



Awards & Qualifications Committee

Application Phase 2: Academic Proposal

RCSI DEVELOPING HEALTHCARE LEADERS WHO MAKE A DIFFERENCE WORLDWIDE

All programme proposers must contact awardsqualifications@rcsi.ie to arrange a meeting before completing this form.

DO NOT SUBMIT THIS FORM UNTIL YOU HAVE BUSINESS CASE APPROVAL FROM A&QC AND HAVE MET WITH SOMEONE FROM A&QC.

SECTION 4 SHOULD ONLY BE COMPLETED FOR APPLICATIONS RELATED TO LEVEL 9 OR 10 NFQ RESEARCH DEGREE AWARDS.

1. LEAD PROGRAMME PROPOSER

List the name and contact details of the liaison person for communication with the A&QC.

Name	
Title	
School/Department	
Email	
Date	

2. PROGRAMME OVERVIEW

Title of programme (including exit awards/progression points (as applicable)) <i>e.g. MSc in ...; PG Cert in</i>		
Progression requirements (for students to continue to second year/subsequent stage of programme)		
School/Department		
Internal collaborations involved in programme <i>Guidelines: Are any modules or other aspects of this programme operated collaboratively with other schools within RCSI.</i>	Yes <input type="checkbox"/> No <input type="checkbox"/> <i>If yes, please list the affected modules in the section below, providing details of the other programmes and schools involved.</i>	
<u>Module Title</u>	<u>Programme</u>	<u>School</u>

<p>External collaborative institution(s)</p> <p><i>Definition: An external higher education institution or partner that participates with RCSI in the delivery of programmes and the administering of awards.</i></p>	<p>Yes <input type="checkbox"/> No <input type="checkbox"/></p> <p><i>If yes, please complete the A&QC Appendix Form for Dual, Joint and Collaborative Programmes</i></p>
<p>National Framework Qualifications (NFQ IRL) level</p>	
<p>Total credits (ECTS)</p>	
<p>Full or part-time</p>	
<p>Academic term (i.e. October – September or other)</p>	
<p>Duration (years)</p>	
<p>Entry requirements</p>	
<p>Delivery mode(s) (i.e. face-to-face; online; blended;)¹</p>	
<p>Professional/Regulatory considerations²</p>	<p>If YES, Name of Regulatory Body:</p>
<p>Proposed start date</p>	
<p>Once the programme is fully established, what will the annual intake numbers be and how have these been considered in the teaching and learning modalities?</p>	<p>Year 1 Intake _____ Year 2 Intake _____</p> <p>Teaching and learning modalities:</p>

¹ If the proposed programme is intended to be blended or fully online you must refer to QQI's [Statutory Quality Assurance Guidelines](#)

² Please note that whilst Professional/Regulatory requirements will be considered by the A&QC, the mapping of awards (type and level) to the NFQ will be decided by RCSI, the degree awarding body, in consultation with NUI during the A&QC accreditation process.

3. GRADUATE ATTRIBUTES PROFILE

The Graduate Attributes Profile is the distinctive set of attributes a graduate of this programme should possess upon successful completion of the programme. It should be aligned to the individual School/Department strategy, the institutional [RCSI Strategy](#) and the [RCSI Learning Teaching and Assessment Strategy](#).

Does the graduate profile for this application align with a profile already identified within your school? **Yes** **No**

If no, please complete the table below and list the attributes associated with the graduates of this programme. Guidelines and examples of graduate profiles are available for review in the RCSI Learning, Teaching and Assessment Strategy (*Page 11*).

Graduate Profession Type: (<i>E.g. Clinically Skilled Doctor, Pharmacy Practitioner, etc.</i>)
Attributes
<i>List attribute title here</i>
<i>List attribute title here</i>
<i>List attribute title here</i>
<i>List attribute title here</i>
<i>List attribute title here</i>
<i>List attribute title here</i>

4. RESEARCH DEGREE AWARDS: INSTITUTIONAL STRUCTURES AND STANDARDS

Proposers wishing to develop for a research degree programme through A&QC must complete this section by providing a summary of the institutional structures and standards in place necessary to support this programme. Proposers should include relevant and appropriate references as needed and are encouraged to review the [Policy, Regulations and Procedures for the Approval of NUI Research Degrees in the Recognised Colleges](#) before completing this section.

The headings listed below may be useful as a starting point and indicate the range of areas that should be addressed in your application. Depending on the discipline area of your research degree programme, it may be necessary to widen the scope and include other criteria relevant to your programme. Please see [QQI Research Degree Programme Policy and Criteria](#) for further details.

Applicable Criteria	Details of Institutional Structures & Standards
Institutional Organisation and Research Environment (academic environment; infrastructure; institutional structures and resources)	

Research Community and, where relevant, Professional Practice Community (introduction to community, expectations and disciplinary norms; induction and communication within RCSI)	
The Student (information for potential applicants, recruitment, admissions, student diversity; diversity of engagement; clarity of student role)	
The Project/Dissertation	
Supervision and Supervisor(s) (qualified, competent and accessible; support and monitoring for timely progress and completion; preparation for submission)	
Researcher Development (guidance and planning; provision of opportunities for development, quality assurance mechanisms and recognition of attainment)	
The Examination Process (examination, examiners, oral examination, assessment outcomes and revisions)	
Data Records and Reporting on the Doctoral Programme.	

