

Position Description

Position title:	Lead Educator – Graduate Services
Department:	Clinical Education Program
Classification:	XB1
Agreement:	Nurses and Midwives (Victorian Public Sector Single Interest Employees Enterprise Agreement 2024-2028)
Reporting to:	Manager Clinical Education Program

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

We lead the optimising of the competency and capability of The Women's nurses and midwives that enables them to work safely and at the top of their scope of practice.

We adapt to contemporary ways of interprofessional learning, accessing tools and resources that meet the needs of the health workforce and the health system.

We identify competency and capability levels and gaps across the workforce cohorts and:

- Develop tools, resources and timely access to clinical education and development.
- Partner, using codesign, with CNS/CMS, unit managers/team leaders, AUMs, Quality & Safety, People, Culture and Wellbeing (PCW) and the broader RN/RM workforce to embed ongoing professional development.
- Collaborate and partner with universities to maximise student capability and build research projects that better inform the advancement of clinical nursing and midwifery in Victoria.

We support state-wide capacity and capability by sharing our tools, resources and expertise; initiating collaborations; and learning from nurses and midwives across Victoria's regional, rural and metro services and offering our tools, resources and programs.

Through these efforts we contribute to the attraction, retention and capability of the Victorian healthcare workforce and enable better care for women babies and families.

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 Lead Educator – Graduate Services is a senior clinical and professional leadership role that collaborates with all other Lead Educators and key stakeholders to develop, deliver and evaluate a strategy of learning for Graduate Services and across key streams of work. These key streams

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of work include pre-registration student programs, graduate programs, postgraduate programs, professional development and workforce capability development programs (including simulation and preceptorship) and any other emerging workforce support requirements.

Key responsibilities

Leadership and people management

- Lead high performance teams.
- Work collaboratively to provide expert counsel in developing and maintaining optimal staff skills in alignment with The Women's and service strategic plans.
- Actively partner with and 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 and National Quality and Safety in Health Care standards (NQHS).
- Disseminate research findings and educational innovations.
- Develop educational proposals, grant applications, 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.

Clinical practice

- Develop and provide oversight for the delivery and evaluation of Graduate/Early Career education and training opportunities across the Women's that are:
 - Timely and flexible.
 - Evidence based.
 - Adapted to contemporary ways of learning, accessing tools and resources that meets the needs of the health workforce and the health system.
 - Optimize clinical outcomes and The Women's and graduate Service strategic priorities.
 - Adaptive to the learner and in alignment with adult learning principles.
 - Inter-professional (as appropriate) (e.g. simulation).
- Delivery of the Nursing, Midwifery and Combined graduate/Early Career programs.
- Delivery of the Advanced Practice framework for Nurses/Midwives.
- 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).
 - Professional development frameworks.
 - Competency and capability building frameworks
 - Pre-registration programs
 - Postgraduate programs
 - Preceptorship frameworks
 - Any other emerging workforce development programs.
- Provide direct clinical support to learners as required in the absence of the Clinical Support Team.
- Any other duties as required that meet relevant standards and recognized practice.

Innovation and improvement

- Promote and drive a data-driven culture of continuous service improvement.
- Develop bite-sized engaging short video instructional learning experiences tailored for rapid knowledge/ skill acquisition.
- Deliver on regional and rural rotational programs and capability building partnerships.

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- 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

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 Midwife with recent and extensive midwifery experience across the midwifery continuum (Antenatal, Birthing, Postnatal) (preferably in a tertiary centre)
- Record of developing, delivering and evaluating learners and evidence-based learning initiatives.
- Previous experience in an education role (At minimum of Grade 4 level) and/or previous AUM experience in an acute (preferably tertiary) setting.
- Willingness to acquire knowledge and skills that respond to changing operational requirements and enhances ability to perform in the Lead Educator role.
- Confidence in public speaking and group facilitation.

Desirable:

- Masters/PhD in clinical practice, education and learning, simulation, leadership or other relevant specialist practice or working towards.
- Registered Nurse with extensive nursing experience (preferably in a tertiary centre)
- Current NeoResus First Response®/Advanced® Facilitator.
- Current Adult Basic Life Support (ABLS) Facilitator.
- Experience leading clinical simulation.
- Previous experience in a similar role.
- Previous experience as an instructional content creator skilled in developing bite sized engaging learning experiences tailored for rapid knowledge skill acquisition.

Organisational relationships

Internal relationships

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

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External relationships

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

Direct reports: 5.67 EFT

Indirect reports: all learners, pre-registration, graduate, post graduate students,

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

Definitions used to quantify frequency of tasks/demands as above

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

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.

Developed date: 3.2.26

Developed by: Fleur Llewelyn

Date of next review:3.2.27

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