NOTES

- Forms must be downloaded from the UCT website: http://forms.uct.ac.za/forms.htm
- This form serves as a template for the writing of position descriptions.
- A copy of this form is kept by the line manager and the position holder.

**POSITION DETAILS**

<table>
<thead>
<tr>
<th>Position title</th>
<th>Clinical Educator – Critical Care Children’s Nursing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Job title (HR Practitioner to provide)</td>
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<tr>
<td>Position grade (if known)</td>
<td>Clinical Educator– Academic</td>
</tr>
<tr>
<td>Academic faculty / PASS department</td>
<td>Faculty of Health Sciences</td>
</tr>
<tr>
<td>Academic department / PASS unit</td>
<td>Department of Paediatrics and Child Health</td>
</tr>
<tr>
<td>Division / section</td>
<td>Child Nurse Practice Development Initiative</td>
</tr>
<tr>
<td>Date of compilation</td>
<td>13th May 2018</td>
</tr>
</tbody>
</table>

**ORGANOGRAM**

(Adjust as necessary. Include line manager, line manager’s manager, all subordinates and colleagues. Include position grades)

**PURPOSE**
The main purpose of this position is

- To facilitate clinical critical care education provision to students and provide aligned clinical input into the Critical Care Child nursing programme: face-to-face and on-line.
- To assist with the design of training for clinical preceptors to enhance clinical competence in paediatric critical care and evaluation of current clinical teaching and learning programme.
- To contribute to the discipline of paediatric critical care community, locally and in the region.
<table>
<thead>
<tr>
<th>Key performance areas</th>
<th>% of time spent</th>
<th>Inputs (Responsibilities / activities / processes/ methods used)</th>
<th>Outputs (Expected results)</th>
</tr>
</thead>
</table>
| Clinical Education and supervision         | 50              | • Prepares and presents clinical learning encounters, including some teaching and assessing on the three clinical courses in Critical Care Child Nursing PG Diploma Programme: Practice of Critical Care Nursing of Children; Principles of Critical Care Nursing of Children; Research Based Evidence for Nursing Critically Ill Children  
• Fully participates in the facilitation and assessment of students in the Critical Care Child nursing course: on-line and face-to-face  
• Provides additional assistance with three complementary courses: Practice of Nursing Children; Principles of Nursing Children; Research Based Evidence for Nursing Children  
• Plays an active role in planning and delivery of the curriculum to ensure engaged clinical learning.                                                                                           | Successful clinical programme delivery, face-to-face and online student clinical assessment and completion to graduation of 20 students per year                                                                                           |
| Enhancement of Competence and learning | 20 | • Participates in evaluation research of the Critical Care Child Nursing PG Dip student support programme – Nursing Well  
• Actively keeps up to date with new evidence in clinical paediatric critical care nursing teaching and learning  
• Sources relevant and recent journal articles and contributes to course and clinical facility journal clubs  
• Participates in monthly paediatric nursing journal club  
• Identifies and facilitates application of clinical nursing practice improvement and research that could have consequences in local nursing & health care practice.  
• Undertakes and supervises students’ successful clinical improvement studies  
• Presents in workshops and short courses in paediatric and paediatric critical care.  
• Diligently gathers and assists in dissemination of clinical project outcomes by publication and presentation of work at local, regional and national academic meetings.  
| Active participation in Nursing Well programme evaluation  
Co-design and presentation of at least one workshop or short course per year |

