



RCSI

UNIVERSITY
OF MEDICINE
AND HEALTH
SCIENCES



**RCSI: LEARNING,
TEACHING AND
ASSESSMENT
STRATEGY 2023-2027**





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FOREWORD



Professor Hannah McGee
Deputy Vice Chancellor for
Academic Affairs, RCSI

RCSI has taken steps to transform its curricula, using an evidence based “best-in-class” approach over the last two institutional strategies (‘Growth and Excellence’ – RCSI Strategy 2013-2017 and ‘Transforming Healthcare Education, Research and Service’ – RCSI Strategy 2018-2022). Informed by the literature, and through wide consultation with academic and professional staff, employers, patients and students, key initiatives to transform our healthcare education have been advanced. Taken together these activities over the past decade have shaped a distinctive RCSI approach, summarised here as the RCSI Learning, Teaching and Assessment (LTA) Strategy. This document brings together our approach to education, in support of the wider RCSI Strategy 2023-2027 (‘Innovating for a Healthier Future’) and articulates our priorities for delivery and amplification during the time of the next Strategy across schools and programmes.

At RCSI, we seek to address the learning, teaching and assessment needs of our students in progressive ways, partnering with them to provide a truly transformative educational experience. This LTA Strategy is derived from, and aligned intrinsically with, RCSI’s strategic mission ‘to educate, nurture and discover for the benefit of human health’, delivering a legacy individually and collectively of producing graduates who go on to improve health and healthcare through health service delivery, scientific discovery, policy development and also through their own educational influences on others. While the focus of this strategy is on the degree awarding activities of RCSI, it is also fundamentally informed by RCSI’s expertise in postgraduate surgical education and service delivery, and the work of other postgraduate faculties.

In advancing the strategy to this point, we have been informed by academic leadership across each of the schools and the wider RCSI community, including the appointment of Deputy Deans to catalyse change in four key themes: Positive Education; Student Engagement; International Curriculum Development; and International Scholarly Engagement. Faculty and staff have engaged extensively at every level - working groups, conferences, project teams, and their own professional development - in the generation of this strategy. The annual International Education Forum in June and parallel winter and sometimes spring meetings, even through the COVID pandemic, continued the educational development work in very participatory online formats involving in particular our international colleagues in Bahrain and Malaysia. I am grateful for their innovative and dedicated contributions as we developed and then operationalised these new ways of thinking and delivering education.

Our LTA Strategy aims to develop distinctive, professional graduates with the capacity to succeed, lead and thrive in a variety of settings across the globe. Developing and articulating the RCSI Graduate Attributes required for the future and aligning these with the RCSI Principles of Learning, Teaching and Assessment will ensure sustainable delivery and renewal of our curricula and learning and assessment modalities.

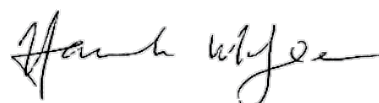
Encapsulating our Graduate Attributes is the philosophy of **Positive Education**. At RCSI, we know creating a positive education environment for students is core to enable their transformation. We have partnered with the University of Pennsylvania Positive Psychology Centre in evolving and embedding curricula on resilience and well-being.

Our international orientation, and our diverse set of faculty and students across countries and campuses gave us a unique opportunity for **International Curriculum Development**. We have a distinctively internationally informed outlook in our curricula, aiming to deliver international curricula in Ireland and in our international campuses, and not vice versa.

In adopting innovative and international positions as a priority, RCSI aims to enhance its scholarly output in both education and research through **International Scholarly Engagement**. Select international partnerships provide opportunities for student and staff exchange and sharing of ideas, perspectives, policies and personnel.

Student Engagement and Partnership (StEP) is at the core of providing our distinctive educational experience. Students contribute to developing and evaluating curricula, and to all aspects of educational, social and institutional decision-making, fostering a culture of genuine student engagement. Building on the **ASPIRE award** (2022), RCSI will continue to find novel ways to be informed by the student voice.

As we implement this overall approach, we will continue the inspiring work well underway, with the goal to ensure that all our graduates, in their chosen professions, are prepared to lead with distinction in health-related service, research, policy and education settings, in a rapidly changing technological landscape in Ireland and across the world.



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Deputy Vice Chancellor for Academic Affairs, RCSI.

