

International Benchmarking for Universities: Results for Jan-Dec 2006

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Aim of Presentation

- Explain the purpose of benchmarking.
- Provide an overview of clinical teaching and research benchmarking tools.
- Give a summary of results of clinical teaching and research benchmarking activities for 2006.
- Make recommendations.

Explanation of Clinical Teaching Benchmarking Tool

- 21 performance indicators identified.
- Performance indicators developed from discussions with U21 partners.
- Survey derived from information developed that examines performance areas, performance indicators and examples from practice and education.

Explanation of Clinical Teaching Benchmarking Tool

- Performance indicators relate to four main areas:
 - Governance of clinical practice.
 - Accreditation of faculty and clinical agency.
 - Teaching and learning in clinical agency.
 - Evaluation of student learning.
- Examples from practice and education given for each performance indicator.

Explanation of Clinical Teaching Benchmarking Tool

- Two parts to scoring: 'yes/no' if performance indicator addressed and extent to which performance indicator was met (%).
- This year as with last year, the focus was on Bachelor of Nursing (undergraduate) programmes.

Goals of Clinical Teaching Benchmarking Tool

- Ability to examine courses within a specific university to identify gaps in quality.
- Ability to scrutinise how clinical teaching activities of one university compare with those of another university.
- Decisions and targets can be set for particular performance indicators → determine effectiveness of strategies for improvement.

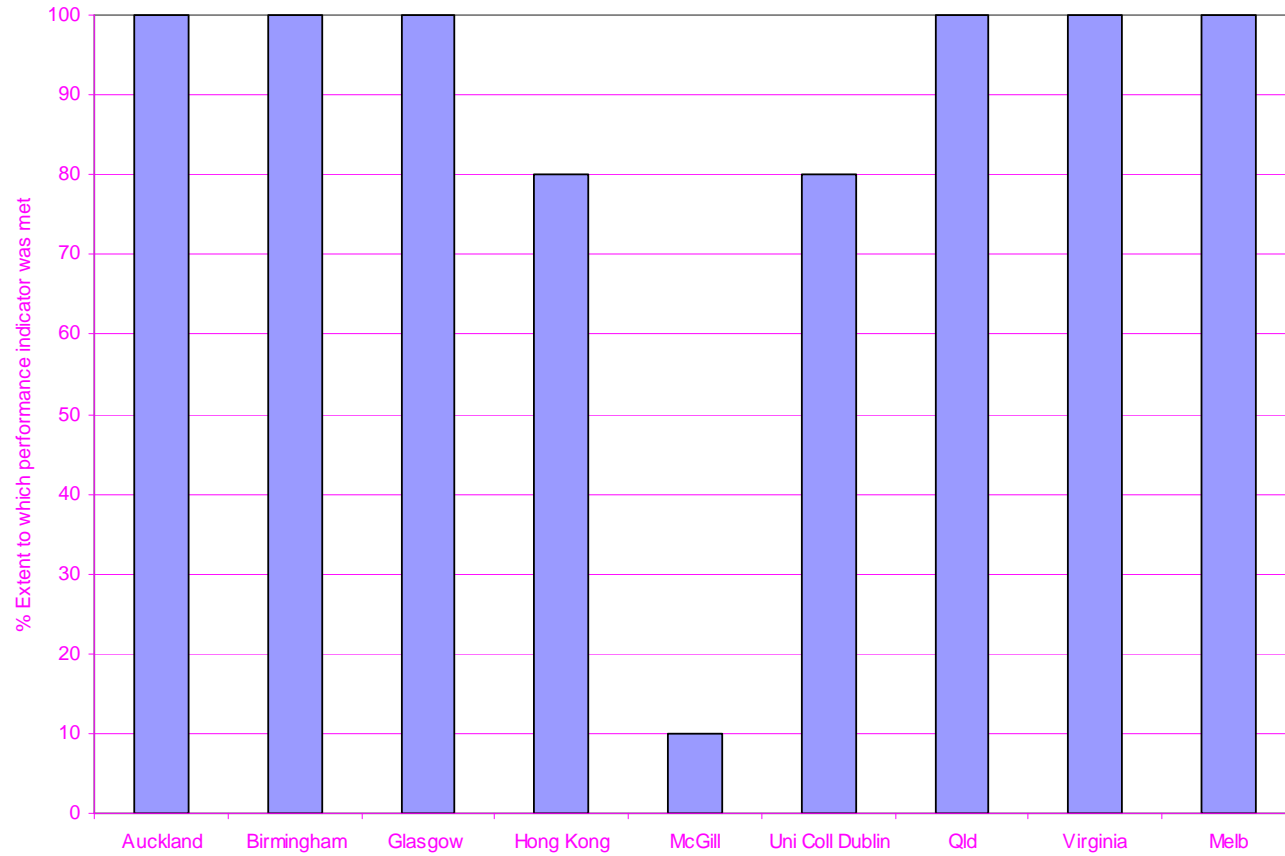
Responses for Clinical Teaching Benchmarking

- Nine universities participated in activity (for year Jan – Dec 2006).
- Criterion for inclusion of programme: it needs to have a clinical component undertaken by students.

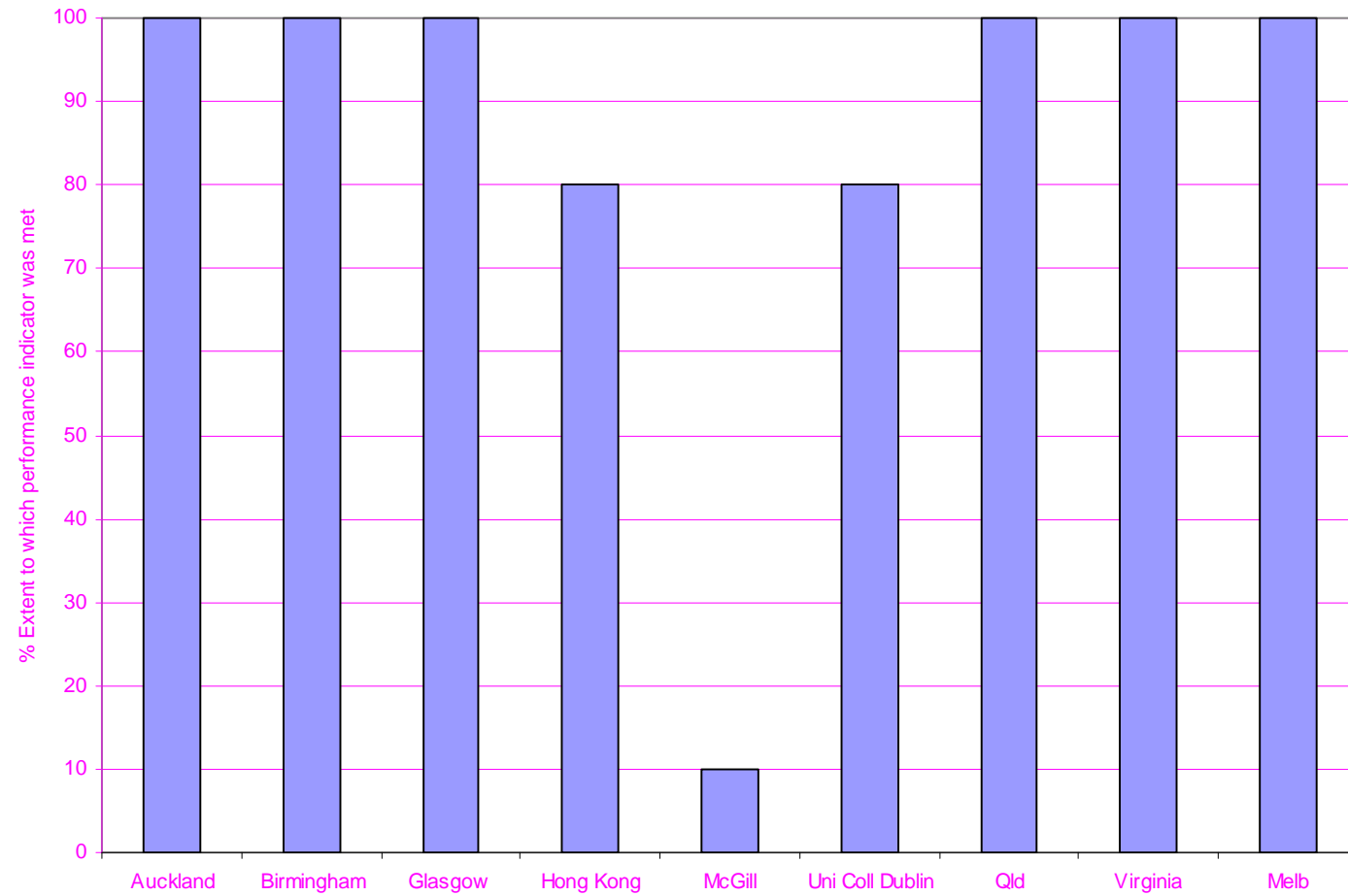
Responses for Clinical Teaching Benchmarking: Universities Participating

Auckland
Birmingham
Glasgow
Hong Kong
McGill
Melbourne
Queensland
University College Dublin
Virginia

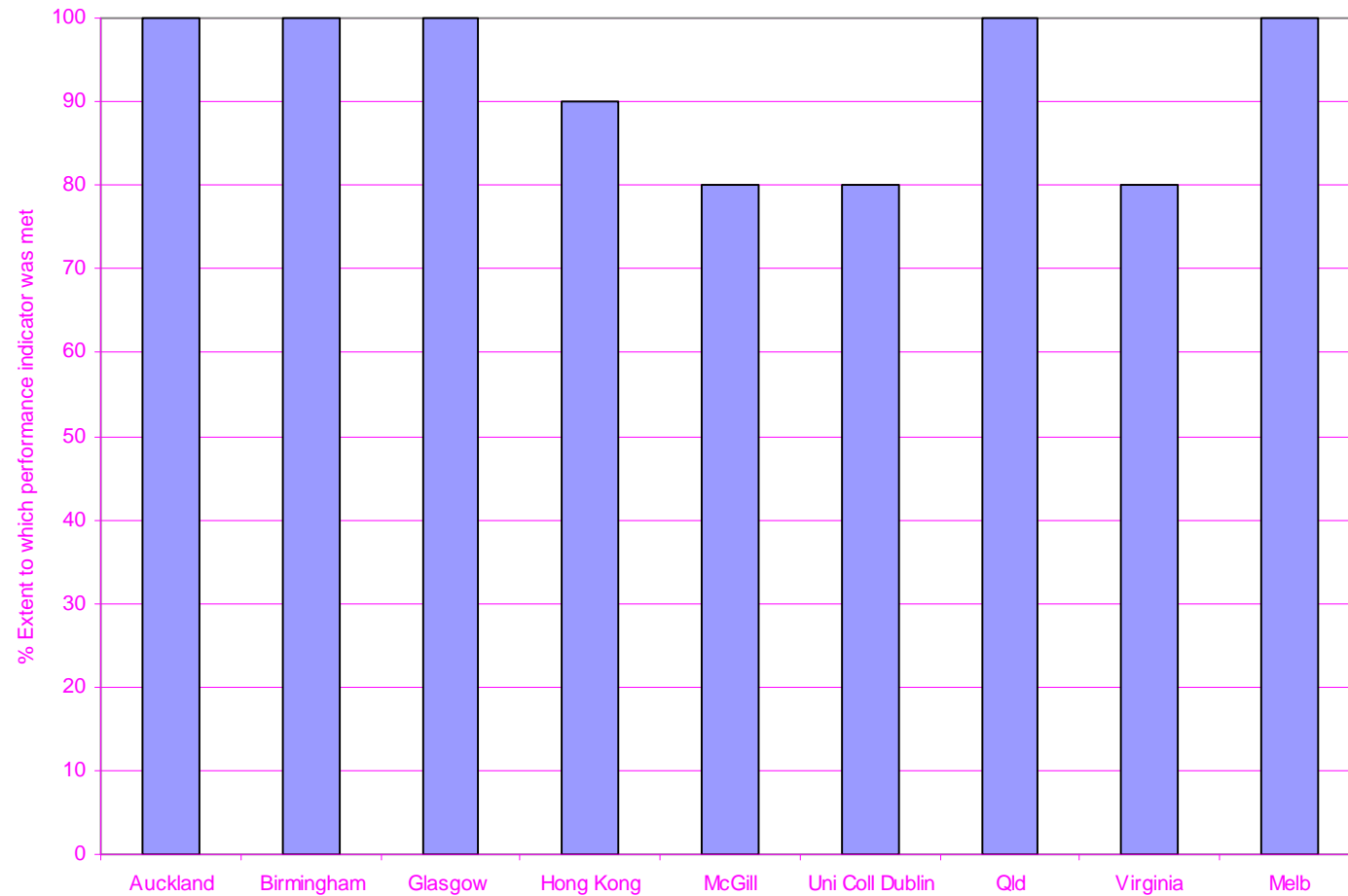
An advisory group meets at the university in relation to clinical teaching



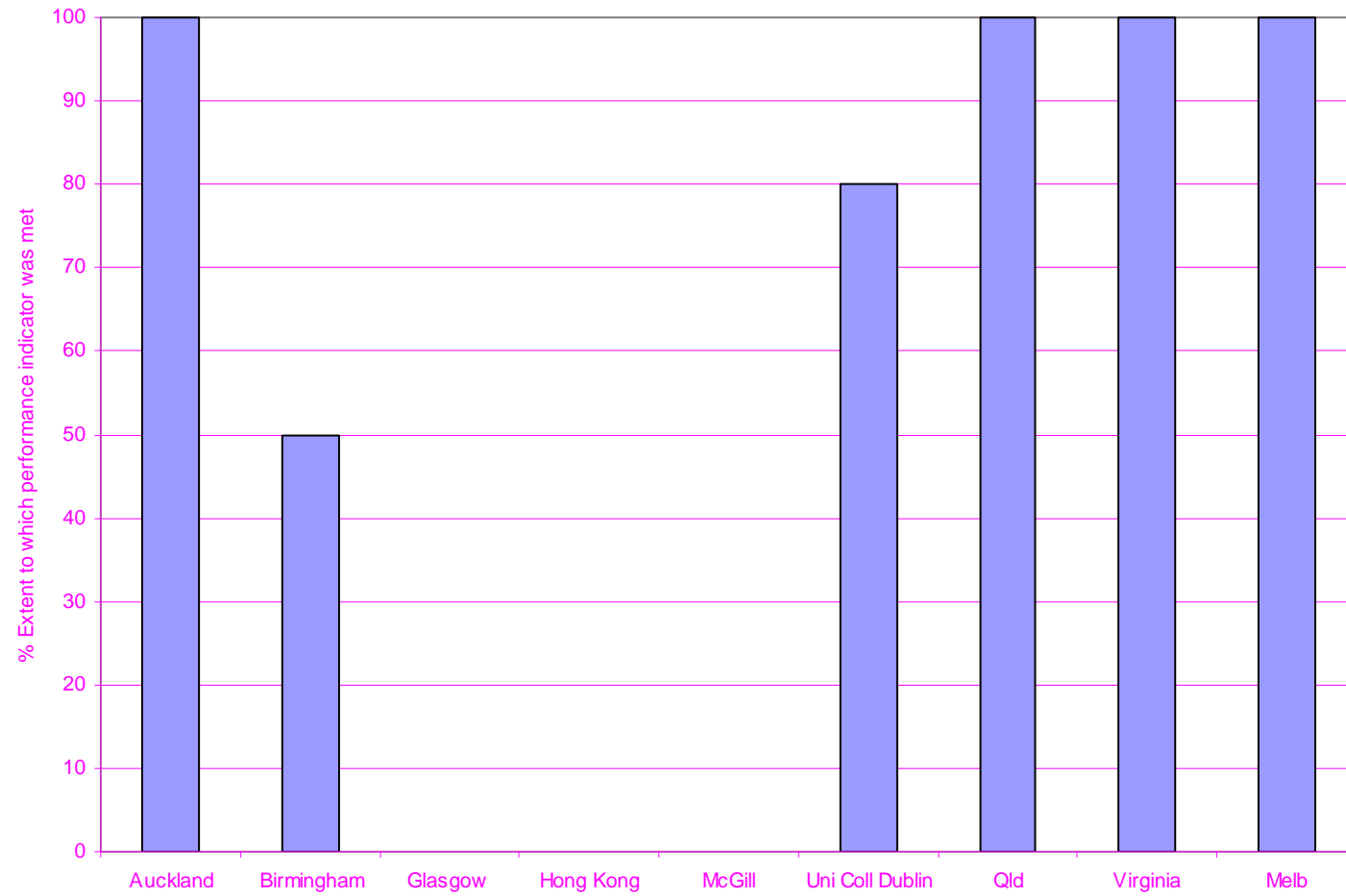
There is input from clinical agencies into meetings of the university advisory group



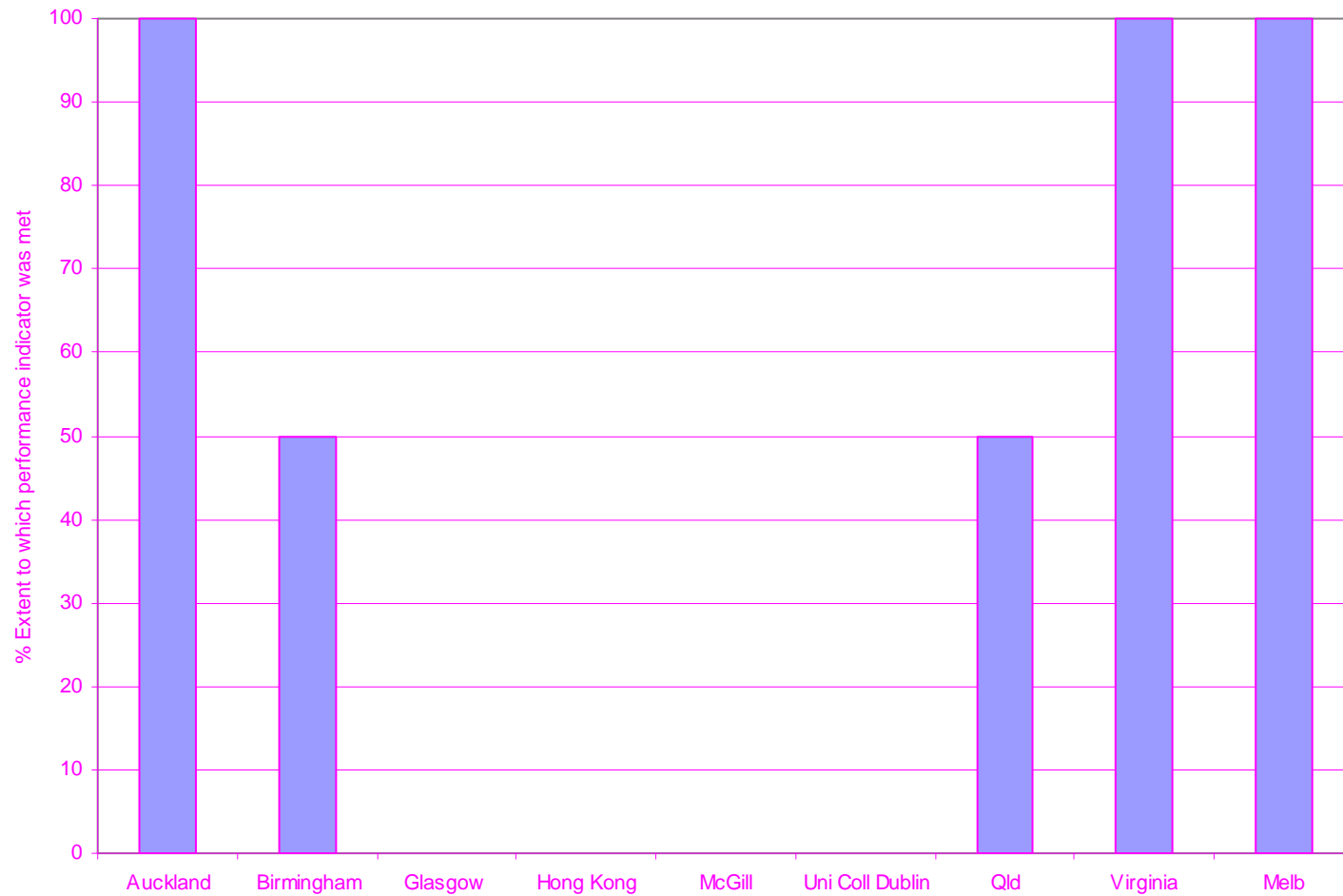
For each clinical practice area a liaison group is set up that deals with clinical teaching issues relating to the students



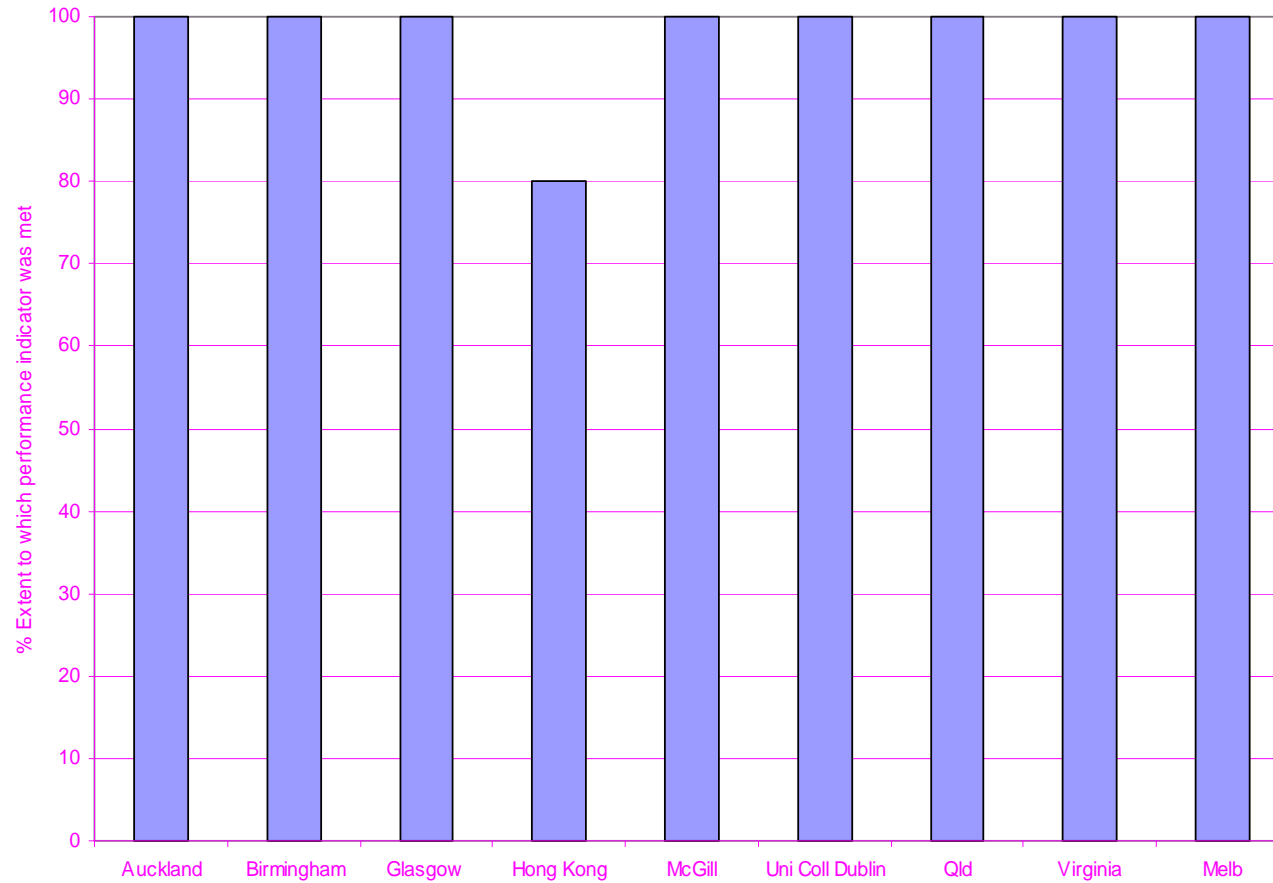
There is a student positioned on the clinical advisory group



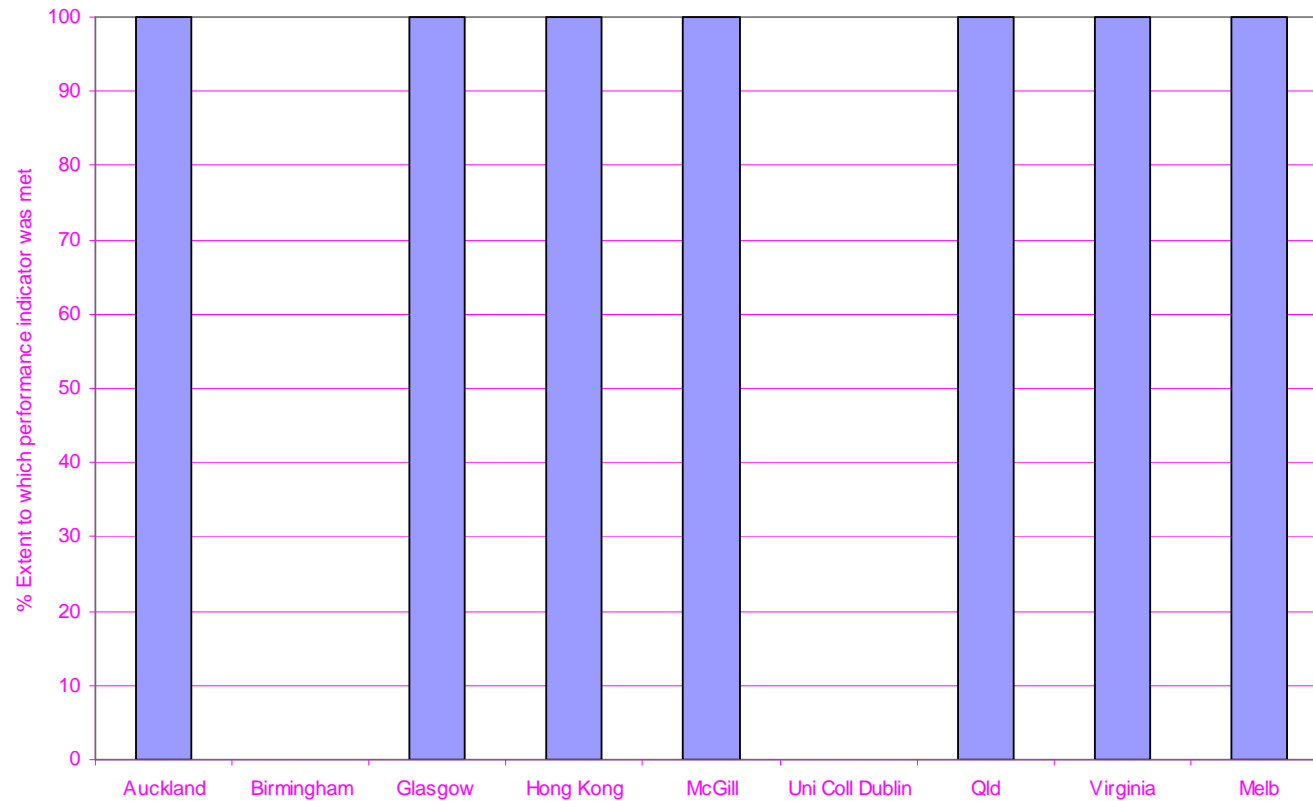
There is a student positioned on the liaison group



