Postgraduate Certificate in Quality Improvement Leadership in Healthcare

2022-23

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GENERAL PROGRAMME INFORMATION

INTRODUCTION

The RCPI (Royal College of Physicians of Ireland) Postgraduate Certificate in Quality Improvement Leadership in Healthcare one year programme is funded for HSE (health service) employees by the National Quality and Patient Safety Directorate (NQPSD). The programme is accredited for a minimum of 30 ECTS credits at Level 9 within the National Quality Framework.

COURSE DESCRIPTION

The RCPI Postgraduate Certificate in Quality Improvement Leadership in Healthcare is a team and project-based learning programme. It is designed to provide learners with the knowledge and skills of quality improvement and patient safety theories and methods, with a focus on how to lead for quality and safety. The programme supports the implementation the HSE Patient Safety Strategy 2019-2024 by enabling healthcare teams to implement solutions to address factors that could result in harm and adverse events.

Learners apply as members of a multidisciplinary team of three members. The team commits to developing and delivering an improvement project in the workplace.

This programme provides a transformative experience with personal growth and leadership development. Teams are supported by an expert faculty to enable them to analyse the system and processes where they work and to implement the theories and methods of Improvement and patient safety science to improve outcomes.

CONTACT DETAILS

Name	Role/Title	Email
Peter Lachman	Programme Director	peterlachman@rcpi.ie
John Fitzsimons	Faculty	
John Brennan	Faculty	
Ludovica Neglie	Programme Coordinator	qualityimprovement@rcpi.ie
Victoria Taylor	Education Specialist/QI Manager	victoriataylor@rcpi.ie

DATA PROTECTION NOTICE

The personal data that you provide to RCPI will be used by RCPI staff and faculty to communicate with you about the programme sessions, reading materials, assignments and other important information.

Your personal data may also be shared with the HSE, the sponsor of the programme, to facilitate their development of a network of leaders with Quality Improvement skills across the HSE. Similarly, a summary of projects and abstracts along with the project team details is published at the end of the year in the interest of disseminating learnings from the projects chosen for the programme.

During periodic programme reviews, to assess the quality of teaching and the relevance of the programme material, participant details may be provided to a third-party organisation who will perform the evaluation, independent of HSE and RPCI. This processing notification does not affect any of your rights under the GDPR or your right to lodge a complaint with the Data Protection Commissioner.

If you have any concerns or queries about the use of your personal data, you can contact the data protection officer at: dataprotectionofficer@rcpi.ie

PROGRAMME-SPECIFIC LOCATIONS

The programme has a blended learning design, which integrates in-person classroom learning sessions with virtual classroom sessions, combined with online educational materials and learning interactive opportunities.

The programme is delivered over 10 months and will include seven full day in-person sessions, five full-day virtual classroom sessions and three virtual team calls. This can be changed if required for public health measures e.g. if there is a COVID or similar outbreak.

All in person sessions will be held at RCPI, No. 6 Kildare Street or a nearby venue.

PROGRAMME TIMETABLE

Dates and schedules will be published online. Two cohorts of up to 10 teams are accepted onto the programme. Successful teams will be informed of their cohort allocation with the decision letter.

Cohort 24 learning sessions will run from 6 September 2022 to 14 June 2023
Cohort 25 learning sessions will run from 8 September 2022 to 14 June 2023

- Virtual Induction   13.30 – 16.00
- In-house and virtual   09.00 – 16:30/17:00/17:30 (varies as per programme)
- Virtual team coaching tutorials   16:00 – 19:00

An indicative course schedule is set out below. Scheduling is subject to public health guidance. Learners will be notified of changes at the earliest possible.

- Induction takes place virtually approximately 4 weeks before the first learning day.
- Modules 1 and 2 are delivered over 10 months from September to June.
- The final project report is due approximately 8 weeks after the final learning day.