2. TRANSFORMING LEARNING, TEACHING AND ASSESSMENT AT RCSI

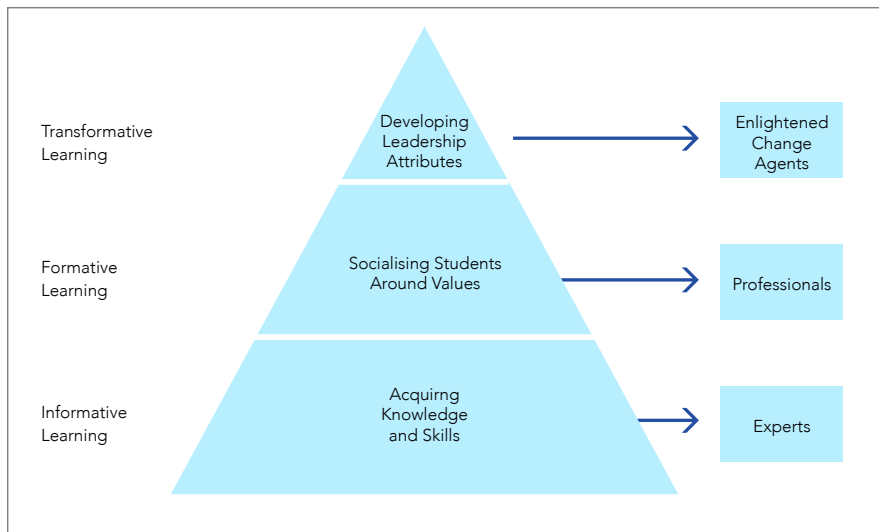
It is our ambition to deliver an unrivalled and transformative student and scholar experience in the unique health sciences focused university setting that is RCSI. To achieve this we have set out our RCSI Learning, Teaching and Assessment (LTA) Principles which are embedded and mapped across all our programmes, at both undergraduate and postgraduate levels.

As part of our commitment to sustain and develop our transformed approach to learning, teaching and assessment, a Learning Teaching and Assessment Committee has been convened. The committee will act as custodian of our Learning, Teaching and Assessment Strategy 2023-2027 and will oversee, evaluate and consider the implementation of the LTA Strategy across existing and future programme offerings. The committee will have responsibility to review, advise and make policy recommendations for the successful design, implementation, evaluation and continuous quality enhancement of curricula, including their assessment and mechanisms of ensuring effective alignment and consistency in their application of our common LTA principles. Such recommendations for change and improvement may necessitate formal proposals for programme changes to go through the A&QC (Awards and Qualifications Committee) programme approvals process. As such LTA Committee recommendations should be viewed as strategic rather than operational. All programmes are represented on the LTA Committee by Heads of Schools and appointed Directors of Curriculum for each school. This LTA Strategy is the summary of 'transformational' ambitions as invested in and developed during the delivery of RCSI Strategy 2018-2022 – 'Transforming Education, Research and Service' and is integral to future institutional strategic plans.

Looking to global priorities, we recognise our role as an educator in increasing knowledge and actions about sustainability amongst our staff and student populations. We will work to embed sustainability across our LTA practices to support alignment with the UN Sustainable Development Goals (SDGs).

DELIVERING A TRANSFORMATIVE LEARNING EXPERIENCE





2.1. UNDERPINNING CONCEPTS FOR LEARNING, TEACHING & ASSESSMENT AT RCSI

Our LTA principles are derived from our research in health professions education, our active engagement with international research findings and with leading authors in the field of medical and health professions education – achieved through international bench-marking site visits, Fulbright scholarships to RCSI, guest presentations and the annual **RCSI International Education Forum** and **RCSI Professionalism Conferences**.

Figure 1. Adapted from Frenk et al. *The Lancet* (2010) A number of seminal papers on the challenges within healthcare and the innovations required in pedagogy to address them, provided the foundations for our internal journey to transform healthcare education at RCSI.

From Frenk et al (2010), and the three successive levels of learning they proposed (figure 1), we derived our progressive vision for transformative education. While informative learning remains necessary, given the rate of growth in information and the impact technology including generative Artificial Intelligence, is having across the sector, it is no longer enough. In addition, we have embedded the development of core values through professional socialisation and are supporting students' development of leadership attributes, firstly of themselves and then more broadly to make a difference in the world.

From the Carnegie Report of Cook, Irby and O'Brien (2010) we embraced their four key themes: standardisation of learning outcomes whilst supporting the individualisation of the learning process; integration of formal knowledge and clinical experience; development of habits of inquiry and improvement; and the centralisation of formation of professional identity, described by them as "the backbone of [medical] education".

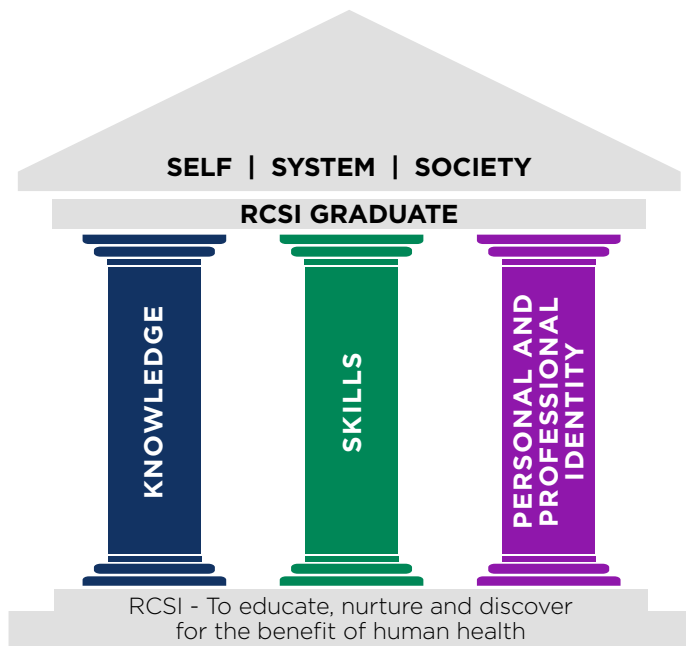
"Signature pedagogies make a difference. They form habits of the mind, habits of the hand, and habits of the heart....they prefigure the culture of professional work and provide the early socialisation into the practices and values of a field. Whether in a lecture hall or a lab, in a design studio or a clinical setting, the way we teach will shape how professionals behave."

