

## JOB DESCRIPTION

<b>POSITION</b>	Clinical Educator
<b>BUSINESS UNIT</b>	Clinical Education
<b>RESPONSIBLE TO</b>	Head of Clinical Education
<b>LAST UPDATED</b>	February 2024

### Our Vision

We are a trusted and reliable ambulance service providing excellence in emergency response and connected services that move our communities to better health.

### Our Purpose

Wellington Free Ambulance exists to deliver an ambulance service that excels in emergency response and clinical communications underpinned by proactive partnerships to deliver equitable health and wellbeing outcomes for our community.

### Our Values



## JOB PURPOSE

The purpose of the Clinical Educator is to deliver leading edge clinical education to Wellington Free Ambulance (WFA) staff, ensuring that they meet all the requirements of the ambulance service.

This role sits within the Clinical Education Team but works across the whole organisation. The Clinical Educators are required to work flexitime, ensuring weekend and evening courses are delivered. It is expected that members of the clinical education team self-manage their hours in harmony with the whole team.

## CONTEXT THAT THIS ROLE OPERATES WITHIN

### Organisational perspective

Wellington Free Ambulance are the only emergency ambulance service in Greater Wellington and Wairarapa and the only ones in the country who are free. We take more than 150,000 111 calls each year and respond to over 50,000 emergencies and are here 24/7, 365 days a year.

Wellington Free Ambulance is a charity. As an essential health service, we receive around 75% of funding from the Government – but raise over \$7 million dollars each year to keep our services free. As well as emergency paramedic care, we provide patient transfer services; have paramedics who are part of the Life Flight crew and rescue squad, plus operate the 111 communications centre for our region. We also have a team of volunteer event medics who support a range of events across the region.

The community we support is from the Cook Strait to Peka Peka Road (past Waikanae) and across to Mount Bruce in the Wairarapa. There are around 400 staff across the various teams supported by around 90 volunteer event medics.

### Business Unit Perspective

The Clinical Education team deliver high quality learning and development programmes both internally and externally. The team provide best practice education and training to help Wellington Free Ambulance provide leading edge patient care and be a great place to work. The team provide:

- Signoff on Authority to Practice (process oversight, moderation of assessments and selection of preceptors)
- Ongoing continuing professional development for staff
- Development and maintenance of online education
- Graduate paramedic programme
- Driver training
- Delivery of New Zealand Resuscitation (NZRC) courses
- Delivery of Resuscitation Courses to external agencies
- Advice to the organisation regarding Clinical Education matters.

## KEY ACCOUNTABILITIES

KEY RESULT AREA	ACCOUNTABILITIES
<b>Delivery of training</b> Delivery of training (face to face, blended or online)	<ul style="list-style-type: none"><li>• Undertake clinical education, closely supporting and working alongside the Clinical Education Manager</li><li>• The development of new materials is done via an agreed project plan and completed within specified timeframes</li><li>• Training activities are delivered as scheduled – with greater than 80% student satisfaction</li><li>• Best practice adult learning principles are incorporated in training delivery</li><li>• All training documentation is 100% accurate and either filed or provided to the training coordinator</li></ul>
<b>Course design &amp; Bridging Programmes</b> Develop and implement training course resources  Develop and deliver bridging training programmes for new employees if required	<ul style="list-style-type: none"><li>• New training course briefs are designed, developed and provided to the Clinical Education Manager for approval</li><li>• Approved moderation processes are met</li><li>• Facilitator guides (lesson plans) and resources are provided alongside course content</li><li>• All learning resources are designed to follow adult learning principles</li><li>• Gap analyses are carried out and individual learning plans (ILPs) developed within 1 week after initial assessment</li><li>• Development of online learning programmes and resources</li></ul>