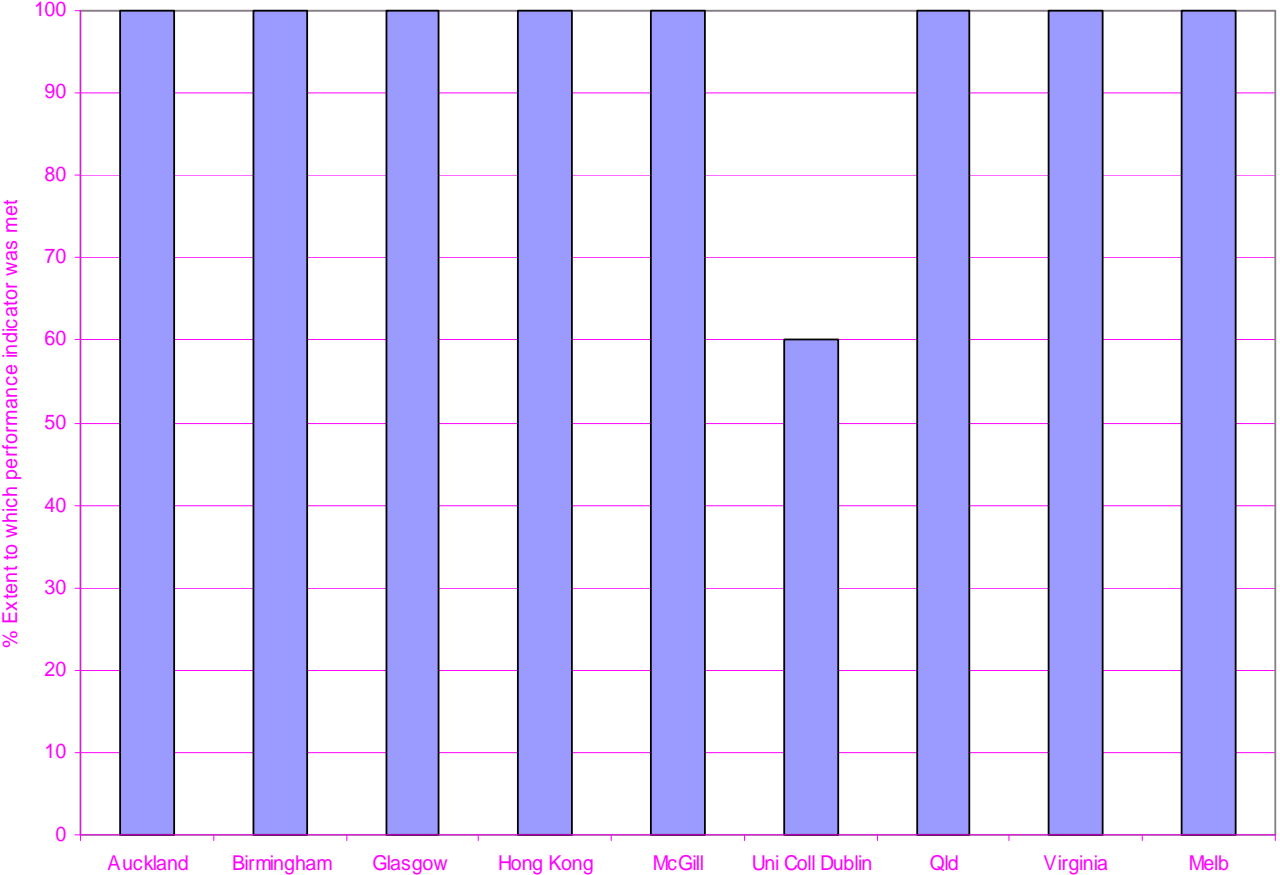
A negotiated agreement is set up with clinical agencies



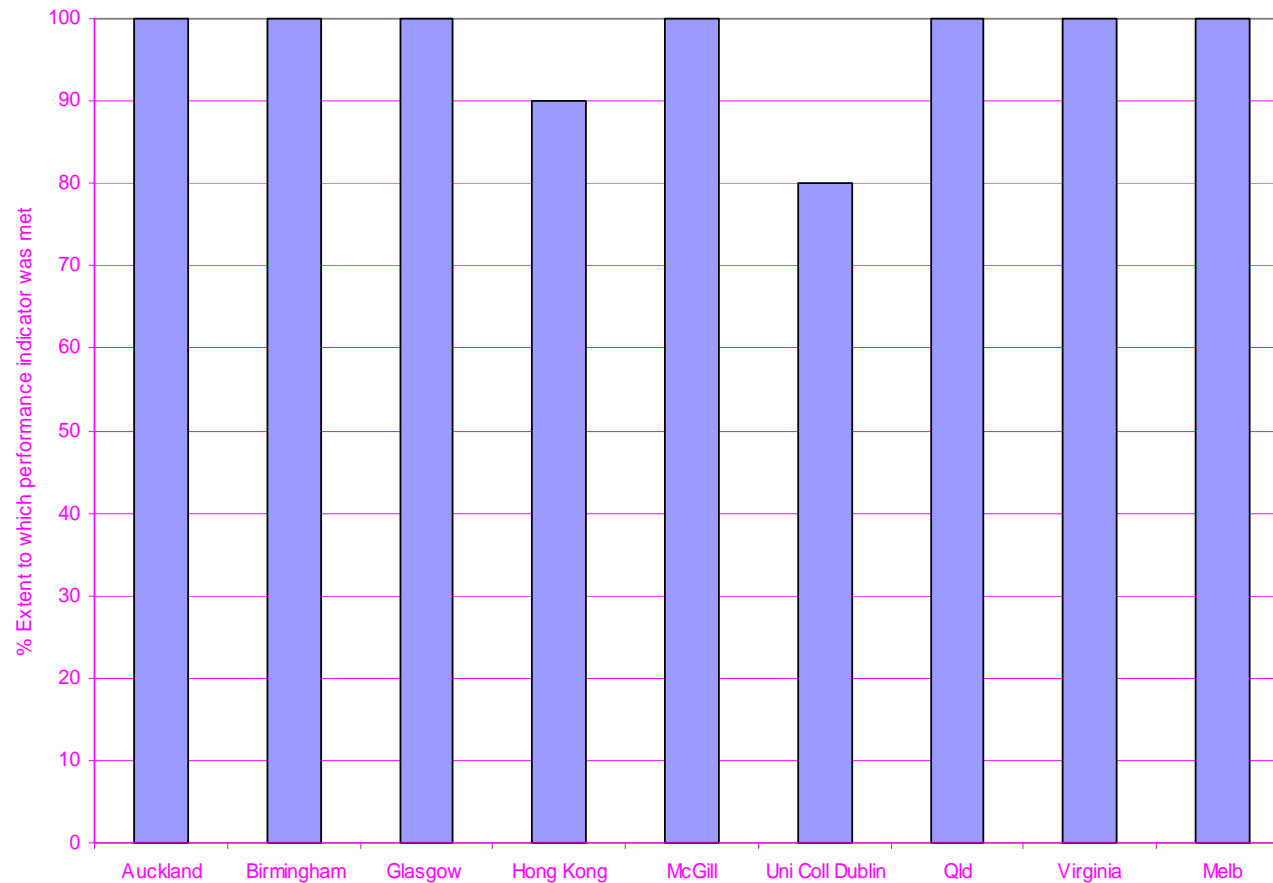
A structured system of appointment exists for clinical teachers



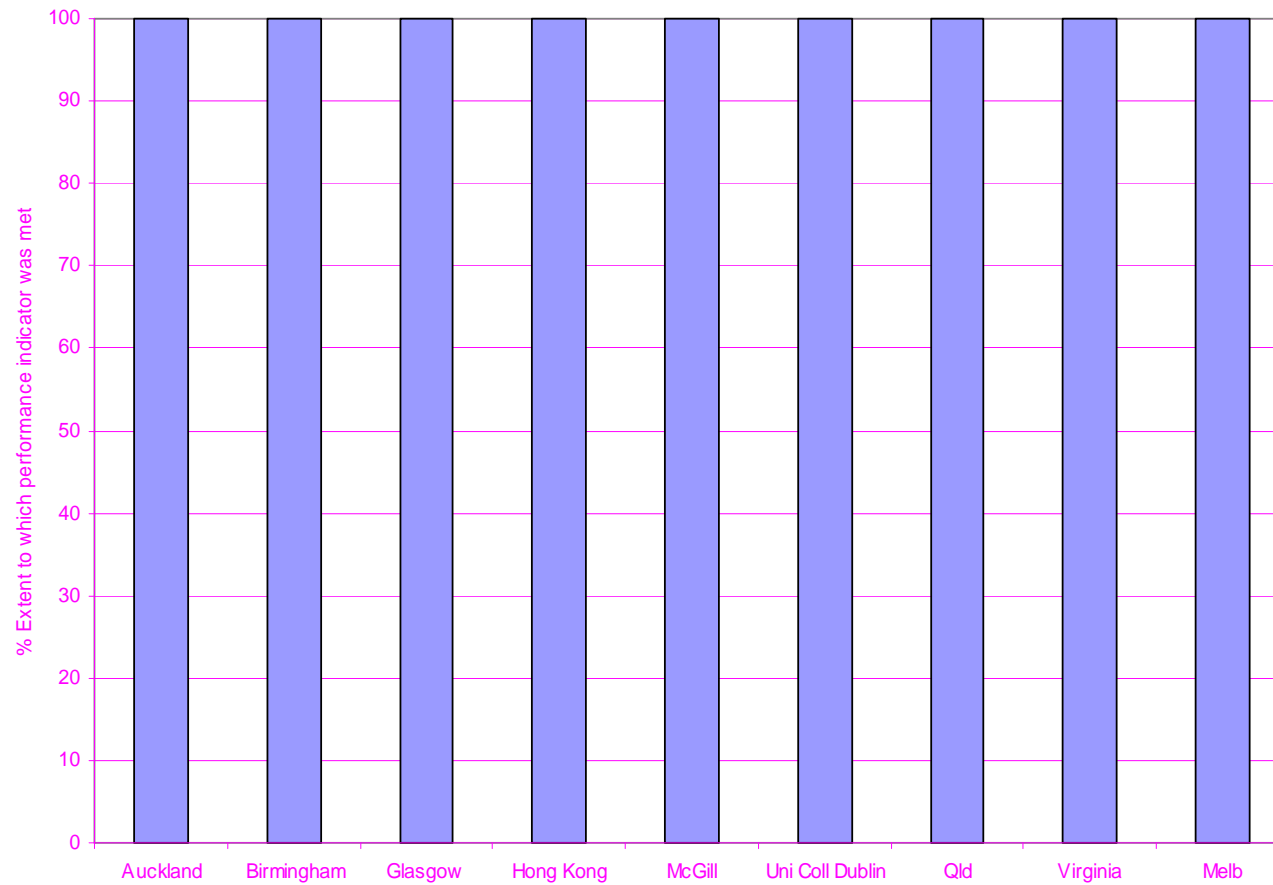
Clinical teachers' qualifications and professional expertise in clinical practice and teaching are identified



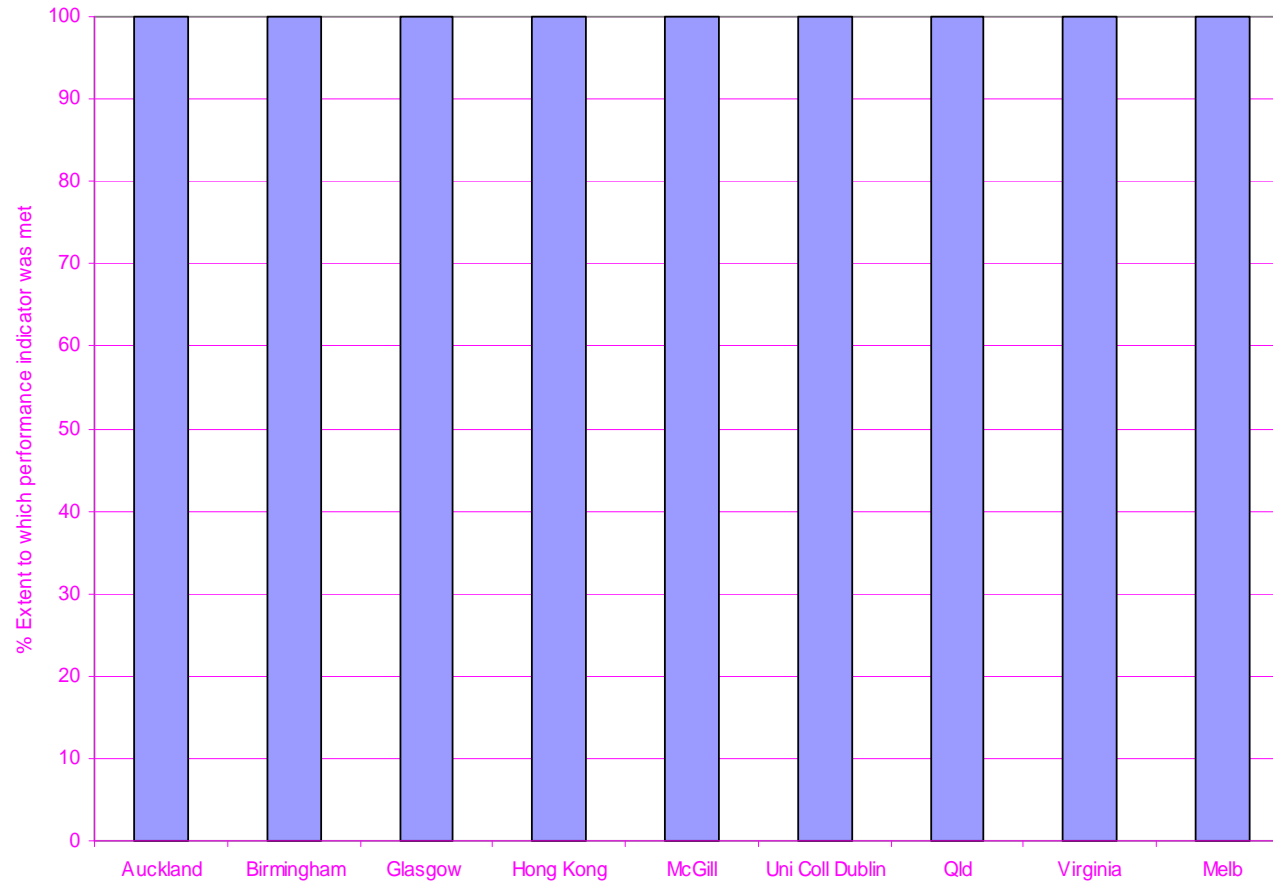
Adherence to institutional policies and procedures is evident in the clinical teaching of students in the practice setting



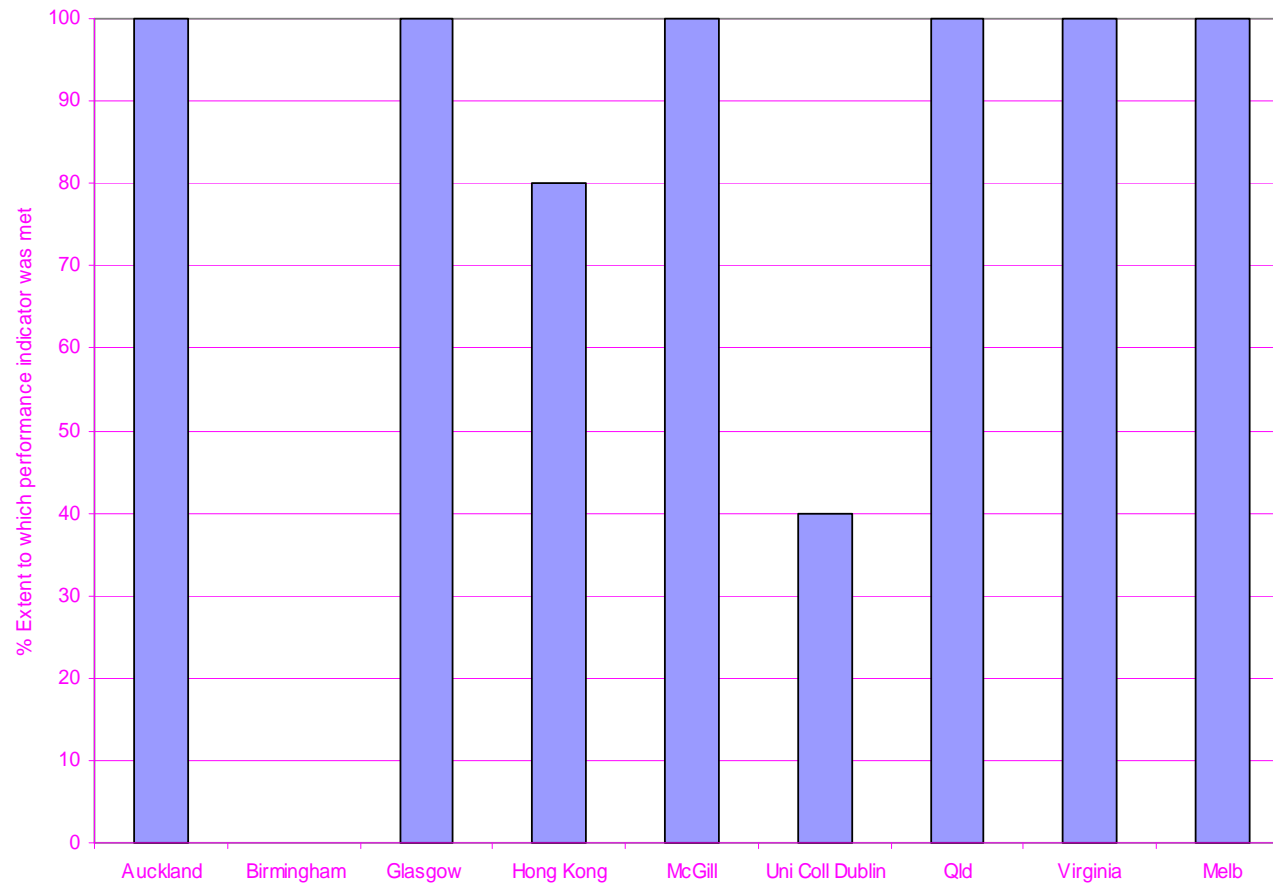
Accreditation of the nursing programme is undertaken as required



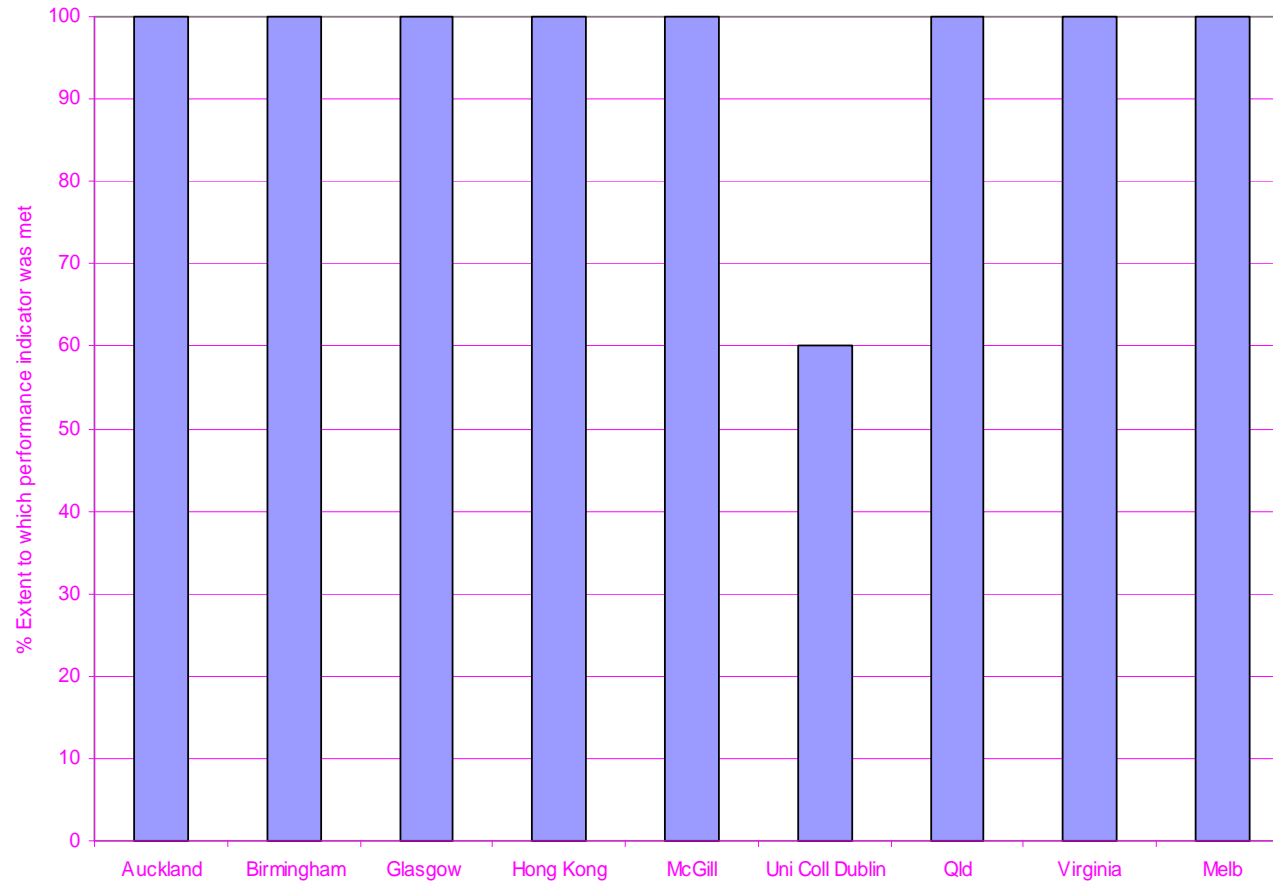
All practice settings that are eligible to be accredited have received accreditation by the appropriate accrediting bodies



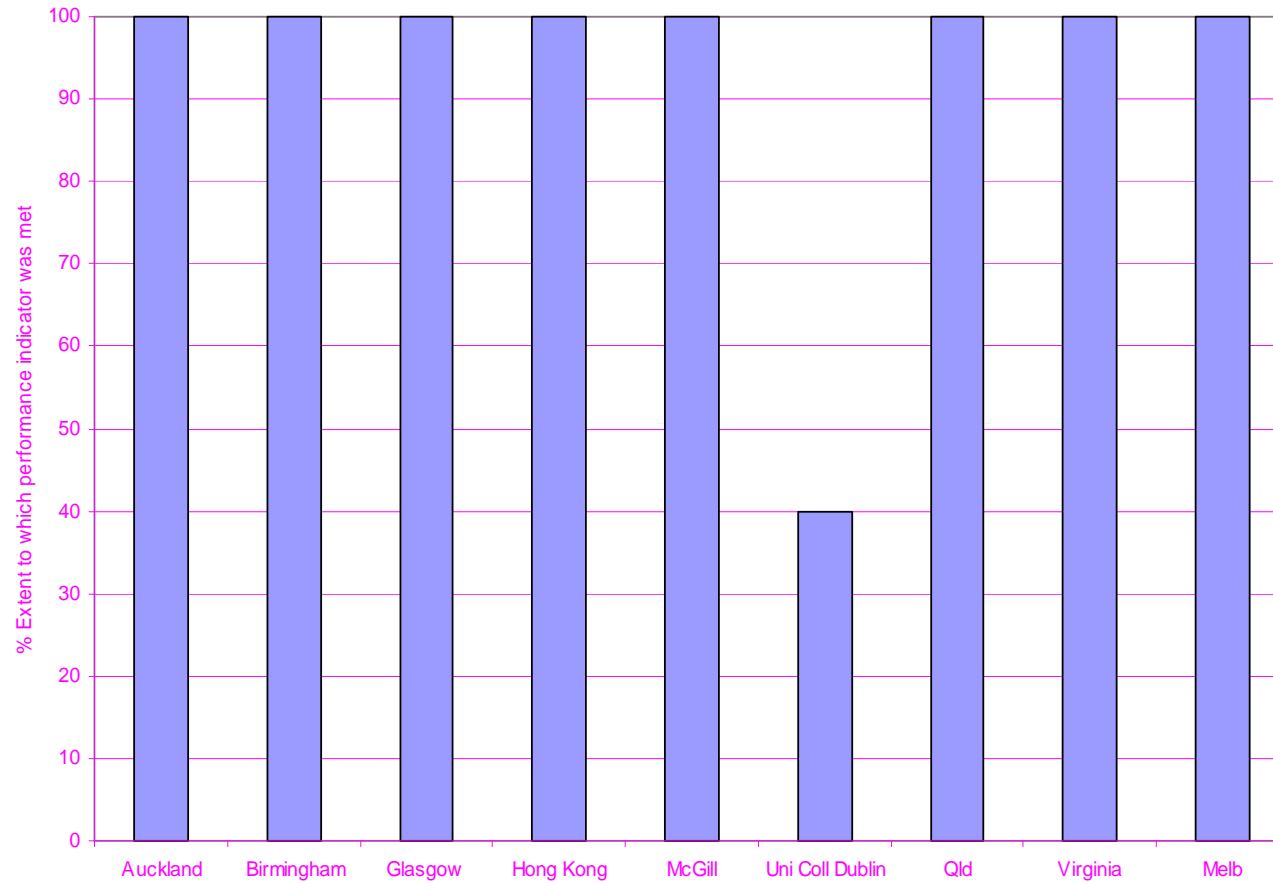
There is input from clinical nurses in the practice setting about clinical teaching processes developed by the university



