

JOB DESCRIPTION

JOB TITLE	Practice Education Facilitator
GRADE	6b
HOURS OF DUTY	37.5
REPORTS TO	Head of Professional Practice & Education
KEY RELATIONSHIPS	Multi-professional team of all levels, service users, internal and external care providers, higher education institutions (HEIs), volunteers, education team
RESPONSIBLE FOR	This role does not have line management responsibility

JOB SUMMARY

To be a role model for all staff groups, demonstrating a professional and pro-active approach, providing advice, guidance, and support to staff in clinical practice. In collaboration with senior clinical post holders, actively participate in service improvement by facilitating an understanding of evidence and management, and work alongside colleagues to support them in their role of developing staff. This will require application of specialist knowledge into practice in a range of contexts, development of education development programmes for learners and mentors and training of specific skills in palliative and end of life care. To lead projects that streamline practice processes, in accordance with guidance and evidence, to ensure policies are updated and implemented using a systematic approach.

MAIN DUTIES AND RESPONSIBILITIES

LEADERSHIP AND TEAMWORKING

- Support the nursing and multi-professional team to attain and develop high standards of care through evidence-based practice
- Role model a supportive, safe environment in which to practice, and develop skills, confidence and maturity in specialist palliative and end of life care, whilst recognising the emotional demands of this speciality
- Participate in the development, updating and implementation of clinical policies and procedures, and integrate this within various aspects of the role, including teaching
- Participate in strategic hospice development as part of the education team
- Work with the Practice & Quality Improvement Lead to highlight risks and plan mitigating actions/processes, and utilise in the plans for practice education and training

- Keep appropriate education and training records in conjunction with team administrators, in line with SFH policy
- Promote an open, supportive culture that facilitates learning [from incidents] to ensure patient safety, and proactively lead to enable team participation in decision making and implementation
- Undertake specific project work, supported by the education team colleagues, to bring together stakeholders, clinical guidelines, evidence-based practice, specific equipment requirements, and policies and procedures to develop processes for implementation, including training and support
- Contribute to reporting of practice education activity as part of the clinical governance structure
- Assess and benchmark clinical education practice, and support mentors and students in relation to placements, competence and fitness for practice, following guidelines from several HEIs
- Lead annual education audits with HEIs and disseminate outcomes and learning, and implement any changes as part of team practices
- Work with digital education and academic teaching staff to ensure new learning and processes are integrated into practice development

CLINICAL PRACTICE

- Actively promote and support an evidence-based practice approach in clinical practice as part of robust practice development
- Participate in the quality and clinical audit programme as guided by the Practice & Quality Improvement Lead. Identify and promote areas of practice that require auditing and monitoring, and support skill development to enable staff involvement
- Work alongside colleagues in clinical practice to enhance skill development, including students on placement and those in mentorship roles, providing best practice advice to support care delivery and governance
- Maintain all records and associated documentation in accordance with Saint Francis Hospice policies, utilising a range of ICT skills, equipment, and systems
- Promote and support the resilience based reflective practice groups, as part of wellbeing, communication skills development and cultural development
- Provide on-going support to student nurse Supervisors and Assessors (mentors), as well support to other student groups on placement. This will include pastoral support to mentors on the occasions when

feedback on performance and failing students is required. This will involve require clear liaison with universities and following of processes

- Supervise the induction of new staff with regard to standards of competence and professional development, including preceptorship for newly qualified nurses
- Support the wider clinical team and other members of staff in development of clinical and holistic skills, by using a combination of working alongside, group training and teaching

COMMUNICATION

- Ensure effective communication with all stakeholders, including NHS colleagues in community and acute services, HEIs, voluntary services and the hospice sector
- Ensure communication and collaboration with SFH colleagues in to inform practice development needs and planning of activity to address them
- Communicate educational and practice information or processes with HEI and practice partners, following any change at Saint Francis Hospice
- Develop professional relationships through effective communication and use of a variety of IT systems (some external to SFH) to establish clear information about student placements. Organise practice-based placements, including objectives, outcomes, assessments, and financial detail as appropriate, and support with learning and development programmes as part of the placement. This will apply across a range of disciplines, including nursing and paramedics

EDUCATION OF SELF AND OTHERS

- Following liaison with HEI partners, allocate student placements, assessors and supervisors (mentors) and support the processes including designing and delivering of training
- Role model an awareness of professional developments in nursing and palliative and end of life care and integrate into practice development activity, including working in clinical practice
- Identify areas requiring staff development, for example knowledge and skills, and participate in its delivery, liaising with colleagues to enable implementation
- Participate, encourage and empower team members to develop their own knowledge and skills and signpost to opportunities for further learning and skill acquisition
- Signpost the development of material for conference presentations as

appropriate, and show willingness to present own work and encourage others to develop skills in abstract writing/academic skills

- Contribute to the planning, design and delivery of training and education, as part of wider education activity, alongside the education team in line with strategic priorities
- Develop and update competency assessments in accordance with published guidelines and initiatives, and facilitate completion in conjunction with service managers
- Keep up to date with publications on practice development, and share any learning with colleagues to assist with innovation and new approaches
- Contribute to review the Service Improvement Groups, in liaison with the Practice & Quality Improvement Lead, and the support skills development to undertake audits and update policies, and inform clinical practice
- Contribute to the mandatory training, with a focus on clinical skills and/or knowledge that has a direct implication for clinical practice
- Ensure familiarity with new technology and ensure digital capability, with support, to enable approaches to be part of practice development activity

PROFESSIONAL RESPONSIBILITIES

- Take responsibility for own professional development, which will be monitored as part of the annual appraisal review and supervision sessions.
- Always maintain current registration with the NMC and adhere to the NMC Code of Conduct

ADDITIONAL REQUIREMENTS OF POSTHOLDER

SENSITIVITY AND PROFESSIONALISM: As an employee of Saint Francis Hospice you should expect that it is likely that you will come into contact with patients, their families and members of the public who are at the end of life or recently bereaved. All employees are expected to respond to people recounting and expressing their emotions about such events with sensitivity and understanding, and to know enough about the services that the Hospice provides to be able to signpost people who may benefit from our services to the relevant contacts.

