Clinical Development Facilitator/Practice Educator
Band 7
Part Time – 22.5 hours per week
Salary Range £30,460 - £40,157 per annum (pro rata)*
Relocation Assistance of up to £8000 available

This is a great opportunity to join a small team dedicated to delivering high quality education across NHS Shetland. Based in the Staff Development Department at Montfield Hospital, the purpose of this post is to provide a lead role in the delivery of nurse education across the Board involving a range of staff from pre-registration students through to post-graduate studies.

We are looking for a qualified nurse with excellent leadership, management, communication and organisational skills. The post holder will be working across several organisations and will be required to set objectives and manage staff to ensure an adequate provision of nursing education is delivered across the Organisation.

For an informal discussion, please contact Andy Glen, Staff & Organisational Development Manager on 01595 743081 or Bruce McCulloch, Acting Team Leader on 01595 743202.

Please quote reference number C114/SHOW
Closing date: Wednesday 30th January 2013
Interviews will be held in Shetland in February 2013.

We offer relocation assistance of up to £8,000 and all posts qualify for a Distant Island Allowance of £1,654 per annum (pro rata for part-time and fixed term positions).

For more information and an application form, please visit our website www.shb.scot.nhs.uk. Alternatively, contact the Human Resources Department, Brevik House, South Road, Lerwick, Shetland or telephone: (01595) 743067 (24 hour answerphone), quoting the appropriate reference number. All applications must be on our standard application form – CVs will not be accepted.

In promoting equal opportunities, we welcome applications from all sections of the community.
# JOB DESCRIPTION

## 1. JOB IDENTIFICATION

<table>
<thead>
<tr>
<th>Job Title: Clinical Development Facilitator/Practice Educator Robert Gordon University</th>
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<tbody>
<tr>
<td>Responsible to: Acting Team Lead Staff Development</td>
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<tr>
<td>Department: Organisational and Staff Development</td>
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<td>Directorate: Human Resources and Support Services</td>
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<td>Last Update: 12/11/2012</td>
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## 2. JOB PURPOSE

Undertaking the role of Clinical Development Facilitator/Practice Educator, playing a lead role in ensuring that student experience in clinical placements meets national and locally agreed standards.

Line manager for the Practice Education Facilitator (PEF).

Contribute to Organisational Development by undertaking various Service Improvement Projects.

The post holder will be the lead nursing representative for education at local (ANMAC), regional (strategic nurse meeting) and national (NES associated) meetings for NHS Shetland.

## 3. DIMENSIONS (Job Facts and Figures)

<table>
<thead>
<tr>
<th>Shetland NHS Board employs approximately 700 staff. The post holder will focus upon the provision of education for qualified nursing staff and RGU students.</th>
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<tbody>
<tr>
<td>As Clinical Development Facilitator/Practice Educator, the post holder is expected to play a lead role in providing support, educational input and development of activities for the practice education facilitator, mentors and students within pre and post registration education programmes. There are currently 18 audited placement areas in Shetland, with approximately 120 pre-registration students per annum.</td>
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</table>
4. ORGANISATIONAL POSITION

5. ROLE OF DEPARTMENT

The role of the Practice Education Lecturer / Clinical Development Facilitator Post is key for the organisation to ensure nurses work within the governing standards set by professional and regulatory bodies.

The post holder will operate across pre-registration students and staff working at advanced practitioner level and will be the key educational representative within the organisation and for Robert Gordon University.

The post holder will have an active role in the preparation, delivery and review of essential nursing training to ensure staff and students are trained to provide safe and effective care for patients while meeting professional standards.

This post holder will also be part of the team that delivers the organisations leadership programme and will play a key role in mentoring staff undertaking releasing time to care projects. The post holder will be the lead nursing representative for education at local (ANMAC), regional (strategic nurse meeting) and national (NES associated) meetings for NHS Shetland.
### 6. KEY RESULT AREAS

<table>
<thead>
<tr>
<th>Ensuring that national quality standards are met within practice placements in order to provide student experience of the highest quality (e.g. carrying out audit of all clinical placements).</th>
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<tbody>
<tr>
<td>Identifying trends in work based and lifelong learning and working in partnership with managers and staff to ensure the learning needs of students are met in the workplace (e.g. use of e-learning).</td>
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<tr>
<td>Ensuring that learning opportunities are maximised in the workplace for all staff by evaluating training and development programmes and implementing changes as a result of evidence gathered.</td>
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<tr>
<td>Contributing to the Clinical Governance agenda by delivery and design of Clinical Governance workshops working closely with Clinical Governance staff.</td>
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<tr>
<td>The postholder has responsibility to ensure that all training and development programmes for nursing staff are of a high standard and meet the identified development needs of participants.</td>
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### 7a. EQUIPMENT AND MACHINERY

<table>
<thead>
<tr>
<th>Use of computer to:</th>
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<tbody>
<tr>
<td>• develop and gather information about key stakeholders, communication networks etc</td>
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<tr>
<td>• creation of posters, leaflets, documents, reports, fliers and presentations</td>
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<tr>
<td>• update and maintain data gathered during the course of the project</td>
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<tr>
<td>Use of audio-visual equipment such as data-projectors, laptop computers, overhead projectors for the use in education and training.</td>
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<tr>
<td>Car driver to various local and national meetings and placement sites.</td>
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</table>

### 7b. SYSTEMS

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<tr>
<th>A working knowledge of the following software packages:</th>
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<tbody>
<tr>
<td>• Word</td>
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<tr>
<td>• Access</td>
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<td>• Excel</td>
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<td>• PowerPoint</td>
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<tr>
<td>• Outlook</td>
</tr>
<tr>
<td>• Publisher</td>
</tr>
<tr>
<td>• Database construction and maintenance eg mentor database</td>
</tr>
<tr>
<td>Maintain records of confidential student issues which are gathered and acted upon with sensitivity.</td>
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</tbody>
</table>
### 8. ASSIGNMENT AND REVIEW OF WORK

Work will be assigned by the Staff Development Team Leader and regular 1-1 meetings will ensure a regular review of work.