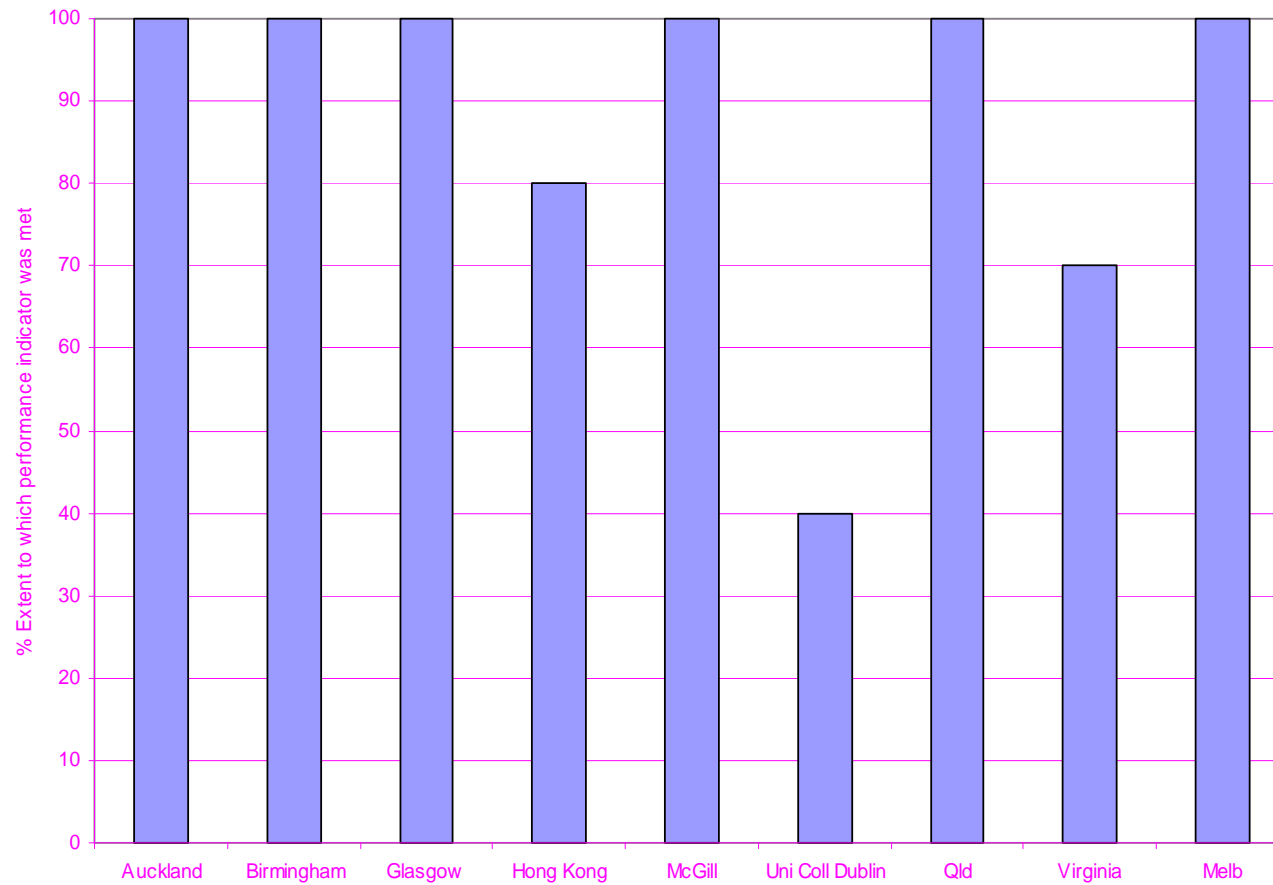
There are orientation/induction programmes in relation to the practice setting for clinical teachers



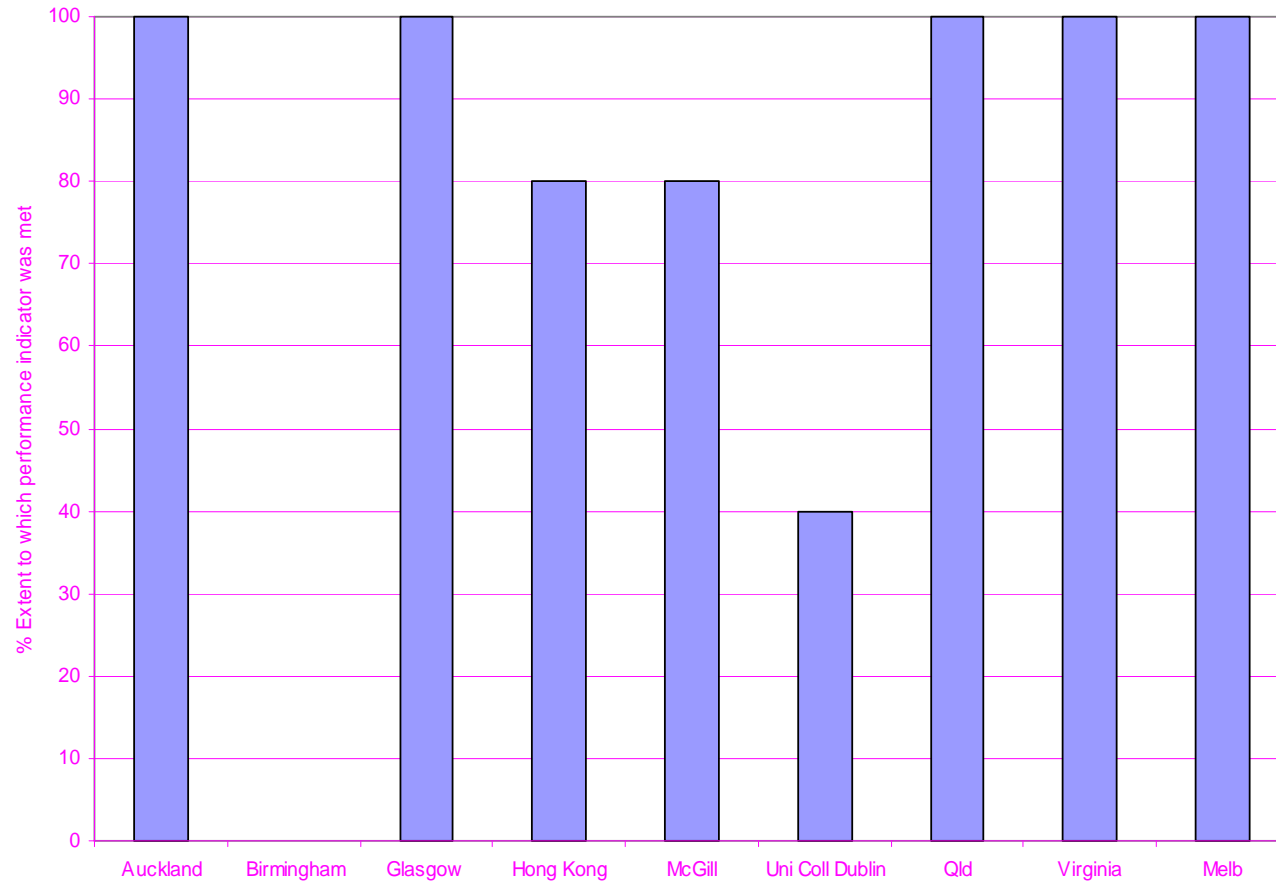
There are ongoing development/support programmes for clinical teachers



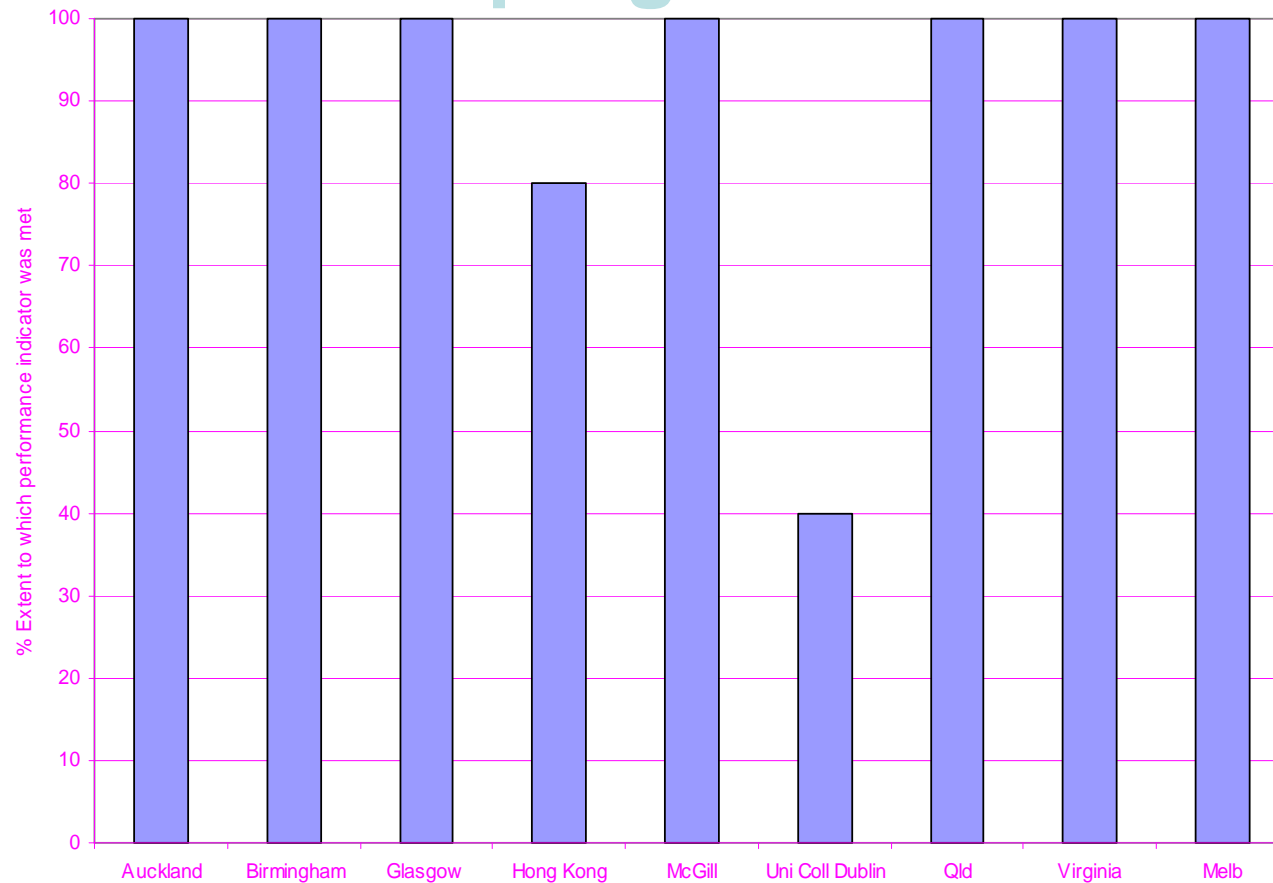
There is engagement of clinical teachers in course review



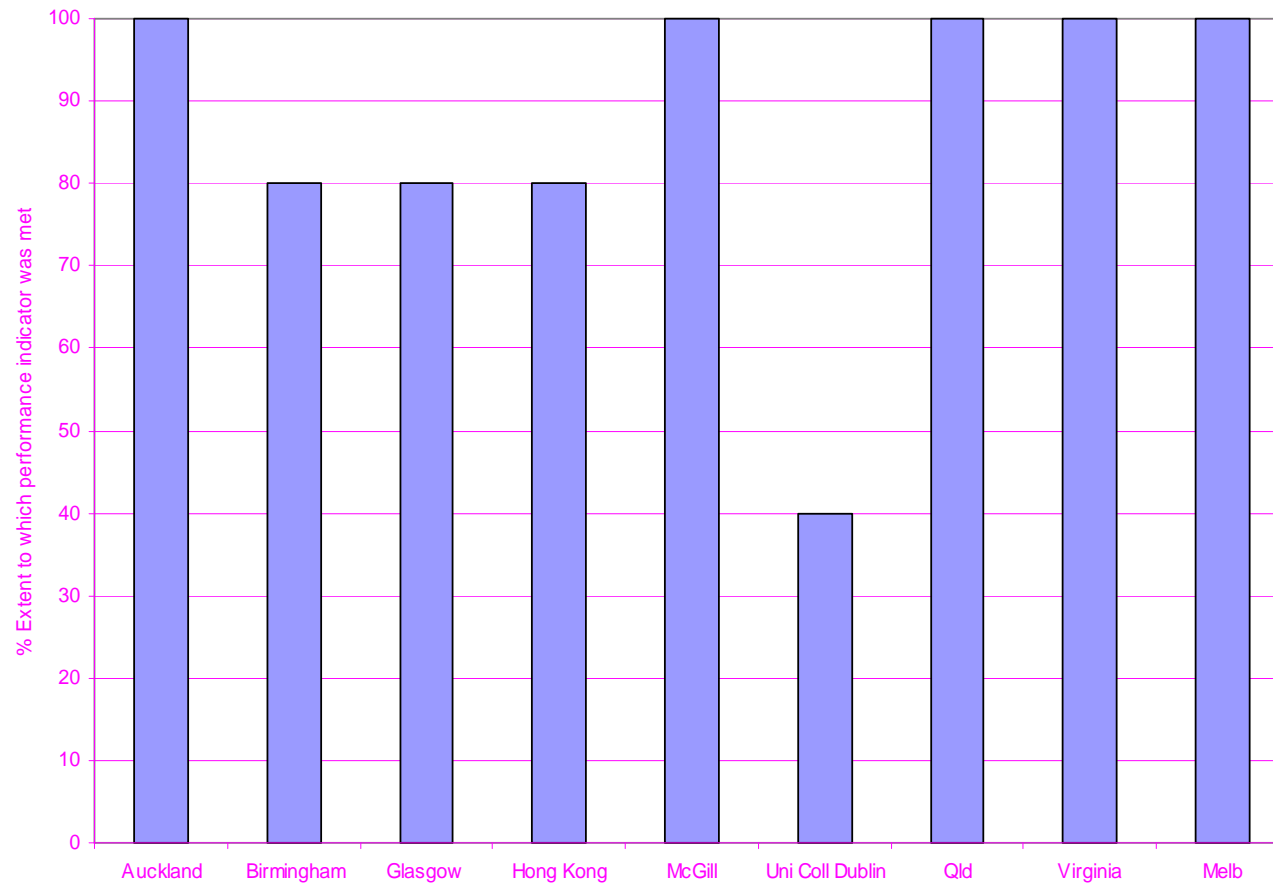
There is engagement of students in course review



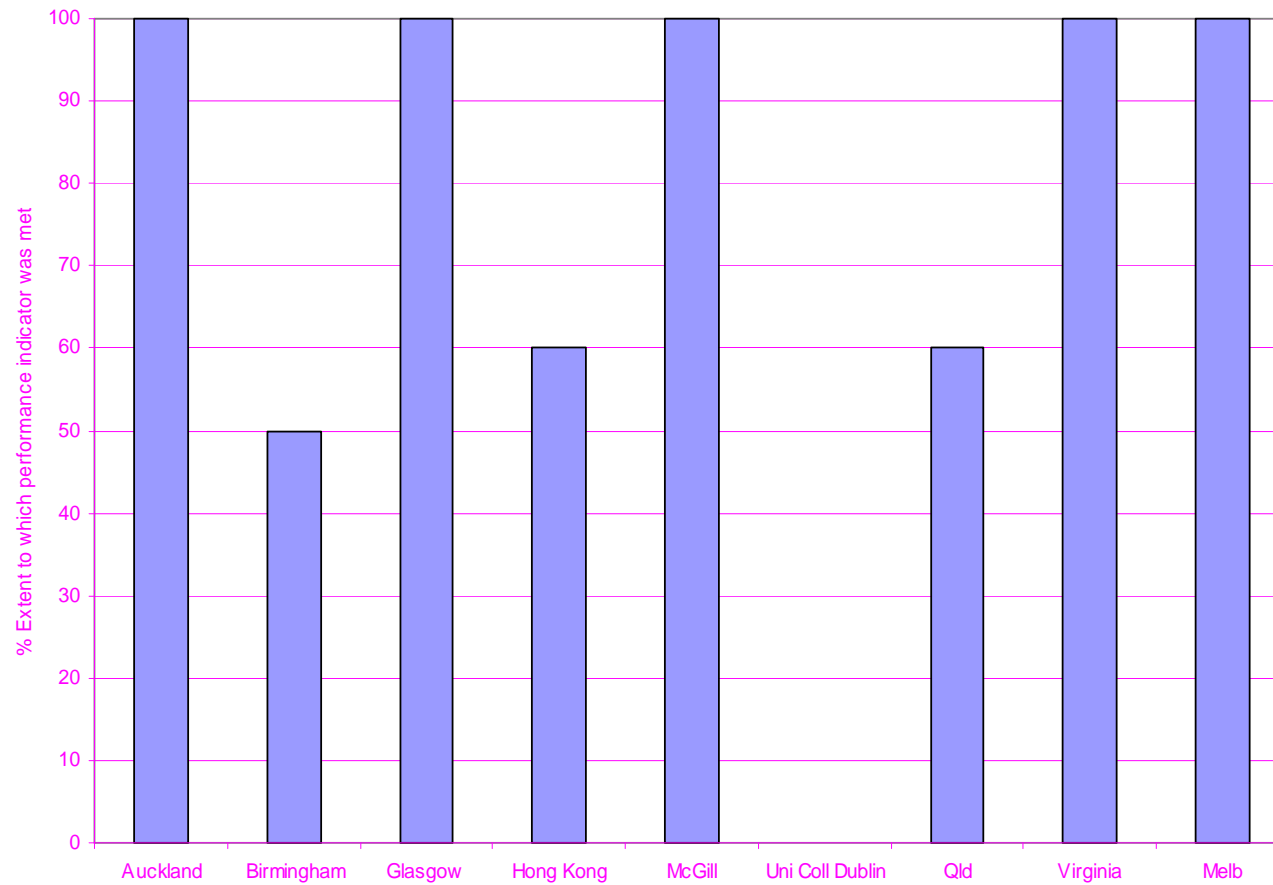
There is engagement of clinical nurses in teaching within the nursing programme



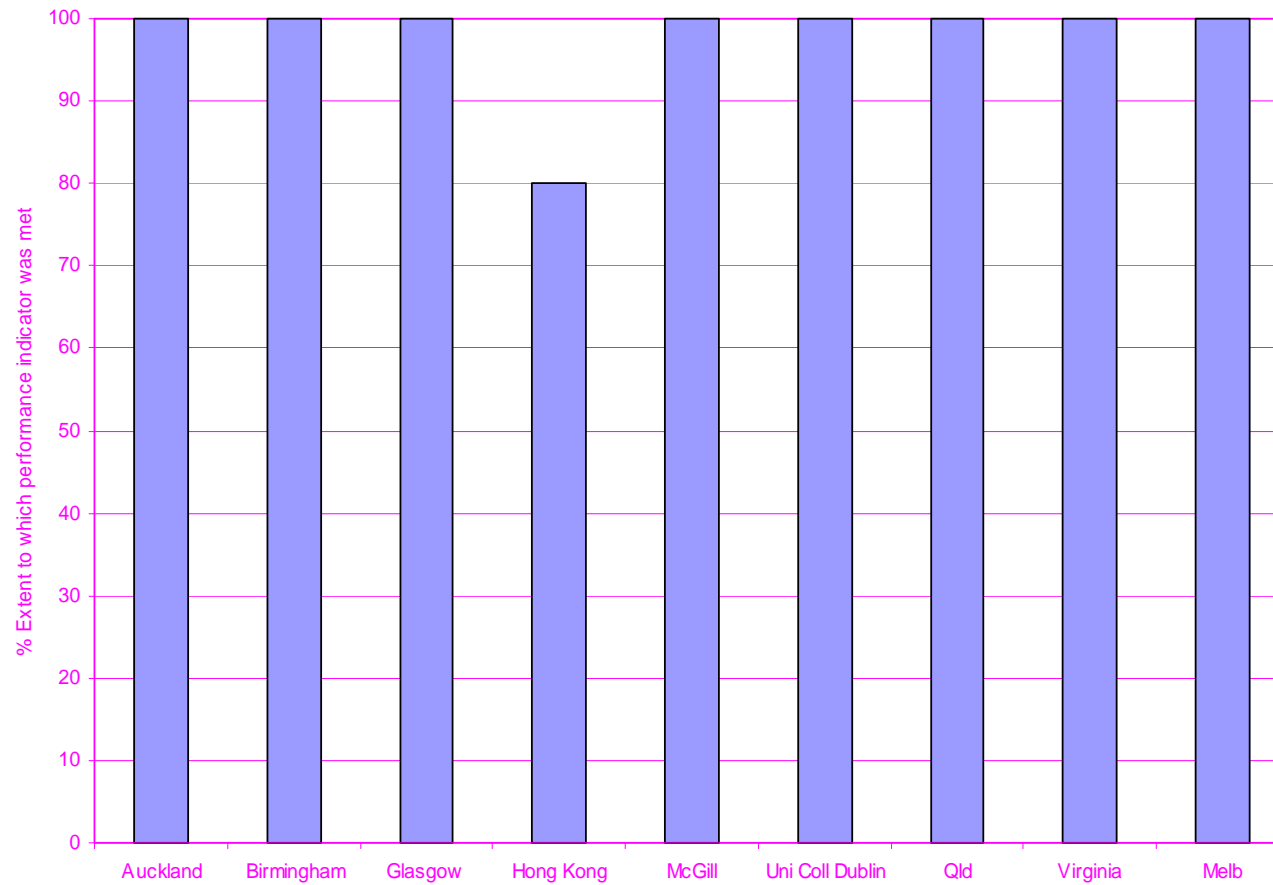
There is engagement of students in teaching and learning processes



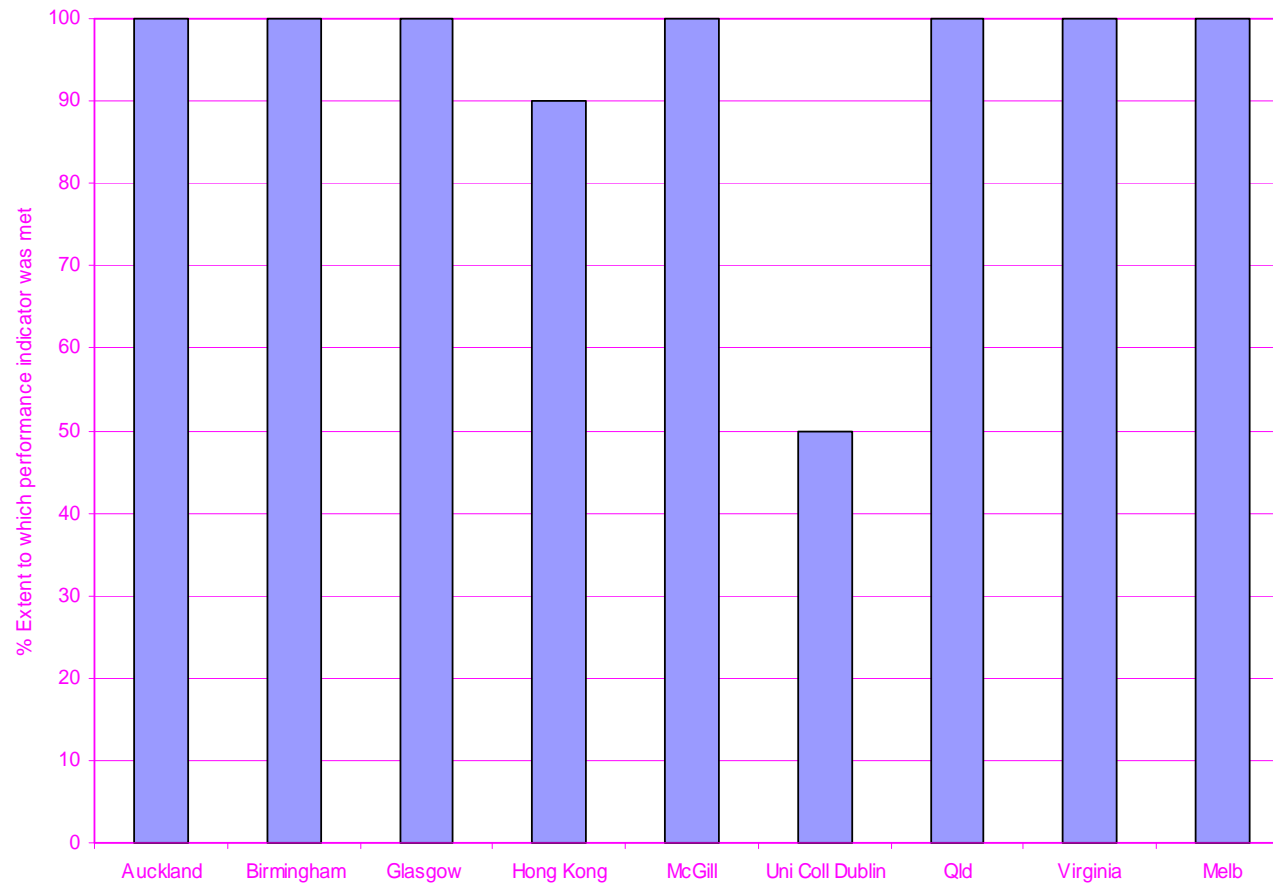
In assessing students' clinical performance in the practice setting there are processes of inter-rater reliability in place



There is integration of clinical agency feedback into student assessment



Students are able to provide feedback about the clinical placement/practice setting



Limitations of Clinical Benchmarking Activity

- Difficulties with generalisability – small number of universities and focus mainly on the Bachelor of Nursing course.
- Some universities do not have formal processes for checking against achievement of performance indicators.

Recommendations for Conduct of Clinical Benchmarking Activity

- Emphasise importance for all universities with a clinical based program to contribute.
- Encourage individual universities to develop strategies to address gaps in performance indicators.
- Discuss as a group where improvements could be made in clinical teaching, especially in the area of student involvement.

Explanation of Research Benchmarking Tool

- 19 research activities identified.
- Activities identified from discussions from U21 partners – tool refined.
- Individuals employed in university with a research role as part of position.
- Individuals state number of times they completed a research activity during the year.

Goals of Research Benchmarking Tool

- Ability to determine productivity between individuals within one university.
- Ability to determine productivity for specific performance indicators within one university.
- Ability to determine productivity for one university compared with that of another university.
- Ability to determine the research culture of a university compared with that of another university.

Goals of Research Benchmarking Tool

- Enables decisions and targets to be set for particular research activities.
- Future comparisons with current data can evaluate effectiveness of strategic measures used for improvement.

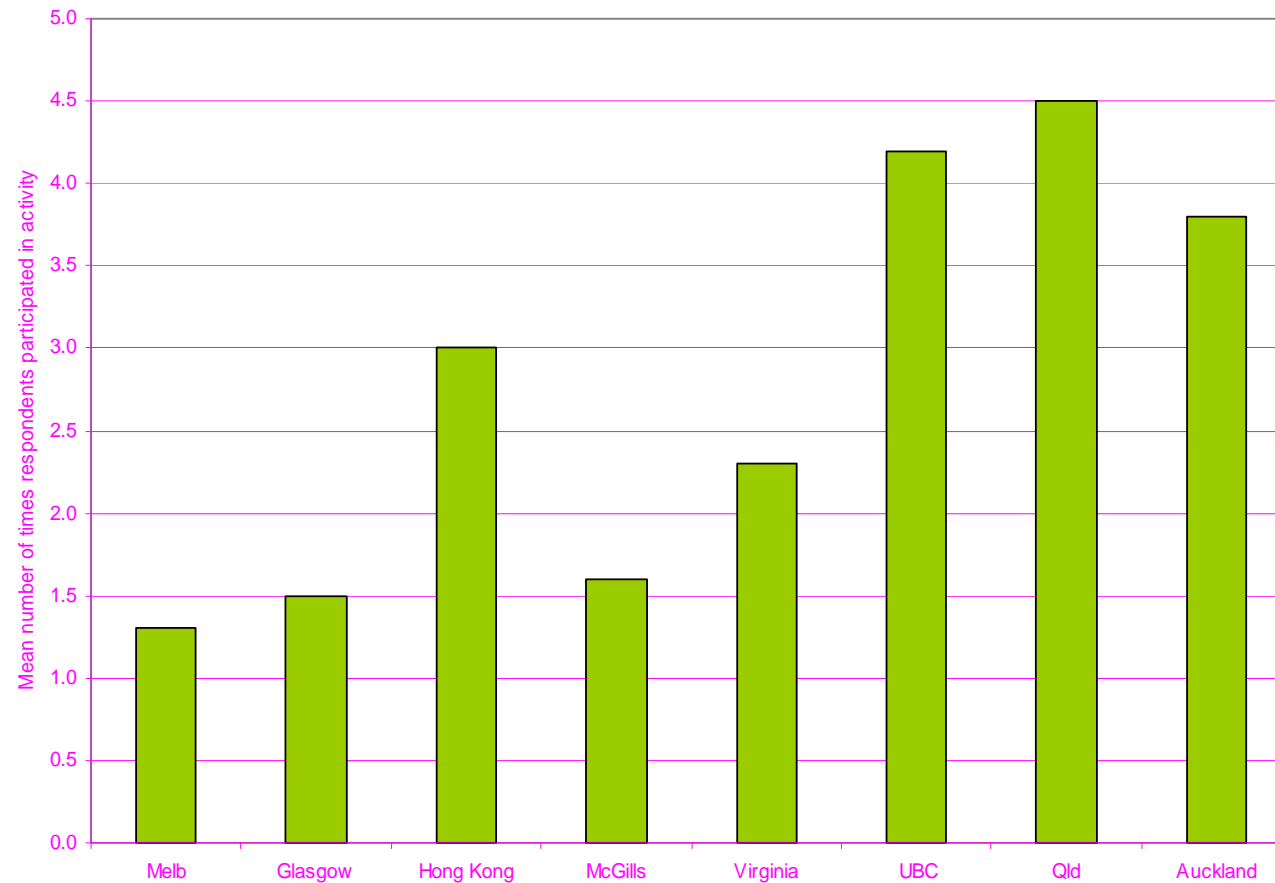
Responses for Research Benchmarking

- 8 universities participated in activity (for year Jan. – Dec. 2006).
- Number of individual responses from from the universities varied.
- Response rate (actual respondents/potential respondents x 100) varied from 100 to 26%.

