

**It is important to note that this job description is a guide to the work you will initially be required to undertake. It may be changed from time to time to meet changing circumstances. It does not form part of your contract of employment.**

**Job Description for the post of:**

## **Simulation & Clinical Skills Facilitator EHA1941-1020**

**Reporting to:** Head of Simulation and Skills Education

**Accountable to:** PVC/Dean of Faculty

### **About the Faculty of Health, Social Care & Medicine:**

The Faculty of Health, Social Care & Medicine at Edge Hill University is one of the leading providers of education to the health and social care workforce in the region. It is recognised for its outstanding achievements in student satisfaction, staff engagement, graduate employment and innovation as well as strengthening its research profile, investment and growth.

Edge Hill University is a dynamic and forward-thinking University with a clear sense of direction and has significantly invested in the development of the new Simulation and Skills Education Centre which opened in September 2019. The Centre provides a wide variety of innovative learning opportunities for students by using simulation-based education alongside the latest technology. Importantly it prepares students for practice, encouraging a patient safety culture by enabling students to be immersed in realistic environments which are reflective of the actual clinical settings as well as creating opportunities for students to learn and work together from different disciplines.

### **The Post**

This is an exciting time to be part of the Simulation and Skills Education team in the Faculty of Health, Social Care & Medicine at Edge Hill University. The role will involve working with the simulation and skills education team in assisting academic staff in identifying, designing, writing and facilitating simulation and clinical skills sessions which support the development of the student into a safe, competent healthcare professional.

In addition, this role will involve being responsible for establishing and coordinating a simulated/standardised participant programme, ensuring that participants involved receive training and feedback on their performance whilst following the necessary guidance.

This is an opportunity to be part of developing further the utilisation of simulation and skills teaching within the Simulation and Skills Education Centre and it will be an exciting, interesting, varied and challenging role, which will require you to be adaptable, creative,

supportive and organised, with a willingness to try new approaches. You should have excellent communication and relationship-building skills and be able to work independently as well as part of a team.

### **Duties and Responsibilities**

It is important to note that this job description is a guide to the work you will be required to undertake. It may be changed from time to time to meet changing circumstances. It does not form part of your contract of employment.

The post holder will be expected to carry out the following as and when required.

#### **As a Simulation and Skills Facilitator, you will:**

1. Contribute to the simulation and skills curriculum development within the Faculty of Health, Social Care & Medicine, assisting in designing and delivering high quality, innovative teaching and learning material, informed by research and professional practice to support and develop student learning, engagement and application in practice at undergraduate and post graduate level.
2. Establish and coordinate a simulated/ standardised patient programme.
3. Assist in enhancing the quality of simulation and skills education and provision by ensuring that you maintain and deliver high standards of learning and teaching.
4. Use simulation-based education to encourage student involvement and advance their independent learning, adapting delivery to suit learners' needs.
5. Liaise with the senior simulation and skills facilitator to encourage and support the utilisation of simulation and skills within and across the various healthcare curriculums, encouraging interprofessional collaboration within the simulation and skills sessions. This involves working together and with the academic faculty in the designing, scripting, running and debriefing of the scenarios and supporting faculty by delivering faculty development sessions.
6. Contribute effectively to the design, preparation, delivery, assessment and evaluation of the relevant simulation and skills sessions ensuring the intended learning outcomes are achievable and that all simulation and skills sessions are evidence based and compliant with local policies and procedures to ensure that the relevant standards are maintained.
7. Assist in evaluating the effectiveness of all simulation and skills training to identify opportunities for improvement to ensure delivery of appropriate and relevant simulation training sessions.

8. Work collaboratively with other professionals and agencies to ensure student's needs with regards to simulation and skills education are met. Share information which needs careful explanation or interpretation (both verbally and written) to help others understand, taking into account what to communicate and how best to convey the information to others.
9. Act as a professional resource to colleagues. Plan, prioritise and organise the work or resources of self and others within own area on a daily, weekly or monthly basis; plan and manage small projects, ensuring the effective use of resources; receive information from and provide information to others to complete their planning; monitor progress against the plan?

### **Student Support**

10. Assist with the clinical assessment of the students.
11. Assist in providing guidance and support where relevant to individual students and groups of students in accordance with Edge Hill University's procedures, referring students to further support services as appropriate.

### **Research and Audit**

12. Participate in data collection, audit and research within the simulation and skills area. Work collaboratively to identify an appropriate method of analysis or investigation according to the data and objectives; recognise and interpret trends or patterns in data. Seek guidance when identifying or sourcing additional information which could potentially help the investigation as the analysis progresses.
13. Support and assist colleagues in publishing within the area of simulation and skills.

