



CINNTE Follow-up Report 2025

RCSI is an innovative, world-leading, international, health sciences university and research institution. Founded by Royal Charter in 1784 (to set and support professional standards for surgical training and practice in Ireland), it is a Recognised College of the National University of Ireland. RCSI gained independent degree awarding powers in 2010, became a Designated Awarding Body in 2012 and a university in 2019. Today, RCSI is an innovative, leading international institution with undergraduate and postgraduate schools and faculties across the health sciences spectrum, with campuses in Dublin, Bahrain and Malaysia. It is home to several healthcare institutes and leading research centres, driving pioneering breakthroughs in human health. Everything we do is shaped by our mission: *'To educate, nurture and discover for the benefit of human health'*.

The CINNTE Institutional Review visit, in October 2023, came just one month after the launch of RCSI's latest strategy, [Innovating for a Healthier Future](#). Both processes (strategy development and the CINNTE review) occurred in tandem and, as such, were mutually beneficial. The new strategic plan encompasses four core themes: Health and Societal Wellbeing, Education and Student success, Research and Innovation, and Foundations for Sustainable Impact. These themes are, in turn, built upon four foundations: quality, engagement, sustainability and equality, diversity & inclusion. Therefore, the University's work is driven by an unrelenting focus on quality. RCSI aims to develop and maintain a culture of quality in which responsibility for the quality of the student experience, and for its continuous enhancement, is shared by all staff.

Following the successful CINNTE review process, an [Implementation Plan](#) was co-developed by colleagues across the institution, to address the recommendations of the report. This plan was approved by the RCSI Medicine and Health Sciences Board on May 29th and by RCSI Council on June 20th 2024. To support its implementation it was aligned with, and incorporated into, RCSI's Strategy Tracker. Action owners and Senior Management Team leads were assigned to each action. Through this tracker, regular updates on the progress of CINNTE actions are provided to the RCSI Quality Enhancement Office. This report outlines the progress made in the first year of the implementation Plan, up to May 2025.

Recommendation(s)		Actions	Completion Date	Update (May 2025)
1	RCSI should make more effective and visible use of data to underpin decision making.	Develop a Data Governance Framework to support continuous review of data quality and integrity across multiple information systems.	April 2025	RCSI's current strategy " <i>Innovating for a Healthier Future (2023-2027)</i> " outlines a commitment to "enhance business operations" which includes our plans to further augment how data can be used for impactful decision making. In line with this strategy, and since the review visit, RCSI established a Data Governance Group to harness cross-institutional data expertise and to enhance the collection, management, and use of data at RCSI. Workshops held with this group, and with senior leaders in RCSI, resulted in the identification of areas for enhancement of data capture. Phase 1 of the "Mi-RCSI" Business Intelligence Hub was developed and following testing by stakeholders, is due to launch in Q3 2025.
9	RCSI should continue to enhance the use of data across the university including the embedding of dashboards or similar tools to enhance the holistic management and accessibility of data across these multiple sources.	Identify areas for enhancement of data capture or system integration to support more effective reporting. This will include identification of areas in which increased use of data could most impact decision-making, while remaining cognisant of the diverse needs of different data users and the requirements in relation to the appropriate use of data.	April 2026	
		Develop a Business Intelligence Hub including a repository of metrics, standardised reports and dashboards across strategic and operational areas to enhance centralised access to up-to-date institutional metrics and reports.	April 2027	
2	[as it continues to grow] RCSI should keep under review the appropriateness of the structures and processes of governance.	The Governance and Nominations Committee will continue to advise Council on governance matters and make recommendations on the appointment of external members to RCSI Committees and Boards.	Ongoing	RCSI is committed to ongoing enhancement of its governance systems which have regularly evolved since its establishment. The Governance and Nominations Committee continue to advise Council on governance matters and make recommendations on the appointment of external members. The next iteration of the governance survey will take place in summer 2025; this timing was considered optimal in light of the appointment of many new governance committee members in late 2024.
		Repeat the governance survey, first undertaken for CINNTE, on a biennial basis with presentation of the results to Council for consideration.	April 2025	
3	Increased transparency of the [academic promotions] process and relevant criteria for success would help candidates in their applications and in managing their expectations.	Update family leave policies to include information on how this leave is considered in academic promotions decisions.	April 2025	RCSI's Academic Promotions process is validated against external benchmarks. A survey of academic staff, since the review visit, found that 72% of respondents agreed that promotions criteria are transparent. To further enhance transparency, and as part of the ambitious Action Plan developed for RCSI's 2023 Athena Swan Bronze award, a commitment was made to further support staff understanding and confidence in this process, and to increase clarity on how career breaks are considered in promotional decisions. This has been actioned through the updating of family leave policies, an
		Enhance the communications plan for academic promotions to further increase process knowledge. This may include enhancement of current tools such as briefing sessions, professional development meetings, peer support etc.	April 2025	