(Shulman, 2005)

Shulman's (2005) concept of three interconnecting apprenticeships which distinguish professional education: a cognitive apprenticeship, where the learner develops knowledge and understanding; an apprenticeship of practice, where the learner develops skills, technical mastery and competencies; and a moral apprenticeship where the learner develops the ability to practise with integrity were integral to the articulation of the LTA principles:

Taken together, we have adapted and integrated these concepts and created a summary graphic (figure 2) for RCSI's LTA to provide a platform for change across all of our programmes.

2. TRANSFORMING LEARNING, TEACHING AND ASSESSMENT AT RCSI



Our ambition is to equip graduates across the three pillars - **knowledge**, **skills** and **personal & professional identity** - to contribute across the spectrum of healthcare and practice, including the vital requirement to work effectively in teams with other members of the healthcare workforce.

Our third pillar of Personal and Professional Identity (PPI) represents a major focus for RCSI. PPI has three integrated components of professionalism, resilience and leadership intertwined as a triple helix. We have delivered on this approach in the transformed undergraduate medicine curriculum and with experience from early delivery of the approach, we plan to consider how this approach can be integrated into the curricula of other programmes. Over the duration of their programme of study, students' personal and professional identity formation will grow. This is true for all stages of the learner journey, whether the learner is on a first undergraduate degree or returning to third level education. This next phase of LTA delivery challenges us to find innovative ways to continue to embed and assess PPI in our curriculum so as to optimise that growth.

Figure 2. 'The three pillars' - Summary of components and structure of an RCSI approach to education

We have amplified areas of existing strength and innovation, including our history in postgraduate surgery which confers a unique perspective on the continuum of lifelong learning; simulation and experiential learning; and our diverse and international students and alumni. Over the next period, our aim is to deliver integrated programmes that preserve what is good in the existing; enhance clinical excellence (technical and non-technical skills); incorporate and integrate personal and professional identity in an identifiable and assessed way; integrate assessment and create a culture where it is a natural expectation for feedback to be sought and given; actively seek student engagement and create partnerships for experiential learning.

The combination of the RCSI Mission and the Learning, Teaching and Assessment Principles are embodied in the RCSI Graduate Attribute Profiles. Created at programme level they depict the characteristics of graduates as they join their chosen field. A common feature of all our Graduate Attribute Profiles is the encirclement by Positive Education and Wellbeing, ensuring these are fundamental to students and faculty.

2.2. VISION FOR THE RCSI LEARNING ENVIRONMENT

- » A learner-centred inclusive environment
- » Active, engaged and authentic learning experiences
- » Evidence based best practice in pedagogic approaches
- » Lifelong learning for professional practice
- » Learning that actively promotes positive growth, resilience and well-being
- » A sense of a community of learners which in turn emphasise the importance of teamwork
- » A partnership approach to curriculum development and transformation

3. THE RCSI LEARNING, TEACHING AND ASSESSMENT PRINCIPLES

Our nine learning, teaching and assessment principles outlined here provide context and scaffolding within which we provide an unrivalled student experience. The LTA principles describe how and by what means we intend to deliver our education for the benefit of our learners.

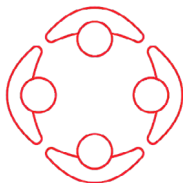
3.1. THE PRINCIPLES

EDUCATION FOR LIFELONG LEARNING



Our programmes, at undergraduate and postgraduate level, are focused on critical thinking, problem solving and transferrable skills development. Students have the opportunity to learn in environments that are educationally safe and formative. This may include small group interaction, as well as large group teaching, experiential learning, learning to work in (interprofessional) teams, and online and hybrid activities. Students use digital technologies to augment and support their learning and access the most up-to-date and tailored evidence to inform healthcare decisions.

EXPERIENTIAL EDUCATION AT THE CORE



Our students will develop procedural and transversal skills in a range of environments including advanced, authentic, and safe simulated environments. They will adopt a life-long approach of skills development, renewal and refinement. This is further achieved by making increased facilities available such as our advanced simulated environment for clinical and surgical training and laboratories. We will work with a faculty of public and patient partners to embed Patient and Public Involvement (PPI) in education. We will look for opportunities to grow community-engaged learning.

