

## Position Description

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<b>Position title:</b>	Clinical Educator – Perioperative Services
<b>Department:</b>	Clinical Education
<b>Classification:</b>	RN35
<b>Agreement:</b>	Nurses and Midwives (Victorian Public Health Sector) (Single Interest Employers) Enterprise Agreement 2024 – 2028)
<b>Reporting to:</b>	Lead Educator Women's Health (Grade 5)

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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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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 learner, graduate and specialty post-graduate 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 Learners 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 analysing data from education and learning attendance and completion of records via CHRIS 21 in line with the Training and Development Procedure. As a team of professionals, the Clinical Education team are early adopters, self-starters, innovators and change leaders. The team engages with precinct, network, and rural and regional partners and Education Providers to lead professional practice and build workforce capability and capacity across the sector.

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 standards.

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

### **Department/Unit Specific Overview – Perioperative Services**

#### **Department/Unit Overview – Perioperative Services**

Perioperative Services at the Royal Women's Hospital is a comprehensive, specialised department that encompasses all aspects of patient care related to surgical intervention. It includes the following areas: Triage, Surgical Pre-Admission Clinic, Booking Office, Anaesthetic Department, Acute Pain Service, and

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Sterilising and Processing Service, as well as the Operating Theatre, Day Surgery Unit, and Day Procedure Centre.

The Operating Suite delivers surgical services 24 hours a day, seven days a week. It comprises five operating theatres, including one dedicated emergency theatre, two procedure rooms, one day procedure theatre, and a ten-bay Post Anaesthetic Care Unit (PACU).

The unit supports a wide range of surgical specialties, including obstetrics, gynaecology, pelvic floor, in vitro fertilisation (IVF), dysplasia, breast and plastic surgery, and gynaecological oncology.

## **Position Purpose**

The Clinical Educator - Perioperative services is a key education leadership role. The Clinical Educator will work with the Clinical Education Program team to create an engaged and reflective learning organisation. The Clinical Educator develops and delivers educational content that builds a competent and engaged perioperative workforce. The Clinical Educator works to support learners to bridge the theory practice gap by coaching and supporting them through hands on clinical learning. This position provides shoulder to shoulder active direct clinical support to learners in The Women's Perioperative services and other nursing arenas if required.

The Clinical Educator is accountable for efficient, effective and well-planned delivery education to support to learners at the Women's to be 'the best that they can be' thereby contributing to the strategic plan of the organization by:

- Facilitating clinical learning, guiding, supporting and evaluating learners working in Perioperative services
- Developing programs of learning that result in a skilled and competent workforce
- Tilting and innovating workforce programs 'on the run' to meet service and organizational workforce requirements
- Coaching learners to success and mastery of fundamental nursing skills and application of knowledge through on the ground education support
- Supporting the competency requirements of our nursing and midwifery workforce as outlined in the credentialing scope of clinical practice nurses and midwives guideline
- Assists in the visionary strategic and operational service planning in line with the hospital's strategic direction and annual Statement of Priorities
- Actively supports priority placements for Aboriginal and Torres Strait Islander learners and role models cultural safety
- Supports buddy/preceptor nurses/midwives who supervise learners

The Clinical Educator plays a key role in assisting learners to integrate theoretical learning into the clinical setting. The Clinical Educator acts as facilitator of clinical learning and clinical role model in facilitating learner learning and professional development. It is critical that the Clinical Educator remains clinically current at The Women's and is able to guide learner learning in a manner congruent with learning objectives.

The Clinical Educator will promote a culture that embraces best practice; monitors innovation and emerging trends in learner supervision promotes a hospital-wide, inclusive approach and introduces appropriate changes to practice in collaboration with other members of the health service team. The Clinical Educator will act as a role model in creating positive environments for learners across all spectrums within BPCLE guidelines. They will also actively seek opportunities for innovative models of learner and clinical supervisor support and the

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recruitment and retention of graduate midwives post course completion. Annual leave is planned around periods of low learner activity.

