

## Position Description

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<b>Position title:</b>	Clinical Educator - NICU
<b>Department:</b>	Clinical Education Program
<b>Classification:</b>	XB1
<b>Agreement:</b>	Nurses and Midwives (Victorian Public Sector Single Interest Employees Enterprise Agreement 2024-2028)
<b>Reporting to:</b>	Manager Clinical Education Program

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### About us

Located in Melbourne on the traditional lands of the Wurundjeri people of the Kulin Nation, the Royal Women's Hospital is Australia's first and leading specialist hospital for women and newborns. We offer expertise in maternity services, neonatal care, gynaecology, assisted reproduction, women's health and cancer services. We advocate for women's health in areas that have long been overlooked or stigmatised, including abortion, endometriosis, family violence, female genital mutilation, menopause, women's mental health, sexual assault and substance use in pregnancy.

### Our vision, values and declaration

The Women's vision, values and declaration reflect our promise to our patients and consumers, and articulate our culture and commitment to our community and each other.

Our vision is **'Creating healthier futures for women and babies'**. Our values are:



Courage



Passion



Discovery



Respect

The Women's declaration reflects the principles and philosophies fundamental to our hospital, our people and our culture.

- **We are committed to the social model of health**
- **We care for women from all walks of life**
- **We recognise that sex and gender affect health and healthcare**
- **We are a voice for women's health**
- **We seek to achieve health equity**

### Our commitment to inclusion

The Women's is committed to creating and maintaining a diverse and inclusive environment which enhances staff and consumer wellbeing, and nurtures a sense of belonging. We strongly encourage anyone identifying as Aboriginal and/or Torres Strait Islander to join us. We offer a range of programs and services to support First Nations employees. We invite people with disability to work with us, and we welcome anyone who identifies as linguistically, culturally and/or gender diverse, people from the LGBTQIA+ community and people of any age.

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## About the department/unit

The Clinical Education Program supports the hospital to achieve its strategic directions by the provision of frameworks for the professional development of health professionals. The Clinical Education Program supports the growth and maintenance of the future nursing and midwifery workforce through coordination of the nursing and midwifery student, graduate, specialty post-graduate, professional development and competency programs. The Clinical Education Program further collaborates with other health professional groups to promote best practice clinical learning environments (BPCLE) across the organization. The Clinical Education Program promotes pathways for engagement and retention of Aboriginal and Torres Strait Islander Health Professional Students and works with services to promote culturally safe environments for learning.

The Clinical Education Program promotes and supports contemporary professional practice within a collaborative framework, increasingly engaging a variety of self-directed and multi-media activities, which incorporate adult learning principles and meet organisational needs to have workforce of safe, reflective, competent health professionals. The program aims to work in collaboration with managers, team leaders and other key stakeholders to increase participation in education and learning translation of research into action and reflective practice.

The Clinical Education Program plays a key role in ensuring that health professionals are competent / credentialed to perform their specified duties. The Program also plays a pivotal role in collecting, recording and analyzing data from education and learning attendance and completion records via CHRIS 21 in line with the Training and Development Procedure. As a team of professionals, the Clinical Education Team are early adopters, innovators and change leaders.

The Clinical Education Program promotes the Best Practice Clinical Learning Environments (BPCLE) framework. The Best Practice Clinical Learning Environment (BPCLE) Framework is based on four principles:

1. Patient care is both an integral component and the ultimate measure of quality clinical education.
2. Learning in clinical environments is an essential component of training health professionals.
3. Registration and/or accreditation standards set down by professional bodies are the appropriate mechanism for ensuring that clinical education arrangements meet minimum standards for educational or training outcomes.
4. Many different models of clinical education and training exist and successfully produce clinicians of required competency and standard.

The BPCLE Framework is comprised of six elements that are the essential underpinnings for a quality clinical learning environment, namely:

1. An organisational culture that values learning
2. Best practice clinical practice
3. A positive learning environment
4. A supportive health service-training provider relationship
5. Effective communication processes
6. Appropriate resources and facilities.

## Position purpose

The Clinical Educator – NICU is a senior clinical and professional leadership role that collaborates with key stakeholders to develop, deliver and evaluate a strategy of learning for Neonatal Services.

