

JOB DESCRIPTION - Appendix

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| Job Title: | Student Nurse Educator |
| Department: | Faculty of Health, Education and Environment |
| Reports To: | Academic Leader – Nursing/Clinical Placement Lead |
| Job Purpose: | To support Bachelor of Nursing Te Tohu Paetahi Tapuhi students within placements to ensure clinical practice is aligned to expected levels of performance. |
| Date: | October 2022 |

This Appendix is to be used in conjunction with an Academic Staff Member (ASM) /Senior Academic Staff Member (SASM) /Principle Academic Staff Member (PASM) Position Description and describes additional key responsibilities associated with being an ASM, SASM or PASM within the Nursing Department.

Key Competencies are framed by Toi Ohomai's Strategic Intent

The delivery of all key competencies should align to the delivery of Toi Ohomai's Strategic Intent and values. The following list articulates the generic key responsibilities of the role. In addition to these the employee may also be required to undertake reasonable tasks and projects beyond these responsibilities.

| Key Competencies: | Expected Outcomes: |
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| <p>Pre-practicum:</p> <ul style="list-style-type: none"> • Workload is organised to accommodate clinical teaching load and car bookings • Both the agency and student are contacted to introduce themselves prior to placement • Be familiar with learning outcomes, content of teaching, assessment points • Attend pre-moderation meetings | <ul style="list-style-type: none"> • Students feel supported throughout clinical placements • Meetings between SNE, Student and provider are efficient and timely • Ability to locate and are familiar with resources • Understanding of what students have been taught and what topics have been discussed in the classroom to guide clinical teaching • Understanding of practicum objectives and concerns relating to students or placement providers |
| <p>Intra-practicum:</p> <ul style="list-style-type: none"> • Student visits are conducted early in the placements • Build and maintain strong relationships with students • Assess learning goals/objectives set by student • Encourage and provide support around the collection of nursing examples to support clinical competency • Promote learning by guiding student reflection and research around knowledge which is unfamiliar to students • Oversee timesheets and absenteeism's • Provide formative progression feedback • Complete a midway CAF review with feedback provided • Seek on-going updates of student progression from clinical staff/preceptors • Ensure students are consistently meeting competency at the expected level of performance • Monitor progress of CAF evidence and provide timely feedback • Complete summative assessment in a timely manner | <ul style="list-style-type: none"> ▪ Students feel comfortable in placements and well supported ▪ Undertakes clinical teaching and coaching ▪ Ability to focus on teaching existing skills and knowledge ▪ Identify further support required and student issues are addressed ▪ Students can link clinical practice with nursing competencies ▪ Students can produce relevant and detailed examples of their clinical practice which are aligned to expected levels of performance ▪ In partnership with clinical partnerships complete clinical/portfolio assessments in a timely manner |
| <p>Post-practicum</p> <ul style="list-style-type: none"> • Attend post-moderation and provide relevant paperwork | <ul style="list-style-type: none"> • Evaluation of practicum and marking is consistent |

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| <ul style="list-style-type: none"> • Appropriately electronically file documentation as required | |
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Note:

The above Key Performance Indicators are provided as a guide only. You are expected in your role to undertake any and all reasonable and lawful instructions and / or delegated tasks given by your manager, or someone in a position authorised to give such instruction. The precise performance measures for this position should be discussed between the jobholder and manager as part of the performance development process.

| Person Specification: | |
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| Qualifications | |
| Essential: | Desirable: |
| <ul style="list-style-type: none"> • Postgraduate qualification in nursing or a related discipline (working towards) • Registered Nurse • Current annual practising certificate • Current and clean driver's license | <ul style="list-style-type: none"> • Masters level qualification |
| Knowledge / Experience | |
| Essential: | Desirable: |
| <ul style="list-style-type: none"> • Knowledge and understanding of the Treaty of Waitangi • Be well prepared and oriented to the teaching role • Worked for at least 3 years as a registered nurse • Experience and knowledge in placement and/or academic processes within tertiary or similar environment • Have current theoretical and clinical knowledge relevant to the clinical setting Competent in a range of computer applications • have knowledge of the curriculum including the theory component related to the clinical learning experience and the expected learning outcomes • Strong verbal and written communication skills | <ul style="list-style-type: none"> • Experience and knowledge in quality systems • Experience working with formal quality management processes |
| Skills and Attributes | |
| Essential: | Desirable: |
| <ul style="list-style-type: none"> • A commitment to biculturalism • Personal accountability and responsibility • Proven organisational and relational skills and experience • Strong team player • Customer focus • Effective professional communication & relationship management skills • Leadership skills • Coaching and development skills | <ul style="list-style-type: none"> • Te reo Māori |

Change to Job Description:

From time to time it may be necessary to consider changes in the job description in response to the changing nature of our work environment; including but not limited to technological requirements or statutory changes. Such change may be initiated as necessary by the manager of this position. This Job Description may be reviewed as part of the preparation for performance planning for the annual performance cycle.