DIGITALLY ENABLED EDUCATION



Digital technologies are used to empower learners through flexible, immersive, collaborative and personalised educational experiences. Digital platforms are used both to support campus-based programmes and to extend learning opportunities to learners with time and access constraints. They underpin the creation of an inclusive, nurturing learning environment that seeks to support traditionally underserved communities. Learners will receive timely individual and class feedback from educators through digital means and improved capacity to develop career portfolios.

DISTINCTIVELY INTERNATIONAL CURRICULA



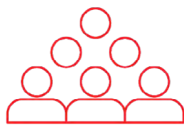
We will prepare students for an international career – acknowledging an ever-evolving global healthcare landscape and that tomorrow's graduates will work in many parts of the world and with diverse populations at home and abroad. This is achieved by a focus in our curricula on what is most pertinent internationally rather than in any one healthcare system. Our diverse student body makes this both an exciting challenge and an opportunity to leverage the expertise of students, employers and sponsors to ensure universally useful curriculum content.

3. THE RCSI LEARNING, TEACHING AND ASSESSMENT PRINCIPLES



AN INCLUSIVE AND DIVERSE ENVIRONMENT TO FOSTER CITIZENSHIP

We have an unparalleled opportunity and ambition to be an open, diverse and inclusive education environment, with much to learn between and across our student and staff groupings. Building on our history, we will promote opportunities and initiatives to optimise inclusivity and diversity in every aspect of our educational programmes fostering good citizenship.



INDIVIDUALISED STUDENT PATHWAYS

We aim to deliver distinctive flexible programmes of study and a personalised experience for each learner. This includes timely and personalised feedback as students undertake their coursework and plan their individual co-curricular activities. This includes engagement with tutors and academics and for undergraduates in particular, explicit advice on career planning, connected to the menu of optional aspects of their time at RCSI. A key component of individualised pathways is addressing specific needs in terms of resilience.



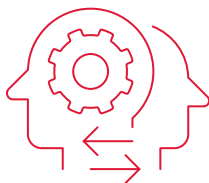
STUDENT CENTRED PARTNERSHIP IN DEVELOPING PROGRAMMES

We recognise the benefits of including the student voice in all that we do and viewing our students as agents of change as essential to the development and implementation of our LTA Strategy. Fostering a culture of student engagement empowers students to develop as enlightened professionals with the capacity to truly influence and transform human health in their future professions.



POSITIVE EDUCATION ENVIRONMENT

Our positive education environment enables students to learn, understand and apply concepts and skills of resilience. Supporting students to develop skills of resilience means that, as they move through the workplace they are better equipped to navigate challenges. This ideally places our graduates as informed advocates and leaders in driving positive change.



INTERPROFESSIONAL LEARNING (IPL)

Early exposure to IPL can enhance professional identity, promote teamwork, reduce health system errors, improve communications and patient safety. As a health sciences institution, we embrace the challenge to educate our students to become effective communicators and leaders in collaborative healthcare practices. To prepare our students for future careers dependent on collaboration and teamwork we will continue to implement and increase IPL activities as part of curricular development.

3. THE RCSI LEARNING, TEACHING AND ASSESSMENT PRINCIPLES

3.2. EXPLICITLY LINKING ASSESSMENT AS AND FOR LEARNING

Assessment is not a separate isolated measure of achievement. The focus of assessment at RCSI is in support of the learning process rather than merely measuring its product. As per the principles of the National Forum for the Enhancement of Teaching and Learning in Higher Education, assessments are aligned to learning outcomes and this mapping is made available to students. Assessment is both an integral and longitudinal component of learning and occurs across a range of modalities. Students take active responsibility for their learning and progress including engaging with the process to identify and remediate areas that may require additional focus.

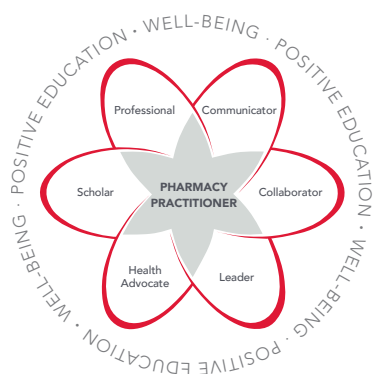
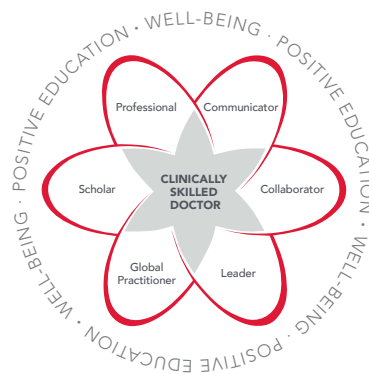
Key Assessment Principles

- » 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 competence in the three underpinning pillars of Knowledge, Skills and Personal & Professional Identity
- » Assessment process should be robust, consistent & transparent

3.3. GRADUATE ATTRIBUTES PROFILES:

To support us to develop distinctive professional graduates, we are committed to developing Graduate Attribute Profiles for all programmes. We have a common set of Graduate Attributes across all undergraduate programmes, which were initially conceived with inspiration from CanMEDS (2015), a widely cited set of attributes for the health professions.