****Your application should also include appendices detailing the academic regulations governing research degrees in RCSI with links to all relevant policies, procedures and guidelines to each specific research degree being offered.***

5. PROGRAMME LEVEL LEARNING OUTCOMES

Each award should be mapped to the National Framework of Qualifications and should be designed around a series of programme outcomes linked to the Framework. These outcomes are statements of what a learner is expected to know/understand and/or be able to demonstrate having completed this programme. These learning outcomes should also align with your Graduate Attributes Profile. Please list the proposed Programme Level Learning Outcomes for this programme. If you are proposing exit awards/progression points please provide separate learning outcomes for each award, indicating whether they are exit awards or progression points.

Please refer to the following guidelines before completing the table below:

- (1) [National Framework of Qualifications | Quality and Qualifications Ireland \(qqi.ie\)](#)
- (2) [NFQ Grid Level Indicators.pdf \(qqi.ie\)](#)

Descriptors	Programme Learning Outcomes
Knowledge breadth	
Knowledge kind	
Know-how and skill-range	
Know-how and skill-selectivity	
Competence – context	
Competence – role	
Competence – learning to learn	
Competence – insight	

6. MODULE SUMMARY

Module Title(s)	Credits	Year/ Semester

7. MODULE DESCRIPTORS

7.1 Please provide a module descriptor for each module being offered using the headings below:

Title of Module	
Total Credits (1 ECTS = 25 hours student effort)	
Elective or Mandatory	
NFQ Level of Module	
Module Aims	
Learning Outcomes	
Indicative Content	
Assessment components	
Delivery Mode(s)*	

***7.2** If you have identified the delivery mode of the programme as blended or online, please confirm that you have read QQI's [Statutory Quality Assurance Guidelines](#) and taken these Guidelines into consideration for the programme by including a statement on how you have addressed the following three areas in the Academic Case Proposal.

Key definitions:

1. "Blended Learning refers to a type of programme where teaching, learning and assessment occur using a mix of on-site and online learning, with the online components taking place synchronously, asynchronously, or in combination.
2. "Fully Online Learning refers to a type of programme where all teaching occurs entirely online, either synchronously or asynchronously, or in combination. Importantly, learners can complete their programme of study from a distance with no in-person or on-site requirements." (QQI 2024)

If your programme fits the above definitions, please provide answers to the following...	
Organisational Context	
Have you identified organisational supports within RCSI to deliver this programme in an online/blended way?	
What administrative mechanisms have been put in place to deal with students who are remote to RCSI or overseas?	
Programme Context	
Have the learning outcomes been designed to allow for attainment when	

learners engage through a blended and/or fully online mode?	
Has assessment been designed for blended and/or fully online delivery?	
Learner Experience Context	
Outline how prospective learners will be supported to make informed choices about embarking in a blended and/or fully online learning programme and are made aware of the necessary skills, pre-knowledge, and technology requirements they will need to be successful in achieving the learning outcomes	
How will students who are remote/online or blended be supported in completing the programme?	

8. MODULE / PROGRAMME OUTCOMES MATRIX

Please complete the table below to identify all assessment(s) at module-level and map these to the programme-level learning outcomes. This should make clear the range and “size” of assessment modalities across the programme, to indicate the balance of the workload. This detail should also be included in your Marks and Standards.

	Programme Outcome 1	Programme Outcome 2	Programme Outcome 3	Programme Outcome 4	Programme Outcome 5	Programme Outcome 6
MOD1 Assessment(s)						
MOD2 Assessment(s)						
MOD3 Assessment(s)						
MOD4 Assessment(s)						
MOD5 Assessment(s)						
MOD6 Assessment(s)						
MOD7 Assessment(s)						
MOD8 Assessment(s)						
MOD9 Assessment(s)						

9. LEARNING, TEACHING AND ASSESSMENT STRATEGIES

Please describe how your programme aligns with [RCSI's Learning Teaching and Assessment Strategy](#) in relation to the 9 core principles. Proposers should aim to provide approx. 50-100 words of each of the 9 sections below.

Education for Lifelong Learning	
Experiential education at the core	
Digitally enabled education	
Distinctively international curricula	
An inclusive and diverse environment to foster citizenship	
Individualized Student Pathways	
Student-centred partnership in developing programmes	
Positive education environment	
Interprofessional learning (IPL)	
Does the programme include simulated learning elements?	
If yes, please describe how simulation learning will align with student experiential placements.	

10. ASSESSMENT STRATEGY

Outline how the assessment process aligns with the RCSI Learning Teaching and Assessment strategy assessment principles

Topic	Comment
Assessment should be an integrated part of the teaching and learning process with a focus on assessment as and for learning	
Programmatic focus with an emphasis on fidelity and integration	
Provision of adequate and authentic opportunities to demonstrate student success	
Assessment process should be robust, consistent & transparent	

Provide a breakdown of the types and quantity of assessment methodologies that will be used

Assessment Overview (Types and quantities i.e. How many assessment components will there be per module (average number across programme, min & max)	No.
MCQs	
Assignments	
Case Studies	
Etc.	

11. SUMMARY MARKS & STANDARDS

Please submit a full Marks and Standards document along with this proposal. If the programme is a multi-year programme, please submit Marks and Standards for years 1&2. Compensation rules, pass marks and progression criteria should be included. Templates are available from awardsqualifications@rcsi.ie.

12. PROPOSED EXTERNAL ASSESSOR(S)

The external assessor may become the external examiner for the programme.

Name	
Title	
University	
University Department	
Email	
Declaration of Relationship	
Rationale for Selection	

Please return completed applications along with supporting documentation to:

RCSI Awards and Qualifications Committee

Email – awardsqualifications@rcsi.ie

Checklist:

- Completed Academic Proposal
- Marks and Standards for the programme including Exit Awards/Progression points
- Professional/Regulatory body documentation (where relevant and available)
- Collaboration documentation and appendix (where relevant)