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## Key responsibilities

### Leadership and people management

- Lead high performance teams.
- Work collaboratively to provide expert counsel in developing and maintaining optimal NICU staff skills in alignment with The Women's and service strategic plans.
- Actively contribute to feedback to higher education partners regarding curriculum development, health service requirements and opportunities for innovation.
- Take accountability for addressing clinical practices that are not consistent with relevant professional codes, National Safety and Quality Health Service Standards (NSQHS).
- Disseminate research findings and educational innovations.
- Develop educational proposals, grant applications, associated data analysis and reports.
- In consultation with relevant managers and Clinical Education Program team members develop and deliver learning plans to address sub-optimal performance if required
- Deliver on Post Graduate NICU and Graduate Programs (NICU).

### Clinical practice

- Develop and provide oversight for the delivery and evaluation of education and training opportunities that are:
  - Timely and flexible.
  - Evidence based.
  - Optimize clinical outcomes and The Women's and neonatal service strategic priorities.
  - Adaptive to the learner and in alignment with adult learning principles.
  - Inter-professional (as appropriate) (e.g. simulation).
- Deliver the Neoresus (First Response) program across The Women's.
- Support the Neoresus (Advanced) program.
- Collaborate with the Breastfeeding Service to promote breastfeeding and best practice infant feeding.
- In collaboration with other leads and key collaborators deliver on key programs including (but not limited to).
  - Graduate programs
  - Professional development frameworks.
  - Competency frameworks
  - Pre-registration programs
  - Postgraduate programs
- Role model Family integrated care.
- Provide direct clinical support to learners in NICU in the absence of the Clinical Support Team.
- Any other duties as required that meet relevant and recognized practice standards.

### Innovation and improvement

- Promote and drive a data-driven culture of continuous service improvement
- Deliver on regional and rural rotational programs
- Lead new and emerging workforce initiatives

### Quality and safety

- Cooperate with the Quality and Safety team on various quality improvement activities.
- Integrate the NSQHS standards into developed learning objectives.
- Develop surveys and evaluate data from Best Practice Clinical Learnings surveys

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## Key Performance Indicators (KPI's)

KPI's are how you will be measured as meeting the responsibilities of the position. These will be set with you as part of your Performance Development Plan within the first six months of your appointment to the position.

## Key selection criteria

### Experience/qualifications/attributes

#### Essential:

- Registered Nurse.
- Post graduate certificate/diploma/masters in Neonatal Intensive Care (NICU).
- Recent and extensive clinical skills in care of the neonate in NICU.
- Previous experience in an education role (At minimum of Grade 4 level) and/or previous AUM experience in NICU.
- Willingness to acquire knowledge and skills that respond to changing operational requirements and enhances ability to perform in the Lead Educator role.
- Demonstrated ability to develop learners and learning programs.
- Confidence in public speaking and group facilitation.

#### Desirable:

- Masters/PhD in NICU, education and learning, simulation, leadership or other relevant specialist practice or working towards.
- Current NeoResus First Response®/Advanced® Facilitator.
- Current Adult Basic Life Support (ABLS) Facilitator.
- Experience leading clinical simulation.
- Previous experience in a similar role.

## Organisational relationships

### Internal relationships

- All departments managers/team leaders.
- Gandel Simulation Service.
- All clinical staff.
- Clinical Education Program personnel.

### External relationships

- Other health services.
- Partner education providers.
- Department of Health.

**Direct reports:** 4.31 EFT

**Indirect reports:** NICU Graduates, Postgraduates and pre-registration learners

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## Inherent requirements

Inherent requirements are the essential tasks and activities that must be carried out in order to perform this role, including with adjustments. The Women's is committed to providing workplace adjustments that support all people to work with us. We welcome you to discuss any adjustments with the manager of this role during the recruitment process or at any time during your employment, as we acknowledge and understand circumstances can change. You can also request a copy of our workplace adjustments procedure for more information.