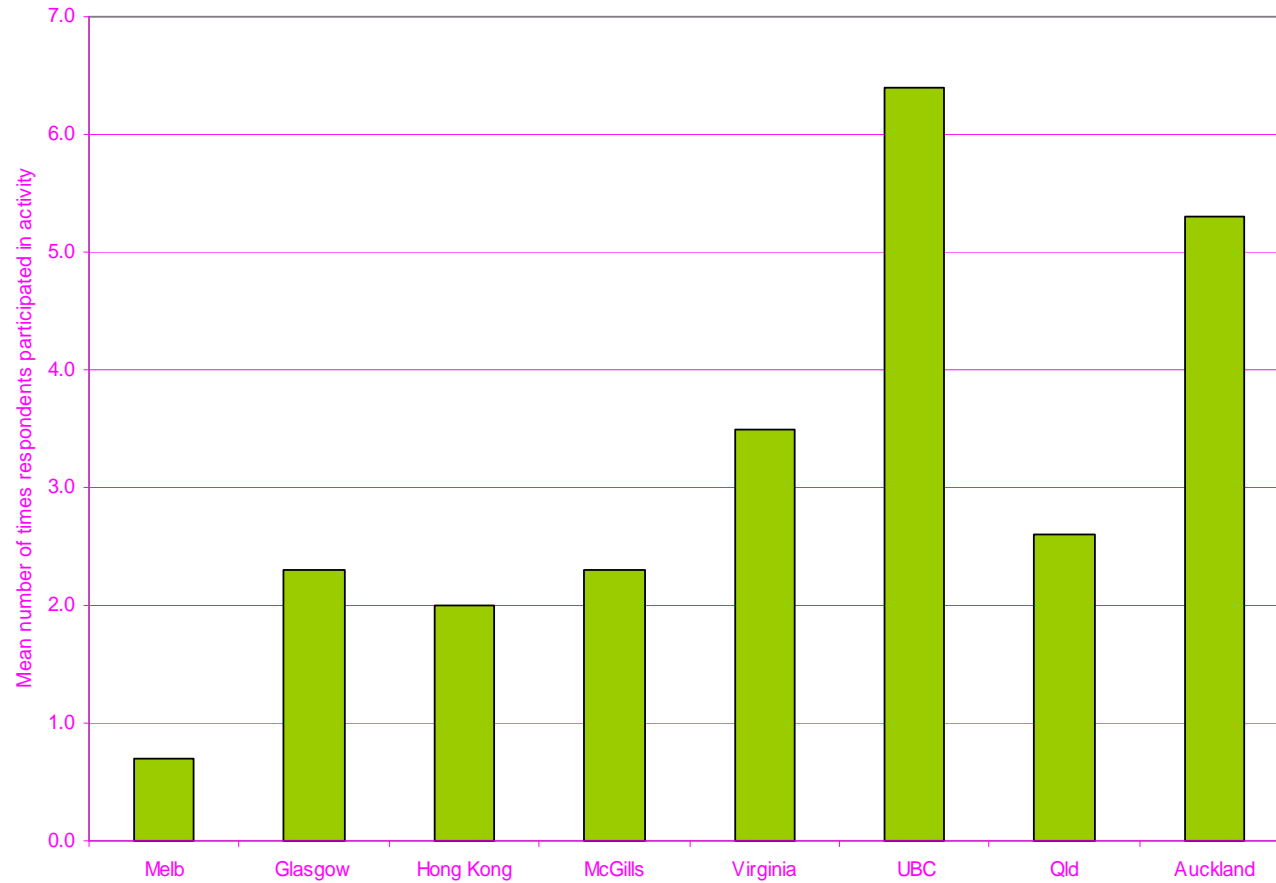
Responses for Research Benchmarking

University	Number of Actual Respondents (Potential Respondents EFT)
Auckland	12 (28.8)
British Columbia	14 (50.0)
Glasgow	6 (15.0)
Hong Kong	15 (30.0)
McGills	15 (22.7)
Melbourne	15 (15.0)
Queensland	8 (8.0)
Virginia	15 (57.5)

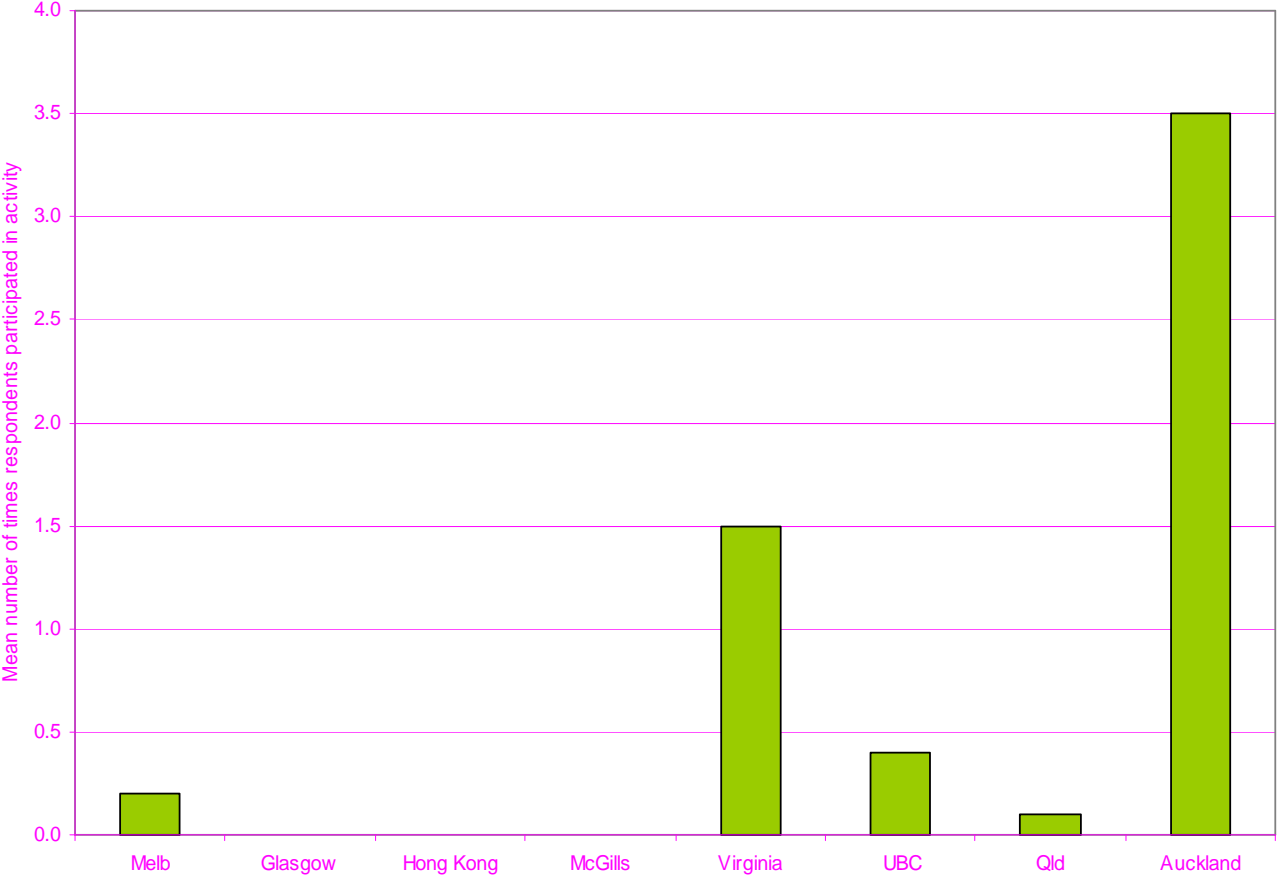
Participated in graduate student supervision as a principal supervisor



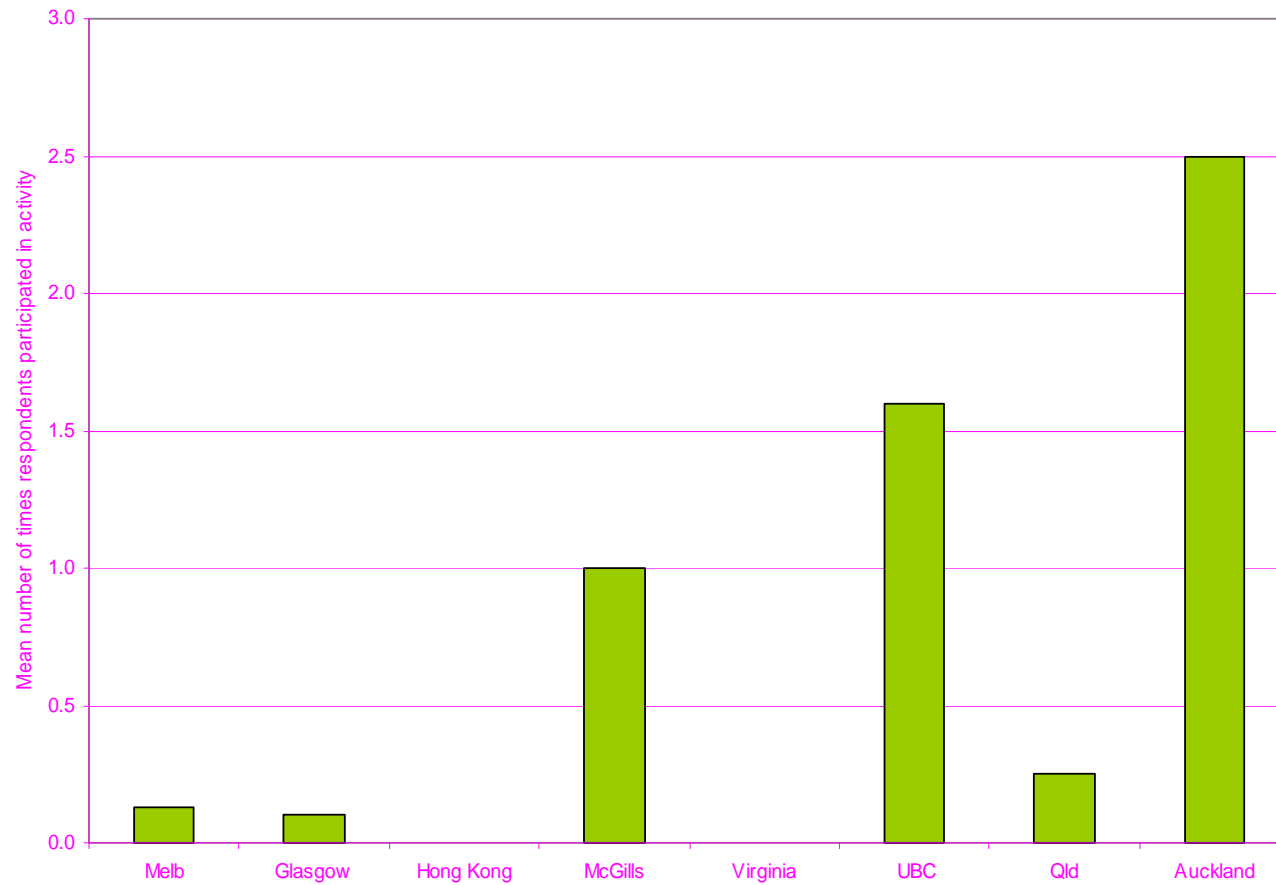
Participated in graduate student supervision as a panel member



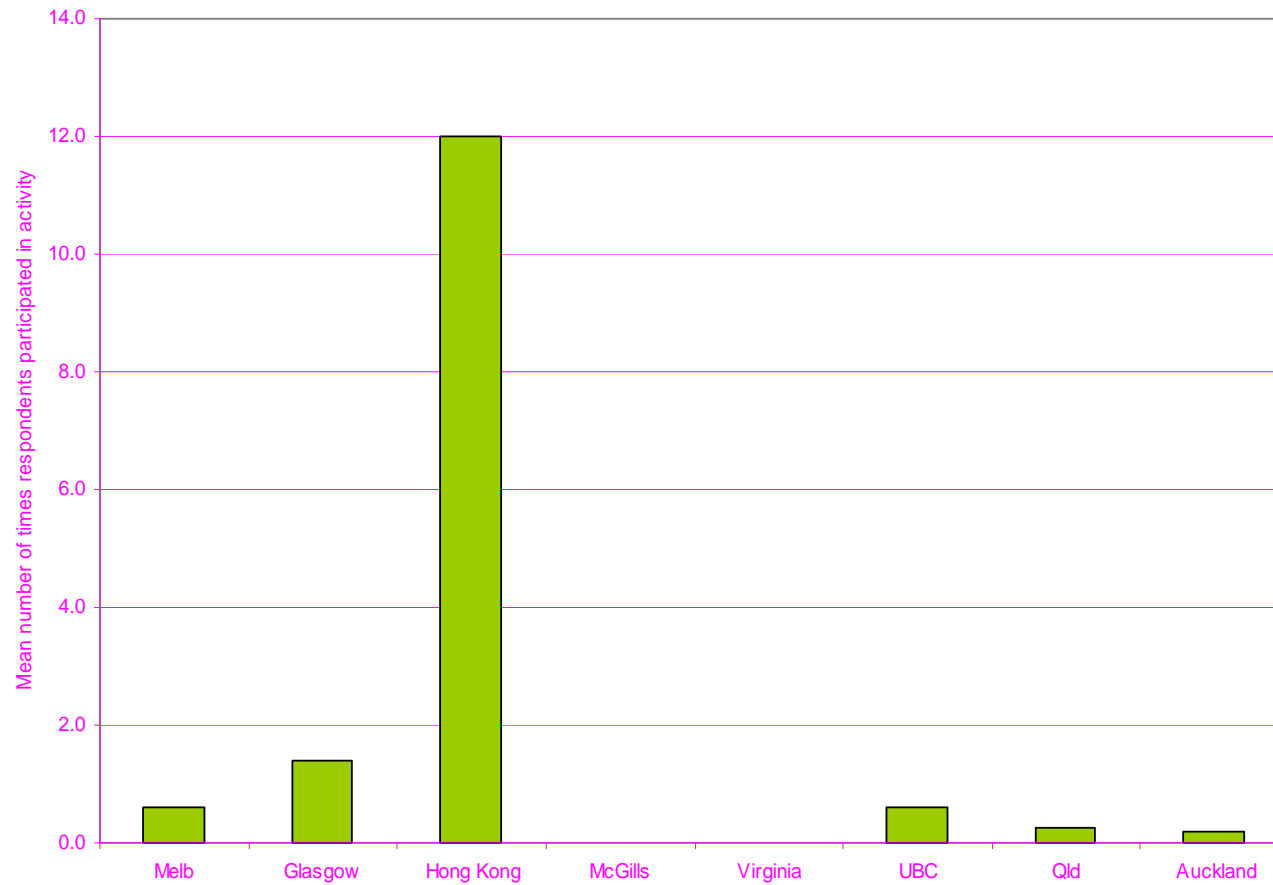
Supervised a doctoral student through completion



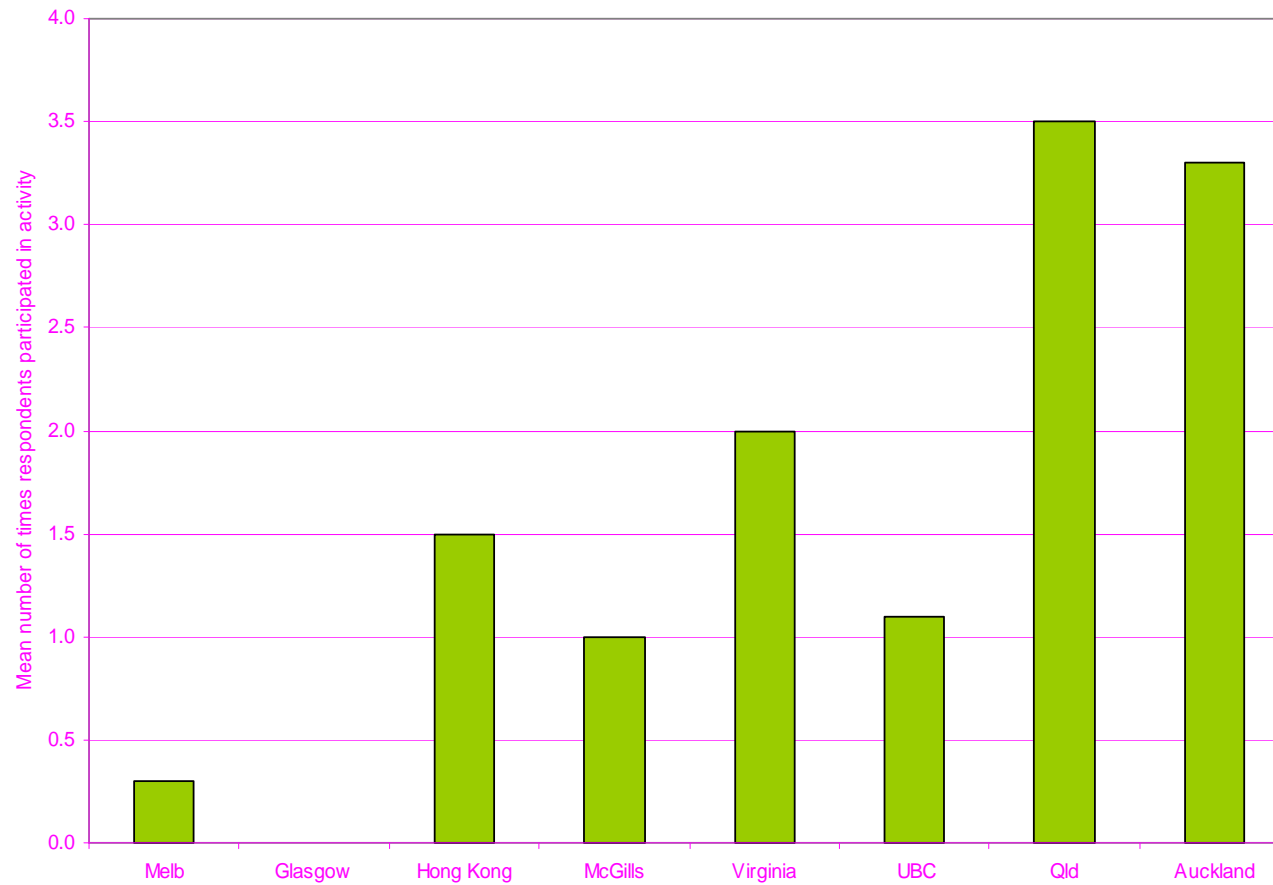
Supervised a masters student through completion



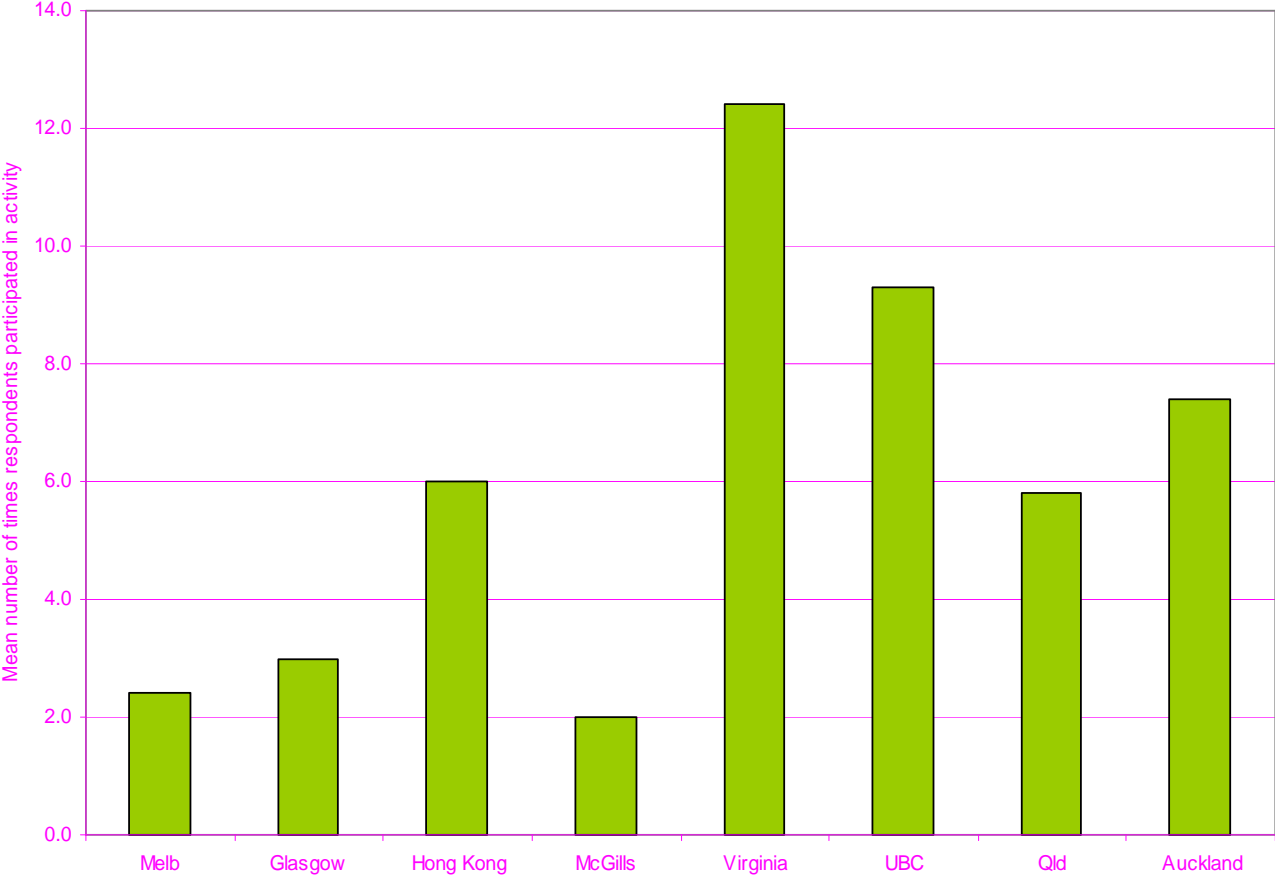
Supervised an honours or minor thesis student through completion



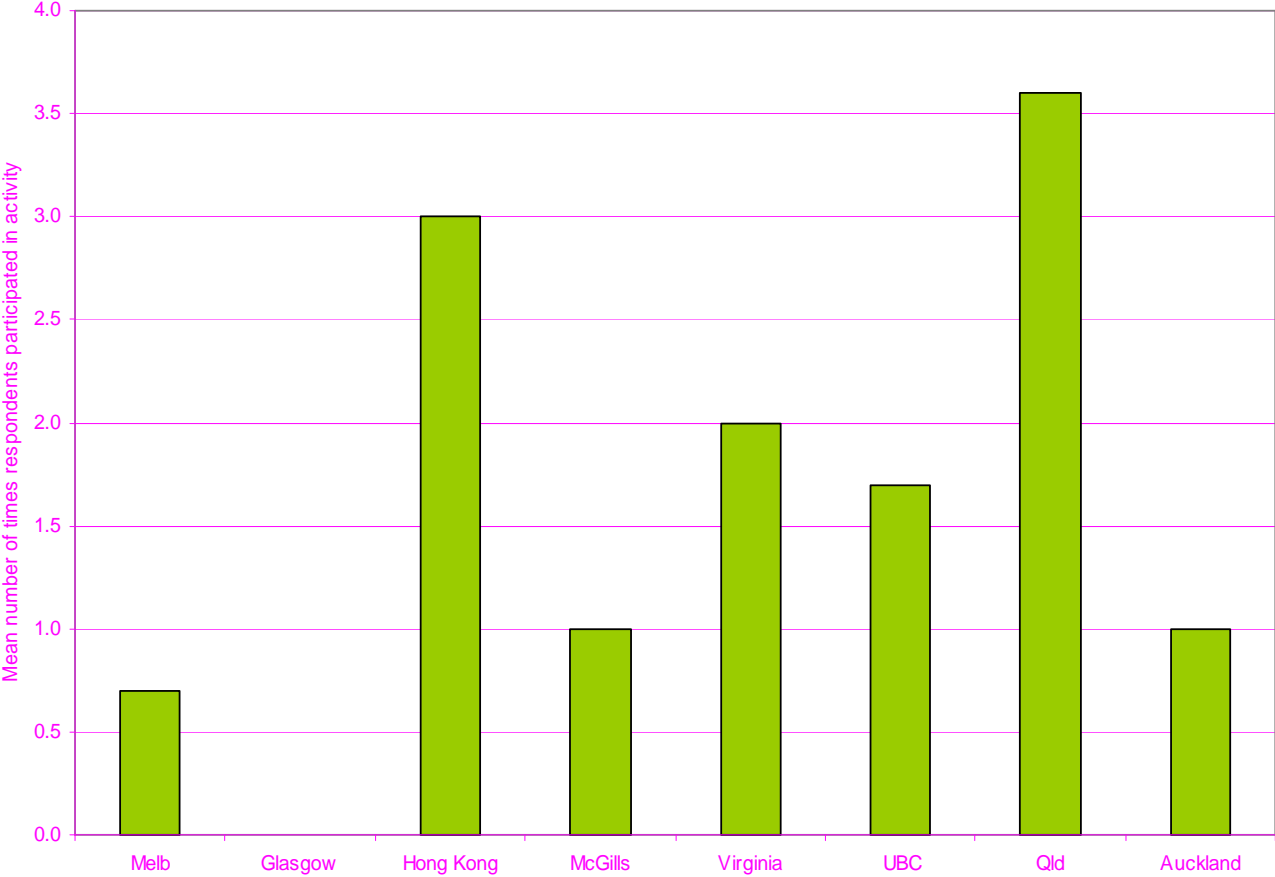
Served as an external examiner for a doctoral thesis/dissertation



