



**RCSI** SURGICAL  
AFFAIRS



# Masters (MSc) in Advanced Clinical Practice

2022



## MASTERS (MSc) IN ADVANCED CLINICAL PRACTICE INTRODUCTION

# ADVANCE YOUR CAREER IN CLINICAL PRACTICE

The Royal College of Surgeons in Ireland welcomes you to the MSc in Advanced Clinical Practice. This programme, the first of its kind in

Ireland, aims to equip scholars with a combination of research skills and practical skills of the healthcare environment in order to enhance opportunities for professional development. Multiple departments at RCSI have contributed to the development of this programme.

Each module will introduce new areas of learning and many resources will be made available during the delivery of these modules. However, the overall success of the programme will also depend on the drive of the scholars. The class comprises people from different clinical backgrounds and experience. This allows a rich mix of expertise thus providing for healthy discussions and case studies.

The programme aims to give clinicians in training and in practice, the opportunity to explore areas of professional development that are not traditionally addressed in current higher specialist training programmes. Scholars will be enabled to develop practical research skills and also be taught through a diverse menu of modules that we believe address the professional needs of modern clinical practice. The modules are explained in detail below and the compulsory and optional components described.

On successful completion of the modules and the research dissertation, students will be awarded the degree of MSc in Advanced Clinical Practice. The College hopes that you will enjoy your time doing this programme and will assist you to ensure you benefit as fully as possible from the experience

Professor John O'Byrne  
Programme Director

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# 01

## PROGRAMME BACKGROUND

### **Aims and Objectives of the Programme:**

The overall aim of the programme is to help junior physicians in training to prepare for the professional challenges that will arise as they train and develop their own practice.

With physicians spending an increasing amount of time undertaking administrative duties, opportunities to train and increase their clinical experience are becoming more limited. This programme has been developed to supplement the clinical experience with structured clinical teaching and training.

This programme can be completed either over one year on a full-time basis or two years part-time. Programme modules are designed to equip you with a versatile skill set that will help to better meet the demands which are an essential part of the professional life of the modern practicing clinician.

### **Scholars will:**

- Demonstrate a systematic understanding of the best evidence underpinning professional skills and techniques needed to provide leadership, management, teaching and research in clinical practice.
- Integrate knowledge from a number of sources to manage complexity and formulate evidence-based ethical clinical decisions.
- Lead-out on quality improvement and lean initiatives within your department.
- Illustrate development of a professional identity as a clinical educator.
- Illustrate an ability to self-evaluate and reflect in order to develop continuously by identifying gaps in competence and take responsibility for continuing academic and professional growth.
- Construct a comprehensive research strategy and produce a thesis inclusive of an original piece of research relating to an area of current advanced clinical practice.
- Think independently, explore and critically analyse innovations in your own area of practice.
- Distinguish between leadership styles, lead by example by demonstrating exemplary skills in ethical clinical practice, research and teaching.
- Act professionally and communicate effectively with peers, colleagues, patients, carers and society.



## Teaching and Learning Strategies

A variety of teaching and learning strategies that are scholar-centred and output-oriented are utilised as outlined below:

**Lectures:** to introduce key concepts, explain course materials, and to provide a forum for scholars where debate and exchange of ideas and experience is encouraged. Lectures will be delivered mainly by RCSI on taught modules who are experts in their field. Guest lectures will occasionally be provided to supplement teaching and better illustrate selected concepts of the syllabus.

**Workshops:** to encourage active learning and problem solving by working in teams, developing ideas and setting goals, and advancing new knowledge. Scholar presentations: to develop oral presentation skills and to both give and receive constructive feedback from peers and academic staff.

**Case Studies:** to advance discussion from the theoretical into practical real-life scenarios.

**Supervision:** for scholars to learn roles and responsibilities through mentorship developed through seeking guidance and feedback to ensure adherence to research protocol and ethical requirements.

**E learning:** to develop IT skills and encourage peer support and learning in an alternative forum

## Programme Content and Duration

### 1 Year Programme

The one-year full-time MSc requires the completion of 90 ECTS credits based on taught modules and a research dissertation. Scholars will complete the taught modules in the first part of the programme whilst preparing a research protocol for the dissertation in the second part of the programme.