		Review the academic promotions forms and guidelines and consider development of tools to support initial self-assessment and guide development.	April 2026	increase in the information sessions held for academic staff, the ongoing provision of one-to-one and peer support sessions and direct communication with Heads of Schools to share information on the support available. Briefing sessions include those delivered by those previously promoted, to provide peer advice and guidance. Promotions forms have been updated to reflect feedback from applicants; this included extending word counts in parts of the forms. Written feedback continues to be provided to all applicants. One-to-one feedback has also been provided.
		Continue to provide written, actionable feedback to support those who have not been successful.	Ongoing	
4	RCSI should formalise training for all research supervisors to ensure they have full understanding of their role and responsibilities.	Introduce new mandatory training for all supervisors using the online Supervising Doctoral Studies Course with an initial goal of 80% compliance.	April 2026	Supervisor Training is an established and integral part of research education at RCSI, delivered as both online training and through workshop provision. A dedicated online resource hub for supervisors includes guidelines, forms and policies to further support them to undertake their role. Epigeum online supervisor training was rolled out in Q1 2024. From April 2025, completion of training is required for all supervisors and the School of Postgraduate Studies monitors completion. Information on supervisor training is now provided to all new scholars at induction so that they are aware of the training that their supervisors undertake.
		Communicate training overview to postgraduate research students for transparency regarding the expected responsibilities of supervisors.	April 2025	
5	RCSI should develop and implement a comprehensive training programme and support system specifically tailored for Students' Union officers and class representatives.	Undertake a StEP project to facilitate the development of framework to support students to engage in educational quality and governance, in line with the strategy action "Support student leadership and Partnership", cognisant of existing RCSI leadership initiatives.	April 2025	RCSI has been internationally recognised for excellence in student engagement with engagement one of the four themes of our current strategy " <i>Innovating for a Healthier Future</i> (2023-2027). 90 students completed the RCSI Student Leadership Development Programme this year; this programme is offered annually to those taking on leadership roles such as SU officers and class representatives. A StEP Project was also completed since the review. This resulted in the development of a draft framework to support students to engage in educational quality and governance. The Framework consists of 8 components which can be used to support multiple learning pathways - dependent on the needs of students.
		Engage with students to identify their training and support needs, mindful of the non-sabbatical nature of their roles.	April 2026	
		Evaluate initial framework elements to support roll-out of the remaining framework.	April 2027	
6	[within the realms of interprofessional education] RCSI should develop further opportunities for students to learn and practice together, recognising that this is common practice in professional provision.	Establish an Interprofessional Working Group under the Learning, Teaching and Assessment Committee.	April 2025	RCSI's <i>Learning, Teaching and Assessment (LTA) Strategy 2023-2027</i> includes Interprofessional Learning (IPL) as one of its nine LTA principles, with a specific goal to continue to increase IPL activities as part of curricular development. An Interprofessional Learning Leadership Group was established in May 2024, which includes academic representatives from across schools, a patient partner, and four student partners. This group has since developed an IPL Leadership Strategy which includes clinical placement workplace-based IPL. A new logo has been developed to increase the recognition
		Revise the existing Interprofessional Learning Strategy to reimagine the leadership and strategic direction of IPL.	April 2025	
		Identify and exploit further formal and informal IPL opportunities including online, contextual interprofessional workplace, assessment, projects and community engaged learning.	April 2026	
8	A more profound transformation in curricula be implemented to			