Whilst common across RCSI, programmes have refined their specific profile with their own unique features through a collaborative process of consultation with students, staff, professionals, research and policy developers and patients and the public as appropriate. The articulation of common graduate attributes creates an opportunity for future synergy across programmes in RCSI. Over the course of this strategy, we aim to develop a bespoke Graduate Attributes Profile for and with all programmes, both undergraduate and postgraduate. Outlined here are examples of our Graduate Attribute Profiles from Medicine, Pharmacy and Physiotherapy which were developed in tandem, along with a profile from our recently commenced BSc in Advanced Therapeutic Technologies.



4. UNIQUELY RCSI: POSITIVE EDUCATION AT RCSI

Positive education is an overarching term used to describe scientifically informed interventions from the field of positive psychology applied in educational settings that have been shown to have a positive impact on student well-being, while also supporting their academic achievement. It is an approach to education that is informed by principles of positive psychology, in which excellence is taught and learned in an environment that promotes and nurtures well-being, both physical and mental. Embedding positive education is broad ranging and requires a whole institution approach.

A whole-institution approach

- » Organisational culture
- » Student experience
- » Staff development
- » Post-graduate education
- » Assessment and examining
- » Institutional processes

CASE STUDY

Integrating Positive Education into our new Medical Curriculum 2022-2023

From 2022, the first iteration of our positive education approach with Year 1 of our new undergraduate Medicine programme has been delivered. The approach will be part of the students' education from the beginning of Year 1 until their final semester in Year 5.

The content of the positive education approach for our health sciences programmes is designed to reflect the skills and values with which we wish to equip our graduates.

RCSI has collaborated with the University of Pennsylvania Positive Psychology Centre to train RCSI faculty to support our students to learn how to use skills to cope with adversity or challenging situations, to be aware of their emotional reactions and to be able to self-regulate in adverse contexts. Other key concepts include coping strategies such as bouncing forward from adverse or challenging situations, rather than bouncing back, where students learn from challenges they experience and move forward. Embedding these skills is achieved through a series of workshops, patient vignettes, simulation and experiential techniques.

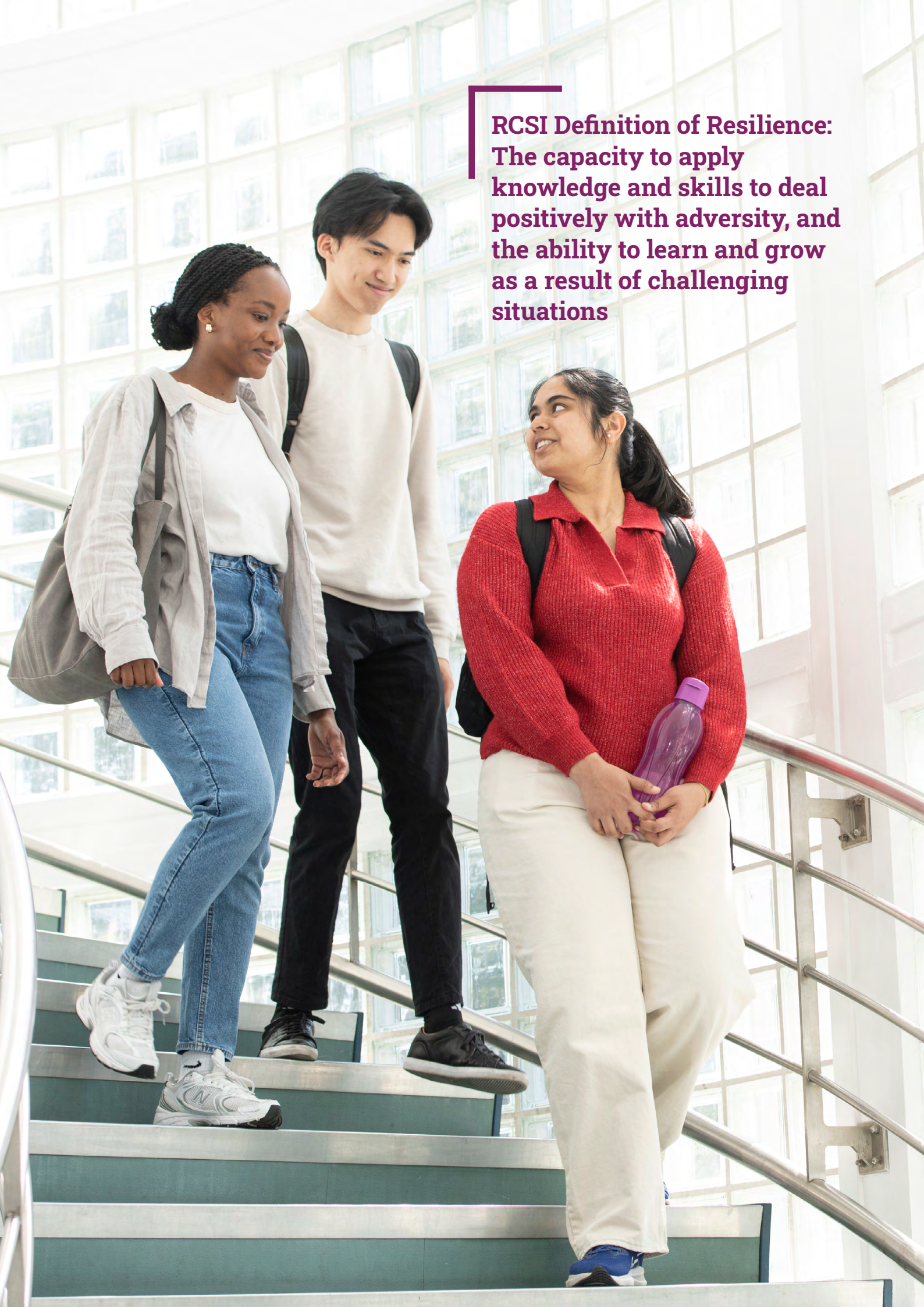
Encouraging students to adopt a growth mindset is promoted through personal tutor training, meetings with personal tutors, lectures, feedback delivery and is embedded in assessment such as reflective assignments.