| Management, Leadership & Administration | 20 | • Plays active role in academic administration including timetable planning and organization and completion of clinical examinations, including collation of marks  
• Organizes clinical placements for students and conducts associated liaison with facilities  
• Monitors clinical hours completed by students and liaises with personnel to ensure students registration with accrediting body (SANC)  
• Provides educational and other support to students face-to-face and online  
• Maintains and monitors course VULA sites including course evaluations and student blogs.  
• Actively participates in Initiative and departmental activities  
• Maintenance of Initiative communication via social media including ongoing updating of pages with news items  
| Effectively managed clinical aspects of the three clinical courses in the programme  
Maintains Unit communication via social media  
Active participation in Unit management and administration |
<table>
<thead>
<tr>
<th>Social Responsiveness</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Active involvement in Paediatric Critical Care Nursing community by applying and extending expert knowledge in child critical care practice and education at Child Nurse Educator Forum, and other regional and national fora</td>
<td></td>
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<tr>
<td>- Contributes clinically by doing one shift per week</td>
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<td>- Actively contributes to creating and sustaining partnerships in the clinical and academic settings to facilitate student learning experience and improve health and nursing care.</td>
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<tr>
<td>- Explores effective collaborative links between activities and projects on ward level and support or facilitate these links to contribute to the child nursing education, care and research agenda.</td>
<td></td>
</tr>
<tr>
<td>- Actively participates in professional and academic fora, including Critical Care Society of South Africa, and encourages student participation and enrolment in the society.</td>
<td></td>
</tr>
<tr>
<td>Established communication between 7 Child Nurse Education sites across the region</td>
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</tr>
<tr>
<td>Evidence of active contribution and enrolment of students in Critical Care Society of South Africa</td>
<td></td>
</tr>
</tbody>
</table>
MINIMUM REQUIREMENTS

### Minimum qualifications
- Postgraduate qualification in Critical Care Child Nursing at NQF level 8
- Additional qualification in Nursing Education
- Current registration with the South African Nursing Council or registerable as a Critical Care (Child) nurse and nursing education.

### Minimum experience (type and years)
- PICU clinical nursing experience in a secondary or tertiary hospital within the last 3-5 years
- At least 2 years’ experience as an educator / researcher in a clinical setting

### Skills
- Proficient in clinical paediatric nursing skills
- Information and communication skills
- Thinking and problem-solving skills
- Communication and self-directed learning skills
- Ability to use technology to access, manage, integrate, and evaluate information; construct new knowledge; and communicate with others effectively
- Able to communicate in at least two Western Cape languages- English; Xhosa or Afrikaans

### Knowledge
- Full range of paediatric nursing theoretical and practical
- Functional knowledge of facilitating Teaching and Learning – face to face and on-line facilitation and support

### Professional registration or license requirements
- South African Nursing Council - Registered Nurse: Registered Midwife; Registered Community Nurse; Registered Paediatric Nurse

### Other requirements
- The position requires active engagement of postgraduate students - mid-career registered nurses in clinical practice settings and in class so requires –
- Good health; the ability to deal with distressed students, children and parents; resilience and stamina
- Curiosity and flexibility

### Competencies

<table>
<thead>
<tr>
<th>Competence</th>
<th>Level</th>
<th>Competence</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analytical Thinking / Problem Solving</td>
<td>2</td>
<td>Creativity &amp; Innovation</td>
<td>2</td>
</tr>
<tr>
<td>Building Interpersonal Relationships</td>
<td>2</td>
<td>Developing Others</td>
<td>2</td>
</tr>
<tr>
<td>Student Service &amp; Support</td>
<td>2</td>
<td>Planning &amp; Organising / Work Management</td>
<td>2</td>
</tr>
<tr>
<td>Communication</td>
<td>2</td>
<td>Teamwork / Collaboration</td>
<td>2</td>
</tr>
<tr>
<td>Conceptual Thinking</td>
<td>2</td>
<td>University Awareness</td>
<td>2</td>
</tr>
</tbody>
</table>

### SCOPE OF RESPONSIBILITY

#### Functions responsible for
- Planning of delivery of clinical accompaniment of PG Dip students: Child Nursing Practice B-fully aligned to Child nursing practice A and the rest of the PGDip in Child Nursing; providing and tracking student clinical placements and facilitation face to face and on-line; student support and wellness programme and reporting to Child Nursing lecturer

#### Amount and kind of supervision received
- Collaborative supervision and support from Child Nursing lecturer (daily), PGDip programme lead (weekly and ongoing in shared office) and Programme director initial and then monthly- line manager

#### Amount and kind of supervision exercised
- Supervision of clinical PG Dip in Child Nursing students

#### Decisions which can be made
- Decisions about timing and nature of clinical support

#### Decisions which must be referred
- Programme content, clinical placement changes; proposed tracking and process changes

### CONTACTS AND RELATIONSHIPS

#### Internal to UCT
- Immediate team in unit; Department of Paediatrics and Child Health; DNM

#### External to UCT
- Nursing management at Red Cross Children’s Hospital; Mowbray Maternity; GSH; NSH; Mitchells Plain and Khayelitsha