

JOB DESCRIPTION

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| **JOB DETAILS** | |
| **Job Title** | Clinical Leaning Facilitator |
| **Reports to** | Practice Education Team Lead |
| **Band** | Band 6 |
| **Department/Directorate** | People Development |

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| **JOB PURPOSE** |
| This role is a key part of the Practice Education Team to support pre-registration learners in practice and the staff supervising and assessing them. This is done through:   * Ongoing support for students, practice supervisors and practice assessors * Delivery of practice assessor training for all staff groups * Leading student forums, network groups and educational link meetings * Driving forward the roll out of the Collaborative Learning in Practice (CLiP) model * Supporting Return to Practice Nurses and Degree Nurse Apprentices in their pathway   The post holder will also be required to maintain effective relationships with Higher Education Institutions (HEI’s). This will involve attendance of meetings, recruitment drives and forums off site.  The Clinical Learning Facilitators are responsible for monitoring Host placement areas to ensure they remain suitable for learners, this includes regular audits and creation of action plans. |
| **KEY WORKING RELATIONSHIPS** |
| The post-holder will be a member of the Practice Education Team (Professional Development). This role reports to the Practice Education Team Lead.   |  |  | | --- | --- | | **Internal to the Trust** | **External to the Trust** | | * Practice education Team * Clinical Skills Team * Vocational Education Team * Clinical Nurse Managers, Line Managers and clinical staff * Talent and Learning Team | * Placement Development Teams from other Trusts * HEI Staff and Departments * Health Education England | |  |  | |  |  | |  |  | |