	Pre-course	Module 1			Module 2							
	Sept	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	Sept
Course schedule	Induction Virtual 2 hours	Learning session 1, 2 and 3 In person Full days	Learning session 4 In person Full day		Learning session 5 Virtual Full day	Learning session 6 Virtual Full day	Learning session 7 Virtual Full day	Learning session 8 In person Full day Day 9 Virtual Full day		Learning session 10 Virtual Full day	Learning sessions 11 and 12 In person Full days Team presentation	
Course work	Online 1 hour module Online pre-course assessment Assessment of process	Project – problem diagnostics Start Personal Improvement Project Start leadership reflection	Project charter to include process analysis Driver diagram Measurement & communication plans Plan your Personal Improvement Project (PIP)		PIP Project work	Project work	Project work Leadership plan	Project work	Project work Leadership plan	Project work	Project work Leadership plan	
Assessment schedule		MCQ online	EQi self-assessment		Group project charter Reflection 1 Leadership	PIP		Reflection 2 Patient Safety		Reflection 3 Person Centred Care	Reflection 4 Leadership	Group project report Reflection 5 Group learning Reflection 6 Individual learning
Coaching Tutorial schedule		Session 4	Virtual Team coaching tutorial		Session 6		Virtual Team coaching tutorial	Session 8	Virtual Team coaching tutorial	Session 10		

PLAGIARISM AND REFERENCING GUIDE

Academic integrity is the commitment to, and demonstration of, honest and moral behaviour in an academic setting. The five core values that underpin academic integrity are:

1. Accuracy   Making sure that your work is free from errors.
2. Honesty   Being truthful about which ideas are your own and which are derived from others, and about the methods and results of your research.
3. Fairness   Not trying to gain an advantage by unfair means: for instance, by passing off others' work as your own.
4. Responsibility   Taking an active role in your own learning: for instance, by seeking out the information you need to study effectively.
5. Respect   For your fellow learners, faculty, and the work of other scholars.

STATEMENT ON PLAGIARISM

The RCPI upholds the principle of academic integrity, whereby appropriate acknowledgement is given to the contributions of others in any work, through appropriate internal citations and references. Learners should be aware that good referencing is integral to the study of any subject and part of good academic practice. Plagiarism is the inclusion of another person's writings or ideas or works, in any formally presented work (including essays, projects, examinations, oral, poster or slide presentations) which form part of the assessment requirements for a module or programme of study, without due acknowledgement either wholly or in part of the original source of the material through appropriate citation. Plagiarism can include the following:

1. Presenting work authored by a third party, including other learners, friends, family, or work purchased through the internet.
2. Presenting work copied extensively with only minor textual changes from the internet, books, journals, or any other source.
3. Improper paraphrasing, where a passage or idea is summarised without due acknowledgement of the original source.
4. Failing to include citation of all original sources.
5. Representing collaborative work as one's own; Plagiarism is a serious academic offence. While plagiarism may be easy to commit unintentionally, it is defined by the act not the intention.

REFERENCE
Academic Integrity Policy

TEACHING AND LEARNING

GUIDE TO THE EUROPEAN CREDIT TRANSFER AND ACCUMULATION SYSTEM (ECTS)

The European Credit Transfer and Accumulation System (ECTS) is an academic credit system based on the estimated learner workload required to achieve the objectives of a module or programme of study. It is designed to enable academic recognition for periods of study, to facilitate student mobility and credit accumulation and transfer. The ECTS is the recommended credit system for higher education in Ireland and across the European Higher Education Area.

The ECTS weighting for a module is a measure of the learner input or workload required for that module, based on factors such as the number of contact hours, the number and length of written or verbally presented assessment exercises, class preparation and private study time, laboratory classes, examinations, clinical attendance, professional training placements, and so on as appropriate.

Typically, fulltime study over one academic year earns 60 credits. 1 credit represents 20-25 hours estimated student input, so a 10-credit module will be designed to require 200-250 hours of student input including class contact time, assessments and examinations.

IRISH NATIONAL FRAMEWORK OF QUALITY AND QUALIFICATIONS IRELAND

The Irish NFQ (National Framework of Qualifications) was established in 2003. The NFQ is a framework through which all learning achievements may be measured and related to each other in a coherent way. Qualifications are organised within the NFQ based on their level of knowledge, skill and competence. Find out more at https://nfq.qqi.ie/

Quality and Qualifications Ireland (QQI) has responsibility to develop, promote and maintain the Irish NFQ. QQI also facilitates the recognition of foreign qualifications. Find out more at http://www.qqi.ie/

PROGRAMME STRUCTURE

This programme is accredited through Quality Qualifications Ireland (QQI) as a Level 9, 30 ECTS, Professional Certificate Programme on the National Framework for Qualifications. Learners who successfully complete the programme will receive a Postgraduate Certificate in Quality Improvement Leadership in Healthcare from RCPI.