In carrying out this responsibility the Clinical Educator will undertake the following:

## **Responsibilities & Major Activities**

### **Strategic Management**

- Promote, through participation and consultation, an inclusive relationship with all stakeholders within the Women's and externally
- Lead in the creation and maintenance of an environment where clinical learning and positive learning environments are valued
- Support's initiatives to promote the competency of nurses and midwives within scope of practice, including mandatory competencies outlined in the credentialing, scope of clinical for nurses and midwives practice guideline
- Participate in relevant Clinical Education Team, The Women's, and partner university planning events to develop a framework to deliver appropriate and innovative strategy for learning support and workforce development
- Participate in and promote the Women's priority placement programs for Aboriginal learners including role modelling cultural safety

### **Financial Management**

- Contribute ideas for entrepreneurial expansion and support of the learner programs and retention post completion at The Women's
- Utilise supplies and other resources at the Women's in line with budgetary requirements
- Contribute to the Clinical Education Program's provision of professional development activities as negotiated/requested

### **Operational Management**

- Maintain communication with and between other clinical education team members, learners, designated department liaison person and the women's managers/team leaders.
- Ensure provision of high-quality education through strong program design, direct and constant clinical contact, effective communication and liaison with the learners, coordinators and management of the relevant clinical areas
- Act as a professional and clinical role model for learners
- Facilitate learning according to individual and set learning objectives
- Promote the understanding and respect of cultural diversity and the social model of care
- Ensure learners are orientated to the Women's and learning experiences are planned and evaluated. Continuously improve orientation frameworks
- Promote and foster evidence based women and family centred care
- Communicate directly with the designated educator (e.g. Graduate Educator) and or department manager any concerns with learner performance, learner attendance or learner well-being
- Participate in the Women's clinical support initiatives such as practical competency assessments, simulation and other events as required.
- Ensure learners are competent, confident and in compliance with The Women's Infection Control (IPC) protocols and the utilisation of Personal Protective Equipment (PPE)

### **Human Resource Management**

- Create positive environments for learners and act as an effective role model of clinical excellence for learners and staff within the organization

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- Assess, evaluate and report learner satisfaction surveys. Actively investigate mechanisms to enhance learner placements, staff perceptions of learner contributions and retention rate of completing learners
- Participate in the Women's BPCLE initiatives
- Develop and foster cooperative relationships and appropriate consultative mechanisms with learners and all staff groups and their representatives
- Participate in performance review and development programs as required at the individual work and department level.
- Determine whether a learner is making satisfactory progress according to the specific clinical assessment tools and performance management plans
- Report concerns in regard to satisfactory progress promptly
- Complete on-going evaluations of each individual learner's clinical practice using the assessment tools supplied.
- Attend scheduled evaluation meetings when individual learner matters and clinical issues are discussed.
- Attend scheduled team meetings.
- Provide written and verbal feedback to the learners on a regular basis.
- Provide remedial strength-based coaching/ learning strategies where necessary to facilitate improved learner performance.
- For pre-registration learners - prepare a written performance appraisal of each learner's clinical performance in accordance with the specific clinical assessment tools provided by each partner university

### Safe Practice and Environment

- Ensure a safe, healthy and enjoyable environment for all patients, learners, visitors and staff by working in accordance with legislation, organisational policies and procedures, including Occupational Health and Safety, Equal Employment Opportunity, Infection Control and Confidentiality guidelines.
- Provide appropriate orientation (or re-orientation) for learners at the commencement of placement /rotations (including EMR orientation)
- Role model cultural safety.

### Information Management

- Use information technology (e.g. Placeright, email, Microsoft Suite) effectively to administer, promote and improve ongoing operations within the Clinical Education Program and between partner universities.
- Be skilled and current with the clinical utilization of EPIC EMR

### Key Performance Indicators

- Provide education and strengths-based learning support for learners insitu
- Work with clinical education team , key team leaders and department managers to meet clinical learning support and learning requirements
- Create positive and supportive environments that enable enhance learner learning
- Provide evidence of support of preceptors who are buddied with learners
- Deliver on assigned workforce projects
- Provide timely, accurate and professional learning support to learners
- Provide learners with verbal and written feedback
- Participates in the Clinical Education Program's provision of mandatory competency training and assessment
- Comply with the Women's policies, procedures and guidelines
- Demonstrate ability to initiate, implement, monitor and review strategic evidence-based clinical facilitation/supervision projects, on time, within budget, and within a continuous quality improvement framework
- Participate in relevant information evenings and learner recruitment

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- Demonstrate ability to utilise Placeright for management and record of learner placements and attendance as required
- Demonstrates importance of data integrity and management
- Demonstrates ability to role model cultural safety in the promotion of priority placements for Aboriginal and Torres Strait Islander learners
- Documents learner progress in a way that is timely, accurate and organised
- Participate in the Women's competency support initiatives such as practical competency assessments
- Act as a clinical resource for Epic EMR

