

# BPCLE Framework Resource Kit – Aug 2016 Edition

## Overview

This updated edition of the resource kit has been revised to be compatible with the online BPCLE Framework implementation tool (BPCLEtool) and now comprises a total of 18 resources, including:

- Four (4) document guides
- Nine (9) templates
- One (1) workbook for indicator data collection and compilation (currently being revised and due for release in late September 2016)
- Four (4) surveys

These resources fall into three categories with respect to the BPCLE Framework:

- (1) Resources to assist health services with **implementation** of the BPCLE Framework, principally the document guides and templates;
- (2) A workbook to assist health services with **monitoring** the implementation of the BPCLE Framework, which includes spreadsheets for collection and collation of data required to report against the indicators of the BPCLE Performance Monitoring Framework (PMF); and
- (3) Resources likely to assist with **both implementation and monitoring**, specifically the surveys.

This overview document provides a summary of how the resources align with the BPCLE Framework (in the case of the implementation resources; see Table 1 and Table 2) or with the indicators in the PMF (in the case of the monitoring workbook; see Table 3 and Table 4).

For the implementation resources, a process flow diagram is also included in this overview (see Figure 1), to show how the resources are expected to assist health services with the organisation, conduct and evaluation of clinical education activities.

## Resources to assist with implementation of the BPCLE Framework

**Table 1: Alignment of implementation resources with the BPCLE Framework elements**

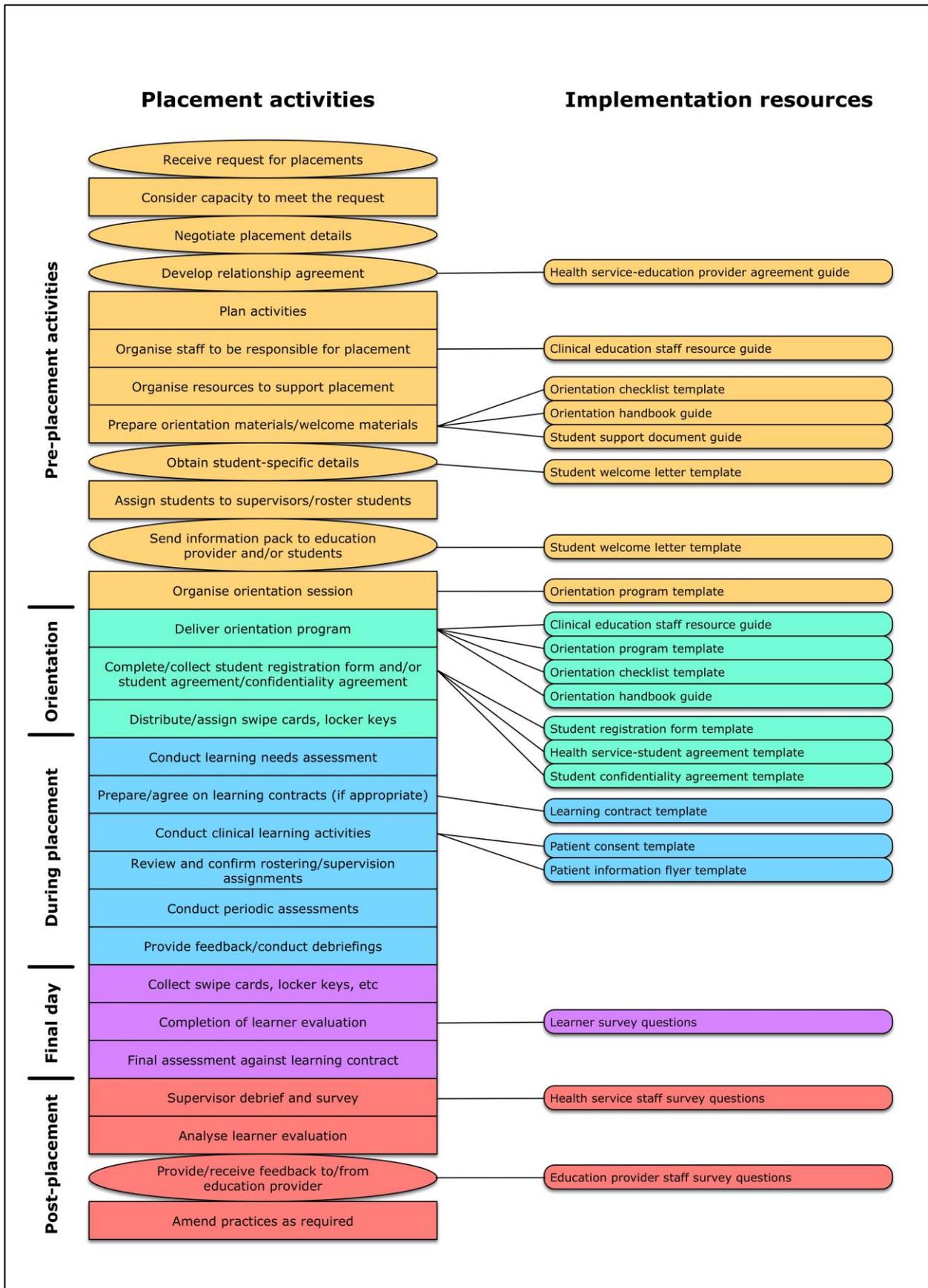
Resource	BPCLE Framework element					
	1	2	3	4	5	6
	An organisational culture that values learning	Best practice clinical practice	A positive learning environment	An effective health service–education provider relationship	Effective communication processes	Appropriate resources and facilities
Clinical education staff resource guide	✓		✓	✓	✓	✓
Health service staff survey questions					✓	
Education provider staff survey questions				✓		
Health service-education provider agreement guide			✓	✓		✓
Health service-student agreement guide			✓	✓		✓
Learner survey questions					✓	
Learning contract template			✓			✓
Orientation checklist template			✓			
Orientation handbook guide	✓		✓			
Orientation program template	✓		✓			
Patient consent template		✓	✓			
Patient information flyer template		✓	✓			
Student confidentiality agreement template		✓	✓		✓	
Student registration form template			✓			
Student support document guide			✓			✓
Student welcome letter template	✓		✓			