PROGRAMME LEARNING OUTCOMES

1. Critique the components of effective leadership for quality improvement in their own clinical practice.
2. Apply improvement methodologies and tools to a quality improvement project.
3. Implement a systems approach to quality in healthcare, including/covering/exploring the domains of safety, effectiveness, timeliness, person centeredness, efficiency, and equity.
4. Reflect on the theories of patient safety and evaluate opportunities for improvement or implementation within their clinical practice.
5. Reflect on the concepts and models of person-centred care and consider how patient and family engagement can be a driver for quality in their clinical practice.
6. Generate a project report and evaluate the use of improvement science methods, including measurement tools, to influence and support implementation.

The RCPI reserves the right to amend the list of available modules and to withdraw and add modules. Scheduling may restrict the availability of modules to individual learners.

Module 1 Leading Quality Improvement – Key Concepts

On completion of module 1 learners will be able to:

1. Distinguish different leadership attributes and qualities and how they impact on the delivery of a quality health service, identify effective leadership qualities and their relevance to personal leadership in healthcare.
2. Appraise own leadership qualities and areas for personal development through comprehensive leadership assessment and reflection strategies.
3. Describe principles, theory and methods of improvement science.
4. Reflect on own work systems and identify areas for improvement across domains of quality in healthcare.
5. Develop and implement a personal improvement project by applying the theory and methods of improvement science including measurable outcomes.
6. Evaluate their quality improvement project with reference to Irish national policies and frameworks.
7. Identify Patient Safety and Person-Centred care challenges in the projects.

Module 2 – Leading & Implementing Quality Improvement

On completion of module 2 learners will be able to:

1. Identify individual, interpersonal, organisational, cultural and systemic barriers to change and select leadership approaches and interventions to overcome them.
2. Use insights of self as a leader to construct a personal leadership plan, which identifies strengths and weaknesses, skill gaps, leadership objectives and a strategy for personal development.
3. Examine concepts of person-centred care and reflect on own clinical practice.
4. Assess principles of patient safety in healthcare; including incident management (risk), human factors, systems theory, reliability, and resilience engineering, and reflect on own work practice.
5. Interpret and evaluate data, identify process variation and its impact on patient and service outcomes.
6. Discriminate and apply improvement methodologies to specific challenges as part of a quality improvement group project.
7. Synthesise the learning outcomes from the group project and construct strategies to building capacity and sustainability of quality improvement.
8. Evaluate their quality improvement project with reference to Irish national policies and frameworks.

A detailed reference guide is available on Brightspace. Each session will have allocated pre and post reading. The following texts are essential reading.

Quality Improvement.
Langley, G.J. et al. (2009). The improvement Guide: a practical approach to enhancing organizational performance. [online] San Francisco: Jossey-Bass Publishers. Link
This book is the main textbook, and each team should have at least one copy.

AURUM Institute Guide to Quality Improvement Link
This free book is a practical version of the key theories and methods taught on the course. Each learner should download a copy.

Measurement
Provost, L.P. and Murray, S., 2011. *The Health Care Data Guide*. John Wiley & Sons. Link
The book is for those who want to know more about measurement for improvement.

Patient Safety
Lachman, P., et al. (2022) OUP (Oxford University Press) Handbook of Patient Safety Link
This recently published book covers a wide range of patient safety theories and interventions.

Module Code	Module Title	ECTS Weighting	Expected workload/effort
Module 1	Leading Quality Improvement	10 ECTS	250 hours is the expected number of learner effort hours in this module. This is comprised of in person workshops, virtual team coaching tutorials, project work, assigned reading, directed e-learning and self-directed work.
Module 2	Leading and Implementing Quality Improvement	20 ECTS	500 hours the expected number of learner effort hours in this module. This is comprised of in person workshops, virtual team coaching tutorials, project work, assigned reading, directed e-learning and self-directed work.

COURSEWORK REQUIREMENTS

Module 1 comprises 33% of the overall mark. Module 2 comprises 67% of the overall mark. The award for the programme is given as a distinction, merit, pass or fail; this is an average mark of all assessments from the year.

All assessments are required to be submitted to complete the programme.

- If you cannot complete an assessment, an opportunity to repeat the assessment will be provided.

- If you require an extension, please contact the course coordinator who will discuss this with the Programme Director. If an extension is granted, then the above terms will apply to the agreed extension submission date.