## Key Selection Criteria

### Essential Criteria

- Recent advanced and extensive current clinical skills in Perioperative Nursing
- Demonstrated ability to create positive learning environments for learners at all levels
- Coordination and organizational skills
- Demonstrated ability to initiate, implement, monitor and review education projects on time, within budget, and within a continuous quality improvement framework
- Demonstrated understanding of current evidence-based nursing practices
- Commitment to a multidisciplinary team approach and values/supports collaboration by a wide range of professionals
- Values consultation, collaboration and joint decision-making
- Understands the impact of social determinants on health and well-being
- Acts as a role model for evidence-based practice
- Demonstrated ability to work independently and as part of a team
- Demonstrated ability to act as a role model for cultural safety under the Clinical Education Program's priority placement framework for Aboriginal and Torres Strait Islander learners
- Is committed to ongoing professional development, and continually identifies professional development goals and pursues opportunities for learning, whilst also acknowledging the right of the Women's to designate certain educational sessions as compulsory

### Desirable Criteria

- Recent experience in two specialty areas e.g.: scrub/scout and anaesthetics OR scrub scout and post anesthetic care unit (PACU)
- Post-graduate qualification in clinical supervision, perioperative services education and training and/or post-graduate qualifications in specialty practice or education/facilitation
- Registration as a midwife in addition to registration as a nurse
- Previous education experience in a tertiary health setting
- Completed a Preceptor/Clinical Supervision program within last five (5) years
- Completed Cultural Safety Training within the last five (5) years
- Current Adult Basic Life Support, Neonatal Resuscitation and Smart Move/Smart Lift facilitator

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## Attributes

- Embodies the Women's values of courage, passion, discovery and respect
- Demonstrates a "can do" solutions focused and flexible approach
- Positive, proactive, innovative and organisationally focused
- Embraces and promotes change
- Demonstrates well developed interpersonal skills
- Demonstrates the ability to balance sometimes competing and conflicting priorities
- Demonstrates ability to prioritise and manage time effectively
- Exercises a professional demeanour at all times
- Demonstrates creativity and innovation in the development and delivery of clinical learning scheduling and clinical support
- Recognises the importance of monitoring and recording clinical support delivery, attendance and compliance with essential learning competencies

## Organisational relationships

### Internal relationships

- Managers, team leaders, other departments

### External relationships

- Education Providers, DH

## 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	Occasional
<b>Sitting</b> – remaining in a seated position to complete tasks	Prolonged/Constant
<b>Standing</b> - remaining standing without moving about to perform tasks	Prolonged/Constant
<b>Walking</b> – floor type even, vinyl, carpet,	Prolonged/Constant
<b>Lean forward/forward flexion from waist</b> to complete tasks	Occasional
<b>Trunk twisting</b> – turning from the waist to complete tasks	Occasional
<b>Kneeling</b> – remaining in a kneeling position to complete tasks	Occasional
<b>Squatting/crouching</b> – adopting these postures to complete tasks	Occasional
<b>Leg/foot movement</b> to operate equipment	Occasional
<b>Climbing stairs/ladders</b> – ascending and descending stairs, ladders, steps	Rare
<b>Lifting/carrying</b> – light lifting and carrying less than 5 kilos	Occasional
– Moderate lifting and carrying 5 – 10 kilos	Rare
– 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	Occasional
– Gripping, holding, twisting, clasping with fingers/hands	Occasional
<b>Driving</b> – operating any motor-powered vehicle with a valid Victorian driver's license.	Rare

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<b>Sensory demands</b>	<b>Frequency</b>
<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/Constant
<b>Psychosocial demands</b>	<b>Frequency</b>
<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>	Occasional
<b>Job demands</b> – high workload, tight deadlines, and competing priorities	Frequent
<b>Exposure to traumatic or distressing content or situations</b> – including handling sensitive information arising from patient records, patient care activities, incident reports, adverse events, or investigations of adverse events.	Occasional
<b>Role specific considerations</b> Support is available for staff exposed to psychological risks. Any adjustments that may be required can be discussed with your manager.	
<b>Definitions used to quantify frequency of tasks/demands as above</b>	
<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

## 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.

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## 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: 23/03/2026

Developed by: Claire Watts

Date of next review: (23/03/2027)

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