### 2 Year Programme

The two-year MSc programme requires the completion of 90 ECTS credits based on taught modules and a research dissertation. It is expected that Scholars will complete the taught modules in their first year of the programme. All lectures for the taught modules will be held at RCSI unless otherwise stated. In the second year of the programme scholars will prepare their research protocol and complete their dissertation.

### Course Progression

Scholars can register on the full-time course over one calendar year or on the two year course. However, once enrolled in the course, if a scholar decides that they would prefer to complete the MCh at a later date, they may defer the completion of the MCh to a later date within a five-year period of the original registration date. Scholars can be awarded a certificate of attendance for the completion of the individual modules.

## Course Structure and Faculty

### Compulsory Modules

COURSE SUBJECTS / COMPONENTS	CREDITS	MODULE LEAD
Research Methods, protocol development, design and analysis	15	Professor Tom Fahey
Healthcare Ethics & Law	10	Professor David Smith
Medical Technology & Innovation	10	Dr. David Matthews
Lean QI and Healthcare	5	Mr Padraig Kelly
Research Dissertation	30	Professor John O'Byrne

### Optional Modules

COURSE SUBJECTS / COMPONENTS	CREDITS	MODULE LEAD
Leading your service and organisation	10	Dr. Mary Collins
Professionalism & Advanced Communication	10	Dr. Angela O'Dea
Clinicians as Educators – Effective teaching skills	10	Dr. Marie Morris



# 02

## COURSE OUTLINE AND SYLLABUS

The programme is based on a modular structure using the European Credit Transfer System (ECTS), which has been developed in accordance with the recommendations from the Bologna Agreement (1999) and Ireland's National Framework of Qualifications (NFQ). These standards provide a mechanism to promote international transparency, international recognition of qualifications, and the international mobility of learners and graduates. The MSc requires the completion of 90 ECTS credits:

There are four core taught modules which are mandatory, and three optional modules of which two must be completed to make the 60 credits + Research Dissertation (30 credits).

**TAUGHT MODULAR WORK**

**60  
CREDITS**

**RESEARCH DISSERTATION**

**30  
CREDITS**

### **1. RESEARCH METHODS (MANDATORY) – 15 credits**

Scholars that have been working outside of the academic environment for several years will need to update research skills according to contemporary standards as preparation to undertake original research for the dissertation.

**This module will** equip you with the tools to prepare, manage, and design a substantial research project.

### **2. HEALTHCARE & ETHICS (MANDATORY) – 10 credits**

**This module will** provide you with an opportunity to gain a deeper and more systematic understanding of ethical and legal issues both in principle and in practical aspects of healthcare and clinical research.

### **3. PROFESSIONALISM & ADVANCED COMMUNICATIONS (MANDATORY) – 10 credits**

**This module aims** to support the development of the core skills below through exploring the concept of professionalism and the principles and practice of advanced communication.

### **4. LEAN QI & HEALTHCARE (MANDATORY) – 5 credits**

**The aim of this module** to develop an understanding of the evolution and guiding principles of lean healthcare and the link between 'lean', your patients and patient value.

### **5. CLINICIANS AS EDUCATORS – EFFECTIVE TEACHING SKILLS (OPTIONAL) – 10 credits**

**The aim of this module** to support and promote the development of your role as a teacher and assessor in clinical practice.

## **6. MEDICAL TECHNOLOGY & INNOVATION (OPTIONAL) – 10 credits**

New technical approaches to surgery are influencing the design and development of medical devices. Surgeons are well placed to identify surgical and medical needs within an increasingly complex healthcare system.

**The aim of this module** is to provide you with hands-on experience in the industry of medical invention, from identifying un-met needs to developing clinical and market strategies. The module will also seek to build your awareness of the various roles of clinical professionals in the design and development of medical devices.

## **7. LEADING YOUR SERVICE & ORGANISATION (OPTIONAL) – 10 credits**

The increasingly dynamic and complex environment in which most healthcare organisations operate requires more fully developed professional healthcare leaders, who have a concise understanding of the impact of their leadership on the business operations and service delivery.

**This module will** provide participants with an understanding of the nature of service and the factors that contribute to excellence in leading service in healthcare.

## **8. RESEARCH PROJECT (MANDATORY) – 30 Credits**

In order to successfully achieve the qualification of an MSc in Advanced Clinical Practice, you must complete a research report to the standard of a high-quality research article.