**Table 2: Summary of implementation resources relevant to each BPCLE Framework element**

<b>BPCLE Framework element</b>		<b>Resources</b>
1	An organisational culture that values learning	Clinical education staff resource guide Orientation handbook guide Orientation program template Student welcome letter template
2	Best practice clinical practice	Patient consent template Patient information flyer template Student confidentiality agreement template
3	A positive learning environment	Clinical education staff resource guide Health service-education provider agreement guide Health service-student agreement guide Learning contract template Orientation checklist template Orientation handbook guide Orientation program template Patient consent template Patient information flyer template Student support document guide Student confidentiality agreement template Student registration form template Student welcome letter template
4	An effective health service–education provider relationship	Clinical education staff resource guide Education provider staff survey questions Health service-education provider agreement guide Health service-student agreement guide
5	Effective communication processes	Clinical education staff resource guide Health service staff survey questions Learner survey questions Student confidentiality agreement template
6	Appropriate resources and facilities	Clinical education staff resource guide Health service-education provider agreement guide Health service-student agreement guide Learning contract template Student support document guide

**Figure 1: Clinical placement process flow, showing relevant implementation resources.**

Placement activities in oval shapes signify that communication between the health service and the education provider is required for that activity; placement activities in rectangular shapes may be handled within the health service without necessarily involving communication with the education provider.



## Spreadsheet resources to assist with monitoring implementation of the BPCLE Framework

**Table 3: Indicators by category (according to the BPCLE PMF), showing the type of spreadsheet used for collecting and/or collating data.** Indicators with darker shading in each category have been flagged for external reporting by Victorian public health services.

