HR191



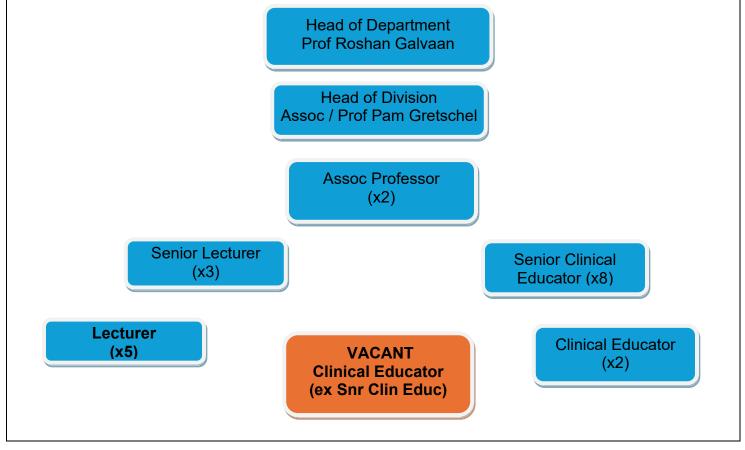
NOTES

- Forms must be downloaded from the UCT website: <u>http://forms.uct.ac.za/forms.htm</u>
- 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					
Position title	Clinical Educator				
Job title (HR Business Partner to provide)	Clinical Educator				
Position grade (if known)	Clinical Educator	Date last graded (if known)			
Academic faculty / PASS department	Health Sciences				
Academic department / PASS unit	Health and Rehabilitation Sciences				
Division / section	Occupational Therapy				
Date of compilation	July 2024				

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 contribute to curriculum development and implementation through clinical education of UG students in the Department of Health and Rehabilitation Sciences.

CONTENT

	Key performance areas	% of time spent	Inputs (Responsibilities / activities / processes/ methods used)	Outputs (Expected results)
1	Clinical Education, Supervision and Service 1. Clinical Learning	55%	 Facilitate students' learning in clinical/ practice learning settings and encourage active learning to facilitate the development of clinical competence Prepare and orientate students for clinical practice Facilitate translation of theory into practice Facilitate group learning where relevant Participate in Multi-Professional Practice learning Oversight of student interventions and documentation Reinforce the importance of human rights and ethics based approaches to clinical service delivery Facilitate clinical teaching and other forms of learning opportunities, e.g. tutorials, practical demonstrations Participate in curriculum development and review for clinical/practice learning and ensure alignment with the rest of the programme Is an integral member and active participant in the curriculum development and review process 	 Materials prepared for clinical/ practice learning teaching Relevant sites available for clinical teaching/practice learning Effective professional communication with sites of clinical / practice learning Patients/clients identified for students for clinical practice Efficient, effective and contextually relevant assessments Effective management of clinical education Students proficient in clinical reasoning Ethical practice by students Continuity of service Patient/client satisfaction Effective throughput of students Students adequately prepared for clinical practice post qualification Quality assurance of programmes Teaching platform that supports clinical / practice learning
	2. Assessment		 Facilitate alignment of assessment with the objectives of the clinical/practice learning programme Assess student performance and provide feedback to students and programme convenors Use assessment results as a basis for decision-making about additional support that may need to be implemented Prepare and administer student assessments Set examination questions related to clinical teaching Assist with invigilation of examinations and examine during oral/practical examinations 	
	3. Professionalism		 Be a professional and responsible role model for students Ensure safe and ethical practice by students in clinical/practice learning settings Establish and maintain supportive and professional relationships with students in clinical settings Provide service while teaching students in clinical/practice learning settings 	

2	Leadership, Management and Administration	20%	 Attend meetings on clinical education and training where required Review, update and provide course outlines in relation to clinical/practice learning settings Schedule students' clinical timetable Collate marks and feedback on student performance Develop and prepare course materials for clinical courses Assist in arranging transport through the Transport Committee Monitor students' attendance at sites Monitor student record keeping where relevant Keep records of teaching, student performance and professional behaviour Assist with preparation of HPCSA site visits Attend relevant meetings in division and department 	 Efficiently organised clinical placements Effective and efficient administration of marks Accurate records of student progress Effective monitoring and reporting on student performance Good communication with students regarding their performance
3	Health and Safety in clinical settings	5%	 Facilitates student awareness and understanding of UCT safety and emergency procedures Maintain UCT protocols in the event of trauma, student distress or other emergencies Take necessary steps to ensure student and patient/client safety in clinical practice Ensure access to required support for students in practice learning settings 	 Safe clinical environment for students and patients
4	Enhancement of competence and learning	15%	 Engage in activities to enhance competence and learning through scholarly activities Keep up to date with literature relevant to clinical area and trends in delivering clinical education Participate in courses (e.g. Clinical Educators Courses, assessment courses, relevant professional courses) provided by the Faculty and other providers to enhance skills Translation of knowledge generated through scholarship into student learning. 	 Evidence based practice Knowledge of trends emerging in professional practice Clinical teaching and learning strategies based on sound educational principles.
5	Social responsibility	5%	 Participate in social responsiveness activities independently or with others in division/department/faculty or university. Contribute to public engagement on profession's contributions to clinical sites or student projects at clinical/practice learning sites. 	 Public benefit from engagements Contribution to national challenges in health Knowledge application and transfer

MINIMUM REQUIREMENTS 4-year professional degree in Occupational Therapy Minimum qualifications 3 years' experience of clinical occupational therapy post-community service, with at least two years in Minimum experience Physical Health practice (type and years) Clinical supervision of undergraduate students Development of clinical sites for optimal student learning and inter-disciplinary collaboration Skills Administration and management skills at divisional and departmental levels Clinical service responsibilities to maintain and develop practice learning sites Scholarship to encourage evidence-based practice in the area of Physical Health Knowledge Development of appropriate clinical teaching material in the area of Physical Health Professional registration Health Professions Council of South Africa (HPCSA) or license requirements Other requirements (If the position requires the handling of cash or finances, other requirements must include 'Ability to handle cash or finances.) Competence Level Competence Level Competencies Adaptability/Flexibility 2 Continuous learning 2 (Refer to 2 2 Building interpersonal relationships Decision making/ Judgement UCT Competency 2 2 Student service and support Management Conflict Framework) 2 2 Conceptual thinking People management

SCOPE OF RESPONSIBILITY

Functions responsible for	Clinical supervision of undergraduate students		
	Enhancement of competence and learning in clinical/practice learning education		
	Administration and management of clinical/practice learning sites as it relates to student supervision and		
	practice learning.		
Amount and kind of supervision received	Head of Division is responsible for managing and overseeing the performance of the clinical educator in		
	relation to the HR174 form; in the areas of Clinical Education and Clinical Supervision, Enhancement of		
	competence and learning, Leadership, Management and Administration and Social responsiveness.		
Amount and kind of			
supervision exercised	Responsible for clinical supervision of students.		
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Decisions which can be	The clinical educator (CE) is part of the decision-making process. The CE makes recommendations to the		
made	practice learning (PL) co-convener and course convener, who will consult with the head of division, who then approves the final decision making.		
Decisions which must be referred	Decisions regarding ethical conduct of students should be referred to the HoDiv		
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CONTACTS AND RELATIONSHIPS

Internal to UCT	The person will be working closely with the members of the Occupational Therapy Division and the Department of Health and Rehabilitation Sciences.	
External to UCT	The stakeholders in relation to the clinical sites.	