Over the course of this strategy, Positive Education will be promoted and embedded across curricula. As part of our efforts to operationalise positive education at RCSI, we have begun embedding resilience in our recently transformed medical curriculum as part of Pillar 3 (PPId), see case study example in figure 3.

Our philosophical backdrop for introducing positive education to our curriculum and why it matters is based on the concept of a growth mindset, where students learn to embrace challenge and to persist in the face of setback, and where they come to understand 'effort' as part of their learning journey. We encourage students to adopt a growth mindset to learning rather than a fixed mindset where a student views their ability to learn as fixed and unchangeable.

To promote personal health and well-being, as well as an understanding of the changing nature of the international focus in preventive health, we have worked to promote self-care amongst our students, introducing the core concepts of Lifestyle Medicine which focuses on health behaviour and lifestyle choices to foster physical health and well-being. These concepts will be considered as appropriate across all our programmes. An innovative Certificate in Lifestyle Medicine is already offered as supplementary to undergraduate curricula, with substantial interest from students.

Figure 3. Case Study – Positive Education at RCSI

A photograph of three diverse students walking up a modern staircase. The student on the left is a Black woman with braided hair, wearing a white t-shirt, a light grey button-down shirt, and blue jeans. The student in the middle is a young man with dark hair, wearing a white long-sleeved shirt and black pants. The student on the right is a young woman with dark hair, wearing a red textured sweater and white pants, holding a purple water bottle. They are all smiling and looking towards the right. The background features large glass windows and a metal railing.

RCSI Definition of Resilience:
The capacity to apply
knowledge and skills to deal
positively with adversity, and
the ability to learn and grow
as a result of challenging
situations

5. NEXT STEPS

Over the next 5 years our LTA Committee will oversee and deliver on key areas and objectives in conjunction with key actions contained in the RCSI Strategic Plan, *Innovating for a Healthier Future 2023 – 2027*. An overview of key milestones relating to LTA is included in Appendix 1. As an institution that ranks first in the world for UN SDG3 ‘Good Health and Wellbeing’ in the THE University Impact Rankings 2023, we will work to ensure our efforts to transform learning, teaching and assessment at RCSI are done using a lens that encompasses the UN’s Sustainable Development Goals (SDGs). Recognising our central role as an educator in advancing the SDGs by 2030, and our commitment to working with issues affecting health and well-being, we will be informed by Universal Design for Learning (UDL) frameworks and principles to provide learning environments that are inclusive and address the needs of a diverse student body. We will advance the Equality, Diversity and Inclusion (EDI) agenda and our Race Equality Action Plan at RCSI by an EDI consideration of curricular materials, providing training and incorporating EDI input for delivery of programmes to help students prepare for and work towards future careers where they will both embrace and champion equality, diversity and inclusion.

This Strategy is a point in time, capturing our key scholarly ambitions as they relate to learning. It is articulated at a key time when Covid-driven educational changes and innovations are settling and when the challenges of generative Artificial Intelligence are arriving. Some points outlined here are already well delivered and the challenge is to maintain and evolve them. Others are better articulated in one academic programme than in others at this time. Discussion and debate will inform if, how and in what format they are developed and delivered in other programmes. Our newest degree programmes, the recently commenced BSc in Advanced Therapeutic Technologies and our planning for a programme in Dentistry, will hopefully benefit from this articulation of the RCSI approach to learning, teaching and assessment and in turn, other programmes can learn from them in a common forum.