# 03

## PROGRAMME OUTLINE

<b>TAUGHT MODULES 60 CREDITS</b>							
<b>Module Title</b>	<b>Core/ Optional</b>	<b>ECTS</b>	<b>Total Hours</b>	<b>Activity Hours</b>			
				Pre-Course Work	Blended/ Online learning	Self Directed Learning	Assessment
Research Methods Protocol Development, Design & Analysis	Core	15	355	50	90	200	15
Healthcare Ethics & Law	Core	10	250	70	30	120	30
Professionalism & Advanced Communication	Core	20	249	20	99	55	75
Lean QI and Healthcare	Core	5	125	15	30	60	20
<b>TWO OPTIONAL MODULES MUST ALSO BE COMPLETED</b>							
Clinicians as Educators - Effective Teaching	Optional	10	250	28	60	120	42
Leading Your Service & Organisation	Optional	10	250	47	40	138	25
Medical Technology & Innovation	Optional	10	250	10	40	120	80
<b>DISSERTATION 30 CREDITS</b>							
Research Dissertation	Core	30	750	30		700	20

# 3.1

## RESEARCH METHODS, PROTOCOL DEVELOPMENT, DESIGN AND ANALYSIS (MANDATORY)

### **MODULE AIMS:**

The research methods module aims to provide participants with the tools and skills necessary to apply appropriate research methodologies to complete the research dissertation and to conduct health research.

### **LEARNING OUTCOMES:**

On completion of the MSc research modules, scholars should be able to:

- Critically evaluate and apply the principles, strengths and weaknesses of research study design and how they relate to appraisal and conduct of research
- Analyse health outcomes including mortality, morbidity, pain, health status and quality of life assessment.
- Demonstrate an understanding of statistical concepts, including data management, analysis and sample size calculations.
- Understand the ethics of research, governance and data protection.
- Develop a protocol for different study designs using appropriate standardized reporting guidelines.
- Understand importance of systematic reviews, identify and critically appraise relevant studies and conduct meta-analysis using Stata, and generating graphical displays (forest plots)
- Understand the process of peer review publishing, grant writing and dissemination of research findings.

### **PRE-CLASS COMPONENT (BLENDED LEARNING):**

Review module descriptor, MSc Research Guidelines and module assignments.

### **IN-CLASS COMPONENT (MODULE CO-ORDINATOR AND LECTURER FACILITATED)**

- Fundamentals of study design
- Measuring health and health outcomes
- Data management
- Protocol development and standardised reporting
- Basic biostatistics
- Searching biomedical literature and reference management
- Further biostatistics
- Ethics, governance and data protection
- Systematic reviews and meta-analysis
- Peer review publishing, dissemination of research and protocol presentation

### **POST-CLASS COMPONENT**

- Assignment preparation for presentation of research proposal
- Presentation of the research protocol and revision based on feedback received in the presentation workshop
- Assignment preparation for submission of written research protocol assignment including engagement with clinical supervisors

# 3.2

## HEALTHCARE ETHICS & LAW (MANDATORY)

### **MODULE AIMS:**

The aim of this module is to increase the capacity of all clinicians to address the ethical issues, which arise in caring for patients. The module develops the Principles of Healthcare Ethics, Informed Consent, Capacity and Confidentiality, Ethical issues in End of Life Care, and Ethical Issues and Dilemmas in Surgery. The module also aims to give scholars an insight in to Patient Safety, Clinical Risk Management and Clinical Negligence, and Open Disclosure/Whistle Blowing and Health Care Regulatory Environment for Clinicians

### **LEARNING OUTCOMES:**

On successful completion of this module participants will be able to:

- Identify & apply the different approaches to ethical dilemmas taken by the four principles methods.
- Identify & Discuss the key ethical components of informed consent and patient capacity
- Evaluate the key ethical components of confidentiality
- Examine the key ethical concepts and distinctions used in end of life care.
- Understand the key ethical issues raised by legislation for physician-assisted dying/ suicide and euthanasia.
- Critically appraise the major ethical issues, which arise in medicine.
- Examine and critique processes of Clinical Governance, Quality Assurance and Risk management in medical practice
- Evaluate the key issues regarding Open Disclosures in Healthcare practice and the Healthcare Regulatory Environment for Clinicians.
- Critically apply the key lessons learnt with an ethical presentation to the class including an ethical case write-up

### **PRE-CLASS COMPONENT (BLENDED LEARNING)**

Prior to lectures the scholars are sent core reading which they are expected to review before the commencement of the Module and then prior to each lecture.