	Indicator	Category	Type of spreadsheet in workbook
1	The organisation is internally monitoring at least 60% of the Category I indicators	Category I	None (automatic BPCLEtool calculation)
2	Education-related issues are explicitly addressed in the mission, vision and strategic documents (or equivalent) of the health service	Category I	Corporate document register
8	Staff feel satisfied their education role is valued by the organisation	Category I	Staff survey response register
11	Education is included in the planning documents of the organisation	Category I	Corporate document register
19	Existence of high quality orientation materials and activities	Category I	Education facilities and resources register; Learner survey response register
20	Learner satisfaction with respect to the welcome they receive	Category I	Learner survey response register
22	The existence of protocols for dealing with struggling learners requiring assistance	Category I	Policy and protocol register
23	Learner perceptions about their feeling of safety and wellbeing	Category I	Learner survey response register
27	Proportion of staff currently involved in clinical education activities that have educational training, experience or qualifications	Category I	Health service staff register
35	Existence of tools to assess learner needs	Category I	Education facilities and resources register
44	Existence of an up-to-date point of contact within the health service and within the education provider	Category I	Relationship agreement register
46	The existence of KPIs that allow the partners to evaluate key aspects of the relationship	Category I	Relationship agreement register
49	Perceptions of clinical education staff on feedback	Category I	Staff survey response register
50	Learner satisfaction with feedback processes during their clinical learning experience	Category I	Learner survey response register
53	Learner satisfaction with respect to access to IT and internet within the health service organisation	Category I	Learner survey response register
4	Staffing levels allow the time allocated to educational activities to be used for educational activities	Category II	Staff survey response register
5	Annual expenditure on education activities compared to the previous year	Category II	Financial register
9	Learners feel they are valued by the organisation	Category II	Learner survey response register
13	Facilities prioritised for educational uses exist within the organisation	Category II	Education facilities and resources register
18	Student inclinations regarding return for employment	Category II	Learner survey response register
29	Learner satisfaction about their access to clinical educators	Category II	Learner survey response register
30	Proportion of learners to educators and clinicians	Category II	Health service staff register
31	Patients are satisfied with the amount of interaction they have with learners	Category II	Patient survey response register
39	Level of health service satisfaction about its relationships with education providers	Category II	Staff survey response register
52	Clinical education staff satisfaction with respect to access to IT and internet within their organisation	Category II	Staff survey response register

6	Proportion of relevant staff position descriptions (or performance management plans) with KPIs, or equivalent, relating to education	Category III	Health service staff register
7	Proportion of staff involved in clinical education that access professional development in education each year	Category III	Health service staff register
10	There is a documented strategy for ensuring participation in education-related activities contributes to career progression opportunities for staff	Category III	Corporate document register
12	Education is included as a standing item on the agenda of senior management meetings	Category III	Committee register
21	Statements exist within relevant policies in relation to the creation and maintenance of safe environments	Category III	Policy and protocol register
24	Proportion of learners included in interprofessional activities	Category III	Learner survey response register
25	Relationship agreements include protocols for exchange of information on educational objectives, assessment and knowledge and proficiency level of students	Category III	Relationship agreement register
28	Views of health service staff on the preparedness of learner cohorts	Category III	Staff survey response register
32	Learner satisfaction about their direct access to patients	Category III	Learner survey response register
36	Proportion of early graduate and CPD learners who have explicit learning objectives	Category III	Learner register
37	Satisfaction of post-registration learners about their access to learning opportunities and resources	Category III	Learner survey response register
38	Existence of resource exchange mechanisms	Category III	Relationship agreement register
40	Level of education provider satisfaction about its relationships with health services	Category III	Education provider survey response register
54	Learner satisfaction in relation to the availability and quality of other learning resources (e.g. textbooks, clinical equipment)	Category III	Learner survey response register
55	Relationship agreements cover issues relating to learner accommodation and support	Category III	Relationship agreement register
3	Attitudes to professional development amongst staff involved in clinical education	Category IV	Staff survey response register
14	There is a schedule for review and updating of policies and procedures relevant to best practice clinical practice	Category IV	Policy and protocol register
15	Existence of frameworks, structures, tools or mechanisms to support evidence-based practice and decision-making	Category IV	Staff survey response register
16	Proportion of clinical staff accessing clinical professional development activities each year	Category IV	Health service staff register
17	There is a schedule for review and updating of practice guidelines against new evidence	Category IV	Practice guideline register
26	Proportion of learners for whom the health service has received timely information about their knowledge and proficiency level	Category IV	Learner register
33	Orientation materials and/or activities are adapted to accommodate learners returning for subsequent placements at the health service	Category IV	Learner register
34	Relationship agreements cover resources and other requirements that underpin continuity of learning experiences for relevant disciplines	Category IV	Relationship agreement register
41	Learner perceptions about the relationship between their education provider and the health service	Category IV	Learner survey response register
42	Number of clinicians teaching into education provider courses	Category IV	Health service staff register

43	Number of health service educators receiving training from the education provider partner to develop their educational skills	Category IV	Health service staff register
45	Effectiveness of mechanisms for resolving issues and concerns	Category IV	Staff survey response register
47	Stakeholder perceptions of communication practices and outcomes	Category IV	Staff, learner, education provider survey response registers
48	Existence of feedback mechanisms and measures	Category IV	Policy and protocol register
51	The organisation provides formal opportunities for training in communication skills	Category IV	Staff survey response register