In summary, this is a working document to support, as well as inform and direct, our evolving learning, teaching and assessment work as a faculty of educators.

APPENDIX 1: LTA STRATEGY ALIGNMENT WITH RCSI STRATEGIC THEMES & ACTIONS (2023-2027)

RCSI STRATEGIC PLAN THEME 1	SUPPORTING HEALTH AND SOCIETAL WELL-BEING
Contribute to the achievement of the United Nations Sustainable Development Goals	Incorporate sustainability into education <ul style="list-style-type: none"> » Review existing curricula and outline which content aligns to and amplifies the UNSDGs » Identify and address UNSDG gaps in our curricula
Grow engagement and involvement with patients, the public, and our community	Enhance PPI in research and education <ul style="list-style-type: none"> » Build capacity for PPI & Engaged Research » Strengthen collaboration within the PPI Ignite Network to support institutional and national progress » Develop, deliver and evaluate the impact of PPI for education
RCSI STRATEGIC PLAN THEME 2	TRANSFORMING EDUCATION AND STUDENT SUCCESS
Implement future-focused curricula	Complete rollout of the Medicine Curriculum (THEP) <ul style="list-style-type: none"> » Finalise design of Year 1 & 2 programmes » Operationalise delivery of Year 1 and Year 2 programmes » Identify and train relevant faculty, including an awareness of UDL » Operationalise the learning communities » Identify and support IT needs for THEP rollout » Finalise programme governance » Integrate GEM (Graduate Entry Medicine) into new medical curriculum Transform undergraduate education <ul style="list-style-type: none"> » Ensure process where all undergraduate students receive regular feedback » Review education awards in line with LTA Strategy » Review undergraduate curricular workload annually to ensure balanced student life Transform postgraduate education <ul style="list-style-type: none"> » Align postgraduate taught programmes with LTA Strategy » Redevelop postgraduate researcher education portfolio » Develop a modular GSM award based on 5 credit micro awards » Complete a review of GSM's MSc portfolio to enhance relevance and delivery efficiency » Develop a common marketing and student support capability under RCSI Online to support international growth » Empower trainees' ability to record, manage and evaluate their own learning pathways through enhanced online access » Provide opportunities for trainees to develop their knowledge and competencies of operative procedures and new surgical technologies Progress Institutional Policies <ul style="list-style-type: none"> » Publish LTA Strategy » Retain and achieve accreditations across all programmes

Promote student success and early career readiness	Manage Career Supports <ul style="list-style-type: none"> » Provide bespoke advice, advice on key destination locations, etc. to students across programmes » Create linked report to shape future bespoke careers advice » Collaborate further with recruitment to ensure aligned vision for recruitment and careers » Restructure Career team – create team leader/manager role to lead on the delivery of the strategy outcomes » Develop proposal to set up a career design centre and set out desired resources » Create a student-student peer tutoring and mentoring programme » CoMPPAS and Alumni Relations collaborate to deliver the alumni-student mentoring programme
	Support elective opportunities <ul style="list-style-type: none"> » Manage the Erasmus programme » Deliver clinical electives » Deliver research electives » Grow new international partnerships to support increased staff and student mobility (Erasmus, Erasmus Blended Intensive Programmes, Electives, Volunteering) » Continue to raise funds from the alumni community for student programmes: Clinical Electives & Research Summer School
	Deliver undergraduate student research opportunities <ul style="list-style-type: none"> » Deliver the Research Summer School » Deliver the International Conference for Healthcare and Medical Students (ICHAMS) » Deliver the Student Medical Journal
	Deliver Research Day – programme opportunities
Enrich Student Life	Develop social engagement opportunities <ul style="list-style-type: none"> » Ensure that there is enough space for student events, particularly in advance of the completion of Project Connect » Develop the student life aspects of the learning communities, optimizing Wednesday afternoons » Develop a RCSI student volunteer society and mechanisms to track engagement impact, optimising student volunteering across RCSI and externally
	Support personal growth and skills development <ul style="list-style-type: none"> » Support the UG & PG Student Unions to be effective in University Governance structures » Deliver the optional certificate in Lifestyle Medicine for career enhancement, personal growth and skills development » Deliver the optional international citizenship award for career enhancement, personal growth and skills development » Prepare students for leadership roles through formalised training and support » Embed Design Your Life approaches and training in the curricula through student choice modules and bespoke offerings » Create a culture where students freely avail of a range of health resources including counselling services, peer support groups, and mental health awareness campaigns through CoMPPAS to ensure they thrive » Develop and implement student EDI engagement plan (EDI Committee and Forum Engagement, StEP Programme, UGSU and PGSU Engagement as well as trainees)