### **IN-CLASS COMPONENT (MODULE CO-ORDINATOR AND LECTURER FACILITATED)**

- Principles of Healthcare Ethics
- Informed Consent and Confidentiality
- Ethical issues in End of Life Care
- Ethical Issues and Dilemmas in Surgery
- Open Disclosure/Whistle Blowing and Health Care Regulatory Environment for Clinicians
- Patient Safety, Clinical Risk management and Clinical Negligence

### **POST-CLASS COMPONENT (BLENDED LEARNING)**

- In-class component review and reflection
- Assignment preparation

# 3.3

## PROFESSIONALISM & ADVANCED COMMUNICATION (MANDATORY)

### MODULE AIM:

This module aims to support the development of the core skills below through exploring the concept of professionalism and the principles and practice of advanced communication.

- To facilitate scholars to explore the core professional values of compassion, empathy and cultural sensitivity; and to explore with scholars how healthcare culture can impact on these positively and negatively.
- To introduce scholars to the most important literature on core professionalism topics of shared decision-making, continuity of care, consent, evidence-based medicine, and scholarship.
- To familiarise scholars with the key ethical principles in healthcare.
- To demonstrate key skills when managing difficult conversations with patients, relative, colleagues and society

### LEARNING OUTCOMES:

- Examine the principles of good professional practice in the Irish healthcare context.
- Analyse the key legal and ethical principles applicable in healthcare.
- Explain the principles of consent and demonstrate skills in obtaining consent.
- Demonstrate the ability to communicate risk appropriately to patients.
- Discuss the merits of open disclosure and demonstrate skills in error disclosure strategies.
- Review and assess the principle of continuity of care.
- Review and assess the principles of evidence-based medicine.
- Demonstrate the skills of advanced communication with relatives, peers, colleagues and society

- Critically evaluate different handover tools and methodologies and demonstrate proficiency in structured handover techniques.
- Demonstrate the ability to effectively manage difficult interactions between healthcare professionals

### PRE-CLASS COMPONENT

- Review module descriptor prior to commencement of the module.
- Assignment preparation

### IN-CLASS COMPONENT

- Introduced to the four main tenets of professionalism: values, interpersonal skills, knowledge and competency, ethics.
- Explore the core professional values of compassion, empathy and cultural sensitivity; and to explore with students how healthcare culture can impact on these positively and negatively.
- Observation, questioning and discussion during face-to-face workshops and seminars.
- Feedback on individual and group workshop outputs.
- Structured verbal and written feedback on individual reflection.

### POST-CLASS COMPONENT

- After each component, Scholars will be required to provide written feedback on discussion board posts.
- Provide Individual reflection on ethical issues.
- Written literature-based assignment.

# 3.4

## LEAN QI & HEALTHCARE (MANDATORY)

### MODULE AIM:

Scholars will learn excellent techniques for improving processes and implementing change in your Hospital or Department, but they also develop abilities that are highly portable across the organization and internationally

### LEARNING OUTCOMES:

- Demonstrate an understanding of the concepts of Lean Healthcare and the key improvement tools associated with the methodology
- Demonstrate an understanding of the Practical use of the lean tools and templates already in use in the Health Service
- Develop a charter for an improvement project using the tools and techniques of Lean Six Sigma
- Demonstrate confidence to undertake small improvement projects using the yellow belt tool

### PRE-CLASS COMPONENT

(Blended Learning):