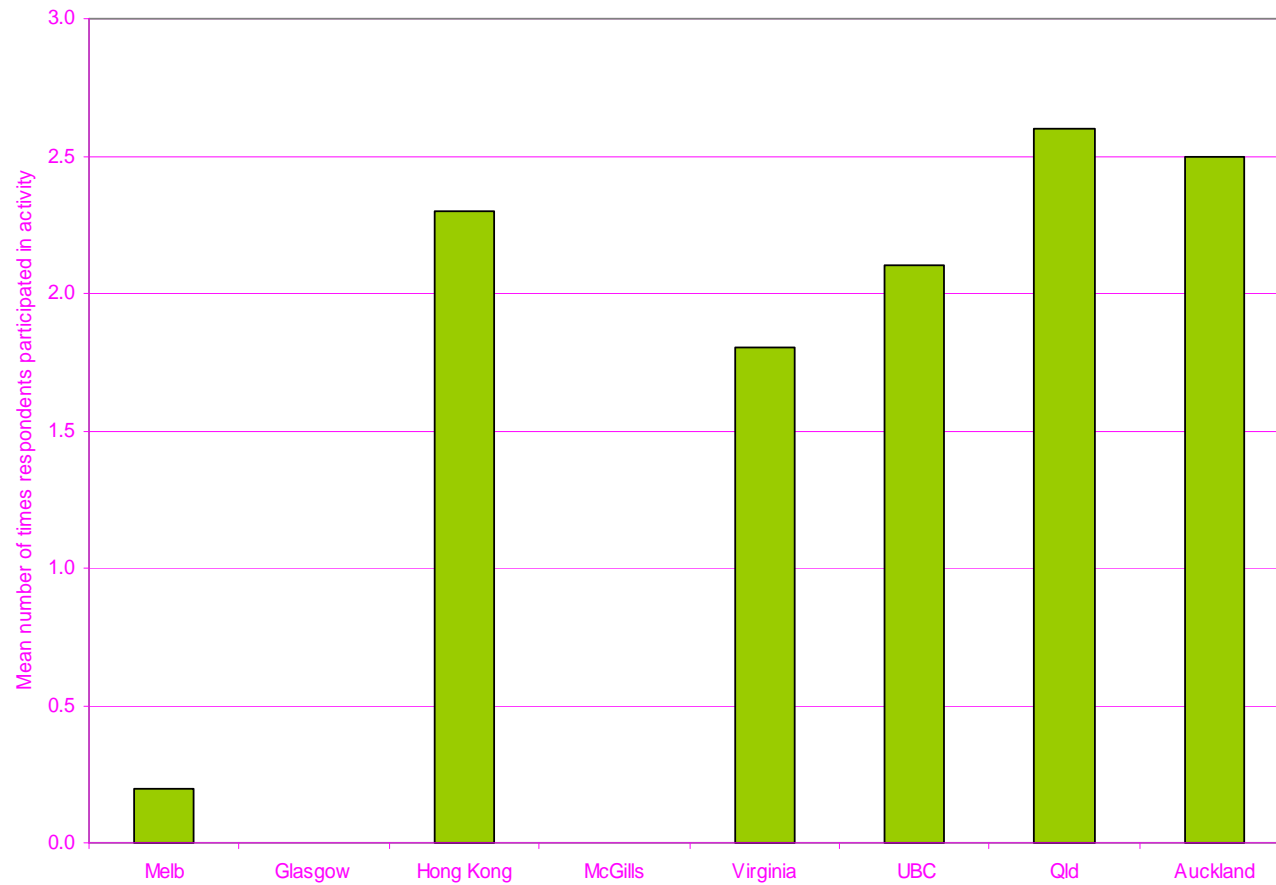
Served as a peer manuscript reviewer for a scholarly journal



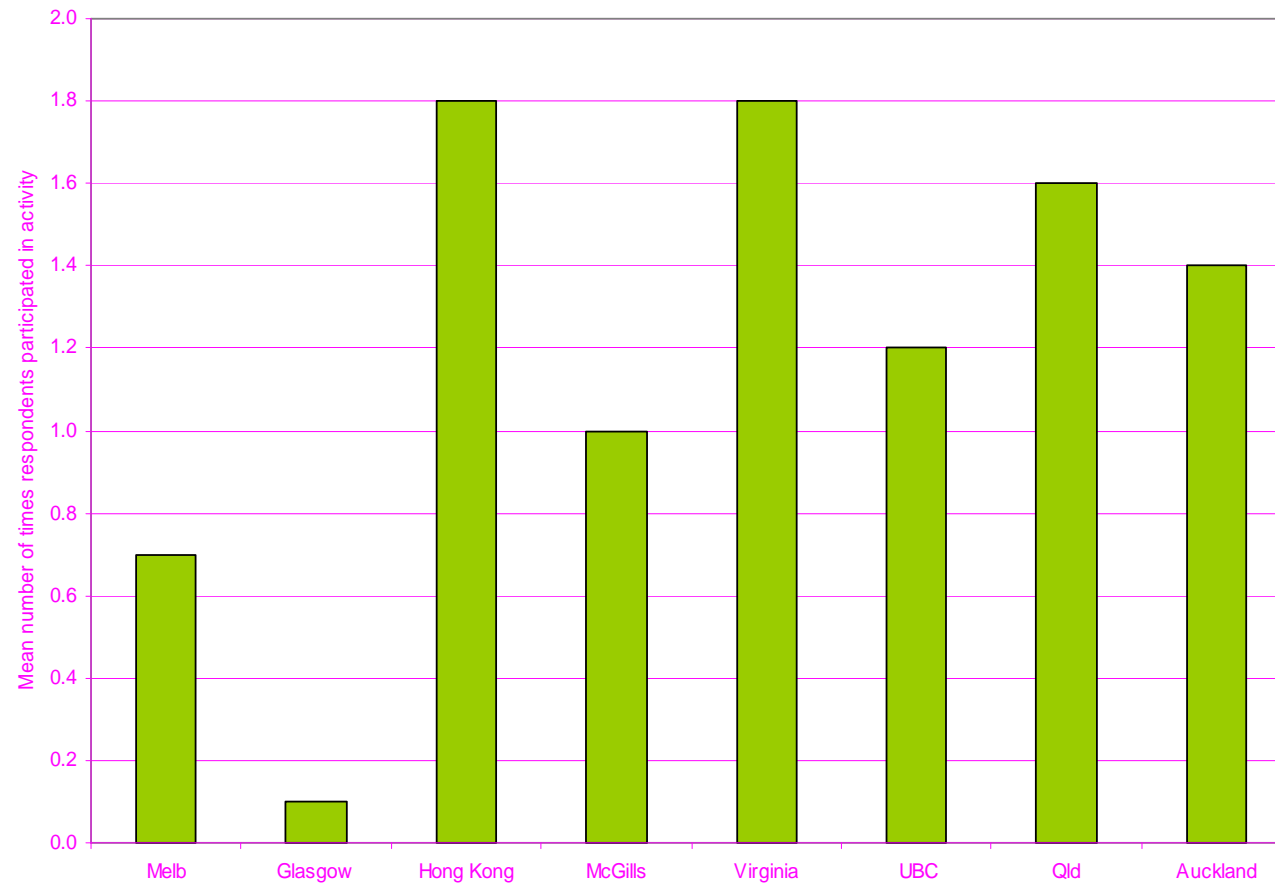
Served as a grant reviewer for a research funding organization



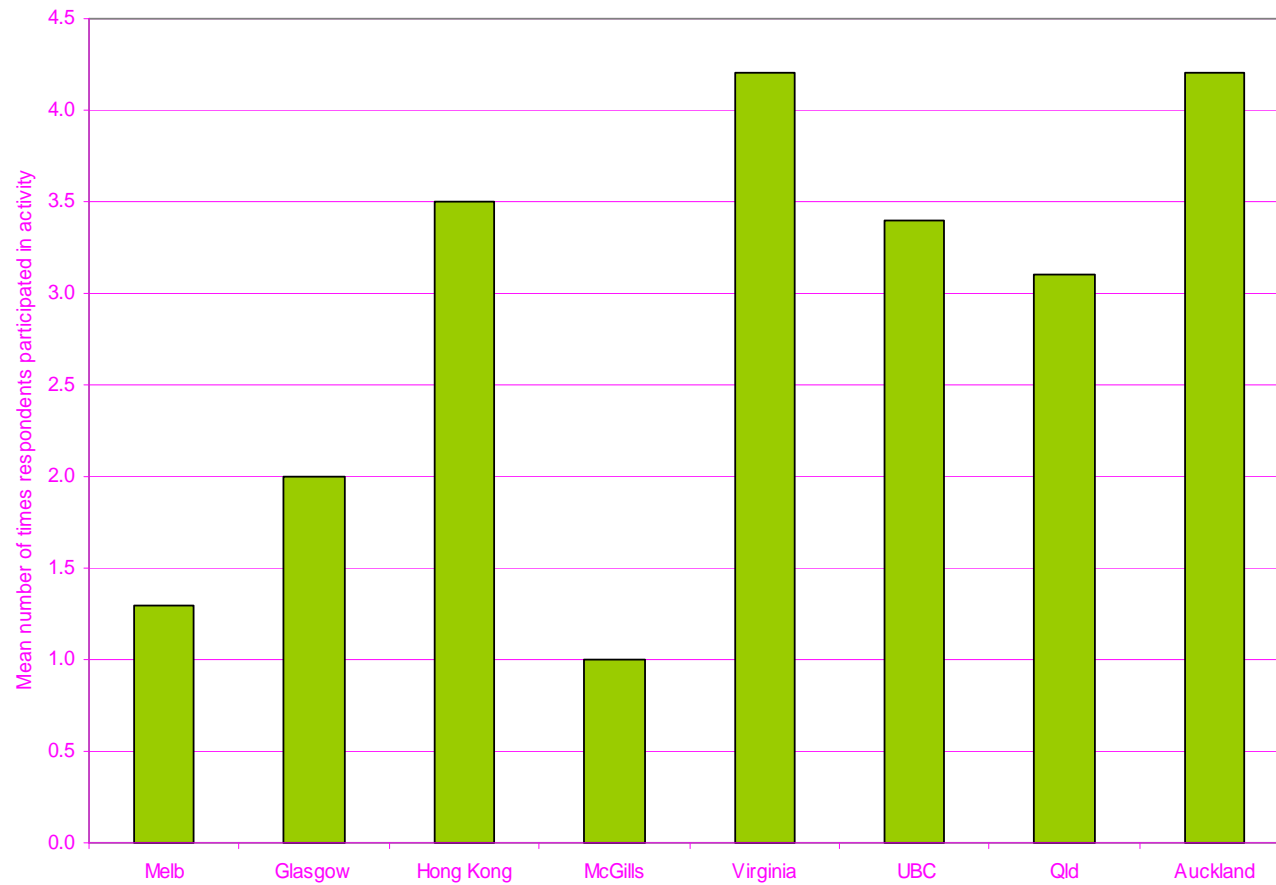
Obtained funding from a nationally competitive fund



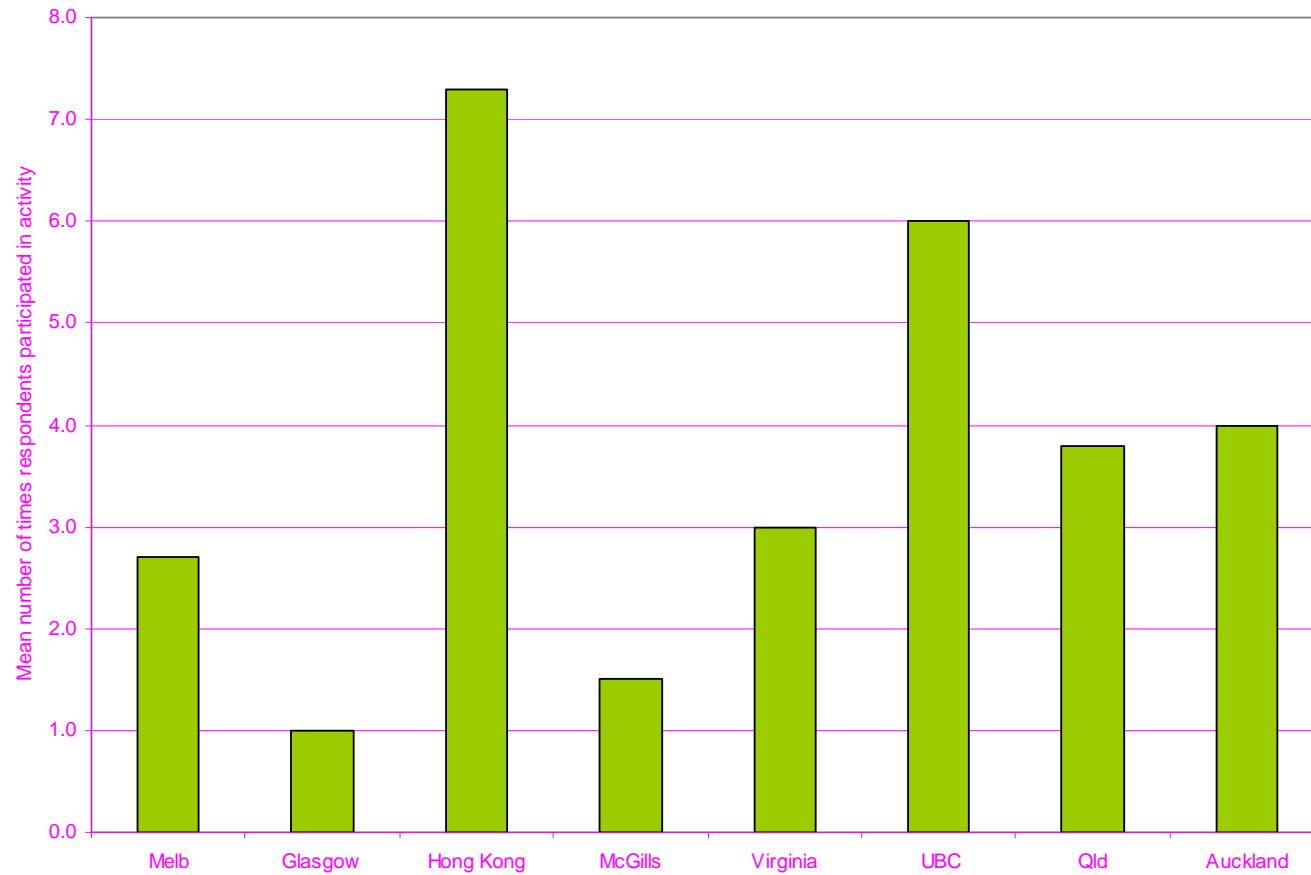
Obtained funding from other funding sources



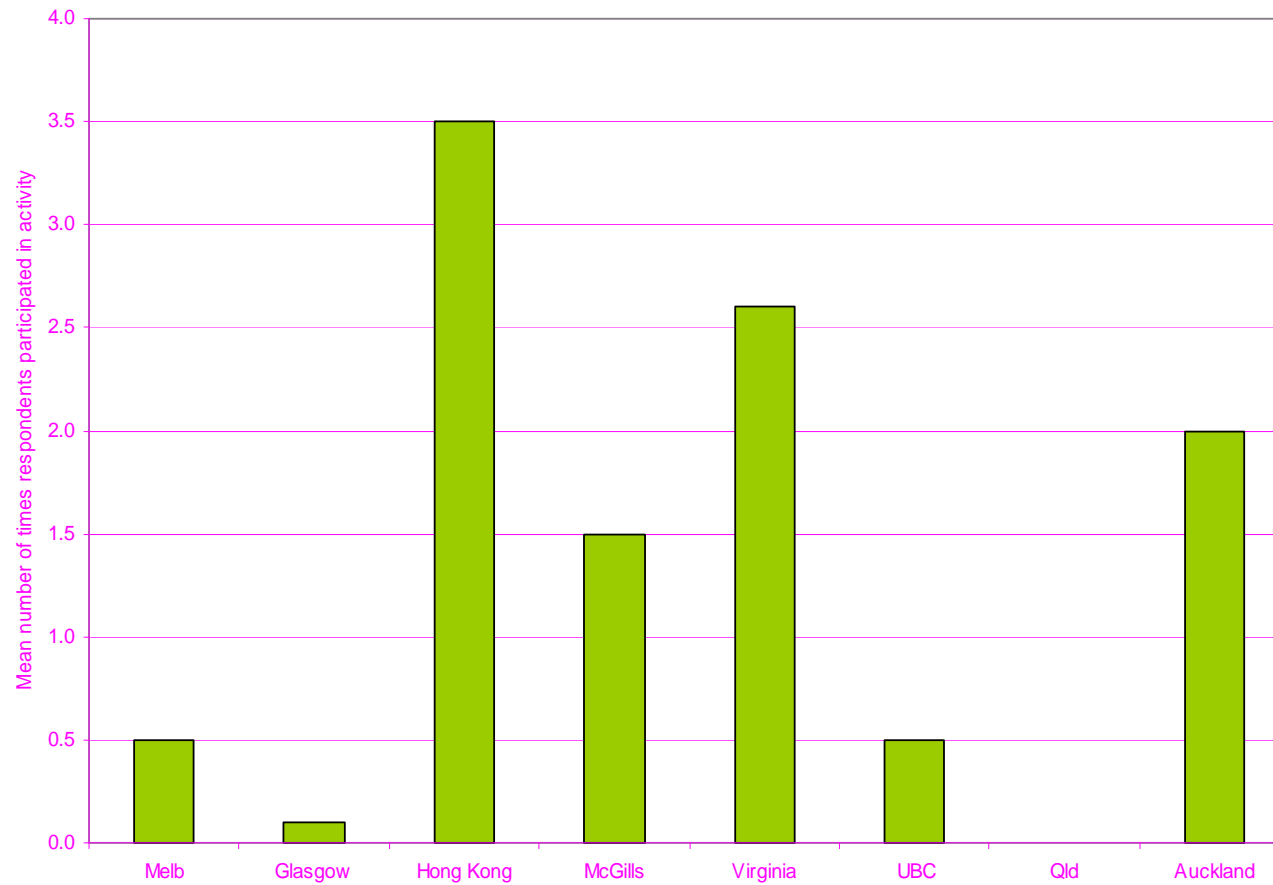
Published a paper in a peer review journal



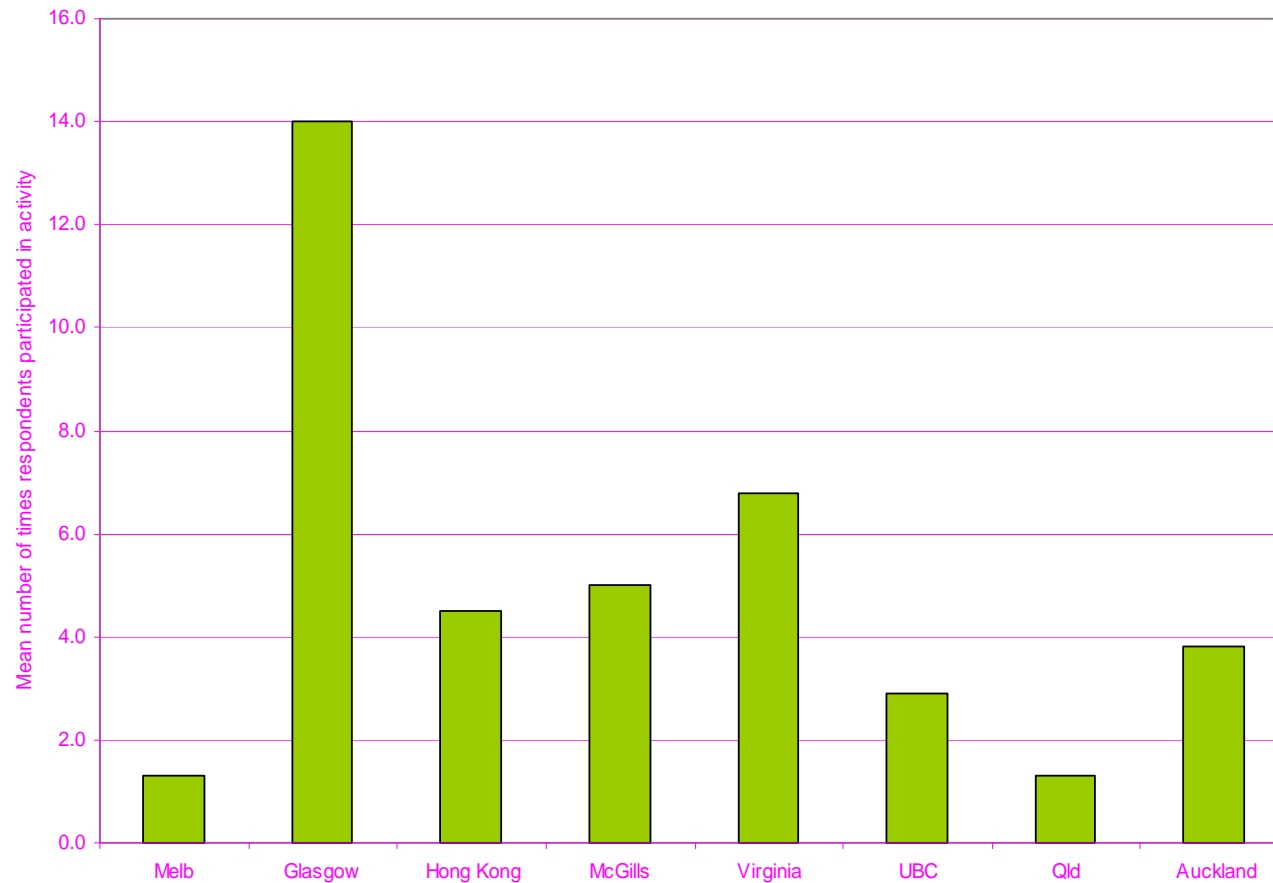
Presented a paper at a scholarly conference



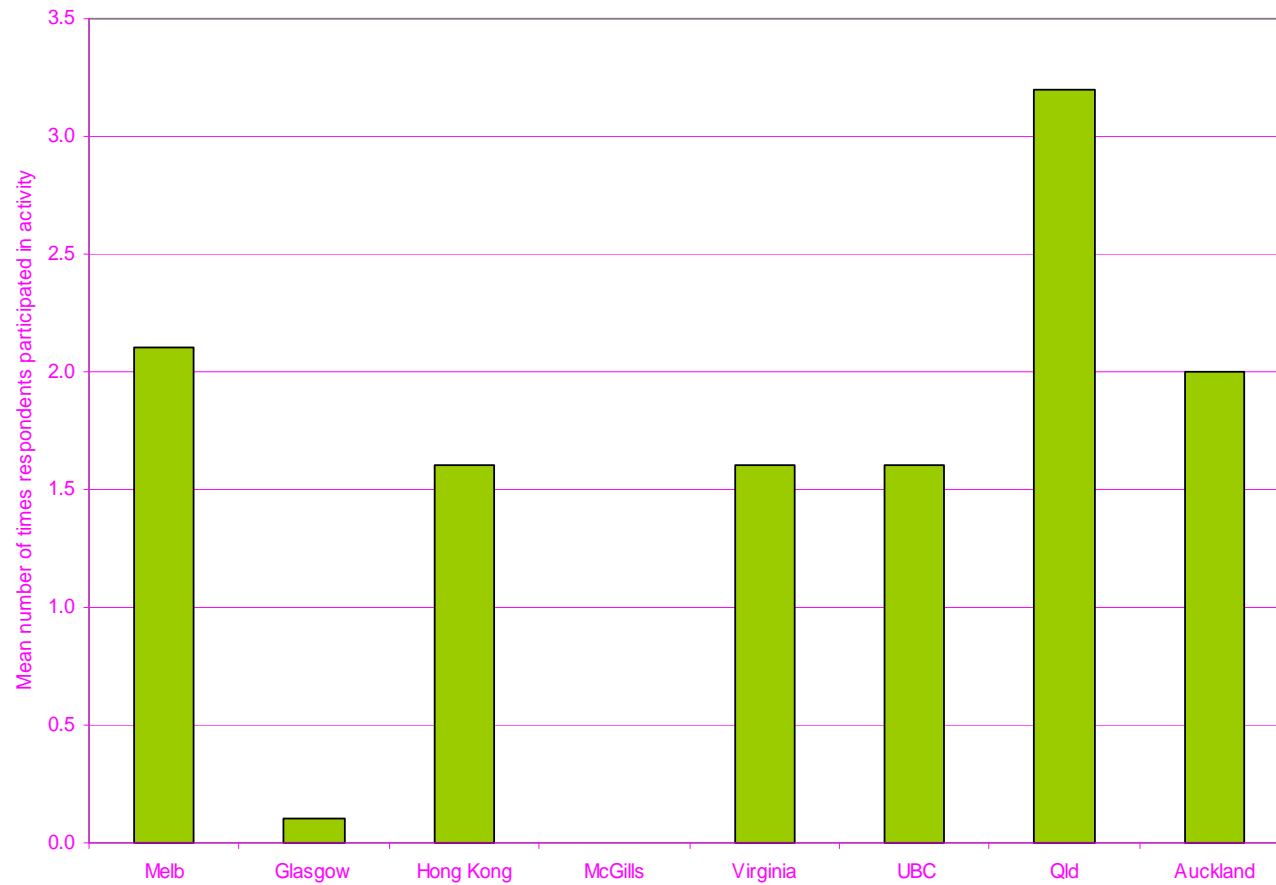
Presented an invited paper at an international conference



