



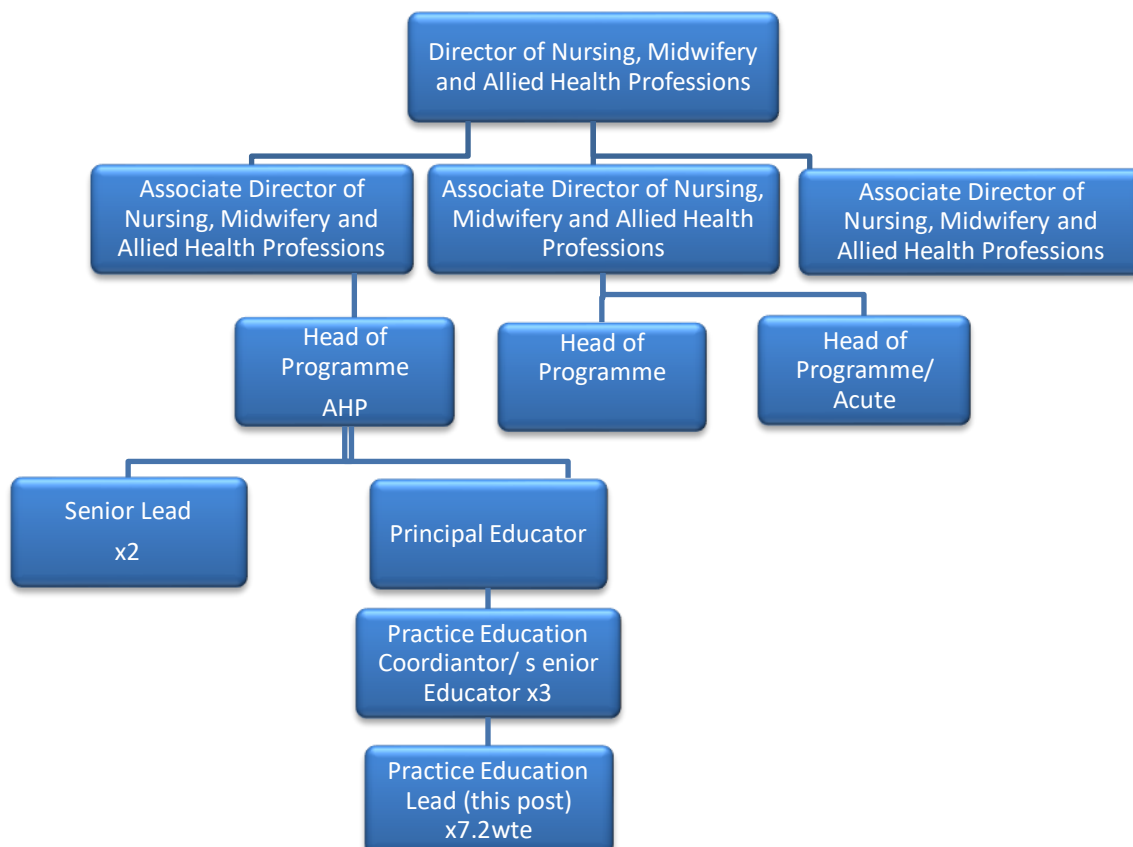
JOB SUMMARY: Allied Health Professions Practice Education Leads (Practice Educators)

1. NMAHP Directorate

NHS Education for Scotland (NES) is a Special Health Board whose mission is to contribute to the highest quality of healthcare throughout NHS Scotland by promoting best practice in the education and life-long learning of all staff.

The core function of the NMAHP Directorate is to support the education, training and continuing professional development of nurses, midwives, allied health professionals, health and social care chaplains and their support workers. The Directorate is also responsible for providing education, training and workforce development across wider professional groups and disciplines, often in partnership with other agencies, to support key policy imperatives such as Healthcare Associated Infection (HAI), dementia and health and social care integration. These posts specifically sit within the AHP Practice Education Programme

2. Organisation Chart



3. Job Role

The AHP Practice Education Lead (PEL) will focus on a particular aspect of practice placement recovery and work as part of a wider team of PELs committed to identifying and supporting practice-based learning for AHP students. The objective is to modernise, diversify and sustain quality practice-based learning across Scotland. Particular aspects include a uni professional focus, a focus on social care and support settings or a focus on the infrastructure to support practice education such as exploring electronic quality management systems and means of gaining feedback.

The role has been created as part of the Covid 19 recovery where AHP services and the resultant impact on AHP practice education have been significantly affected and the need for enhancing the capacity and the range of practice based learning opportunities is key to continue to ensure we have a new generation of AHPs fit to practice and come into employment in NHS Scotland, Social Care and Support, Third Sector, Education and many other settings.