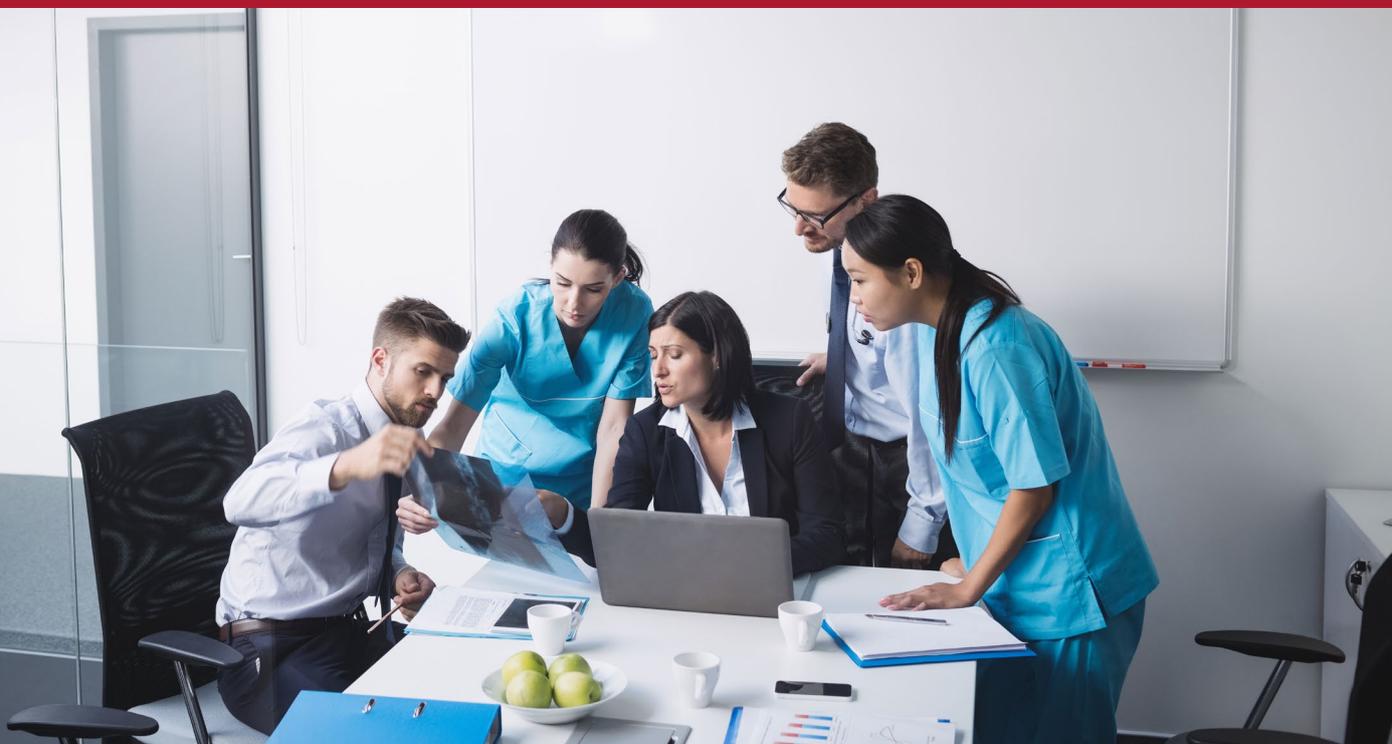
- Select a Quality Improvement Project topic

### IN-CLASS COMPONENT

- Introduction to Lean Healthcare
- Understanding Lean Methodology
- Lean Thinking and Principles
- DMAIC framework
- How Lean impacts the patient
- Project selection principles
- Project Tools
- Workshop on Identifying and visualising WASTE
- Workshop on implement Quality Improvement
- Presentation of Group Project

### POST-CLASS COMPONENT (BLENDED LEARNING)

- In-class component review and reflection
- Assignment preparation



# 3.5

## RESEARCH DISSERTATION (MANDATORY)

### MODULE AIM:

Healthcare practitioners working in today's clinical environments require knowledge and skills in research practice. Active involvement in the research process will enable the scholar develop skills and competence so that they can demonstrate leadership and commitment to the generation of research outputs and thereby contribute directly to the drive for evidence based practice

### THE AIM OF THIS MODULE IS TO:

- Demonstrate that the aims of the research dissertation are clearly identifiable
- Ensure that the scholar is able to gain an understanding of the scope of the topic suitable for a Master's level, including investigating the relevant primary sources
- To develop scholars' proficiency in using an array of qualitative and quantitative methodologies.
- To facilitate scholars understanding of research phenomenology and how research strategy and methods must follow beliefs about the nature of the knowledge.
- Critically comment on issues raised by the research topic at an advanced level

### LEARNING OUTCOMES:

- Apply the fundamental principles of research in healthcare towards the identification of an appropriate research question that complies with the FINER criteria.
- Select an appropriate research strategy to answer the research question.
- Demonstrate familiarity with the basic qualitative and quantitative methodologies in research.
- Demonstrate an ability to execute an original research investigation
- Apply research skills in order to submit a research ethics application to the appropriate research ethics committee

- Implement the appropriate research strategy and methodology to answer the research question.
- Connect the research hypothesis to wider knowledge in the subject area.
- Demonstrate data management and analysis skills for qualitative and quantitative data.
- Interpret the research findings in the context of existing knowledge in the area.
- Synthesise the knowledge in the chosen area into a literature review.

