

APPENDIX 1
KEY PERFORMANCE INDICATORS FOR PRACTICE BASED TEACHING U21

Purpose: Comparison of performance measures – learning about best practice.

	Performance area	Performance indicator	Examples of Evidence
Governance of clinical practice	<ul style="list-style-type: none"> • Development of a clinical advisory group with input from all practice settings • Regular programme of meetings with practice settings • Organize liaison group in each clinical field • Student involvement in governance process • Agreement with practice settings to support the learning environment • System of appointments and range of appointments • Clinical lecturer appointments • Work within health care policy frameworks 	<ul style="list-style-type: none"> • Clinical advisory group meets as per terms of reference • Meetings with clinical agencies • Liaison group set up in each clinical field. Terms of reference developed • Student position on clinical advisory group and liaison group. • Yearly negotiated contract with clinical agencies • System of appointment of clinical lecturers/dual appointments • Identified lecturer qualification and professional expertise in clinical practice and teaching • Health care policy frameworks evident in processes 	<ul style="list-style-type: none"> • Minutes of Clinical Advisory Group. Working parties developed (ad hoc) as appropriate • Minutes of meetings with clinical agencies • Minutes of meetings, emails re information • Evidence of student involvement in groups. • Clinical contract • Evidence of clinical lecturer and joint appointments • Curriculum vitae of clinical lecturers • Engagement with consumers
Accreditation of Faculty and Clinical	<ul style="list-style-type: none"> • Accreditation of Faculty for programme • Accreditation of programme • Accreditation of practice setting 	<ul style="list-style-type: none"> • Accreditation processes undertaken as required • Accreditation of programme undertaken as required • Accreditation of practice setting 	<ul style="list-style-type: none"> • Accreditation report • Accreditation report • Accreditation report

agency		undertaken as required	
Teaching and learning in clinical agency.	<ul style="list-style-type: none"> • Practice setting has understanding and input into curriculum • Orientation/induction programmes for practice setting and clinical lecturers • Development/support programmes for clinical lecturers 	<ul style="list-style-type: none"> • Development of processes for practice setting input • Development of orientation/induction programmes for practice setting and clinical lecturers • Ongoing development/support programmes for clinical lecturers 	<ul style="list-style-type: none"> • Programmes available. Evidence of collaborative input • Criteria of development/support programmes appropriate for clinical site • Evidence of appropriate ongoing development/support programmes for clinical lecturers.
Evaluation of student learning	<ul style="list-style-type: none"> • Evaluation of feedback to and from clinical agency • Identified model of practice based teaching. Faculty practice • Assessment of student nurse clinical performance 	<ul style="list-style-type: none"> • Engagement of clinical partners and students in course review • Engagement of clinical partners in Teaching. Engagement of students in teaching and learning processes. • Processes of inter-rater reliability in place • Integration of clinical agency feedback into student assessment 	<ul style="list-style-type: none"> • Collated course review reports • Student feedback indicates clinical agency input • Evidence of clinical agency input into student assessment that is reliable and valid • Evidence of clinical agency feedback into student performance