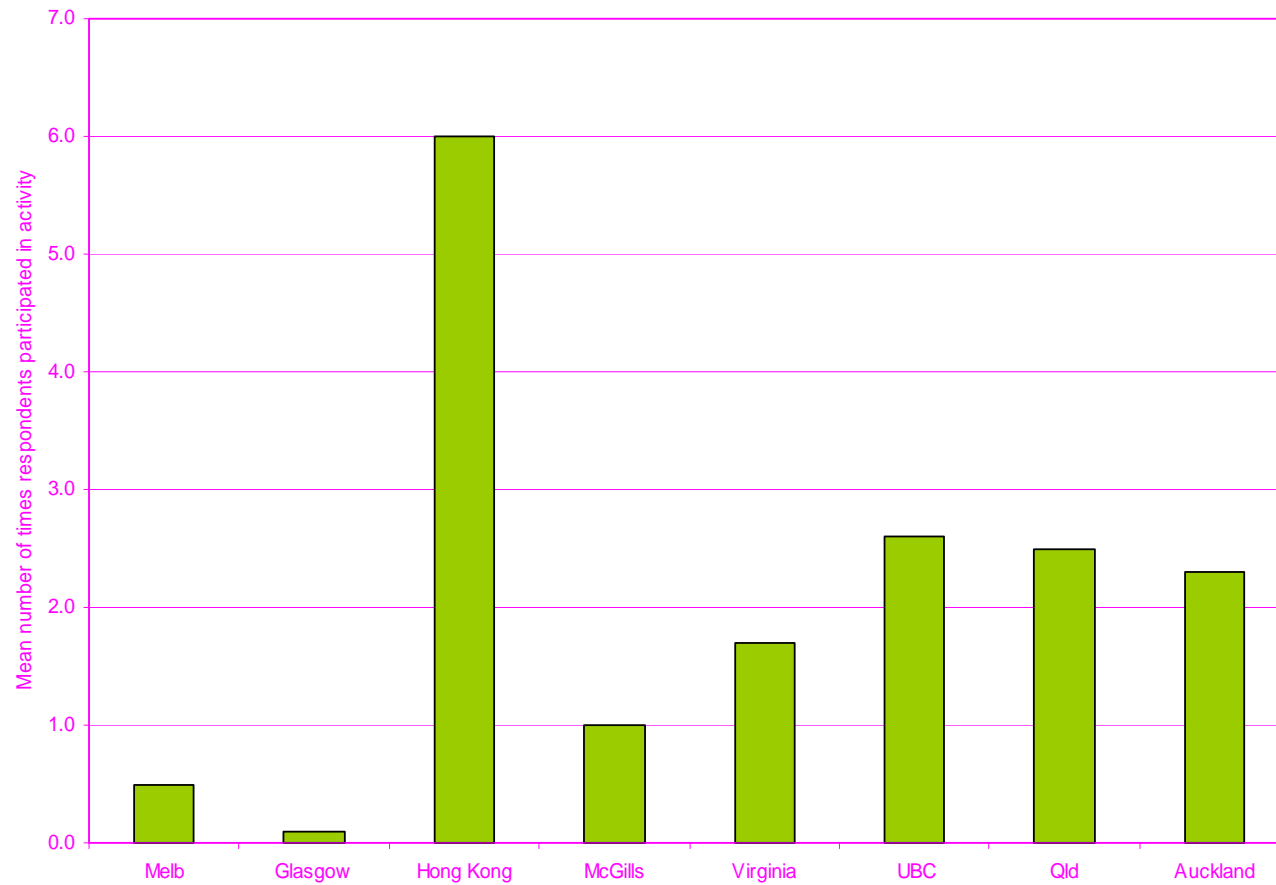
Conducted a research workshop, in-service, seminar or training session for professionals



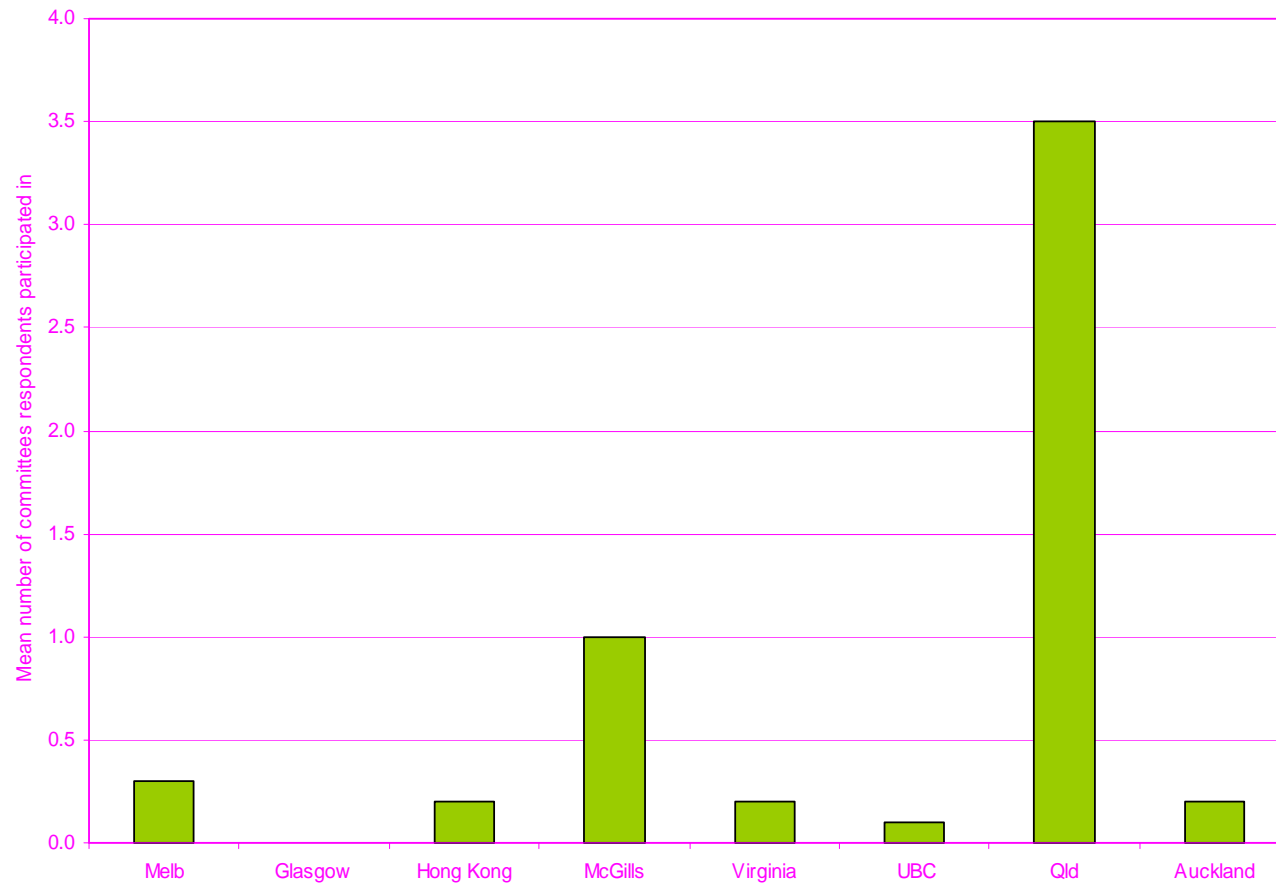
Submitted a research grant application as principal investigator



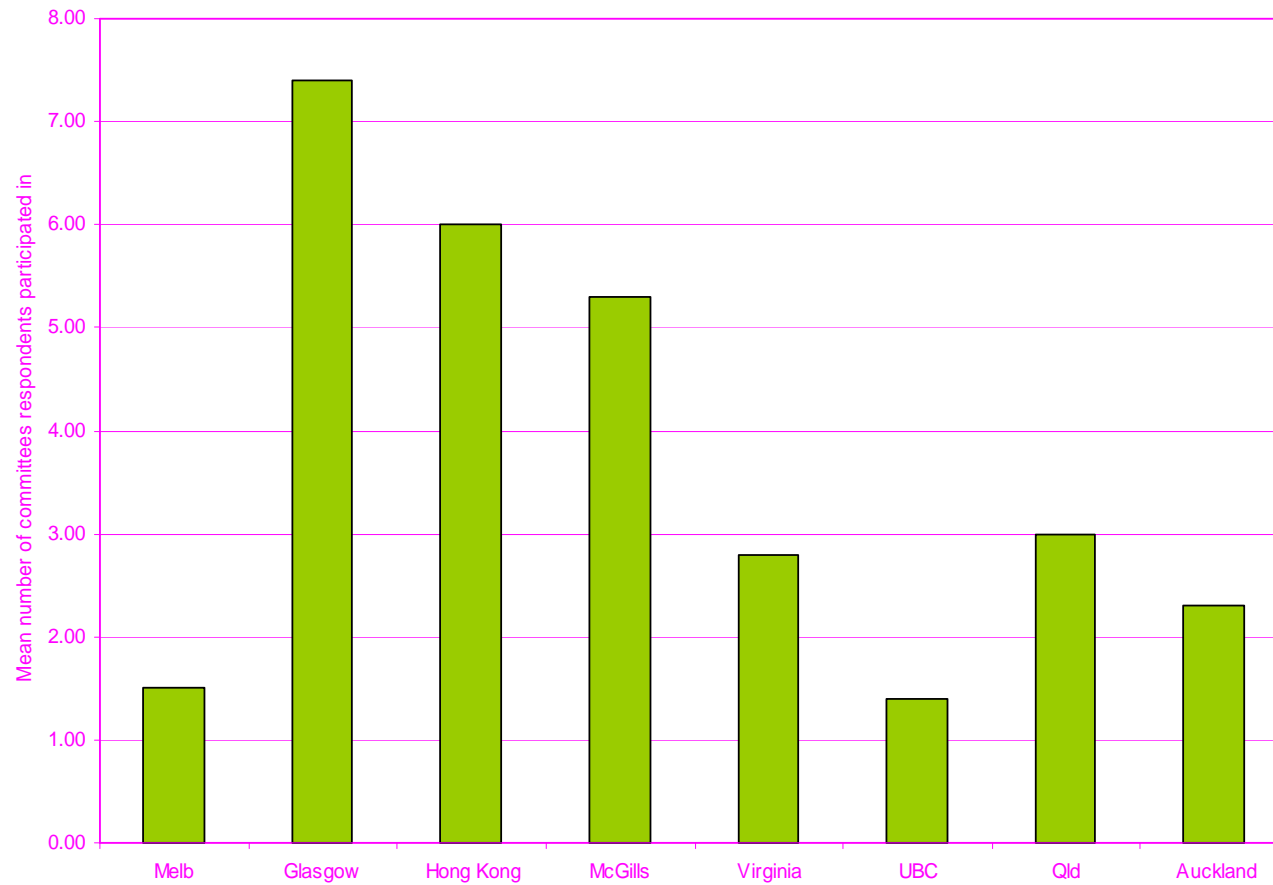
Submitted a research grant application as a member of a research team/co-investigator



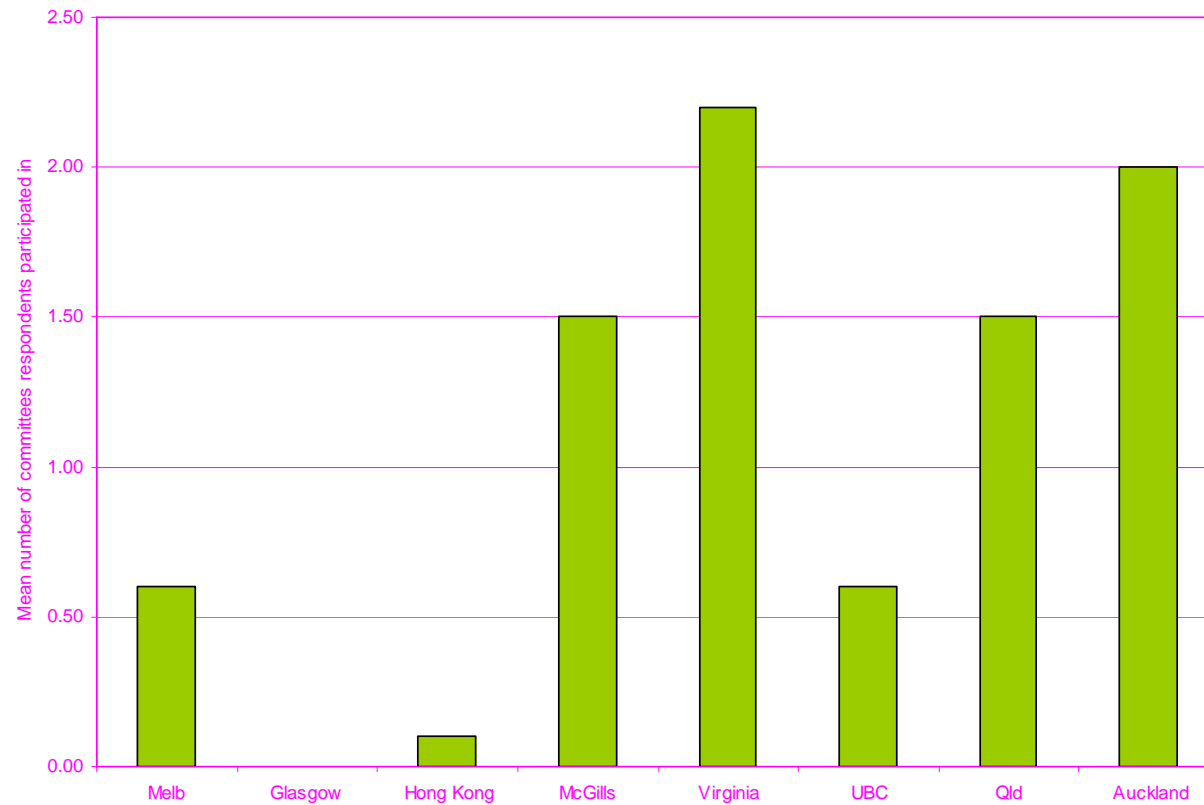
Served on a clinical agency or community research or ethics committee



Represented the School of Nursing on a university committee or working group



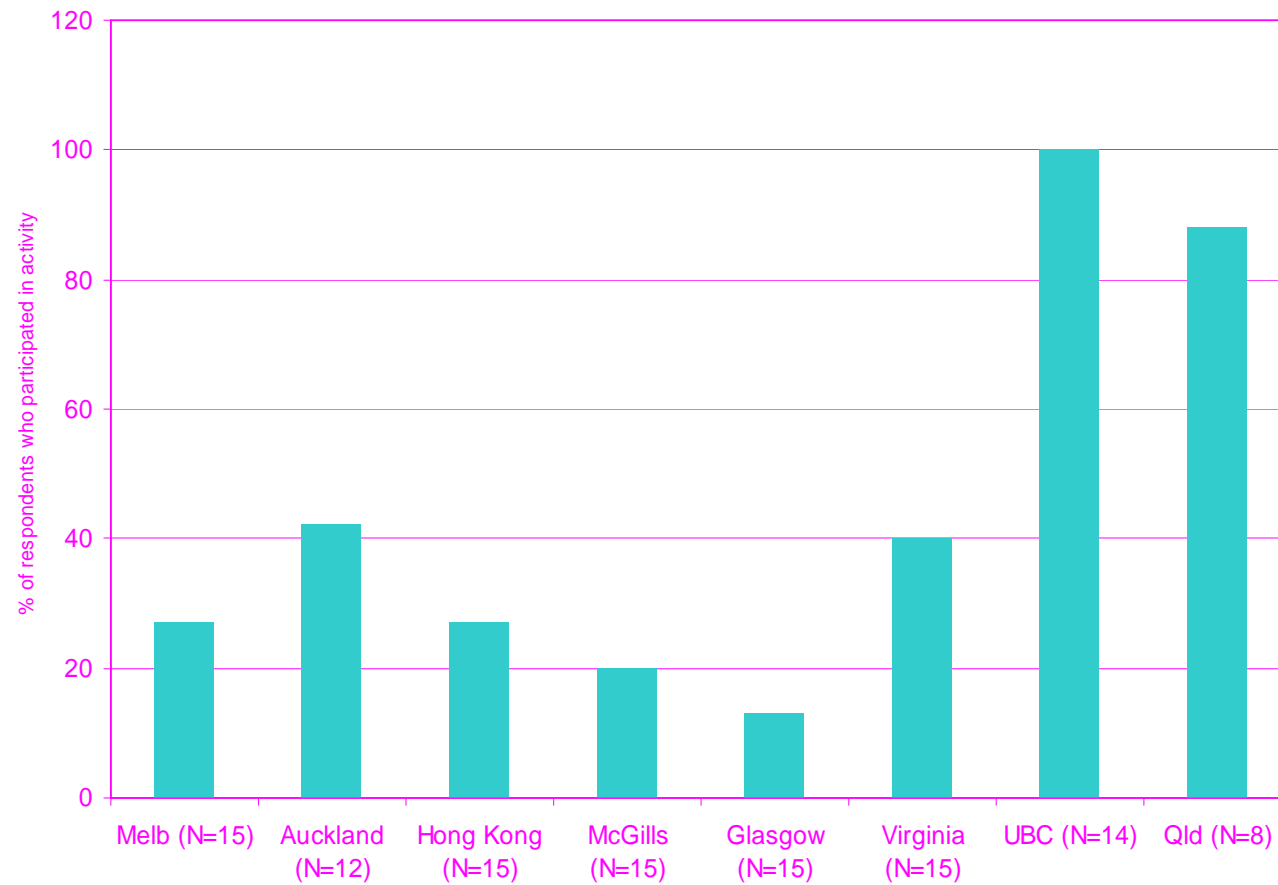
Sat as an invited member on a research state or national government committee or working group



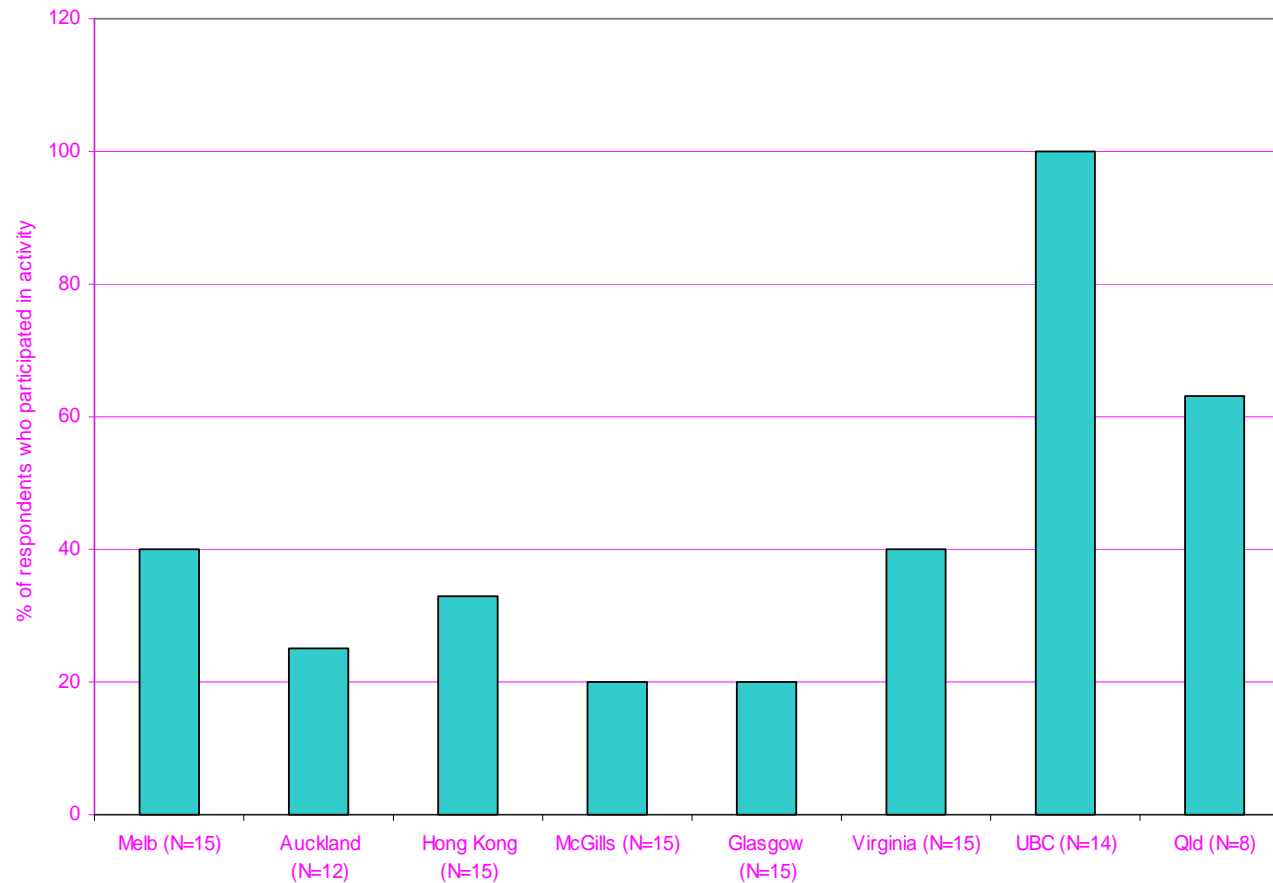
Culture of environment for research outputs

- Number of times respondents participated in activity may only reflect outputs of small numbers of individuals.
- Culture of environment: proportion of individuals who performed an activity at least once.

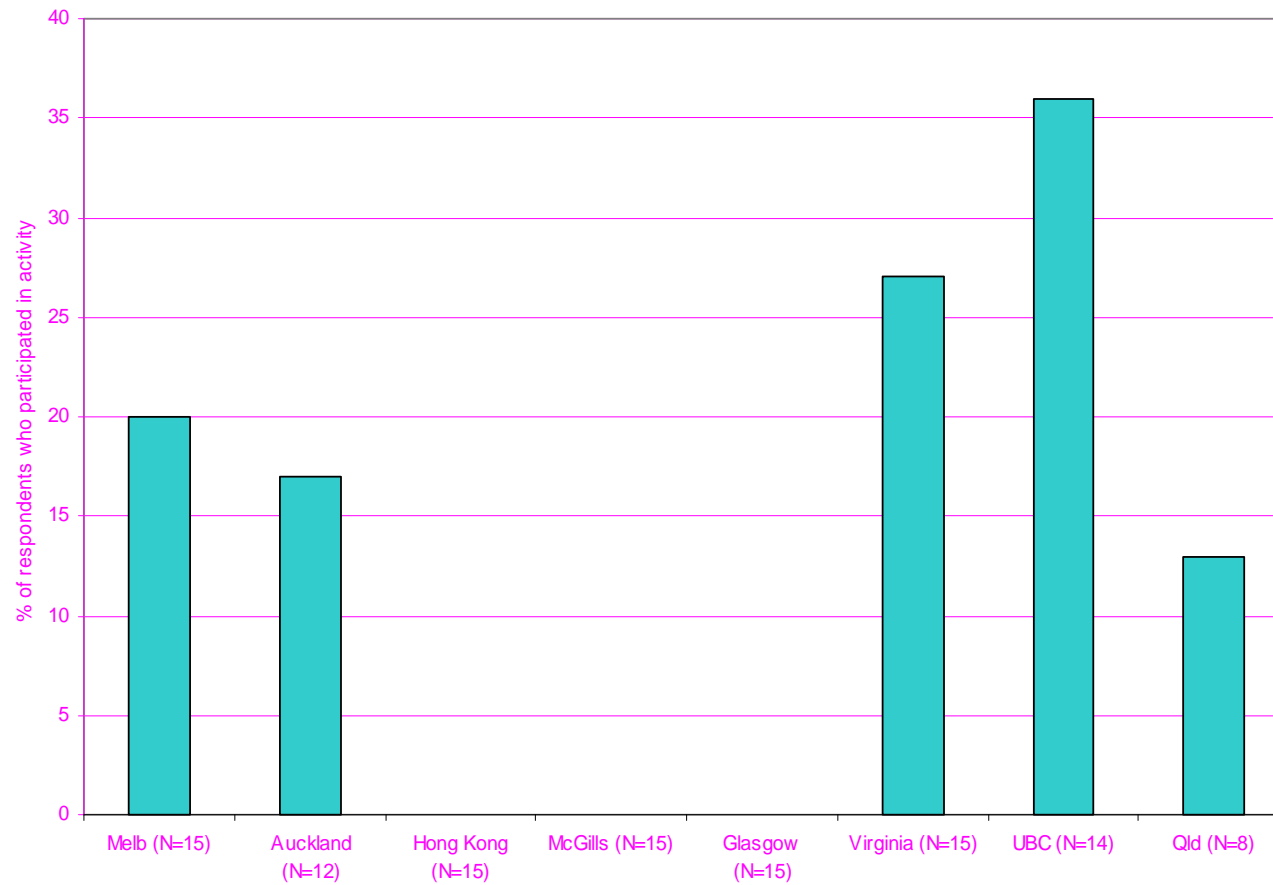
Research culture: participated in graduate student supervision as a principal supervisor



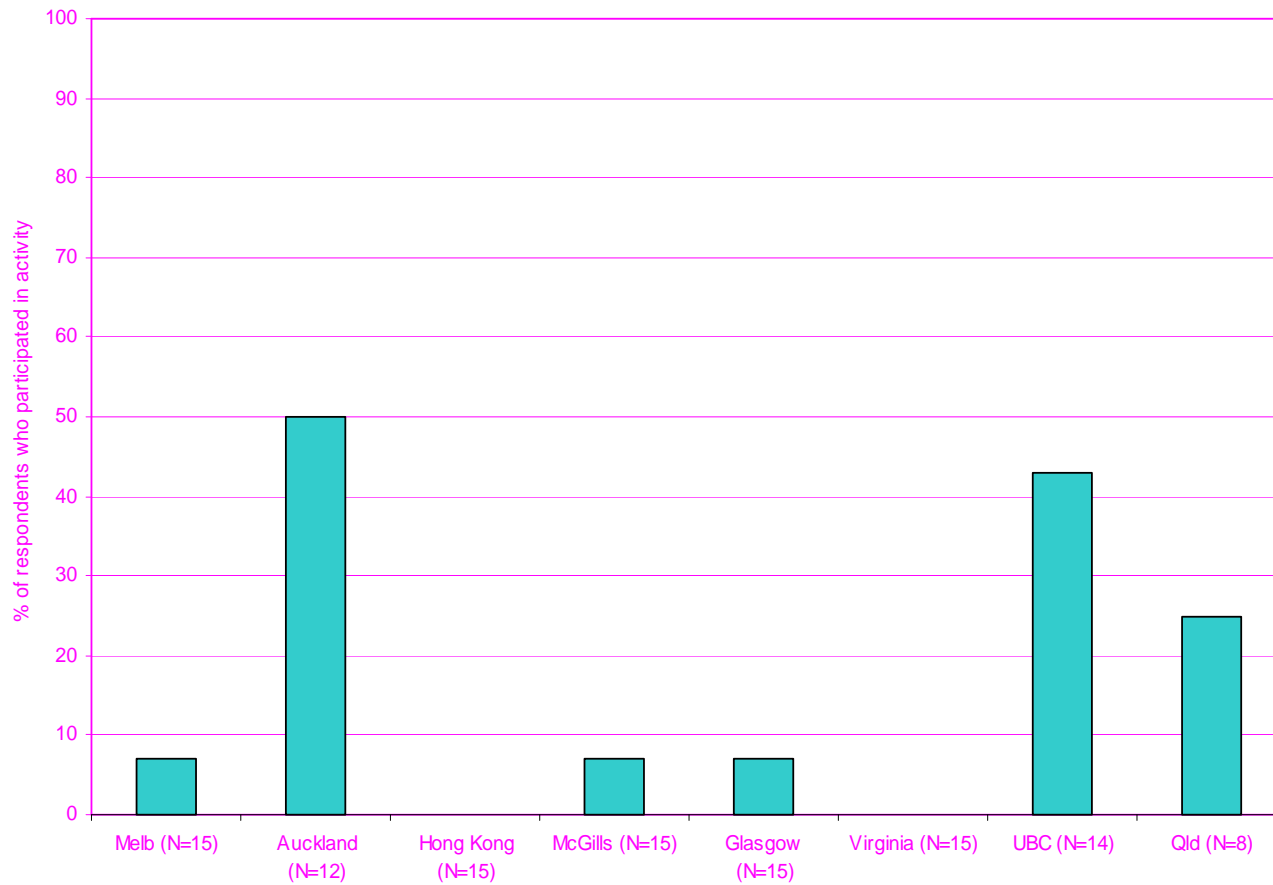
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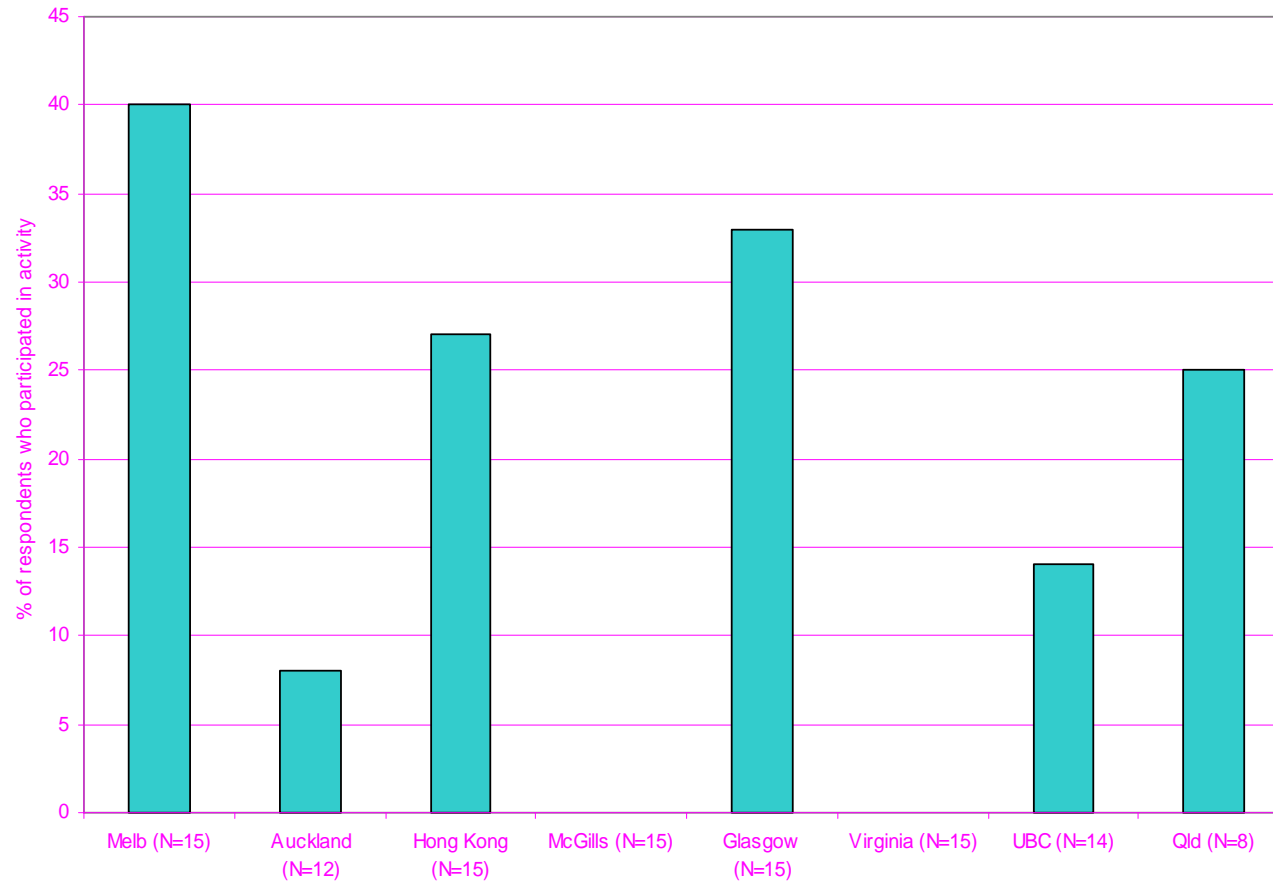
Research culture: supervised a doctoral student through completion