The AHP PEL will work closely with the Higher Education Institutes (HEIs) delivering AHP pre-registration programmes and with the relevant professional body and other stakeholders. Building relationships with practice educators and practice education provider organisations will be key to restore practice-based learning in settings very familiar with practice based learning prior to the impact of Covid 19 as well as providing support for adapting and developing new opportunities for student learning.

The roles include activities that strengthen the data base regarding practice education including exploring developing a database of practice educators, identify learning and development needs associated with practice-based learning, promote learning resources and creatively further develop quality learning experiences for all involved in practice based learning. Coordination, strategic influencing and quality improvement are key aspects of this role.

4. Key Tasks

These will include but will not be limited to:

- Working in partnership with the AHP Practice Education Network and other colleagues to recover placements lost due to impact of Covid 19 and build back improved and enhanced quality and quantity of practice based learning opportunities.
- Leading and operationally managing high-profile educational initiatives at national level.
- Liaising with a range of partners in relation to practice based learning from health, social care, education, independent and third sectors, including Higher Education Institutions, Scottish Government and strategic leads in Health Boards and social care providers.
- Developing and maintaining effective links with key stakeholders to support wider NES activity
- Actively contributing to NES NMAHP directorate and corporate planning activities ensuring that plans specific to practice based learning are progressed
- Work with other Practice Education Leads to provide interprofessional learning opportunities where relevant and to share approaches to placement recovery, learning and outcomes.

Postholders will:

- Carry out an initial diagnostic to identify specific barriers/challenges whether these are geographic, client group or service setting based
- Establish an action plan specific to the specialist focus of the role
- Run practice educator preparation sessions in partnership with HEIs and other required workshops
- Promote and implement a range of different models of practice-based learning to modernise, diversify and sustain opportunities for learning

- Identify examples of good practice, and build on assets to spread across Scotland
- Contributing to measuring impact and dissemination of learning and innovations specific to the specialist role
- Support digital practice-based learning developing toolkits, guidance and other resources to support online assessing, online supervision and other relevant infrastructure support
- Generate written reports, bulletins and flash reports relevant to the specific area of responsibility

5. Roles available

We are looking to recruit a team of PELs. The posts are described below regarding the whole time equivalence of hours available. For the uni-professional roles, we expect you to be from the profession or have significant knowledge and experience regarding the profession's approach to practice based learning for the role you apply to undertake. Roles that have an interprofessional focus can be applied for independently or be carried out in addition to a uni-professional role. There will be opportunities for postholders to work across professions and to undertake joint work with one or more PEL to achieve outcomes.

The WTE variation of posts is related to a combination of the size of each profession and the estimated impact on placement recovery required.

Posts
AHP PrBL across sectors (0.6 WTE)
AHP national supporting structures and processes (0.6 WTE)
Arts Therapies (0.2 WTE)
Dietetics (0.4 WTE)
Occupational Therapy (1.0 WTE)
Orthoptics (0.4 WTE)
Podiatry (0.4 WTE)
Prosthetics & Orthotics (0.4 WTE)
Paramedics (1.0 WTE)
Physiotherapy (1.4 WTE)
Radiography (0.4 WTE)
Speech and Language Therapy (0.4 WTE)

On your application you will be asked to indicate which of the above role or roles you are interested in being considered. We are anticipating high volumes of applicants and it is not possible to offer informal 1:1 conversations, therefore if you would like to find out more about these posts and what will be involved we strongly recommend attending one of the four online, informal sessions. Please register by clicking on this [link](#).

- **11th June 2021- 1100-1230**
- **16th June 2021- 1500-1630**
- **17th June 2021- 930-1100**
- **21st June 2021- 1330-1500**

If you have any difficulty registering for a session please email ahp.practice.ed@nes.scot.nhs.uk.

Band 7 Educational Lead or Practice Educator (PCC)

1. JOB IDENTIFICATION

Job Title: **Allied Health Professions Practice Education Lead (Practice Educator) (PCC)**

Department(s): AHP

Directorate: NMAHP

Job Reference: 6482BR

Responsible to: Senior Educator

*** Operating Division**

2. JOB PURPOSE

The purpose of this role is to provide a visible and sustained conduit for NES core business which will contribute to the education and development of care professionals, in your specialist area of work, across the NHS career framework.

The postholder will have a comprehensive, specialised, factual and theoretical knowledge within their field of work and an awareness of the boundaries of that knowledge. They are able to use knowledge to solve highly complex problems creatively, make judgements which require analysis and interpretation, and actively contribute to service and self-development.