KEY RESULT AREA	ACCOUNTABILITIES
	<ul style="list-style-type: none"> <li>All gap analyses reviewed and approved by Clinical Education Manager</li> </ul>
<b>Revalidations</b> Revalidation activities are carried out for all staff with an authority to practice according to the established plan/process	<ul style="list-style-type: none"> <li>All revalidations are reviewed and approved by the Clinical Education Manager prior to delivery</li> <li>Revalidations are undertaken as per best practice assessment criteria/principles</li> <li>Non-compliant and not yet competent (NYC) staff have documented file notes or individual development plans. Concerns are escalated to the Clinical Education Manager</li> </ul>
<b>Continuing Professional Development (CPD)</b> Delivery of CPD activities (face to face, blended or online)	<ul style="list-style-type: none"> <li>All education materials are allocated for review as per the moderation process</li> <li>All requests for Clinical Education input are presented to the Clinical Education Manager – assessed, prioritised and assigned to an educator</li> <li>CPD activities have a greater than 80% student satisfaction</li> <li>The clinical educator carries out and is the subject of at least one teaching peer review per year</li> </ul>
<b>On-job assessments</b> Facilitate pre-entry testing process for staff challenging new clinical roles/authority to practice levels.  Arrange and facilitate pre-employment clinical assessments	<ul style="list-style-type: none"> <li>Pre-entry processes are carried out according to the agreed timeline and with positive feedback from stakeholders.</li> <li>Pre-entry and pre-employment assessments are reviewed annually and have an auditable review process</li> </ul>
<b>Remedial Programmes</b> Development individual learning plans (ILPs) for students at risk when requested by the Clinical Education Manager	<ul style="list-style-type: none"> <li>ILPs are developed for all students at risk and communicated to the Clinical Education Manager</li> <li>ILPs are reviewed weekly and issues highlighted to Clinical Education Manager</li> <li>All ILPs have at least one documented monthly review</li> </ul>
<b>Return to Clinical Practice (RTCP)</b> Deliver safe and supported return to clinical practice programmes for staff returning to patient-facing roles after extended leave or absence from a patient care role	<ul style="list-style-type: none"> <li>RTCP learning plan is developed with the staff member</li> <li>Staff member is supported in meeting the requirements of the ILP and their return to clinical practice</li> <li>Staff member is supported to safely and confidently return to independent practice at their pre-leave ATP within a reasonable timeframe</li> </ul>
<b>Living WFA's values</b> WFA is a values-based organisation, and employees should be committed to upholding our values. Our values represent who we are, where we're going and who we're taking with us	<ul style="list-style-type: none"> <li>Be authentic, original true   Mā pango mā whero ka oti te mahi</li> <li>Act with kindness   Aroha atu, aroha mai</li> <li>Lead by example   Mahia te mahi, hei painga mo te iwi</li> <li>Keep getting better together   Whaia e koe te iti kahurangi</li> </ul>
<b>Health and Safety</b> Complies with responsibilities under the Health & Safety at Work Act 2015.  In the performance of assigned duties, maintains and actively participates in supporting a safe and healthy workplace	All employees are responsible for: <ul style="list-style-type: none"> <li>Working in a safe manner to prevent risk of harm to themselves, others, or the environment.</li> <li>Complying and co-operating with any reasonable instruction, WFA health and safety policies and procedures and legislative requirements</li> <li>Reporting hazards, risks, and incidents (accidents, harm, and near misses), and ensuring reporting and recording is in accordance with WFA policies and procedures.</li> <li>Participating in incident investigations and taking an active role in rehabilitation following an injury or illness.</li> <li>Alerting managers and health and safety representatives to any observed unsafe behaviors or situations.</li> </ul>

KEY RESULT AREA	ACCOUNTABILITIES
	<ul style="list-style-type: none"> <li>Actively participating in health and safety training and alerting.</li> </ul>

## RELATIONSHIPS AND DELEGATIONS

REPORTING STRUCTURE	<b>Manager:</b>	Head of Clinical Education
	<b>Peers:</b>	Lecturers, Driver Educator, Clinical Quality Coordinator
	<b>Direct Reports:</b>	Nil
KEY RELATIONSHIPS	<b>Internal:</b>	Training Coordinator, line managers, Clinical Education team, All WFA staff
	<b>External:</b>	Relevant sector associations, St John
DELEGATIONS & AUTHORITIES	<b>Delegation Level:</b>	Nil

## CAPABILITY PROFILE

### Competencies

Competent performance in the role requires demonstration of the following competencies. These competencies provide a framework for selection and development.

