RA) through the ComPPas office in Dublin. Specialist language supports along with comprehensive academic writing guidelines and library supports are available at RCSI Dubai. There is a comprehensive student onboarding process in each location which is available online to ensure consistency and includes information on english language supports and academic writing. The IOL intends to engage in discussions with potential community based external partners to facilitate mental health and other supports as required.	Interim Academic Director, Operations Manager, Quality Assurance and Regulatory Manager	None	Q4 2020	SLA with external community based partner (TBC)	Ongoing
9	Collaboration of students in modules or on projects across the three main RCSI campuses may offer an enriched learning experience for all, and offer a unique learning opportunity that other institutions cannot provide.	7.2	Students currently have the option to attend up to two 10 credit modules in the Dublin campus and complete the paired or group assignment in that location. There are a number of Irish students on the overseas courses and vice versa. There is also a buddy system in operation in the Middle East campuses with alumni of their chosen programmes. The IOL will explore the option of a virtual research day whereby all students can participate and share their research projects. We are currently scoping the introduction of online journal clubs offering students the opportunity to work alongside those based in other IOL campuses. Finally, the unit will consider the option of running the Evaluation, Measurement and Research module online where students elect to attend one of three sessions. This will again provide a diverse group of partcipants across all three sites.	Interim Academic Director	None	Q3 2021	Possible virtual research day on one cohort of students as a pilot.	Ongoing
10	Alternative methodologies in which student feedback for teaching and learning enhancement including curriculum change, provision of learning material and altering learning outcomes should be considered.	10.2	The introduction of a new Evaluation and Quality Improvement planning process is underway as part of the #Better RCSI process improvement initiative. The first phase of the project focused on the evaluation process for students and a new system has been developed. The second phase of the project focuses on the development of a structure to support consistent quality improvement planning and the communication of quality improvement actions to students and other key stakeholders, including a "You Said: We Did" system of feedback. In parallel, the IOL have recently piloted the use of the value proposition canvas tool to facilitate the student voice in communicating the 'pains' and 'gains' from the student perspective. The roll out of this initiative will be explored for all sites.	Operations Manager/Quality Assurance & Regulatory Manager	None	Q3 2020	Quality Improvement Plans for academic programmes "You said, we did" presentations published on the VLE	

11	The PRG recommends that RCSI Dubai consider employing the service of a counsellor to provide increased student support as the planned expansion of programmes evolves.		Please refer to item 8 above.	Please refer to item 8 above.	Please refer to item 8 above.	Please refer to item 8 above.	Please refer to item 8 above.	Please refer to item 8 above.
12	With student projects being so important, some careful thought should be given to how to define the more research-oriented student projects for the new MSc in Leadership and Innovation and how to prepare students for it in order to maintain or even increase the impact these projects could have. In the same vein, it would be advisable to explore other options for disseminating project outcomes beyond publications and posters and prepare students for this.	9.2	The Research Methods and Methodology module (7) in the Masters in Leadership & Innovation will be dedicated to defining the student projects. Students will have access to online materials well in advance of the in-class delivery days. The Programme Directors will narrow the scope of the research projects for completion and they will align with the overall IOL research strategy and research areas. Students will receive a full presentation on research dissemination in year 2 and include a dissemination plan as part of their projects. The MSc LIH will undergo a full review prior to receiving full accreditation. The IOL will explore other technology options in terms of sharing links with industry.	Interim Academic Director	None	Q3 2020	Facilitated student feedback session on new MSc Leadership programme, curriculum review outputs.	Ongoing
13	Research ambitions should be carefully weighed against the unit's primary focus of teaching and development and in light of the available resources and research capacity.	9.2	In alignment with the wider institution, RCSI Dubai does not currently operate a workload allocation model. A component of the PDP process is the facilitation of a discussion to guide and direct workload in relation to teaching, research and service to the wider institution and community. RCSI Dubai is committed to the implementation of wider institutional policy and directives on workload allocation as they are developed in the future.	Executive Director/Interim Academic Director	None	Ongoing	Annual PDP submissions	Ongoing
14	Feedback could be sought from alumni in how to improve overall curriculum learning outcomes and structure (yet not limited to an annual survey).	10.2	Alumni will be invited to participate in stakeholder meetings in preparation for the programmatic reviews and re-licensure application. The current advisory board includes representation by 3 alumni members.	Director of Operations RCSI Dubai	None	Q4 2020	Alumni representation at stakeholder meetings for programme accreditation	To be completed
15	The PRG recommends, where possible, that all student related materials be localised to reflect the centre at which students are undertaking their studies.	11.2	RCSI Dubai will tailor all student materials to be RCSI Dubai specific. The team are committed to developing links with local and adjunct faculty to contextualise the curriculum where it is delivered.	Quality Assurance & Regulatory Manager/Faculty	None	Q3 2020		In progress
16	Continue development and strengthening of links with external stakeholders to ensure their support in all the RCSI Dubai activities.	12.2	See point 7	See point 7	See point 7	See point 7	See point 7	See point 7
17	A more structured involvement from the advisory board to ensure further community engagement.	12.2	The primary role of the advisory board is to consider, and make recommendations to the Leadership Team of the IOL, the RCSI Senior Management Team and, the Council of RCSI on select matters concerning RCSI Dubai. RCSI Dubai is committed to making community engagement a standing agenda item for advisory board meetings going forward. The experience and expertise of the advisory board is being leveraged at present in the development of a new offering to the UAE market and community.	Executive Director/Director of Operations RCSI Dubai	None	Q2 2020	Minutes of Advisory Board Meetings	In progress
18	To expand the community outreach programmes and to facilitate greater inclusion of medical students and faculty in them.	12.2	RCSI Dubai is committed to developing and maintaining a community engagement plan. RSCI Dubai will designate overall responsibility for community engagement to a staff member within RCSI Dubai. Opportunities for outreach will be explored, while acknowledging the limited time available to post graduate students engaged in full time employment. Opportunities to leverage our clinical and educational partners to facilitate greater inclusion will be scoped and developed.	Interim Academic Director, Director of Operations, RCSI Dubai	TBC	Q2 2021	Community Engagement Plan	To be completed
19	That RCSI Dublin considers including an outreach programme in the curriculum across all campuses that addresses local needs and contexts.	12.2	This recommendation will be considered as part of the programme review and reaccreditation process due to be completed in 2020. Scope will be explored as part of the associated feasibility studies to be conducted.	Director of Healthcare Management, Executive Director, Interim Academic Director, Interim Executive Development Director, Director of Operations RCSI Dubai	None	Q2 2021	Programme Feasibility Studies	To be completed