Execute analyse and report research to the standard of a high quality research article.

### Indicative Syllabus:

In order to successfully achieve the qualification of MSc in Advanced Clinical Practice, scholars will conduct an independent dissertation that incorporates subject matter from one of the taught modules.

The dissertation must be original scholastic work, though not necessarily lab- based, suitable for peer-reviewed publication in a journal of high impact. Statistical support and assistance will be available to each scholar throughout the Research process

**Presentation:** the dissertation must be written clearly, concisely and must follow standard scientific arrangement.

**Examination:** the candidate will be examined on the written dissertation and the examination outcome must be successful.

# 3.6

## CLINICIANS AS EDUCATORS – EFFECTIVE TEACHING SKILLS (OPTIONAL)

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### **LEARNING OUTCOMES:**

On successful completion of this module, scholars will:

- Plan and organise teaching sessions for large and small groups
- Develop their teaching and presentation skills
- Identify and utilise appropriate teaching resources
- Devise a teaching/lesson plan for an educational event
- Devise an assessment strategy for an educational event
- Devise an evaluation strategy for an educational event

### **PRE-CLASS COMPONENT**

- Review module descriptor and complete core reading set out for this module.
- Assignment Preparation

### **IN-CLASS COMPONENT**

- Plan and organise teaching sessions for large and small groups
- Develop their teaching and presentation skills
- Identify and utilise appropriate teaching resources
- Devise a teaching/lesson plan for an educational event
- Devise an assessment strategy for an educational event
- Devise an evaluation strategy for an educational event

### **POST-CLASS COMPONENT**

- All students are required to maintain a reflective diary and discuss a teaching episode with peers in class each week.
- A detailed written reflection on planning, delivering and evaluating a teaching session is required for the final summative assessment



# 3.7

## LEADING YOUR SERVICE AND ORGANISATION (OPTIONAL)

### MODULE AIM:

The aims of this module is to provide participants with an understanding of the nature of service and the factors that contribute to excellence in leading service in healthcare through lectures, guest speakers, seminars, readings and assignments. In this module participants will develop an understanding of the healthcare structures and their competing demands, the development of a culture of service excellence, the various activities involved in the analysis, formulation and implementation of strategic initiatives. This module will challenge participants to draw on work practices to understand techniques and principles examined to lead and deliver a service of excellence in their organisation.

Each topic has a series of required readings that should assist participants in their preparation and understanding of the central issues for each topic. In addition to the lecture notes, readings and journal articles provide the academic content of the topic. Participants have the opportunity to explore the relevance of concepts and tools in healthcare settings by applying their analytic skills via a course assignment. The objective is to bring the conceptual material to life by illustrating these concepts with real life examples during the lectures.

### LEARNING OUTCOMES:

- Critically debate strategy in the context of your environment.
- Complete a number of strategic tools for use in your department.
- Critically debate organisational cultures and structures in your working environment.
- Develop competency in financial management for your department.
- Critically debate performance management as a fundamental part of resource management.
- Critically apply the key lessons you have taken from the selected Case study to your
- Department area.

### Pre-Class Component (Blended Learning)

In order to fully benefit from lectures, it is

advised that you familiarize yourself with the material that will be covered during the class in the weeks' preceding. Please read key reading material in advance of lectures. By reviewing the material, you will become familiar with the key concepts and terminology before the lectures and this will allow you to address any difficulties.

### In-Class Component (Module Coordinator and Lecturer Facilitated):

It is expected that participants attend all lectures. As class participation is a vital element in the design of this module, participants are expected to engage in class discussion and debate in order to facilitate the formation of their critical thinking.