CORE COMPETENCY	KEY BEHAVIOURS
<b>Results Focus</b>	<ul style="list-style-type: none"> <li>Resolves conflict promptly and deals decisively with difficult issues. Does not avoid issues. Records actions where appropriate.</li> <li>Takes personal responsibility for making things happen.</li> <li>Sets and aggressively pursues ambitious and challenging goals</li> <li>Is clear as to what is important and has priority.</li> <li>Ensures objectives are achieved, on time and within budget</li> <li>Ensures control and monitoring systems are in place and that these add value.</li> <li>Persists despite setbacks and barriers.</li> </ul>
<b>Interpersonal Savvy</b>	<ul style="list-style-type: none"> <li>Relates well to all kinds of people</li> <li>Builds appropriate rapport</li> <li>Builds constructive and effective relationships</li> <li>Uses diplomacy and tact</li> <li>Can defuse high-tension situations comfortably</li> </ul>
<b>Time Management</b>	<ul style="list-style-type: none"> <li>Uses their time effectively and efficiently</li> <li>Values other people's time</li> <li>Concentrates their efforts on the more important priorities</li> <li>Can attend to a broader range of activities</li> </ul>
<b>Integrity and Trust</b>	<ul style="list-style-type: none"> <li>Is widely trusted</li> <li>Is seen as a direct, truthful individual</li> <li>Can present the unvarnished truth in an appropriate and helpful manner</li> <li>Keeps confidences</li> <li>Admits mistakes</li> <li>Doesn't misrepresent themselves for personal gain</li> </ul>
<b>Decision Quality</b>	<ul style="list-style-type: none"> <li>Makes good decisions based upon a mixture of analysis, wisdom, experience, and judgement</li> <li>Makes solutions and suggestions which predominantly turn out to be correct and accurate when judged over time</li> </ul>

CORE COMPETENCY	KEY BEHAVIOURS
	<ul style="list-style-type: none"> <li>Sought out by others for advice and solutions</li> </ul>
<b>Te Tiriti o Waitangi and Cultural Expertise</b>	<ul style="list-style-type: none"> <li>Demonstrates understanding of the principles of te Tiriti o Waitangi and their contemporary application to WFA's work</li> <li>Applies tikanga in relevant work situations</li> </ul>
<b>Cultural Competencies</b>	<ul style="list-style-type: none"> <li>Wellington Free Ambulance is committed to its responsibility to Māori and its responsibility to Pasifika. In that regard there is an expectation of continued learning and development of all staff in this area.</li> </ul>

## OTHER ASPECTS OF CAPABILITY NOT COVERED BY THE ABOVE COMPETENCIES

### Knowledge and Experience

ESSENTIAL	DESIRABLE
<ul style="list-style-type: none"> <li>Knowledge and application of Adult Learning Principles</li> <li>Previous experience in delivering education or training to a variety of audiences</li> <li>Computer skills (MS Suite to intermediate level, PowerPoint to advanced level)</li> <li>Passion for delivering quality education to develop staff capability and clinical excellence</li> <li>Focus on enhancing own professional development requirements</li> <li>Able to communicate effectively to all levels and a variety of audiences</li> <li>Registered clinician or health professional (or equivalent skills/knowledge)</li> <li>Relevant undergraduate papers or postgraduate qualifications in education or working towards</li> <li>Recognised preceptor OR mentoring training programme</li> <li>Proven organisation skills with good time management ability</li> </ul>	<ul style="list-style-type: none"> <li>Learning and instructional design processes</li> <li>Understanding of instruction design processes or desire to develop training design skills</li> <li>Previous experience or exposure in an education or training environment</li> <li>Awareness of best practice for simulation activates</li> <li>Formative and summative assessment experience</li> <li>Project management experience</li> <li>Relevant post graduate qualification</li> <li>NZRC Core Instructor qualification</li> <li>Relevant adult teaching qualification (level 4)</li> <li>Workplace assessor qualification US 4098</li> </ul>

### Hours of work

The normal hours will be 40 hours per week. The majority of these working hours will be between Monday to Friday; however the nature of the duties may require you to work on weekend and evenings from time to time.

### Changes to Job Description

From time to time as an organisation evolves job descriptions may need to be reviewed and may need to be changed. Such changes may be initiated as necessary by the manager of this position in consultation with the employee. This job description may also be reviewed as part of the preparation for performance planning for the annual performance cycle.

Employees may be measured against core competencies as part of their performance development.