### **Leadership / Service / Externality**

14. Attend and participate in meetings and working groups as appropriate. Clarify the requirements and agree clear task objectives for team members; organise and delegate work fairly according to individual abilities/roles; help the team focus their efforts on the task in hand and motivate individual team members.
15. Assist in student recruitment activities including Open Days.
16. Network and present simulation research/projects & activities where appropriate at local, regional and international level to influence practice nationally, raise the profile of the university as well as to gather further knowledge regarding simulation and skills.

## **Personal Professional Development**

17. Keep abreast with best practices in educational strategies and current technology to continually enhance the stature and effectiveness of the simulation sessions.
18. Participate in peer reviewing and in being peer reviewed on a minimum annual basis.
19. Undertake appropriate training and development as required to fulfil the role, including statutory training.
20. Participate in Edge Hill's Performance Review and Development Scheme.

## **General**

1. Assist and guide the Simulation and Skills Technicians in the preparation of scenarios and skills as required. This also includes assisting with the simulators and equipment set up, moulage and documentation requirements.
2. Establish and maintain effective communication with all members of the simulation and skills team and service users.
3. Maintain awareness of legal, ethical and professional issues pertaining to the role.
4. Work without direct supervision and take responsibility for small projects as well as working as part of a team.
5. Contribute to the development of the service including reviewing processes, making recommendations for change and implementation as required across all sites.
6. Ensure that all participants comply with the University's Health & Safety policies, COSHH requirements and Infection Control policies.

## **In addition to the above all Edge Hill University staff are required to:**

- a) Adhere to all Edge Hill's policies and procedures, including Equality and Diversity and Health and Safety
- b) Respect confidentiality: all confidential information should be kept in confidence and not released to unauthorised persons
- c) Undertake appropriate learning and development activities as required
- d) Participate in Edge Hill's Performance Review and Development Scheme
- e) Adhere to Edge Hill University's environmental policy and guidelines and undertake tasks in a sustainable manner
- f) Demonstrate excellent Customer Care in dealing with all customers

**Salary:** Grade 6, Points 23 - 26  
£27,511 - £30,046 per annum

**Hours:** 36.25 hours per week

**Candidates should note that shortlisting will be based on information provided on the application form with regard to the applicant's ability to meet the criteria outlined in the Person Specification attached.**

## PERSON SPECIFICATION

### Simulation & Clinical Skills Facilitator EHA1941-1020

#### CRITERIA:

Applicants should provide evidence of their ability to meet the following criteria:

|                                 |  | Essential | Desirable | *Method of assessment (I/A/S/T/P) |
|---------------------------------|--|-----------|-----------|-----------------------------------|
| <b>Qualifications</b>           |  |           |           |                                   |
| 1                               | Current Professional Registration (GMC, NMC or HCPC)   | *         |           | S                                 |
| 2                               | Educated to degree level   | *         |           | A                                 |
| 3                               | Recognised HE teaching qualification or willing to undertake Post Graduate Certificate of Education  |           | *         | A/I                               |
| 4                               | Certification with either the Society for Simulation in Healthcare or the Association of Simulated Practice in Healthcare or have attended a recognised Simulation Train the Trainers course |           | *         | A                                 |
| <b>Experience and Knowledge</b> |  |           |           |                                   |
| 5                               | Experience of working in a healthcare clinical setting in a relevant field   | *         |           | I/S                               |
| 6                               | Experience of managing small and large group teaching  | *         |           | I/P/S                             |
| 7                               | Experience of developing, delivering and evaluating teaching material  |           | *         | I/P/S                             |
| 8                               | Experience of using simulation-based education using human patient simulators and/or simulated participants  |           | *         | I/P/S                             |
| 9                               | Experience of debriefing using a recognised model/framework  |           | *         | I                                 |
| 10                              | Knowledge of human factors and non-technical skills and their influence on patient safety  |           | *         | I                                 |
| <b>Abilities/Skills</b>         |  |           |           |                                   |
| 11                              | Relevant skills knowledge as evidenced through qualifications, clinical practice and teaching experience   | *         |           | I/P/S                             |
| 12                              | A proven interest in teaching with an enthusiastic and innovative approach   | *         |           | I/P/S                             |
| 13                              | Demonstrable fundamental clinical skills e.g. physical assessment skills   |           | *         | I/P                               |
| <b>Personal Attributes</b>      |  |           |           |                                   |

|    |   |   |  |     |
|----|---|---|--|-----|
| 14 | Enthusiastic and motivated                      | * |  | I   |
| 15 | Organised and adaptable                         | * |  | I/S |
| 16 | Creative and Innovative                         | * |  | I   |
| 17 | Professional                                    | * |  | I   |
| 18 | Excellent interpersonal and team working skills | * |  | I/S |

**\*Method of Assessment**

**(I-Interview, A-Application, S-Supporting Statement, T-Test, P-Presentation)**

Please note that applications will be assessed against the Person Specification using this criteria.