Line management responsibility for PEF, agreeing objectives and monitoring work performance e.g. review of programme delivery.

Monitoring the performance of students by close liaison with mentors and ward managers.

Providing feedback to staff and managers and helping them to find solutions to issues that arise, for example giving advice regarding poorly performing students.

### 9. DECISIONS AND JUDGEMENTS

Advise on decision made by analysing both qualitative and quantitative data pertaining to students in clinical settings, e.g. from audit of placement data and formal feedback from students.

Monitoring the quality and quantity of such data by periodic review of audit mechanisms Conveying information gleaned from audits to HEIs, managers and mentors advising and guiding on range of actions to be taken.

As part of the Service Improvement Team supporting staff applying appropriate improvement methodologies and presenting the results to their teams.

As part of the Service Improvement Team providing 360 analysis feedback to delegates on the leadership programme and supporting staff improve their performance based on this feedback.

### 10. MOST CHALLENGING/DIFFICULT PARTS OF THE JOB

Identifying and promoting opportunities for partnership working in the field of education and development across a range of professional groups and agencies, including HEIs, Open University, Royal College of Nursing (RCN), Colleges of Further Education etc, for example arranging and supporting practice placements for Shetland College Access to Nursing Students and RCN Return to Practice Students.

Building effective working relationships with staff and colleagues in supporting learning (e.g. attending ANMAC meetings to advise on learning opportunities and keep up to date on service developments).

Evaluate partnership working as a result of both formal and informal feedback and make suggestions for improvements as necessary, for example reviewing and revising the Access to Nursing induction programme.

As part of the Service Improvement Team supporting staff applying appropriate improvement...
methodologies and presenting the results to their teams.

As part of the Service Improvement Team providing 360 analysis feedback to delegates on the leadership programme and supporting staff improve their performance based on this feedback.

Balancing the need for increased participation in education activities whilst ensuring quality of healthcare provision by the Nursing workforce.

Balancing the need for increasing the availability of practice placements while ensuring a consistency in the quality of placements.

Influencing service heads and practice educators to continue to offer placements in times of great demands on clinicians and services and encouraging them to overcome barriers such as lack of funding, time and space for student placements.

Managing time effectively to achieve required outcomes within limit constraints of the project.

High degree of autonomy and ability to direct own work.

11. COMMUNICATIONS AND RELATIONSHIPS

Taking a lead role in the maintenance of a cohesive active partnership between NHS and Higher Education Institution providers (HEIs) e.g. RGU by organising and contributing to strategic and operational group meetings.

Leading and contributing to the writing and review of appropriate nursing and midwifery policies and procedures.

Liasing with HEIs regarding practice placement issues e.g. discussing student performance with personal tutors in HEIs, mentors and line managers, helping to solve problems by negotiating actions to be taken in cases of underperformance.

Developing and maintaining communication networks and close working relationships with directors, managers, mentors, and HEIs, e.g. group discussions and one-to-one meetings about providing and enhancing learning opportunities for students, identifying and establishing Intranet electronic forum for information exchange.

Presenting information using methods appropriate to the audience, the subject and the outcome required (e.g. production of information and statistics for the 6 monthly Training and Development Report to Local Partnership Forum and audit data for practice placement standards).

Playing a lead role in the organisation and management of formal Clinical Learning Environment Team meetings and strategic and operational group meetings with HEIs and NHS staff

Providing pastoral care and support to students on clinical placement for example, supporting and reassuring distressed students on a wide range of personal and professional issues.
12. PHYSICAL, MENTAL, EMOTIONAL AND ENVIRONMENTAL DEMANDS OF THE JOB

Use of computer to:

Develop and gather information about key stakeholders, communication networks, creation of posters, leaflets, documents, reports, fliers and presentations.

A working knowledge of the following software packages

- Word
- Access
- Excel
- PowerPoint
- Outlook
- Publisher
- Database construction and maintenance

Maintain records of confidential student issues which are gathered and acted upon with sensitivity.

Car driver to various local and national meetings and placement sites.

Physical movement of training equipment such as projectors, tables and chairs will be required to set up training rooms.

Ability to deal with angry or upset staff.

Controlling and storing of resources, materials and equipment.

Use of audio-visual equipment such as data-projectors, laptop computers, overhead projectors for the use in education and training.

13. KNOWLEDGE, TRAINING AND EXPERIENCE REQUIRED TO DO THE JOB

RGN with degree and post graduate qualifications at MSc Level.

Experience of managing and leading teams.

Experience of developing and delivering training programmes.

Good written, interpersonal, presentation and facilitation skills.

Good computer skills eg Microsoft office packages.
Knowledge of relevant legislation and requirements of statutory bodies relating to education of nurses, other professions and students.

Good attention to detail.

Flexibility.

Good team working skills.

### 14. JOB DESCRIPTION AGREEMENT

A separate job description will need to be signed off by each jobholder to whom the job description applies.

<table>
<thead>
<tr>
<th>Job Holder’s Signature:</th>
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<tbody>
<tr>
<td>Head of Department Signature:</td>
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