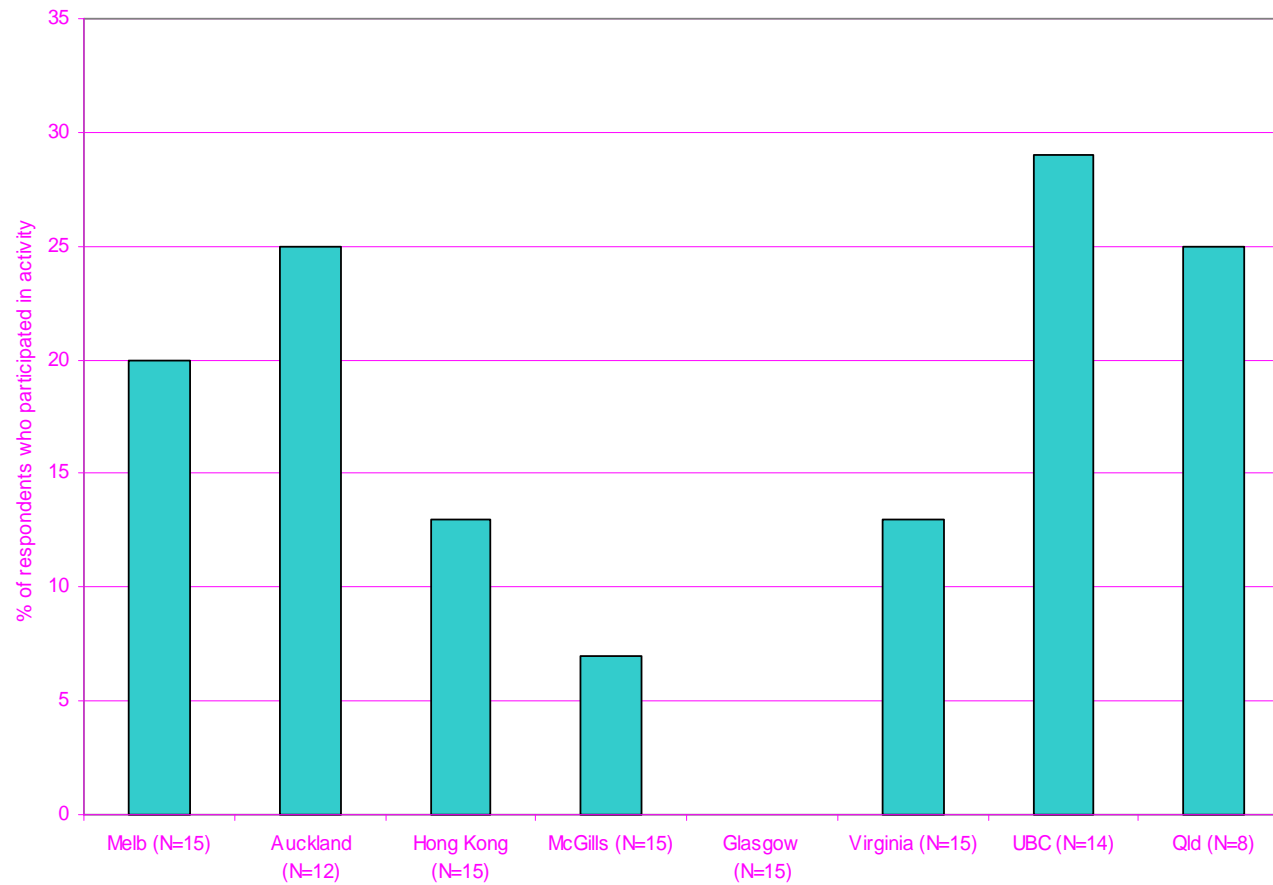
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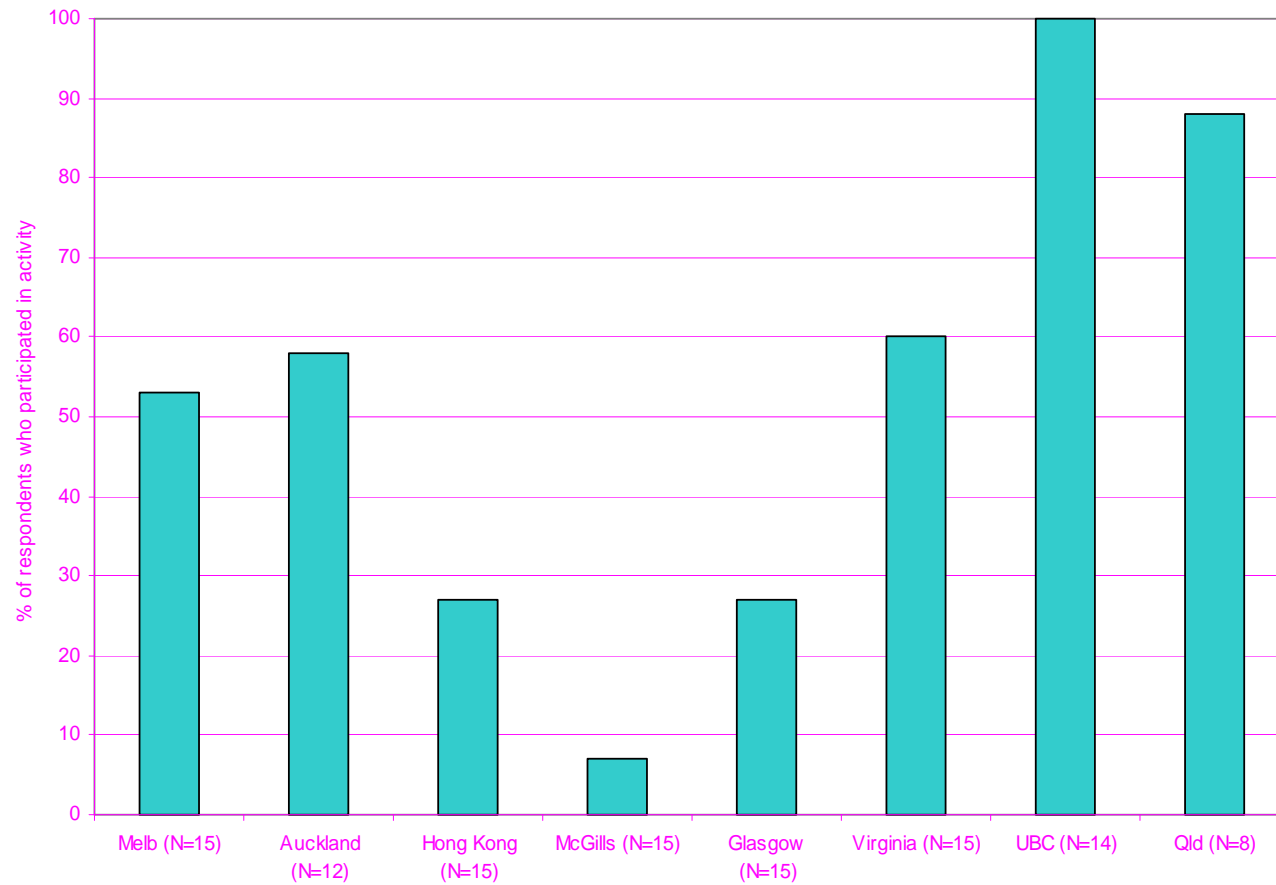
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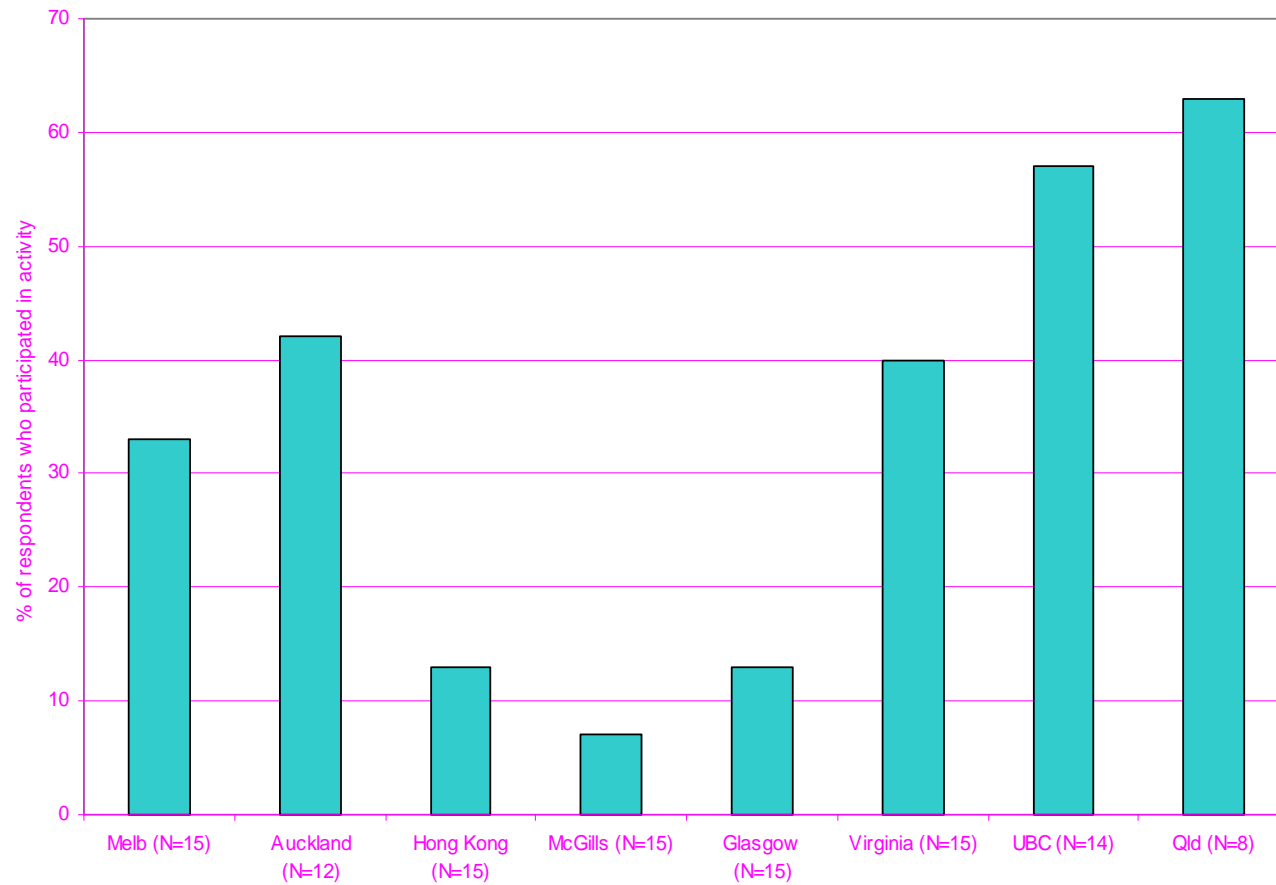
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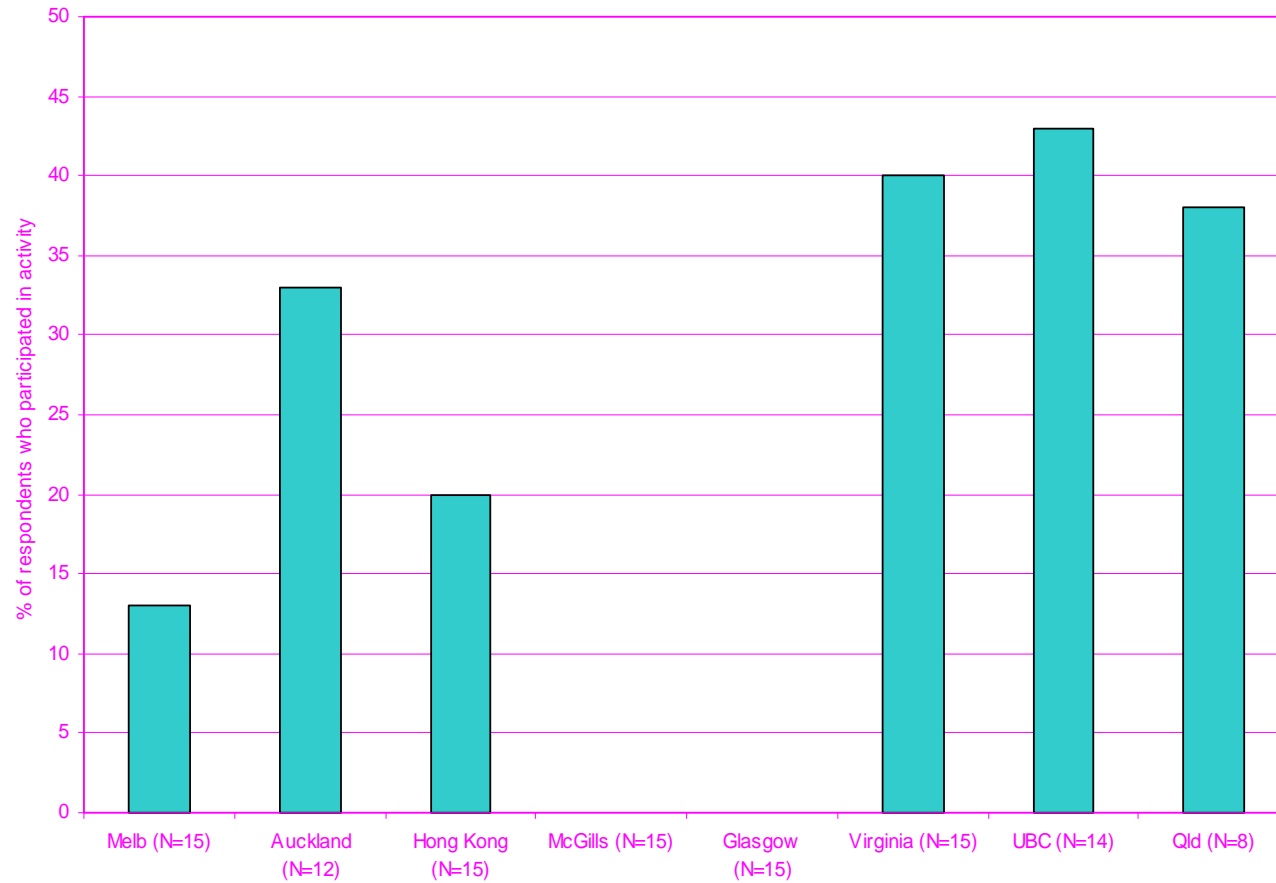
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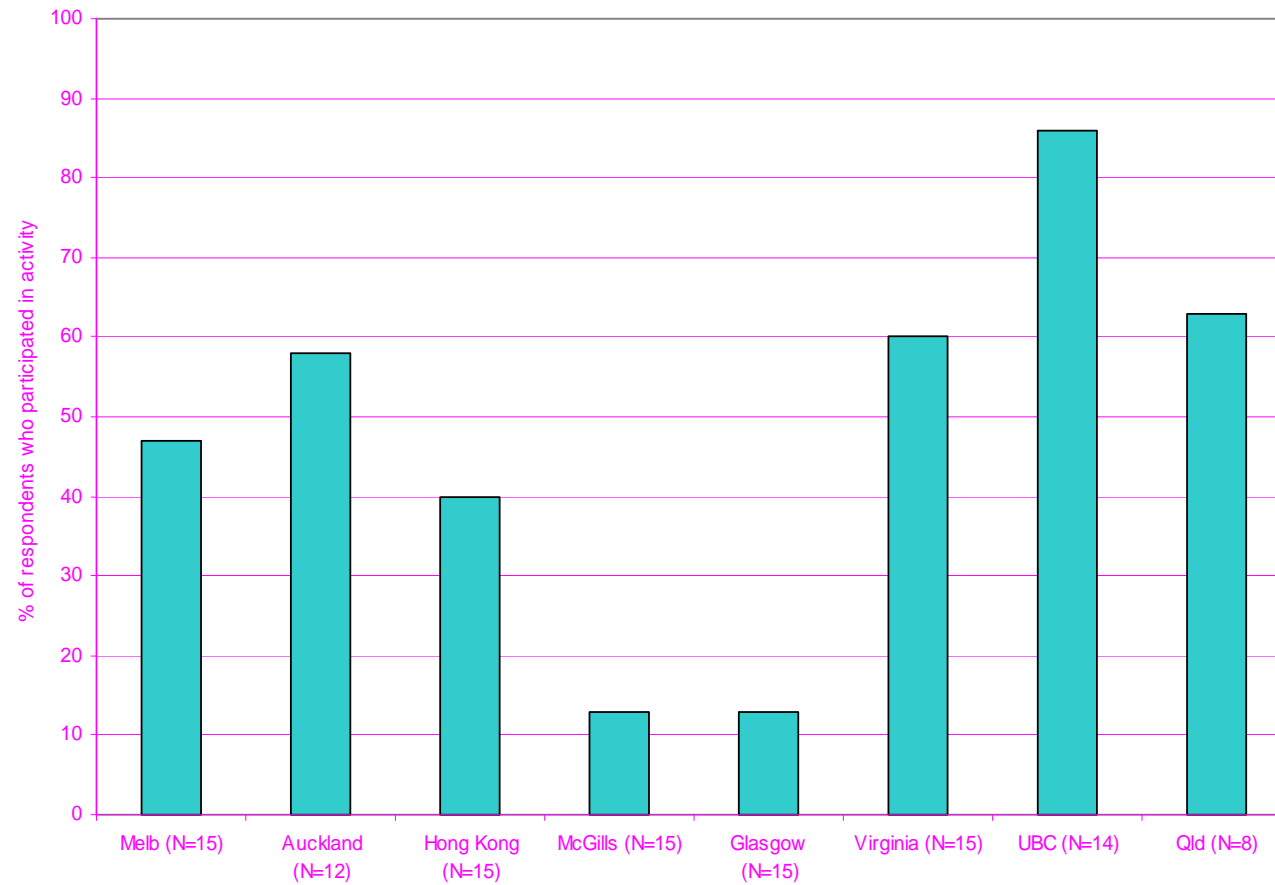
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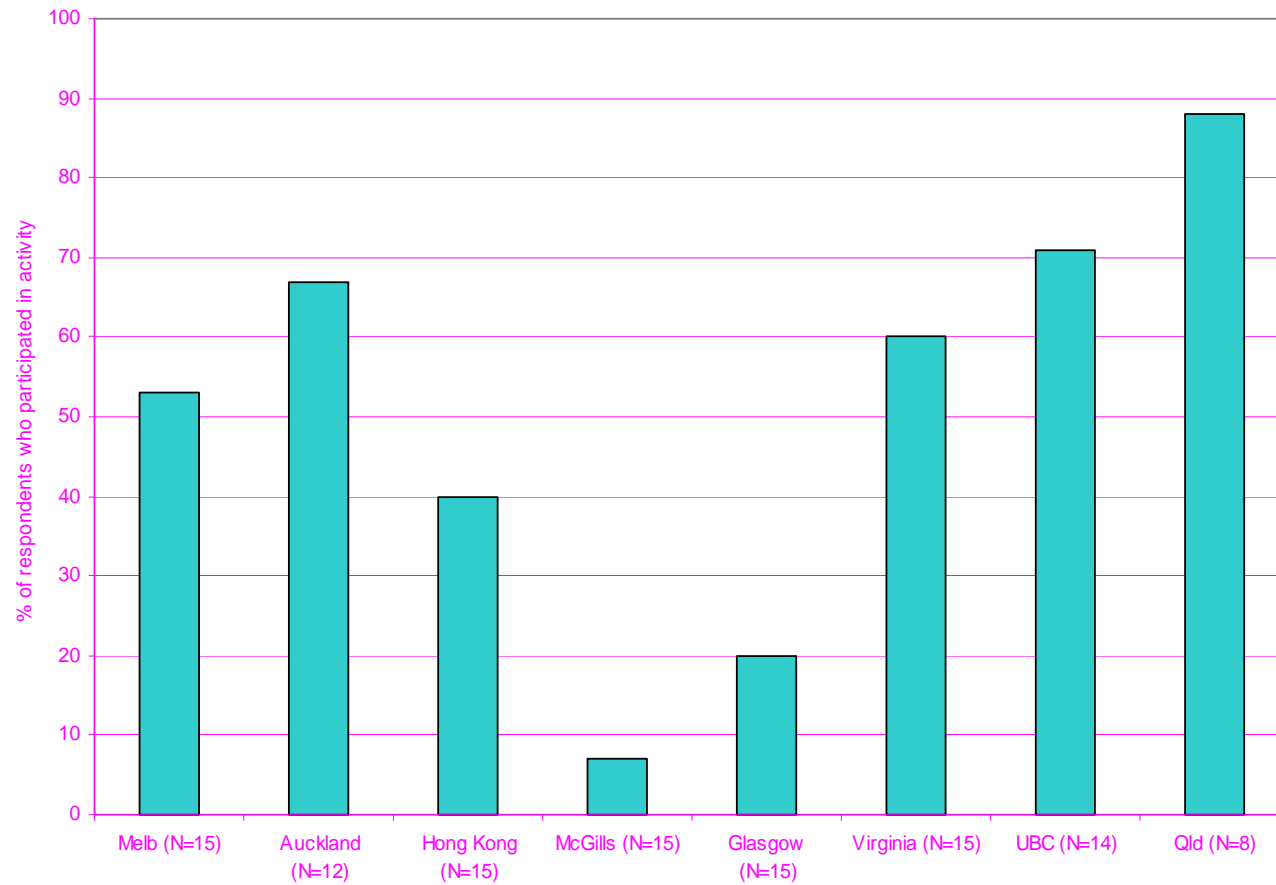
Research culture: obtained funding from a nationally competitive fund



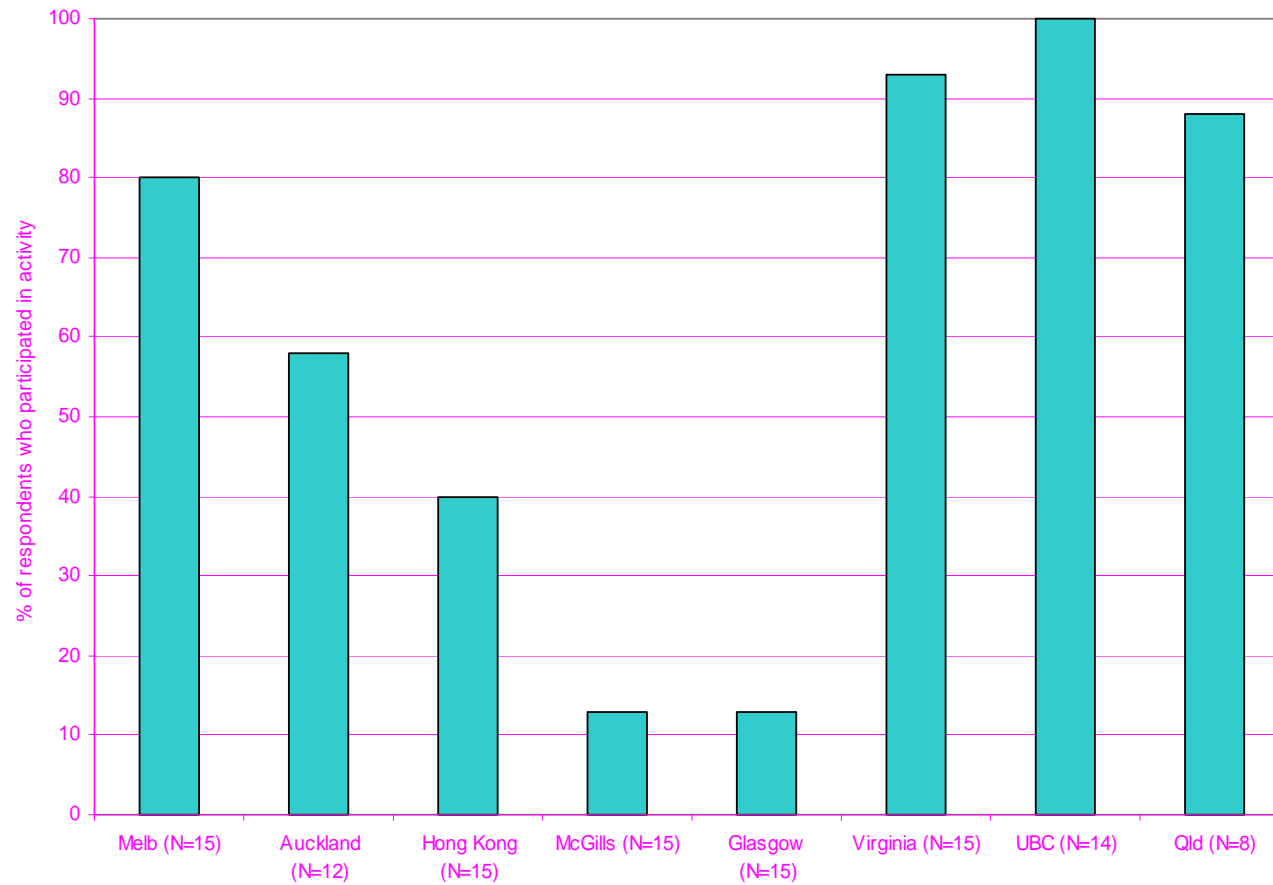
Research culture: obtained funding from other funding sources