	enhance opportunities for students to engage in interprofessional collaborative learning and practice.	As curricula continue to be updated, prioritise the alignment of activities to support engagement in IPL.	April 2029	of all the interprofessional opportunities across the university to students and staff. New clinical placement based interprofessional learning activities have been embedded into the medicine programme. A new role (Deputy Dean for Interprofessional and Community Engaged Learning) has been created and appointed to implement an interprofessional student clinic. In the next academic year interprofessional learning communities will be rolled out.
7	RCSI should develop a deeper understanding of differential attainment and award gaps given the nature of their student cohorts and the importance in demonstrating transparency and fairness in examination processes.	Define the characteristics (e.g. gender, ethnicity) and the metrics (e.g. attrition rates, graduation rates, award level) for differential attainment analysis within RCSI.	April 2026	“Transforming Education and Student Success” is one of the four themes of RCSI’s current strategy with a goal of enabling all learners to prosper and achieve their full potential at RCSI and beyond. Collecting richer data on enrolled learners and connecting this reliably to assessment and progression data is aligned to this theme. A scoping project has commenced to identify both a suitable approach and the data available within RCSI on which this process can be built.
		Evaluate the capacity of existing data collection processes to provide relevant data for analysis and seek to make appropriate changes where necessary.	April 2026	
		Implement analysis and reporting.	April 2027	
10	RCSI should review the way in which it tracks graduates once they have left the institution using qualitative and quantitative data to understand trends as well as preparedness for practice.	Establish a task and finish project team to review graduate tracking and to identify areas for improvement.	April 2025	Upon graduation, students become part of RCSI’s international alumni of over 30,000. The dedicated Alumni Team collects and manages information about graduates in RCSI’s Alumni Database. Enhancement of this data is aligned with our current strategy action to promote early career readiness. Since the review, a project team was established and undertook an evaluation of graduate tracking. An initial survey was piloted and the project team’s report, which identified areas for enhancement, was circulated to key stakeholders. As part of the recommendations arising from this report, RCSI is engaging with the HEA to begin participation in the National Graduate Outcome Survey from 2026. Other tools, such as LinkedIn groups are being explored.
		Develop a graduate employer survey	April 2027	
		Enhance graduate employment and employer data in RCSI’s alumni CRM	April 2028	
11	RCSI makes more effective use of the data gathered about medical placements to advance clinical education through increased transparency in reporting.	Undertake an evaluation of stakeholder requirements to enhance reporting in line with the needs of stakeholders.	April 2025	Evaluation of placement quality is an essential component of RCSI’s programme quality assurance and the Manchester Clinical Placement Index is used to measure the effectiveness of placements in the medicine programmes. Information is shared with relevant leads of clinical rotations and the Clinical Deans. The surveys are also used to inform students through a “You Said, We Did” campaign. Since the review, the process for annual mapping was developed and implemented. Report owners and access levels were identified, recorded and shared. This will be repeated annually. Planning for further evaluations and piloting have commenced.
		Establish a process for annual mapping of survey report owners to enhance transparency.	April 2025	
		Implement reporting enhancements identified.	April 2026	
12	RCSI should reassess the sequencing of clinical placements and simulation sessions, ensuring	Explore opportunities to provide additional simulation practice opportunities prior to, during, or following placements, as appropriate	April 2027	RCSI continues to invest significantly in simulation training capacity. Recognising the importance of aligning simulation-based education to clinical placements, a review has been undertaken to ensure, where