Amplify the learner voice and engagement	Enhance student feedback systems <ul style="list-style-type: none"> » Develop and implement an institutional process to record and communicate enhancements implemented from student feedback » Work with student partners to increase survey engagement and response rates in data collection » Develop a standard set of longitudinal student satisfaction tracking measures for undergraduate schools and postgraduate schools
	Support student leadership and partnership <ul style="list-style-type: none"> » Deliver Student Leadership Programme annually to help engagement in governance and address any gaps » Design institutional policy and process for student committees/fora membership and participation
Enhance education excellence and reputation	Advance educational excellence <ul style="list-style-type: none"> » Develop and expand the Postgraduate Diploma in Health Professions Education to be delivered online and offered externally » Deliver Faculty Development programmes, to include educational research, curriculum development, teaching and learning, universal design for learning, online delivery – via the Educational Hub, consultancy service and DEL workshops » Develop and coordinate an annual plan across schools for educational research of curricular innovations and ensure steady submission of papers for publication » Provide insights to drive new partnerships with leading global universities in health professions education » Promote the use of universal design for learning (UDL) as a means to cater for a diverse learner population – both educationally and culturally – and provide support for implementation via faculty development and consultancy
	Drive educational reputation <ul style="list-style-type: none"> » Drive educational reputation by cultivating opportunities for publications, conference presentations, and membership of national and international organisations across RCSI

RCSI STRATEGIC PLAN THEME 4	CREATING FOUNDATIONS FOR SUSTAINABLE GROWTH
Expand the School of Population Health	Education <ul style="list-style-type: none"> » Design first short postgraduate education course » Deliver core postgraduate taught education programmes
Embed Digital and Connected Health	Undergraduate Education <ul style="list-style-type: none"> » Integrate digital health across all undergraduate curricula » Encourage students to take part in research or innovation projects related to digital health Postgraduate Training <ul style="list-style-type: none"> » Develop a suite of short courses across the spectrum of digital health for independent postgraduate delivery and to support other programmes within the university
Establish a School of Dentistry	Prepare for launch <ul style="list-style-type: none"> » Secure curriculum partner » Manage accreditation process » Secure agreement with HSE to access patients » Finalise location to accommodate lectures and experiential learning
Embed equality, diversity, and inclusion	Develop and implement EDI strategy <ul style="list-style-type: none"> » Develop and deliver 10 training sessions for students and staff across 4 key equality grounds – race equality, disability, sexual violence, and harassment, LGBTI+ etc. » Implement the VisABILITY action plan by delivering equality of outcomes for students and staff with disabilities

APPENDIX 2: AWARDS RECEIVED RECOGNISING AND PROMOTING RCSI LTA PRINCIPLES

2022 AMEE ASPIRE - to Excellence Award for Student Engagement

Aligned with our principle for student centred partnership by including the student voice in all that we do, RCSI established a deputy dean role for Student Engagement in 2018 and set a target for an external benchmark of success. The Association for Medical Education in Europe (AMEE) offers a very prestigious award, based on a detailed application process and international review panel. RCSI applied and received the prestigious ASPIRE award at AMEE in Lyon, France in 2022, in recognition of its efforts to ensure that the expertise and perspectives of students and staff are equally valued and to put the voice of the student at the centre of the university's decision-making. Since 2018, student partnership was incorporated into our strategic plan as a key enabler, leading to the establishment of **RCSI's Student Engagement and Partnership (StEP) Programme**, which empowers staff and students to work with and learn from each other and ensures that students and staff have equal influence on decision-making.

2022 THE Most Innovative Teacher of the Year Award

RCSI medical educator, Dr Michael Daly won the Most Innovative Teacher of the Year Award in the 2022 Times Higher Education Awards for his innovative development of a novel wearable vest for simulated patients to simulate clinical signs of actual patients with valvular heart disease. To mitigate the disruption of the COVID-19 pandemic which prohibited students from accessing clinical areas, Dr Daly worked with the **RCSI SIM Centre for Simulation Education and Research** team to develop this innovation. Subsequently, a programme of education, learning, and formative assessment in clinical cardiology using hybrid simulation was developed, the ASSIMILATE ExCELLENCE study. Simulation innovations such as this align with our goal to provide students with experiential opportunities to develop their clinical skills in safe simulated environments.

Sunday Times University of the Year for Student Engagement 2021

In 2021, RCSI was the recipient of the inaugural award for the Sunday Times University of the Year for Student Engagement primarily for its efforts to negate the impact of the pandemic on its students. The award recognises RCSI's top performance among higher education institutions in Ireland for student engagement. The award recognised initiatives such as the use of simulation facilities to mimic clinical settings when access to 'live' site was restricted due to the pandemic. Other initiatives included the introduction of an additional campus at Croke Park to ensure essential face-to-face interaction required for training students continued within a hybrid model of teaching, the establishment of 'learning communities' which allowed for small group teaching and safe access to laboratories and the setting up of an on-campus screening centre as well as pop-up centres at clinical sites for the protection of students.

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