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# JOB DESCRIPTION

**POST: Practice Educator - Social Care Sector**

**REF:**  TBC

**DEPARTMENT: School of Science Technology & Health**

**GRADE: 6**

**REPORTING TO:** **Associate Head of School: Nursing & Medical Sciences**

**SUPERVISORY RESPONSIBILITY:** **None**

# JOB PURPOSE:

This role is a joint position between York St John University (Lead Employer) and the University of York to work with partners across local authority, social care, and primary care to support the development and expansion of high-quality placement environments across Nursing and Allied Health.

# DUTIES AND RESPONSIBILITIES:

1. Learning Environment Expansion
   * Facilitating the development and ensuring a sufficient provision of practice supervisors/ assessors across relevant service areas; providing supervision and support structures, building education in practice capability, consistency, and efficiency.
   * Working across both Universities to support a collaborative approach to placement expansion and enhancement.
2. Practice Assessment

* Where within the appropriate registrant group, provide high-quality assessments for learners in practice, this will involve periodically working alongside learners in range of care settings and working collaboratively with practice teams to collate evidence for practice assessment

1. Practice Support

* Provision of pastoral support and signposting
* Support delivery of structured Interprofessional learning in practice for healthcare students, practice assessors and supervisors.
* Ensure early escalation complex issues relating to the student experience including the achievement of learning outcomes, competence, and fitness for practice.
* Plan and implement development resources to support the assessment processes for all healthcare students within the clinical setting.
* Identify shortfalls in practice education within clinical teams and facilitate access to multi-professional educator programmes/ updates and training opportunities.
* Provide best practice advice in a clinical setting for practice assessor/ supervisors and staff in relation to education in practice.
* Communicate educational and practice information across placement providers and educational Institutions.
* Ensure communication channels are used appropriately to facilitate the flow of information between internal and external partners.
* Ensure that confidentiality is maintained at all times in conjunction with organisational policies.
* Ensure that academic rigor in practice learning is maintained, that learning outcomes can be met.

Where a practice placement environment is outside the registrant’s scope of practice, the post holder will work closely with colleagues to develop appropriate arrangements for the necessary learning support.

1. Personal Professional Development

* Maintain and demonstrate up to date clinical skills and expertise to ensure appropriate support for students/mentors/educators to maintain safe working practice and development of competency
* Develop the knowledge and skills to act as an expert resource/ champion of interprofessional learning in placement providers.

1. Audit, Review, Best Practice, and Innovation
   * Assessing the quality of practice learning environments; escalating any concerns to the Practice Placement team
   * Developing and maintaining links with Education Providers to practice supervisors. For example, contributing to curriculum development, validation and review, and the Annual Quality Review of the Education Contracts.
   * Assess the quality of learning environments against quality assurance standards, suggesting improvement measures to enhance the student learning experience.
   * To develop innovative tools, such as guides and toolkits, that will support future placement environments to create high quality placement environments
   * Network locally, regionally, and nationally with peer group to support the sharing of best practice.
   * Share best practice relating to quality assurance and interprofessional learning across placement providers.
   * Continuously monitor practice learning activities against quality assurance standards enabling ongoing enhancement of the learning experience.
   * To review and audit compliance/ effectiveness of completion of student assessments and use of rostering for students
   * Audit the effectiveness/ impact of peripatetic assessor role and impact of student/ placement team experiences and compile relevant reports.
   * Explore the use of learning tools which exist to support learners and placement environments.
   * Explore different models of supervision to increase capacity whilst maintaining the high standards of placement learning.

## Plus

* Any other duties as may reasonably be required.
* Ensure that the highest standards of professional performance are maintained.
* Demonstrate a personal commitment to equality, diversity and inclusion and ensure equal opportunities are integral to the work of the department.
* Ensure compliance with relevant legislation and statutory codes of practice, as advised.
* Participate in the arrangements for performance review.
* Ensure that professional skills are regularly updated through participation in training and development activities.
* Ensure all University policies are implemented within the remit of this post.