3. DIMENSIONS

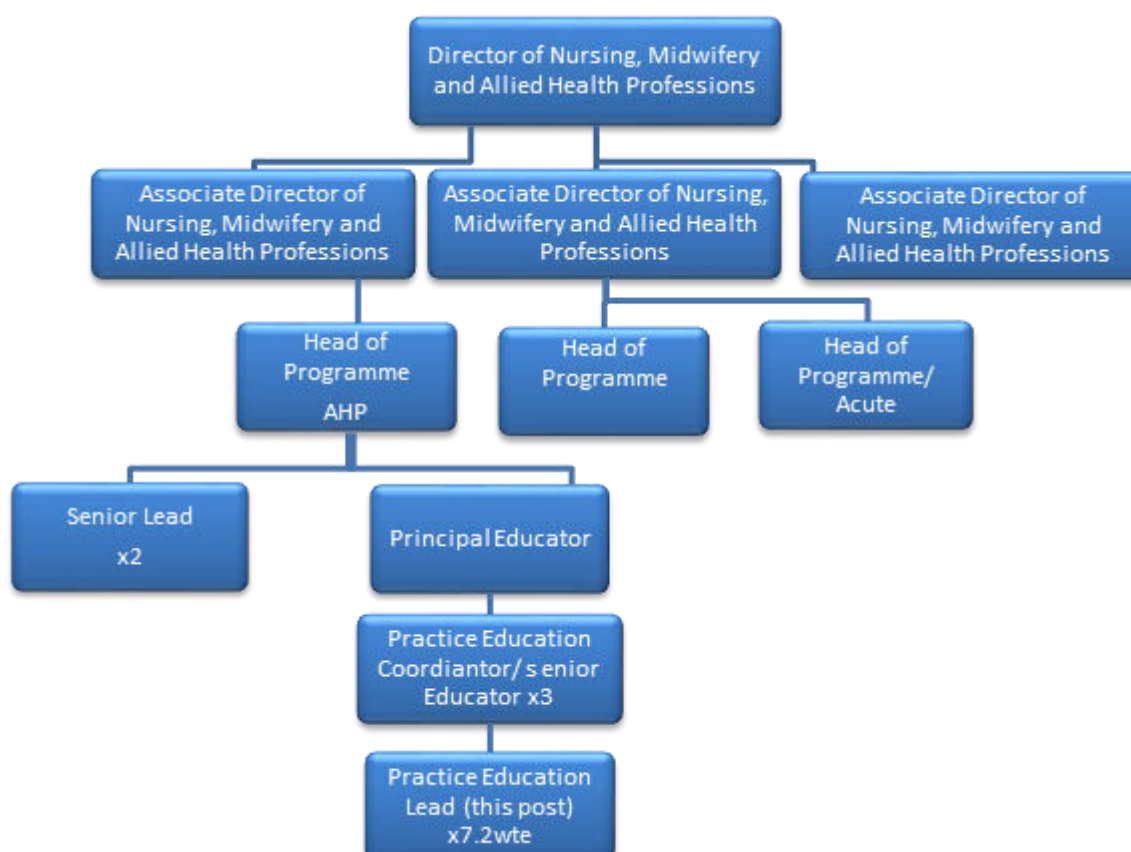
The postholder will provide and facilitate access to education to support key national priorities, as well as support patient-centred care and quality improvement through contributing to the development and delivery of related, and specific, education for care professionals in their area of expertise.

The postholder may have line management responsibilities.

The postholder will be required to assist in any other duties which are deemed reasonable to their role and band.

4. ORGANISATIONAL POSITION

This post is part of the AHP Practice Education network. You will be line managed by a senior educator/Practice Education Coordinator within the AHP Practice Education programme.



5. ROLE OF DEPARTMENT

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6. KEY RESULT AREAS (Key Result Areas convey **all potential** aspects of a job role. Key result areas will be further developed within the KSF outline with some being more relevant than others dependant on the current requirements for your role.)

- Contribute to the development, planning and organisation of the continuous professional development of colleagues as educators, managing the delivery and assessment of a wide and complex range of new and existing educational programmes and opportunities, in line with local Health Board demand, organisational objectives and which supports clinically effective patient care.
- Support the implementation and review of multidisciplinary education initiatives, such as opportunities for collective learning in clinical areas linked to quality enhancement and cross sector working.
- Provide peer support in relation to the facilitation of learning into practice, personal development planning, mentoring, coaching and promoting a positive learning environment.
- Engage in strategic partnership working with service managers, human resource managers and HEIs to assist senior colleagues to identify and support the development of talented individuals from across the career framework.
- Contribute to the development of NHS board quality assurance and governance arrangements in relation to education, continuing professional development and revalidation.
- Establish, evaluate and further develop strategies to ensure equity of access to education and appropriate learning and development opportunities.
- Conduct research and analysis to identify national and regional training needs, using judgement in planning and co-ordination to ensure most effective use of resources, reflecting best practices.
- Contribute to the identification, development and coordination of audit and evaluation of workplace learning in relation to the quality of care and patient experience.
- Collaborate and actively contribute to meetings and working groups at National level, both internal and external to the organisation.
- Advise, where appropriate, on the development of national guidance, and ensure dissemination of the national guidelines thereafter through education and training programmes.
- Create regular reports for NES Executive committee and for external stakeholders in relation to specialist area of education.