- If you submit an assessment late but within seven days of the original submission date, a penalty of 10% off the assessment grade may be applied at the discretion of the course director.

- Any assessment submitted after seven days post assignment submission date, or not submitted at all, is considered a non-submission. Non-submissions earn a grade of 0%.

If you require academic support, please contact your programme coordinator for further information.

ATTENDANCE REQUIREMENTS

Learners are required to attend 100% of the sessions to complete this programme.

Attendance is monitored through sign in sheets that are filled out at registration. The sign in sheet is checked by the Programme Coordinator and if required are reviewed by the Programme Manager.

Learners who cannot attend a session in case of illness etc. will be provided an opportunity to catch up on the content they have missed. This will be monitored on a case-by-case basis.

If a learner or team cannot attend a session, a request can be made in advance to attend the other cohort's session for the one that cannot be attended.

WHAT TO EXPECT FROM PROJECT COACHING TUTORIALS

Project coaching is an integral component of the Certificate programme. Coaching tutorials (project surgeries) are provided during teaching days and at scheduled web-based sessions. The aim of project coaching is to support learners and project teams to develop their project ideas and strategy, select and apply QI tools and methods, analyse and present data, and implement their project.

The range of in-house and virtual classroom learning complements the scheduled virtual project coaching tutorials to afford opportunities for learners to interact and discuss topics with their peers and teaching faculty.

During the leadership components of the Certificate programme, the focus is on developing each learner as an improvement leader. Coaching is an integral part of that learning and learners will have the opportunity to practice coaching.

FACULTY LEARNER RATIO

Teams are coached by expert faculty with opportunity for peer-to-peer learning and networking for support. In the coaching tutorials the ratio is one team to one or two faculty members.

PROJECT COACHING – IN-PERSON OR VIRTUAL TUTORIALS

Each Certificate cohort is divided into two groups which meet with the faculty to present project progress and discuss project issues and challenges. Coaching can be virtual or in person.

Project coaching sessions are scheduled as follows:

- Module 1   Day 4   QI project coaching tutorial
- Module 2   Days 6, 8, 10   QI project coaching tutorial
- Module 2   Day 6   Health Economics: Project Cost Effectiveness Analysis
- Module 2   Day 10   Leadership: How to coach as a QI Leader

TEAM COACHING TUTORIALS – VIRTUAL DELIVERY

Three web-based project coaching tutorials are scheduled in the month when coaching is not on the in person or virtual learning programme. Teams are allocated times to attend and present their project for coaching by faculty and other learners. Each team member will have an opportunity to lead the presentation on their group project.

CONSISTENCY OF COACHING SUPPORT

Project coaching is undertaken by the teaching faculty in their role as QI Coach. Teams present their project, and the faculty member leads the conversation with quality improvement project coaching techniques.

ASSESSMENT STRATEGY

The course content is delivered over two modules and focuses on the achievement of learning outcomes, i.e. it is integrated to support optimum learning. Formative assessment is an integral component of the pedagogical approach within the programme. Individual and group assignments are aligned to the module and programme learning outcomes.

Assessments are split over the two modules. Learners must complete Module 1 before proceeding to Module 2.

ASSESSMENT INFORMATION

MODULE 1 ASSESSMENT STRATEGY

Assignment	Improvement Science MCQ	Leadership assignment	Group Project Charter	Personal Improvement Project
Assessment type	Individual	Individual	Team	Individual
Indicative due date	October, 1 week after Day 4	October 4 weeks after Day 3	November, 5 weeks after Day 4	December, 6 weeks after Day 4
Details	Online MCQ, pass mark 80%	**Reflection 1** 500 words	Team project charter, 2000 words with template	Report of a personal improvement project, 1000 words with template
Weighting	10%	20%	50%	20%

MODULE 2 ASSESSMENT STRATEGY

Assessment	Patient Safety	Person centred care	Personal Leadership Development	Group Project
Assessment type	Individual	Individual	Individual	Team and individual
Indicative due date	March, 2 weeks after Day 8	May, 2 weeks after Day 10	June, 4 weeks after Day 11	September, 12 weeks after Day 12

Details	Reflection 2	Reflection 3	Reflection 4	Group project report
	Impact of patient safety theory on personal practice 500 words	Impact of person-centred care theory on personal practice 500 words	Leadership 500 words	Analysis of learning journey and project outcomes 5000 words **Reflection 5** Group learning, 750 words **Reflection 6** Individual learning 500 words
Weighting	10%	10%	20%	Group Project report and reflection 50% Individual Reflection 10%

GROUP ASSESSMENT REQUIREMENT

Learners must successfully complete a series of individual and group assignment submissions over the two modules. Group/team assignments are related to the QI workplace project. The process of working in the team is assessed by RCPI programme faculty in addition to the course content submitted via the group assignments. The procedure for the assessment in groups adheres to the RCPI Policy on Group Assessment (TBC).