Physical demands	Frequency
<b>Shift work</b> – rotation of shifts – day, afternoon and night	Rare
<b>Sitting</b> – remaining in a seated position to complete tasks	Frequent
<b>Standing</b> – remaining standing without moving about to perform tasks	Frequent
<b>Walking</b> – floor type even, vinyl, carpet,	Frequent
<b>Lean forward/forward flexion from waist</b> to complete tasks	Rare
<b>Trunk twisting</b> – turning from the waist to complete tasks	Rare
<b>Kneeling</b> – remaining in a kneeling position to complete tasks	Rare
<b>Squatting/crouching</b> – adopting these postures to complete tasks	Rare
<b>Leg/foot movement</b> to operate equipment	Rare
<b>Climbing stairs/ladders</b> – ascending and descending stairs, ladders, steps	Occasional
<b>Lifting/carrying</b> – light lifting and carrying less than 5 kilos	Occasional
– Moderate lifting and carrying 5 – 10 kilos	Occasional
– Heavy lifting and carrying – 10 – 20 kilos.	Rare
<b>Push/pull of equipment/furniture</b> – light push/pull forces less than 10 kg	Occasional
– moderate push / pull forces 10 – 20 kg	Occasional
– heavy push / pull forces over 20 kg	Rare
<b>Reaching</b> – arm fully extended forward or raised above shoulder	Rare
<b>Head/neck postures</b> – holding head in a position other than neutral (facing forward)	Rare
<b>Sequential repetitive actions in short period of time</b>	
– Repetitive flexion and extension of hands wrists and arms	Rare
– Gripping, holding, twisting, clasping with fingers/hands	Occasional
<b>Driving</b> – operating any motor-powered vehicle with a valid Victorian driver's license.	N/A
Sensory demands	Frequency
<b>Sight</b> – use of sight is integral to most tasks completed each shift	Prolonged/constant
<b>Hearing</b> – use of hearing is an integral part of work performance	Prolonged/constant
<b>Touch</b> – use of touch is integral to most tasks completed each shift	Prolonged/constate
Psychosocial demands	Frequency
<b>Observation skills</b> – assessing/reviewing patients in/outpatients	Prolonged/constant
<b>Problem solving</b> issues associated with clinical and non-clinical care	Prolonged/constant
<b>Working with distressed people and families</b>	Occasional
<b>Dealing with aggressive and uncooperative people</b>	Rare
<b>Dealing with unpredictable behaviour</b>	Rare
<b>Exposure to distressing situations</b>	Occasional

### Definitions used to quantify frequency of tasks/demands as above

<b>Prolonged/constant</b>	70 – 100 % of time in the position
<b>Frequent</b>	31 – 69 % of time in the position
<b>Occasional</b>	16 – 30% of time in the position
<b>Rare</b>	1 – 15% of time in the position
<b>Not applicable</b>	0% of time in the position

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## Employee awareness and responsibilities

- Employees are required to be aware of, and work in accordance with, hospital policies and procedures.
- Employees are required to identify and report incidents, potential for error and near misses, to improve knowledge systems and processes and create a safe environment for staff and patients.
- Employees agree to provide evidence of a valid employment Working with Children Check and provide complete details for the Women's to undertake a Nationally Coordinated Criminal History Check (NCCHC).
- Our vision is a future free from violence and discrimination in which healthy, respectful relationships are the norm. The Women's expects all staff to contribute to a culture that promotes and supports diversity, equity, respect and inclusion.
- The Women's provides pregnancy termination services as part of its public health responsibility to provide safe health care to women.

## Vaccination requirements

As this role has direct physical contact with patients and clinical environments, employees are required to be vaccinated against or demonstrate immunity to influenza, COVID-19, whooping cough (pertussis), hepatitis B, chicken pox, MMR (measles, mumps, rubella) and may include hepatitis A, and complete screening for tuberculosis.

Employment with the Women's is conditional upon the provision of satisfactory evidence of vaccination and/or screening, and we may withdraw an offer of employment if the required evidence is not provided at least five business days prior to the intended start date.

## Declaration

**By accepting this position description electronically I confirm I have read, understood and agreed to abide by the responsibilities and accountabilities outlined.**

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**Developed date:** 1.8.25

**Developed by:** Fleur Llewelyn

**Date of next review:** 1.8.26

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