**Table 4: Summary of indicator monitoring register types included in the BPCLE Indicator Data Collector**

<b>Data collection tool</b>	<b>Ind No</b>	<b>Indicator</b>
BPCLEtool	1	The organisation is internally monitoring at least 60% of the Category I indicators
Committee register	12	Education is included as a standing item on the agenda of senior management meetings
Corporate document register	2	Education-related issues are explicitly addressed in the mission, vision and strategic documents (or equivalent) of the health service
	10	There is a documented strategy for ensuring participation in education-related activities contributes to career progression opportunities for staff
	11	Education is included in the planning documents of the organisation
Education facilities and resources register	13	Facilities prioritised for educational uses exist within the organisation
	19	Existence of high quality orientation materials and activities
	35	Existence of tools to assess learner needs
Education provider survey response register	40	Level of education provider satisfaction about its relationships with health services
	47	Stakeholder perceptions of communication practices and outcomes
Financial register	5	Annual expenditure on education activities compared to the previous year
Health service staff register	6	Proportion of relevant staff position descriptions (or performance management plans) with KPIs, or equivalent, relating to education
	7	Proportion of staff involved in clinical education that access professional development in education each year
	16	Proportion of clinical staff accessing clinical professional development activities each year
	27	Proportion of staff currently involved in clinical education activities that have educational training, experience or qualifications
	30	Proportion of learners to educators and clinicians
	42	Number of clinicians teaching into education provider courses
	43	Number of health service educators receiving training from the education provider partner to develop their educational skills
Learner register	26	Proportion of learners for whom the health service has received timely information about their knowledge and proficiency level
	36	Proportion of post-registration learners who have explicit learning objectives
Learner survey response register	9	Learners feel they are valued by the organisation
	18	Student inclinations regarding return for employment

<b>Data collection tool</b>	<b>Ind No</b>	<b>Indicator</b>
	19	Existence of high quality orientation materials and activities
	20	Learner satisfaction with respect to the welcome they receive
	23	Learner perceptions about their feeling of safety and wellbeing
	24	Proportion of learners included in inter-professional activities
	29	Learner satisfaction about their access to clinical educators
	32	Learner satisfaction about their direct access to patients
	36	Proportion of early graduate and CPD learners who have explicit learning objectives
	37	Satisfaction of post-registration learners about their access to learning opportunities and resources
	41	Learner perceptions about the relationship between their education provider and the health service
	47	Stakeholder perceptions of communication practices and outcomes
	50	Learner satisfaction with feedback processes during their clinical learning experience
	53	Learner satisfaction with respect to access to IT and internet within the health service organisation
	54	Learner satisfaction in relation to the availability and quality of other learning resources
Patient/client survey response register	31	Patients are satisfied with the amount of interaction they have with learners
Policy and protocol register	14	There is a schedule for review and updating of policies and procedures relevant to best practice clinical practice
	21	Statements exist within relevant policies in relation to the creation and maintenance of safe environments
	22	The existence of protocols for dealing with struggling learners requiring assistance
	33	Orientation materials and/or activities are adapted to accommodate learners returning for subsequent placements at the health service
	48	Existence of feedback mechanisms and measures
Practice guideline register	17	There is a schedule for review and updating of clinical practice guidelines against new evidence
Relationship agreement register	25	Relationship agreements include protocols for exchange of information on educational objectives, assessment and knowledge and proficiency level of students
	34	Relationship agreements cover resources and other requirements that underpin continuity of learning experiences for relevant disciplines
	38	Existence of resource exchange mechanisms
	44	Existence of an up-to-date point of contact within the health service and within the education provider
	46	The existence of KPIs that allow the partners to evaluate key aspects of the relationship
	55	Relationship agreements cover issues relating to learner accommodation and support
Staff survey response register	3	Attitudes to professional development amongst staff involved in clinical education
	4	Staffing levels allow the time allocated to educational activities to be used for educational activities
	8	Staff feel satisfied their education role is valued by the organisation
	15	Existence and utilisation of frameworks, structures, tools or mechanisms to support evidence-based practice and decision-making

Data collection tool	Ind No	Indicator
	28	Views of health service staff on the preparedness of learner cohorts
	39	Level of health service satisfaction about its relationships with education providers
	45	Effectiveness of mechanisms for resolving issues and concerns
	47	Stakeholder perceptions of communication practices and outcomes
	49	Perceptions of clinical education staff on feedback
	51	The organisation provides formal opportunities for training in communication skills
	52	Clinical education staff satisfaction with respect to access to IT and internet within their organisation