- **Strategic Leadership**
  - Develop an understanding of strategy and how to effectively manage and lead the strategic process for greater service delivery. Recognise the benefits of strategic management and the basic model of strategic management and its components.
- **Strategy**
  - Develop an in-depth understanding of the main concepts, frameworks, theories and approaches within the strategic management literature
  - Recognise the nature of the healthcare organisation and the importance of strategy in leading healthcare service.
- **Organisational Structures and Cultures**
  - Understand the healthcare structures and their competing demands. Recognise the link between strategy, structure and culture and the approach necessary to lead and develop a culture of service excellence,
- **Financial Management**
  - Understand financial management practices in healthcare and the impact of service delivery.
- **Personal Leadership – Emotional Intelligence, Resilience & Energy Management**

### Post-Class Component (Blended Learning):

- In-class component review and reflection
- Assignment preparation
- Article search and review
- Podcast review

Online inter-professional communication and learning



# 3.8

## MEDICAL TECHNOLOGY & INNOVATION (OPTIONAL)

### **MODULE AIM:**

The aim of this module is to provide participants with hands-on experience in the industry of medical invention, from identifying unmet needs to developing clinical and market strategies. The module will also seek to build the participants awareness of the various roles of clinical professionals (doctors) in the design and development of medical devices.

In addition, the module will provide participants with a toolkit of skills to identify unmet clinical needs, conduct background research, generate and develop ideas and understand the basics of clinical investigations, regulatory strategy and routes to market. It will allow scholar to understand the important of human factors and usability studies which focuses on the interactions between people, devices and their work environment. These skills will arm participants with the tools to complete an idea disclosure form or a commercialisation grant proposal to secure funding from government bodies or venture capitalist to determine the feasibility of a project.

### **LEARNING OUTCOMES:**

- Conduct background research to determine recent developments & trends in Medical Technologies
- Utilise the toolkit of skills learned to “flesh out” an idea and the research methods involved.
- Organise and conduct a brainstorming session to generate ideas to solve the identified unmet needs.
- Complete a business analysis of the viability of a project – market potential, classification, patent reviews
- Develop and critically evaluate concepts to select the optimum design
- Identify the areas within the process where clinical input is required
- Outline and highlight the complexities of the clinical investigation and regulatory processes.

- Demonstrate and understanding of key terms with the development process – fundraising, intellectual property, medical device regulation, clinical and regulatory basics, reimbursement and routes to market.

### **PRE-CLASS COMPONENT (BLENDED LEARNING):**

- Select an assignment topic

### **IN-CLASS COMPONENT (MODULE COORDINATOR AND LECTURER FACILITATED):**

- Assignment Guidelines
- Development Process Guidelines
- Intellectual Property
- Regulatory Strategy
- Clinical Investigations
- Health Economics
- Reimbursement & business models
- Fund Raising
- Workshop: Brainstorming and concept development
- Workshop: Development of a Medical App
- Workshop: Human Factors and usability studies
- Interactive discussions with medical device entrepreneurs

### **POST-CLASS COMPONENT (BLENDED LEARNING):**

- In-class component review and reflection
- Assignment preparation
- Article search and review
- Podcast review
- Online inter-professional communication and learning

# 04

## ENTRY REQUIREMENTS

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### TO BE CONSIDERED ELIGIBLE FOR THE PROGRAMME, YOU MUST:

- Hold the degree of MB/BAO/BCh, or equivalent.
- Be registered and in good standing with your professional registration body.
- Resident in Ireland and working in the Irish Health service at time of application.
- Possess good undergraduate and postgraduate records and references.
- Ideally candidates should have some practical experience and knowledge of clinical research as there is a strong research component within the programme.
- Candidates considering the full time programme who are in full time employment are advised to pursue the part time programme due to the academic time commitments.



# 05

## FEES

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Fees for the academic year 2022 are as follows. Please note that these fees are subject to annual review:

**1 YEAR PROGRAMME:**

- Fees: €5,950 + €45 NUI fee

**2 YEAR PROGRAMME:**

- Fees: €8,150 (€4,890 Year 1 + €3,260 Year 2) + NUI Fee €45 per year



# 06

## APPLICATIONS & QUERIES

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This programme will commence in September 2022. This allows candidates on the one-year programme to return to clinical training the following July.

Online Application forms are available at: [rcsi.com/macp](https://www.rcsi.com/macp)

If you require any further information, please contact:

**Emer Pyke**, Programme Administrator [macp@rcsi.com](mailto:macp@rcsi.com)

**Professor John O'Byrne**, Programme Director [jmobyrne@rcsi.ie](mailto:jmobyrne@rcsi.ie)

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