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| **ORGANISATIONAL CHART** |
| Direct reporting line |
| **KEY RESULT AREAS/PRINCIPAL DUTIES AND RESPONSIBILITIES** |
| * Attend and contribute positively to meetings as required. * Ensure efficient and timely delivery of learning opportunities * Provide pastoral care to Pre-registration learners as required. * Assist staff to successfully complete assessor and/or supervisor training where appropriate. * Support Learners during their clinical placement. * Drive forward the roll out of the CLiP model and support staff and pre-registration learners with its implementation and the required ongoing support. * Support the Return to Practice (RTP) nurses on their pathway. * Support the Registered Degree Nurse Apprentice’s (RDNA) on their pathway. * Work as a role model for all Trust employees * Lead student nurse forums, network groups and educational link meetings * Provide information advice and guidance to practice assessors / practice supervisors on supporting and assessing pre-registration learners with capability issues. * Monitor capacity and demand for clinical placements identifying, interpreting and acting where specific undergraduate programmes need additional placements * Plan and deliver restorative clinical supervision sessions for student nurses. |
| **COMMUNICATION/RELATIONSHIP SKILLS** |
| * Maintain and develop professional relationships with external education provider’s particularly further, higher education and private, and make full and relevant use of communication technology. * Attend and contribute positively to meetings as required. * Contribute to harmonious team working. * Liaise with the accrediting body re changes to requirements, audit submissions and represent the RDUH eastern locality at panel and board events as required. * Develop and maintain a partnership approach with service leads that have the potential to maximize capacity to provide effective clinical placements for all learners on undergraduate health care programmes. * Advanced communication skills to be able to effectively facilitate a structured Restorative Clinical Supervision (RCS) session. |
| **FREEDOM TO ACT** |
| * Decisions will be made in conjunction with the Practice Education Lead. * Take own initiative where appropriate and act upon decisions. * Manage own workload with regular supervision as required. |
| **ANALYTICAL/JUDGEMENTAL SKILLS** |
| * Priorities workloads * Recognise and respect a range of professional and organisational perspectives. * Monitor capacity and demand for clinical placements identifying, interpreting and acting where specific undergraduate programmes need additional placements * Analyse and evaluate the effectiveness of the role supporting individuals career development opportunities, to understand the successes and where improvements are needed. |
| **PLANNING/ORGANISATIONAL SKILLS** |
| * Devise, plan, teach & deliver training programmes such as practice supervisor and assessor training. * Work to set goals both independently or as a member of a team * Lead student nurse forums, network groups and educational link meetings * Monitor capacity and demand for clinical placements identifying, interpreting and acting where specific undergraduate programmes need additional placements |
| **PATIENT/CLIENT CARE** |
| * Occasional contact will be required with patients and this will be direct contact.# |
| **POLICY/SERVICE DEVELOPMENT** |
| * Assist in the publication and marketing of educational activity to maximise appropriate uptake of provision and to facilitate recognition of organisational development activity * Recognise and respect a range of professional and organisational perspectives. * Comply with GDPR guidelines in relation to data security and protection. * A sound knowledge of trust policies and procedures particularly relating to pre-registration activity |
| **HUMAN RESOURCES** |
| * Contribute to harmonious team working. * To have good organisation skills, be proactive in teaching and facilitating methods, and take own initiative to adapt to any requirements which arise from sessions. * Frequently work independently, managing work efficiently with excellent time management skills to ensure that deadlines are met. * There will be no requirement to be part of disciplinary procedures or line management for other members of staff, this may change in the future under mutual agreement of the post holder and Practice Education Team Lead. |
| **INFORMATION RESOURCES** |
| * Maintain necessary and relevant records to assist in compliance with professional and legislative governance requirements. * Comply with GDPR guidelines in relation to data security and protection. * Review information resources regularly and update these as necessary. * Maintain the database of all trained and in-training Practice Assessors for the Trust. * Ensure the Trust intranet (Hub) remains up to date regarding pre-registration learners. |
| **RESEARCH AND DEVELOPMENT** |
| * Feedback placement data to HEE and other external bodies. * Contribute to reports / audits as required and requested. |
| **PHYSICAL SKILLS** |
| * Work as a role model for Registered and Pre-registered Nurses in both the clinical and non-clinical environments. * Physical skills to undertake this role should be good. There will be the requirement for hand typing and word processing when writing up training reports or events. * Keep and maintain accurate records and maintain confidentiality at all times. * Use computer programs which allow for presentation creating and to present well in presentations. |
| **PHYSICAL EFFORT** |
| * Physical fitness will be required to undertake the role with the possible need to stand for long periods of time during teaching periods. * Occasional requests to cover clinical duties may be made. |
| **MENTAL EFFORT** |
| * Frequent mental effort will be required. * Concentration for long periods of time when teaching and writing reports will be required. * Be organised and proactive in planning own workload. * Frequently answer questions in a timely manner and be positive with mental effort. * Provide support for the mental health and wellbeing needs of student nurses with cooperation from the HEI staff. |
| **EMOTIONAL EFFORT** |
| * Contribute to harmonious team working. * Frequently understand the pastoral needs of the student workforce. * Problem solving and signpost student groups to services to help within the trust; including the chaplaincy, wellbeing services and support services as needed. * The postholder will be supported through regular meetings, to meet the emotional effort of the job. |
| **WORKING CONDITIONS** |
| * Occasional exposure to noise or smells in the working environment and to heat or cold dependent on the environment being worked in. * Minimal possibility of the exposure to aggressive behaviour if working clinically, however this will be managed alongside Trust policies and procedures. * There may be potential trip hazards in the working environment, however the postholder will be required to minimise these and work to manual handling training and policies and procedures. |
| **OTHER RESPONSIBILITIES** |
| Take part in regular performance appraisal.  Undertake any training required in order to maintain competency including mandatory training, e.g. Manual Handling  Contribute to and work within a safe working environment  You are expected to comply with Trust Infection Control Policies and conduct him/herself at all times in such a manner as to minimise the risk of healthcare associated infection  As an employee of the Trust, it is a contractual duty that you abide by any relevant code of professional conduct and/or practice applicable to you. A breach of this requirement may result in action being taken against you (in accordance with Trust policy) up to and including dismissal.  You must also take responsibility for your workplace health and wellbeing:   * When required, gain support from Occupational Health, Human Resources or other sources. * Familiarise yourself with the health and wellbeing support available from policies and/or Occupational Health. * Follow the Trust’s health and wellbeing vision of healthy body, healthy mind, healthy you. * Undertake a Display Screen Equipment assessment (DES) if appropriate to role. |
| **DISCLOSURE AND BARRING SERVICE CHECKS** |
| This post has been identified as involving access to vulnerable adults and/or children and in line with Trust policy successful applicants will be required to undertake a Disclosure & Barring Service Disclosure Check. |
| **GENERAL** |
| This is a description of the job as it is now. We periodically examine employees' job descriptions and update them to ensure that they reflect the job as it is then being performed, or to incorporate any changes being proposed. This procedure is conducted by the manager in consultation with the jobholder. You will, therefore, be expected to participate fully in such discussions. We aim to reach agreement on reasonable changes, but if agreement is not possible, we reserve the right to insist on changes to your job description after consultation with you.  Everyone within the Trust has a responsibility for, and is committed to, safeguarding and promoting the welfare of vulnerable adults, children and young people and for ensuring that they are protected from harm, ensuring that the Trusts Child Protection and Safeguarding Adult policies and procedures are promoted and adhered to by all members of staff.  The Royal Devon University Healthcare NHS Foundation Trust has been formed following a long-standing partnership across Eastern and Northern Devon. Working together gives us the opportunity to offer unique and varied careers across our services combining the RD&E’s track record of excellence in research, teaching and links to the university with NDHT’s innovation and adaptability.  T*his is* |