# HEALTH & SAFETY

Under the Health & Safety at Work Act 1974, whilst at work, members of staff must take reasonable care for their own health and safety and that of any other person who may be affected by their acts or omissions.

*This is not a comprehensive definition of the post. Postholders are expected to undertake any work that comes with the remit of the post’s main objective. This job description will be kept under review and may be changed at any time subject to consultation with the postholder.*

# PERSON SPECIFICATION

**POST TITLE:** Practice Educator – Social Care sector

**SCHOOL / DEPARTMENT:** School of Science Technology & Health

The Person Specification focuses on the knowledge, skills, experience and qualifications required to undertake the role effectively.

## Education & Training

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| --- | --- | --- |
| **The postholder should be able to demonstrate:** | **Requirement is:** | **Assessed by:** |
| Appropriate\* registration with the NMC (Nursing and Midwifery Council) or HCPC (Health and Care Professions Council), with up-to-date professional registration. | Essential | Application |
| Qualification to a minimum of degree level | Essential | Application |
| Post graduate certificate in and Learning and Teaching / Fellowship of the HEA | Desirable | Application |

## \*Appropriate professional registrations include Nursing, Paramedic, Occupational Therapy or Physiotherapy

## Knowledge & Experience

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| --- | --- | --- |
| **The postholder should be able to demonstrate:** | **Requirement is:** | **Assessed by:** |
| Broad range of post qualifying clinical experience. | Essential | Application / interview |
| Significant and recent experience of teaching, supervising, and assessing healthcare learners in the practice setting | Essential | Application / interview |
| Experience of developing and implementing new systems | Essential | Application / interview |
| Practical experience of facilitating change and improvement | Essential | Application / interview |
| Experience of having worked across professional and organizational boundaries | Essential | Application / interview |
| Knowledge of relevant NMC or HCPC codes of professional conduct / student supervision | Essential | Interview |
| Working knowledge of PARE and student assessment documentation | Essential | Interview |
| Knowledge of equality legislation and best practice. | Essential | Interview |
| Knowledge/ experience of coaching/ different models of supervision and learning preferences | Essential | Interview |

## Skills & Attributes

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| --- | --- | --- |
| **The postholder should be able to demonstrate:** | **Requirement is:** | **Assessed by:** |
| Personal commitment to equality and an understanding of what this means in practice. | Essential | Application / Interview |
| Effective communication (both written and verbal) and interpersonal skills including managing difficult conversations and conflict resolution | Essential | Application / Interview |
| Empathy to others and a caring attitude to people (students, staff, patients, and the public). | Essential | Interview |
| The ability to establish and maintain good working relationships with people from a wide range of personal and professional backgrounds | Essential | Interview |
| Motivates and coaches others to support them to develop their own capabilities and skills. | Essential | Interview |
| Appropriate professional standards, eg :-   * resilience * ability to work in a changing environment. * ability to remain calm under pressure * ability to work in a flexibly and manage competing priorities. * good organisational and time management skills | Essential | Interview |
| Seeks feedback and input into decision making and service improvement. | Essential | Interview |

## The Leading in York St John Framework

YSJ is my University, I choose to be here, and I show my commitment by contributing to its long-term success. This Framework is used in our Recruitment & Performance Development Reviews, please take these into consideration when making your application and in your role.

|  |  |
| --- | --- |
| **Self-Assured** | I take personal responsibility. If not me, then who? If not now, then when? |
| **Agile** | I am proactive, creative and responsive in testing solutions. I continuously adapt my Approach. |
| **Socially Aware** | I contribute my knowledge, skills and time to the broader University community. |
| **Tenacious** | I confidently and passionately contribute my ideas and support others to do the same. |
| **Open-Minded** | I communicate with empathy and positivity, without prejudice. |

## Special Features

* Flexible approach to working patterns and locations
* Driving licence and access to a vehicle