	that students first benefit from the comprehensive preparation offered by simulation experiences prior to embarking on clinical rotations.	to support students' learning needs.		possible, that activities are aligned and sequenced to maximise student preparedness and engagement. RCSI's simulation programmes are designed to offer controlled, immersive learning environment where students can develop and refine core clinical skills, decision-making abilities, communication skills, and interprofessional collaboration — all without risk to patient safety.
		As undergraduate curricula continue to be updated, identify the key learning objectives, skills, and competencies to be addressed through simulation-based training and confirm their appropriate alignment with work placements opportunities.	April 2029	The programmes continue to be mapped longitudinally aligning simulation activities with key clinical competencies at defined progressive levels of complexity from basic skills to high-fidelity, team-based scenarios. The scheduling of simulation events is designed to support repeated practice and progression towards independent practice. Simulation faculty development programmes are expanding, and work is ongoing to introduce more interprofessional simulation-based training. The Awards & Qualifications Committee have now included specific reference to alignment of simulation-based learning and work placement within the programme validation process.
		For new programmes, develop a process for confirming alignment between simulation-based learning and work placements.	Ongoing	
13	[noting recent assessment literature] RCSI should review the efficacy of the process of negative marking and its impact on the student experience.	Continue monitoring the performance of penalty scoring, cognisant of its intended purpose, seeking ongoing feedback from learners.	Ongoing	Penalty scoring is used in limited contexts in RCSI. Random guessing is not a trait encouraged in health professionals and penalty scoring supports learners to weigh their level of knowledge against the potential consequences of an incorrect decision. Furthermore, it normalises the practice of admitting the need to seek additional knowledge or help. In addition to supporting information (slides & videos) that are available to students, they are also given a presentation on progress testing & penalty scoring at induction. An additional session is planned to follow their first progress test to help them navigate their results & feedback.
		Further develop communications to students on the purpose of this assessment strategy. This will include detailed information on penalty scoring at induction in relevant programmes, and ongoing periodic engagement to address arising concerns.	April 2025	
		Undertake an evaluation of penalty scoring following its implementation with at least one full student cohort.	April 2029	
14	RCSI should ensure that PGR students have accessed the induction processes in a timely manner.	Formalise the system to ensure that PGR students are provided with information on the induction resources immediately available to them within their first week of joining RCSI. This will be followed by an invitation to the timeliest induction offering appropriate to their cohort.	April 2026	RCSI implements a rigorous process to guide postgraduate research (PGR) students from initial application through to the award of their degree. This includes provision of a comprehensive induction to all PGR students. Initial induction information is provided, and induction events are scheduled to maximise engagement and provide timely access. Additional and bespoke induction information is provided by individual research units. Depending on the programme of study or cohort, RCSI postgraduate research students are provided with an online induction programme within one month of their programme registration. A welcome handbook is also provided (via Moodle), detailing information and supports for living in Ireland and studying at RCSI. An in-person induction day takes place each November, which includes a new Black Jacket "Coating Ceremony" introduced since the review.

15	RCSI should strengthen its personal tutoring model, ensuring a consistent level of support at all levels for students throughout their academic journeys.	Review the information provided to personal tutors to ensure clarity in relation to the tutor role on each of the principal undergraduate programmes.	April 2025	All new students on the principal undergraduate programmes are assigned an Academic Mentor/Personal Tutor upon registration. All academic staff are involved in the personal tutor scheme and support students with regular group and individual tutee meetings. A review of tutor information has been piloted in a number of schools with further roll-out planned.
		Identify and deliver workshops to meet the training needs of personal tutors.	April 2026	
16	RCSI should ensure the range of support available for access students is clearly communicated and actively targeted to those students with identified needs.	Gather information on the current supports available for access students. Engage with appropriate learners and staff to better understand the information needs of access students.	April 2025	RCSI is committed to widening participation in its educational programmes and was pleased that this was recognised by the Review Team's commendation on the "range and accessibility of support provided for students across programmes and locations". The ongoing support of access students to thrive is aligned to this recommendation and is an identified milestone within our current strategy. Information on the current supports available to students has been gathered and optimum forms of publication are under continued review.
		Publish information on these supports within a collated source e.g. handbook, webpage, as appropriate. Publicise this information to all students at induction and to Student Council.	April 2026	
17	RCSI should keep under review its approach to communication, for example, when it is necessary to make major changes to a partnership such as during the exit strategy process.	Develop a communications plan for major changes in partnerships.	April 2025	As an independent not for profit institution, RCSI engages in partnership opportunities that align with our mission and support the delivery of key organisational goals. Clear communication of any changes is aligned to our culture of delivering on our promises, a culture recognised within the review report. Since the review, an SOP has been developed to support effective communication at the end of strategic partnerships.