CONFIDENTIALITY: The post holder must maintain confidentiality, security and integrity of information relating to patients, staff and other hospice matter during the course of duty. Any breach of Confidentiality may become a disciplinary issue.

DATA PROTECTION: It is the responsibility of all staff to be aware of their obligations in respect of the Data Protection Act 2018.

EQUAL OPPORTUNITIES: The hospice is committed to the development of positive policies to promote equal opportunity in employment and has a clear commitment to equal opportunities. All employees have a responsibility to ensure that they understand the standards expected and that they promote and adhere to the equal opportunity measures adopted by the hospice.

HEALTH AND SAFETY: All staff must be familiar with section 2 of the Health & Safety Policy, Organisation of Health and Safety. This documents sets out the responsibilities of all staff for health and safety, whether in a supervisory capacity or not. Policy section 3 (arrangements for Health and Safety) provides an overview of training for competence in Health and Safety matters.

HOSPICE IDENTITY BADGES: Hospice ID badges must be worn at all times whilst on duty.

SMOKING: The hospice acknowledges its responsibility to provide a safe, smoke free environment, for its employees, service users and visitors. Smoking is therefore not permitted at any point whilst on duty, in accordance with the guidelines set down within the Hospice No Smoking Policy.

REGISTRATION COMPLIANCE/CODE OF CONDUCT:

All employees who are required to register with a professional body to enable them to practice within their profession are required to comply with their code of conduct and requirements of their professional registration.

WORKING TIME REGULATIONS: The 'Working Time Regulations 1998' require that you should not work more than an average of 48 hours in each week. For example, in a 26 week period you should work no more than 1248 hours.

Please note that this job description is not definitive or restrictive in any way. It is a guide to the responsibilities of the role. It may be reviewed, in consultation with the post holder, in light of changing circumstances and the changing needs of the Hospice.

The post holder will be expected to perform any other such duties as might reasonably be required by the Director and will work in accordance with all Hospice Policies and Procedures. In an emergency, all staff may be required to work different hours or carry out different tasks to those set out in their contracts of employment. This will be done in consultation with individuals and taking into account any special circumstances that may exist.

PERSON SPECIFICATION

PRACTICE EDUCATION FACILITATOR

E = ESSENTIAL	D = DESIRABLE
Demonstrating the Hospice Values – Supportive, Compassionate, Inclusive and Respectful, Professional, Always Learning	
<p>Supportive - The ability to listen to and value peoples' experience and use them to give the personal support that is right for everyone.</p> <p>Compassionate - The ability to be kind and treat everyone we meet with care and compassion. The ability to be friendly and put people at the heart of our actions and words, supporting people's choices and decisions, helping them to feel safe, secure and valued.</p> <p>Inclusive and Respectful - The ability to be open and transparent and value each person's individuality. To be able to show respect for everyone and value diversity. To be mindful that our different experiences and knowledge make us stronger and together we achieve more.</p> <p>Professional - The ability to do your best, in providing the appropriate care and expertise to those who need us and support us.</p> <p>Always Learning - The ability to be open and outward looking, always ready to adapt and change, looking for better ways of doing things, by learning from each other and from the ever changing world around us.</p>	E
Qualifications & Training	
<ul style="list-style-type: none"> <input type="checkbox"/> Registered Nurse <input type="checkbox"/> Degree level qualification in Palliative Care or equivalent level of experience <input type="checkbox"/> Training in audit/quality improvement or equivalent experience <input type="checkbox"/> Teaching qualification e.g. Diploma in Education and Training or equivalent experience <input type="checkbox"/> Membership of the Nursing and Midwifery Council 	E E E E
Skills/Abilities/Knowledge	
<input type="checkbox"/> Able to produce clear and accessible written documents and reports in a range of styles appropriate to the recipient	E
<input type="checkbox"/> Motivated and enthusiastic with the ability to build relationships and work alongside colleagues to support learning and therefore improve care and innovate new approaches	E
<input type="checkbox"/> Excellent communication skills and evidence of collaborative working with both service users and colleagues	E
<input type="checkbox"/> Proven presentation skills	E
<input type="checkbox"/> Computer literate in word, PowerPoint and Excel	E

<input type="checkbox"/> Good working knowledge of relevant standards and guidelines in palliative care and research	E	
<input type="checkbox"/> Ability to apply effective communication to support care teams as they face challenges in team working and service delivery	E	
Experience		
<input type="checkbox"/> People management skills	E	
<input type="checkbox"/> Leadership in a range of contexts	E	
<input type="checkbox"/> Experience working autonomously and as part of a team	E	
<input type="checkbox"/> Change management and experience of establishing new systems of work	E	
<input type="checkbox"/> Problem solving as part of team working	E	
<input type="checkbox"/> Experience of providing education and training to others on complex theories and disciplines		D
<input type="checkbox"/> Quality assurance and the processes involved		D
<input type="checkbox"/> Experience of symptom management and person-centred care	E	
<input type="checkbox"/> Identification of areas of clinical practice for development	E	
Other Requirements		
<input type="checkbox"/> Self- awareness of own support needs, contributing to team cohesion and culture of openness and learning	E	

Name:..... Signature:..... Date:.....