Module 1 (33% of total grade)

QI Project Charter (2,000 words, 60% of Module 1 grade)

The quality improvement project charter provides a rationale and roadmap for the team's improvement work. The charter clarifies thinking about what needs to be done and why. The charter provides the project plan and identifies the opportunities for improvement and how the project will be implemented. It helps keep the focus on a specific opportunity or problem.

All students receive the same mark for the group Project Charter, e.g. 23 out of 30. See Appendix 1 for the QI Project Charter assessment rubric.

Module 2 (67% of total grade)

Group QI Project Report (5,000 words, 50% of Module 2 grade)

The Group Project Report details the learning journey and the application of the theory and methodology learnt to an improvement project or programme. Learners are required to provide a critical analysis of their learning as a

team and as individuals. The completion of this work represents the practical application of theory and concepts of leadership and quality improvement. The team attributes individual contributions to the various parts of the project.

To ensure individual learning within the team, some elements of the Group QI Project Report are graded as a group and others as individual contributions.

- A group mark is awarded to the dissertation and the team critical analysis of learning.
- An individual mark is awarded to the individual reflection and critical analysis of the learning. This is weighted as an additional 10% towards Module 2.

GRADE MODERATION

There is a robust internal and external grade moderation process for the Certificate, governed by the relevant RCPI policy and overseen by the Certificate's Programme and Examination Boards and the RCPI Academic Board.

EXTERNAL EXAMINER

Professor Dara Byrne MD MCh FRCSI CHSE-A & ASPiH Accredited

Professor of Simulation Education in Healthcare, NUI Galway

Director of Simulation at the Irish Centre for Applied Patient Safety and Simulation (ICAPSS) and the Saolta Group

Programme Director MSc. Healthcare Simulation and Patient Safety

Professor Byrne is a physician academic with over 25 years' experience in medical and simulation-based education. Her education and research focus is on improving the quality and safety of patient care. She is programme director for the MSc in Healthcare Simulation and Patient Safety at NUI Galway and Chair of postgraduate taught programmes at the School of Medicine. She has acted as external examiner for several health professions education programmes.

RECOGNITION OF PRIOR LEARNING (RPL)

Credits are not provided for prior learning.

QI PROJECT TEAM SUPPORT

Learners are part of a team of three members who agree to work together to complete an improvement project. The project may be implemented in their place of work or across different organisations, dependant on the focus of the project.

SUPPORT PROVIDED TO TEAMS

RCPI learner support structures are described in the Learner Support Policy [link]. Learners on the Certificate benefit from support provided by a dedicated Programme Coordinator. The highly interactive nature of the curriculum includes opportunities for individual and team engagement.

CHALLENGES TO GROUP WORK

The faculty and programme staff will support the teams to ensure that they work in a collaborative way on their learning journey. This support can be, for example:

- The teams will be supported to ensure there is effective communication within teams
- Addressing conflict or a domineering personality within a team
- Ensuring focus and equal contribution to the workload will be assessed

This will be assessed through regular interactions with the teams in learning sessions and by the assessment of concrete actions such as delivery of assignments on time.

During in-person and virtual teaching days, there will be opportunities for faculty and support staff to interact with learners, observe group interactions and progress on the topics. If a problem is identified, there is a process of engagement ranging from an early informal check in, "*are you ok?*" to an invitation to an individual coaching tutorial with a faculty member. Referral to the RCPI Student Support Officer or the Wellbeing Dept. is available.

ATTRITION

RCPI will support learners if there is a need for a learner to withdraw from the programme.
If a team member cannot continue the programme, the team may be supported to continue as a team of two learners.

If a team is reduced to one learner, an assessment will be made by the Programme Director in consultation with the learner and other faculty as to whether the learner can continue the programme from an educational viewpoint, and with the Programme Manager from a logistical viewpoint. Options are completion of the programme as an individual, deferral to another intake with a new team or tailored output requirements to take account of the learner's progress and learning to date.