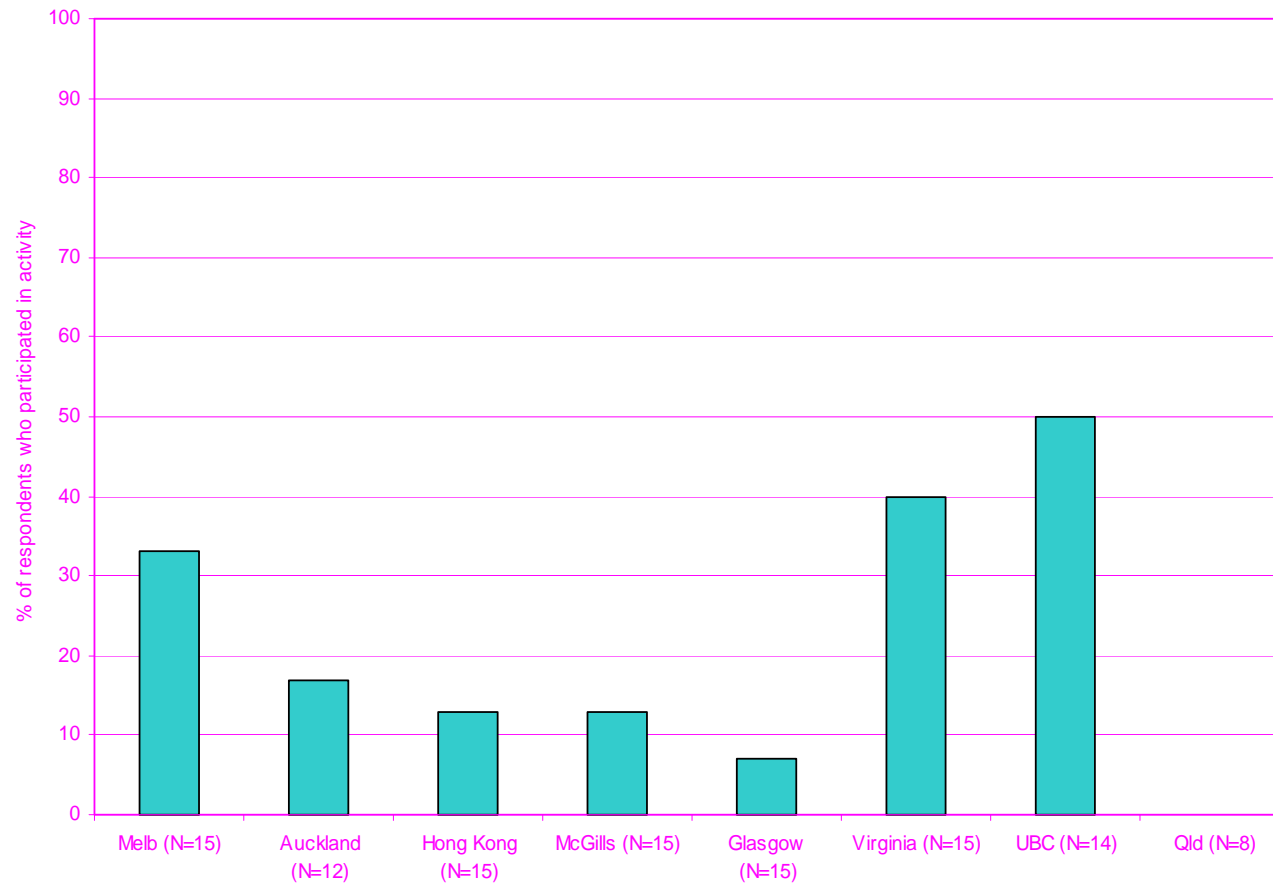
Research culture: published a paper in a peer review journal



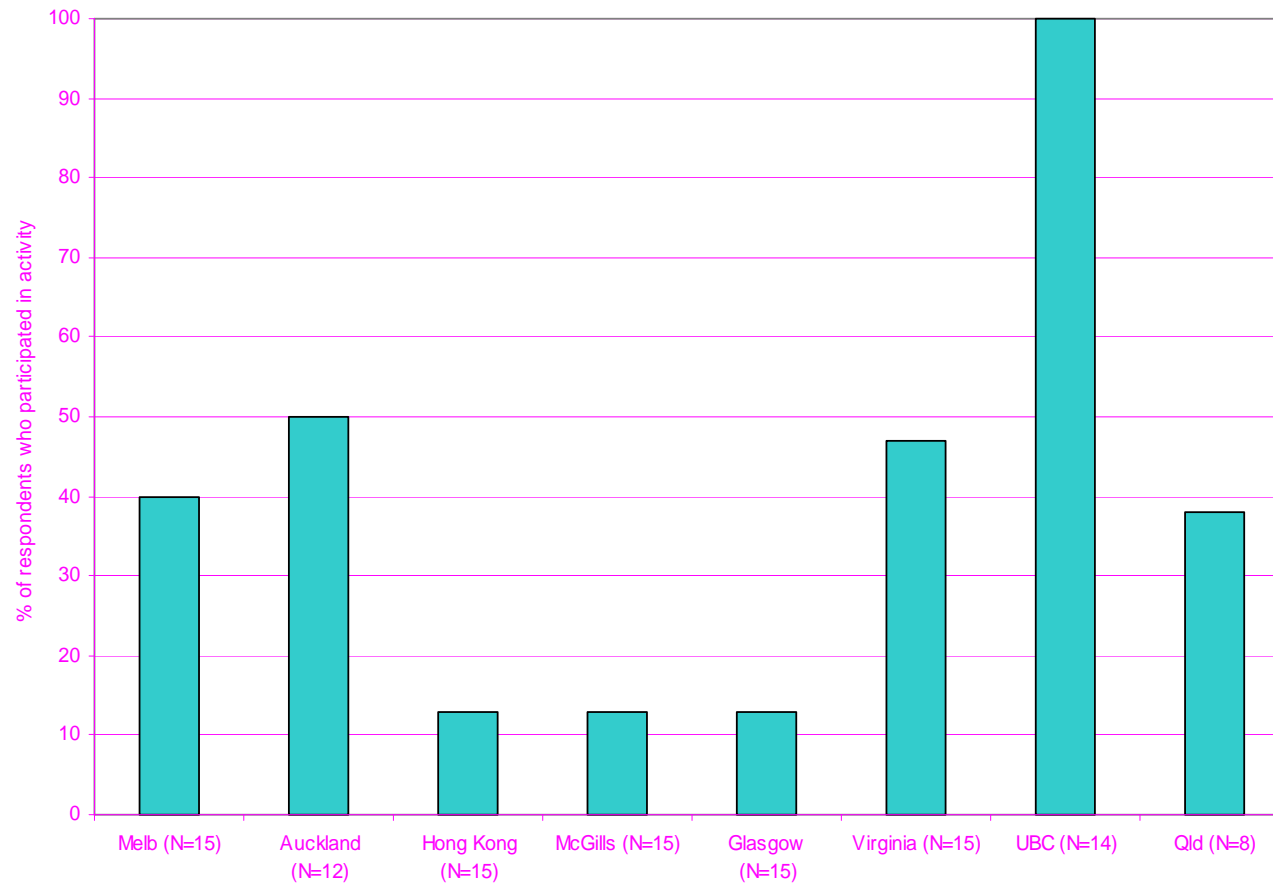
Research culture: presented a paper at a scholarly conference



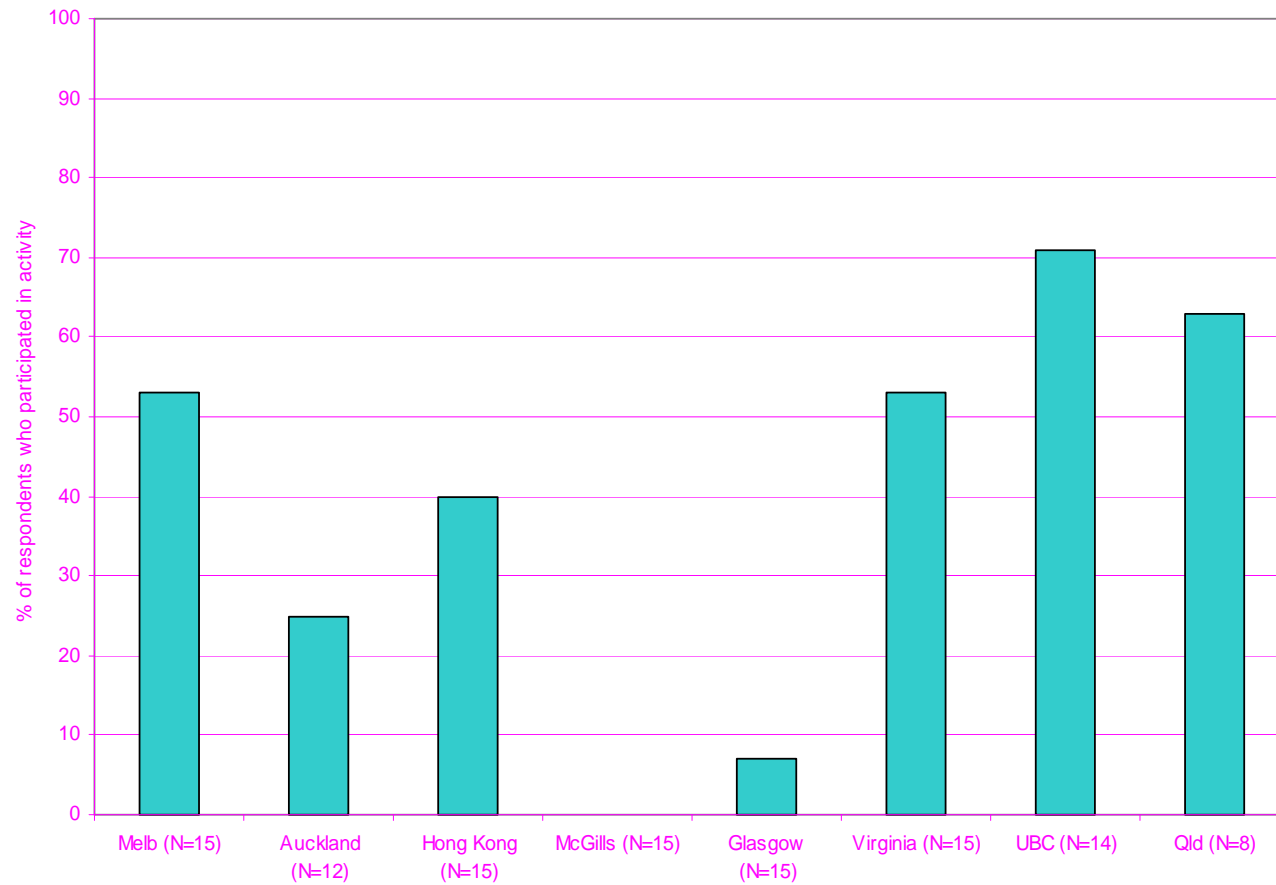
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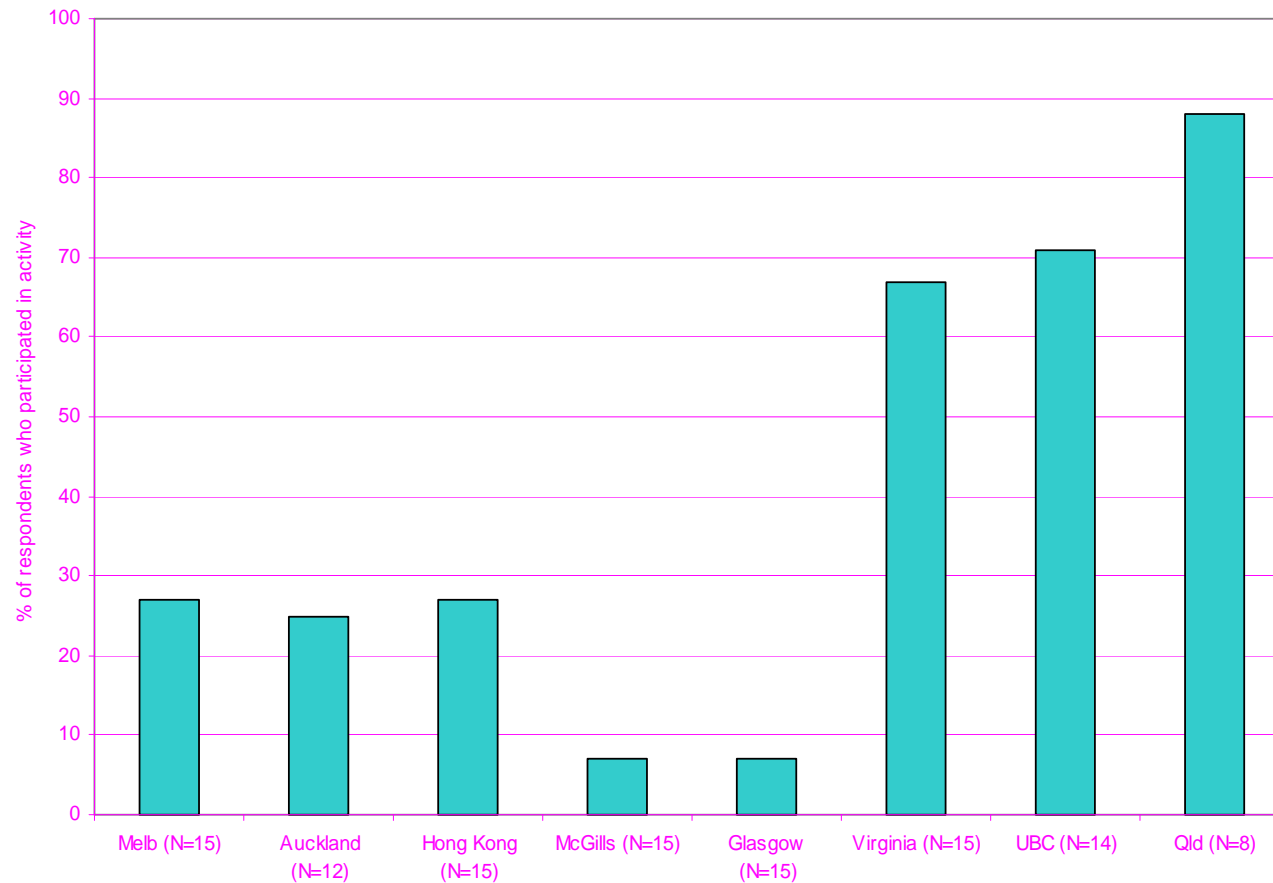
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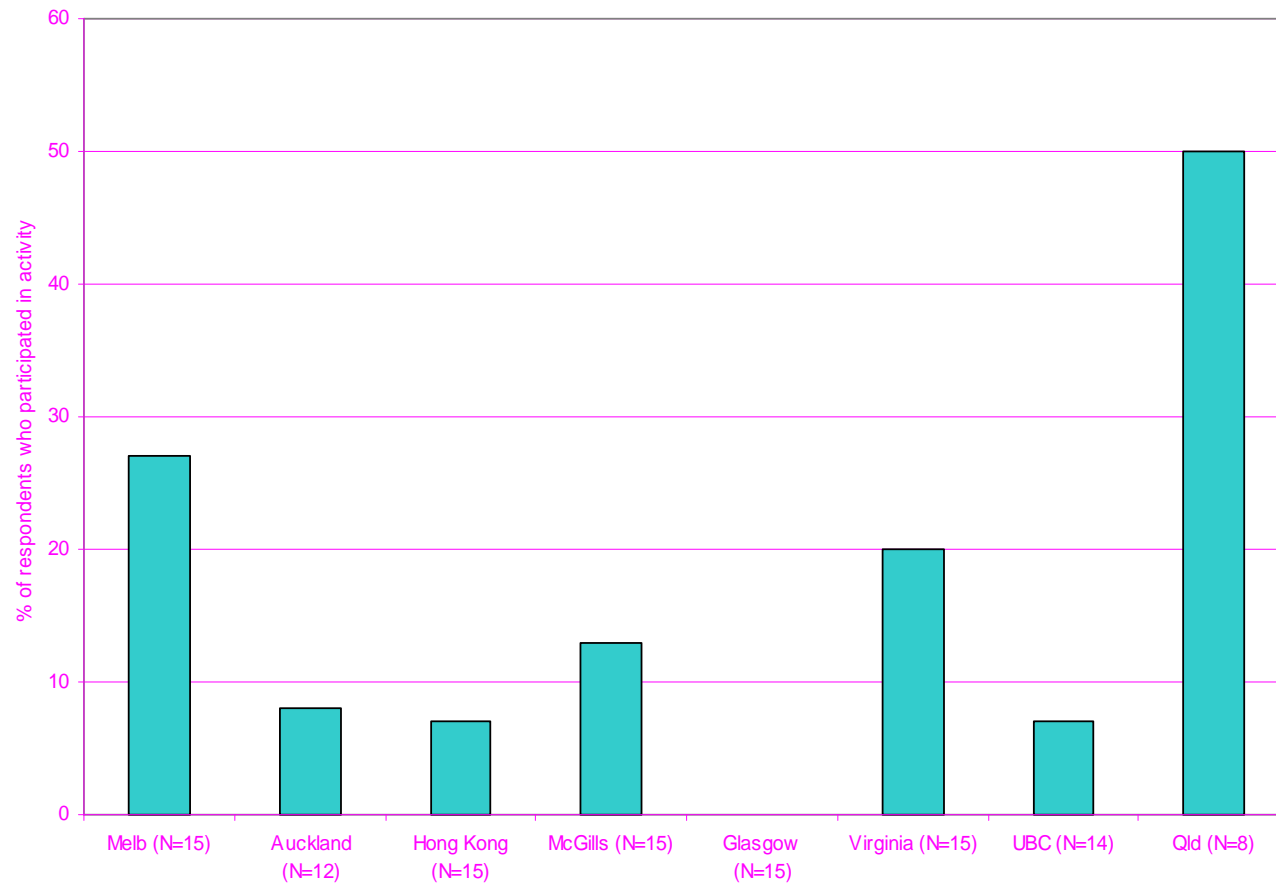
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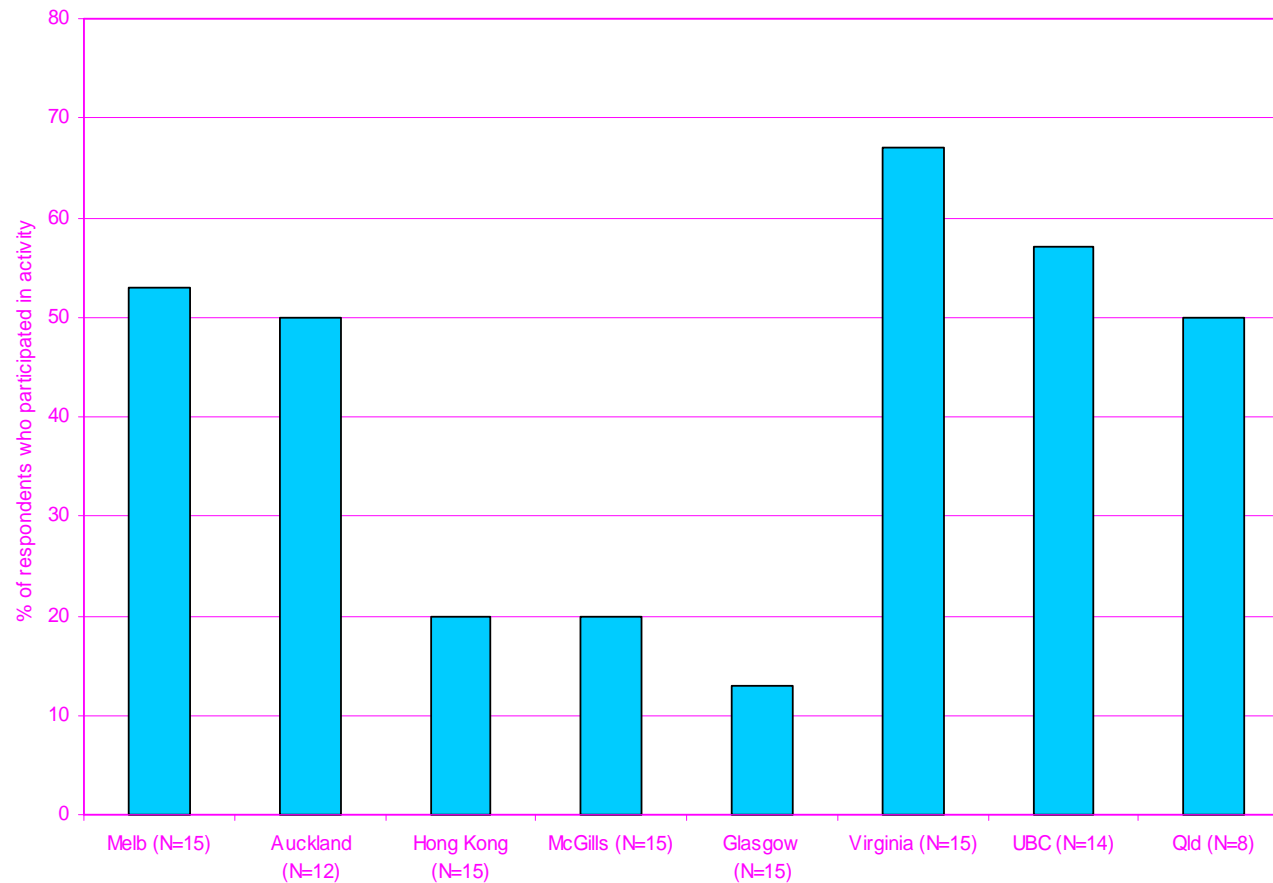
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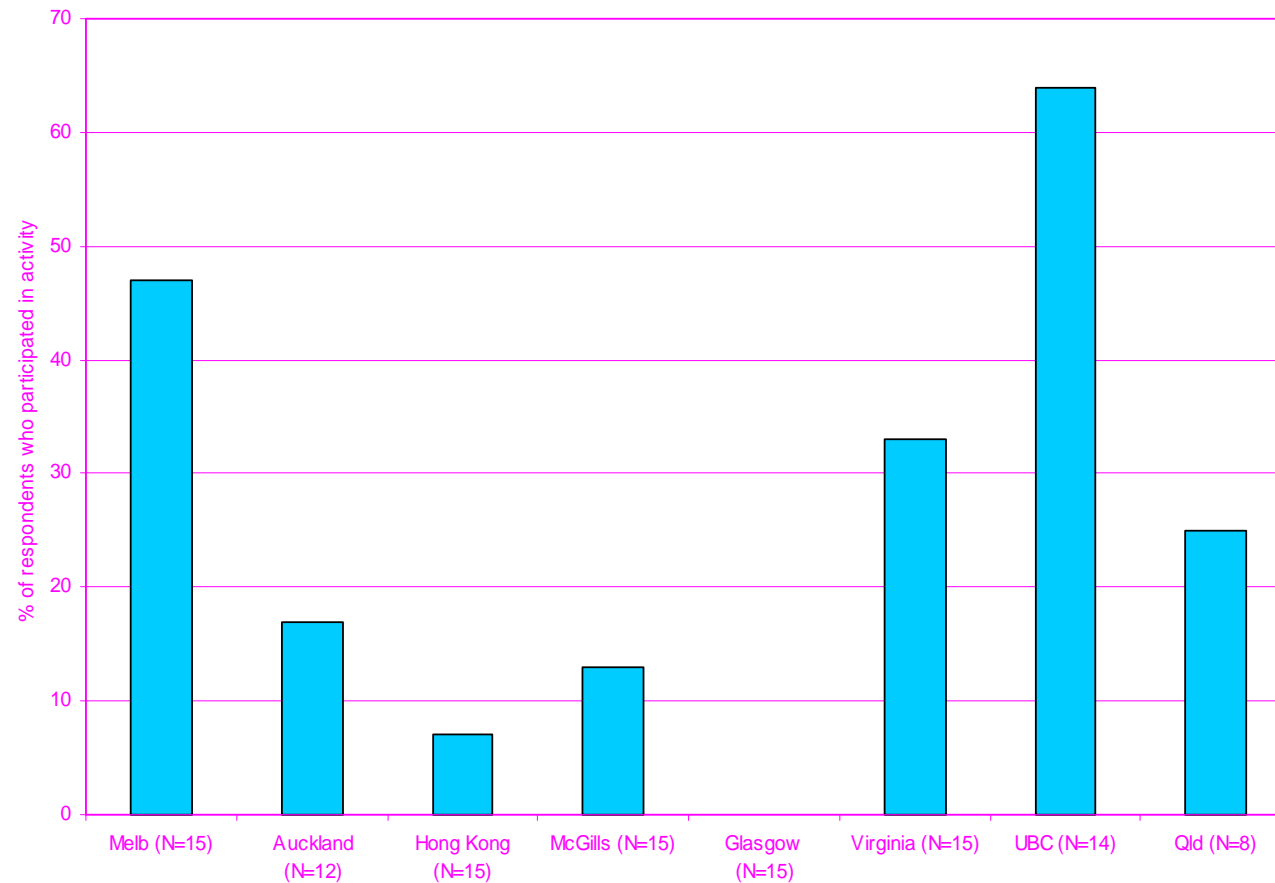
Research culture: served on a clinical agency or community research or ethics committee



Research culture: represented the School of Nursing on a university committee or working group



Research culture: sat as an invited member on research state or national government committee or working group



Limitations of Research Benchmarking Activity

- Difficulties with generalisability – small number of universities included.
- Difficulties in determining research culture within a university – (are good outcomes achieved because of the efforts of one person → addressed partly by research culture).
- Emphasis on numbers: quality versus quantity.

Recommendations for Conduct of Research Benchmarking Activity

- Require higher response rate from individuals from each institution (research culture).
- Need greater level of participation from all U21 partners.
- Encourage individual universities to develop strategies to address gaps in performance indicators.
- Discuss as a group where improvements could be made in research.

Acknowledgements

- I wish to acknowledge Ms. Lorraine Devitt who acted as a collection point for completed surveys and to all universities that participated in the data collection process. I take full responsibility for data analysis and interpretation of data.

Comments and Questions

- Any comments or questions?
- Contact details for further information:
emancias@unimelb.edu.au