PERSON SPECIFICATION

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| **Job Title** | Clinical Learning Facilitator |

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| **Requirements** | **Essential** | **Desirable** |
| **QUALIFICATION/ SPECIAL TRAINING** |  |  |
| * Recognised professional nursing or midwifery qualification at Degree level (or equivalent), with current NMC/HCPC registration. * NMC recognised Practice Assessor. * Trained Professional Nurse Advocate, or willingness to undertake the training programme (at level 7). * Experience in delivering education and training sessions. * Recent experience supporting learners in clinical practice. * Teaching Qualification (e.g. Cert.Ed., CIPD Diploma, PTLS, CTLS, City & Guilds 7307, 7300 or equivalent) | E  E  E  E  E | D |
| **KNOWLEDGE/SKILLS** |  |  |
| * Proven organisational and planning skills * Work based learning support skills * Formal and small group teaching/facilitation skills * Advancing IT skills * Excellent communication skills * Up-to-date knowledge of current development within the NMC standards for Education * Knowledge of NHS policies and procedures * Excellent written/verbal communication skills | E  E  E  E  E  E  E  E |  |
| **EXPERIENCE** |  |  |
| * Recent experience of working in a healthcare environment in relevant Registered profession * Recent experience of supporting pre-registration learners in practice * Experience of performance management * Experience of liaising with outside agencies * Up to date experience of clinical/technical practice and competences | E  E | D  D  D |
| **PERSONAL ATTRIBUTES** |  |  |
| * Ability to be self-motivated and enthusiastic. * Ability to work on own initiative and take responsibility for decisions. * Ability to work under pressure and with competing priorities. * Able to convey information or policy which may be complex or contentious in nature * To have an innovative and flexible approach. * Confidence in talking to groups * Ability to work hours across a 5 day – Monday to Friday pattern, very occasional weekend or evening work may be required. | E  E  E  E  E  E  E |  |
| **OTHER REQUIREMENTS** |  |  |
| * Demonstrate a positive commitment to uphold diversity and equality policies approved by the Trust. * Ability to travel to other locations as required. | E  E |  |

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|  | | **FREQUENCY**  **(Rare/ Occasional/ Moderate/ Frequent)** | | | |
| **WORKING CONDITIONS/HAZARDS** | | **R** | **O** | **M** | **F** |
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| **Hazards/ Risks requiring Immunisation Screening** | |  |  |  |  |
| Laboratory specimens | Y/N |  | Y |  |  |
| Contact with patients | Y/N |  |  |  |  |
| Exposure Prone Procedures | Y/N | Y |  |  |  |
| Blood/body fluids | Y/N |  | Y |  |  |
| Laboratory specimens | Y/N |  | Y |  |  |
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| **Hazard/Risks requiring Respiratory Health Surveillance** |  |  |  |  |  |
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| Solvents (e.g. toluene, xylene, white spirit, acetone, formaldehyde and ethyl acetate) | Y/N | Y |  |  |  |
| Respiratory sensitisers (e.g. isocyanates) | Y/N | N |  |  |  |
| Chlorine based cleaning solutions  (e.g. Chlorclean, Actichlor, Tristel) | Y/N | Y |  |  |  |
| Animals | Y/N | N |  |  |  |
| Cytotoxic drugs | Y/N | N |  |  |  |
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| **Risks requiring Other Health Surveillance** | |  |  |  |  |
| Radiation (>6mSv) | Y/N | N |  |  |  |
| Laser (Class 3R, 3B, 4) | Y/N | N |  |  |  |
| Dusty environment (>4mg/m3) | Y/N | N |  |  |  |
| Noise (over 80dBA) | Y/N |  | Y |  |  |
| Hand held vibration tools (=>2.5 m/s2) | Y/N | N |  |  |  |
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| **Other General Hazards/ Risks** | |  |  |  |  |
| VDU use ( > 1 hour daily) | Y/N |  |  | Y |  |
| Heavy manual handling (>10kg) | Y/N |  |  | Y |  |
| Driving | Y/N | N |  |  |  |
| Food handling | Y/N | N |  |  |  |
| Night working | Y/N |  | Y |  |  |
| Electrical work | Y/N | N |  |  |  |
| Physical Effort | Y/N |  |  |  | Y |
| Mental Effort | Y/N |  |  |  | Y |
| Emotional Effort | Y/N |  |  |  | Y |
| Working in isolation | Y/N |  |  | Y |  |
| Challenging behaviour | Y/N | N |  |  |  |