If the remaining learner defers participation, exemptions to individual aspects of learning in the programme may be given to the learner who has deferred, if this does not detract from working within a team. Details can be found on admissions and deferrals can be found in the Admissions Policy and Procedure (ED-Pol-051) and Deferrals Policy and Procedure (ED-Pol-052) in the QA manual [link].

LEARNER FEEDBACK

RCPI is dedicated to continually review and improve all education programmes. A Learner Representative to the Programme Board will be appointed. If you are interested, please contact the Programme Coordinator. Your feedback is essential in this process. Feedback can be provided in several ways including:

- End of module/programme evaluation form.
- Anonymous feedback form within the Learner Support and Resources page on the VLE (Virtual Learning Environment).
- Submit feedback to the Programme Coordinator.
- Submit feedback to the Education Development Department at educationdevelopment@rcpi.ie.
- Submit feedback to the Learner Representative of your course.

LEARNER CODE OF CONDUCT

All learners are expected to conduct themselves in an appropriate and respectful manner throughout their interactions with and on behalf of RCPI.

Learners should not engage in any activity that may negatively impact the name of RCPI, its staff, faculty, or learners.

Learners are expected to conduct themselves legally, ethically, and responsibly in all interactions and communications in all mediums, including those interactions through technology and social media, within and outside their education programme.

All communications and interactions with RCPI or any of its stakeholders, and on behalf of RCPI as a learner, are expected to be conducted in a respectful manner based upon dignity, equality, and inclusion.

By enrolment on an RCPI education programme learners accept the RCPI Learner Code of Conduct and agree to adhere to the requirements and expectations identified within it.

The RCPI Learner Code of Conduct applies to all persons undertaking an RCPI education programme and is in force for the duration of their relationship with RCPI. A breach of the code of conduct may lead to a learner being excluded from the programme(s) of learning they are undertaking. This code is not exhaustive.

EXPECTATIONS

To ensure an enhanced experience we a request that you`;
- Are considerate to the needs of fellow learners, faculty, RCPI staff and any other authorised visitor.
- Do not engage in any conduct which is intended or is likely to disrupt teaching, learning, study, research, ceremonies, recreational activities, meetings, examinations, administration, or other activities undertaken by or within RCPI.
- Respect the property of RCPI and not to use it for unapproved purposes.
- Attend all scheduled programme activities and commit to the learning process.

MISCONDUCT

The following are examples of behaviour which are considered as misconduct and may result in a learner's suspension or exclusion from an RCPI education programme. This list is not exhaustive:

- Disruption of, or improper interference with, the academic, administrative, social, or other activities of RCPI, whether on RCPI premises or elsewhere.
- Obstruction of, or improper interference with, the functions, duties, or activities of any learner, faculty member, RCPI staff or any authorised visitor of RCPI.
- Violent, indecent, disorderly, threatening, or offensive behaviour or language.
- Sexual or racial harassment of any learner, faculty, RCPI staff or any authorised visitor to RCPI, or any behaviour of a hostile or intimidating nature aimed at individuals or groups of people.
- Fraud, deceit, deception, or dishonesty in relation to RCPI or its staff or in connection with holding any office in RCPI or in relation to being a learner of RCPI.
- Action likely to cause injury or impair safety on RCPI premises including external premises used for delivery of programmes.
- Examination offences which do not constitute academic irregularities.

- Damage to, or defacement of, RCPI property or the property of other learners caused intentionally or recklessly, or misappropriation of such property.
- Misuse or unauthorised use of RCPI premises or items of property, including computer/network misuse.
- Misuse or unauthorised distribution of intellectual property belonging to RCPI or appointed agents, which includes programme content, printed and digital support material.
- Behaviour that brings RCPI into disrepute.

BREACHES OF THE LEARNER CODE OF CONDUCT

A learner who is suspected of breaching the Learner Code of Conduct shall be subject to RCPI Disciplinary Policy and Procedure for Learners (ED-Pol-054).

RIGHT OF APPEAL

A learner may appeal the outcome of the Disciplinary Committee and/ or the penalty imposed. Please refer to Appeals Policy (Ed-Pol-071).

All RCPI policies and procedures are accessible on www.rcpi.ie or via your Learners Supports and Resources homepage.