- Ensure adherence to all policy and the principles of Educational Governance, Health and Safety and Equality & Diversity are embedded in all education and training initiatives.
- Promote principles of education governance alongside the dissemination and implementation of educational research to support care governance and to enhance practice learning.
- Responsible for creating, leading and implementing national policies in relation to NES education and training programmes.
- Ensure adequate provision of all relevant educational programmes.
- Collaborate with regional colleagues, NHS Board Managers and Higher Education Institution leads to develop specific education resources that are commensurate with the postholder's expertise and are linked to national priorities, sharing good practice and innovation.

7a. EQUIPMENT AND MACHINERY

- Use of a wide range of relevant equipment and materials including in the clinical skills room or practice setting.
- A range of office, audio-visual and IT equipment
- Use of PC for everyday use
- Multi-function devices : scanners, copiers, printers, fax
- Telephone
- VC Facilities

7b. SYSTEMS

- Daily use of GroupWise for email.
- Use and maintenance of Alfresco Enterprise Content Management System for electronic file storing
- Use of complete MS Office suite of programmes.
- Utilisation of current data and information systems relevant to role currently in use throughout the NES organisation.
- Use IT as directed, maintaining confidentiality.

8. ASSIGNMENT AND REVIEW OF WORK

- The postholder frequently works autonomously and is responsible for planning, prioritising and allocating their own workload.
- Work is seldom checked, but failure of knowledge, skills, administration or support will be immediately obvious to the entire department.
- Work is generated by local and national strategies and priorities.
- The work input/creation is wide, highly variable and usually challenging.

9. DECISIONS AND JUDGEMENTS

- The postholder must demonstrate an ability to function autonomously and provide professional leadership in team decisions.
- They will work collaboratively with a range of colleagues to facilitate decision-making around education priorities and to lead on designated pieces of work under the

guidance of a line manager.

- They will negotiate and agree performance objectives, contributing to organisational operational planning.
- There is a requirement to assess situations and identify the root cause of the problem, readily using theoretical and practical knowledge to think, gain and share information, solve complex problems and make decisions.

10. MOST CHALLENGING/DIFFICULT PARTS OF THE JOB

- Prioritising complex workload for self and those under line-managership around a variety of different areas of work where appropriate.
- Achieving the core requirements of the post whilst balancing competing demands.
- Responding to directives from local stakeholders alongside regional and national priorities.
- Political awareness to be able to engage strategically and work operationally across organisational boundaries.
- Maintaining tact and diplomacy whilst working across organisational boundaries.
- Working in a professional and collaborative way with a range of professional colleagues and stakeholder organisations.
- Meeting the task demands, including travelling throughout regions, despite geographical difficulties.
- Remaining abreast of best practices and current developments across a wide range of areas, some of which have associated evolving formal qualifications to identify and initiate the training required.
- Providing high quality position, discussion, progress and annual reports on activity and impact related to key result areas for a range of stakeholders.
- Disseminating and ensuring standardisation of National Policies and procedures.

11. COMMUNICATIONS AND RELATIONSHIPS

- Excellent leadership, management, communication, interpersonal and negotiation skills.
- Ability to communicate effectively with a wide range of internal and external groups and stakeholders at all levels.
- Use a variety of methods for communication including lectures, workshops, presentations and meetings.
- Occasionally required to communicate in respect of contentious and challenging issues.
- Communication may involve overcoming barriers to understanding where English may not be the first language or in instances in which the learner has learning difficulties.
- Operate to the highest level of impartiality, fairness and confidentiality, while providing a high degree of support.
- Excellent verbal, nonverbal, written and presentation skills. There will be frequent requirements to present complex and sensitive information to large groups in formal settings e.g. conferences, workshops and seminars as well as occasional presentation of difficult or controversial information. This may involve formal slide show presentations of facilitating group work.
- Listen to, understand and communicate complex information from a range of sources, adopting effective questioning techniques to elicit a range of views
- Respond constructively and confidently to queries and complaints, negotiating with others

in a way that suits the situation

- Evaluate a range of texts and write effectively for a range of contexts, situations, maintaining honesty, integrity and transparency
- Work with others towards sharing goals, ensuring the team's goals are clear and achievable
- Demonstrate honesty, integrity, care and compassion when dealing with others, taking the lead on promoting personal and group health and safety procedures
- Assess the root cause of problems in complex and unpredictable environments
- Seek and evaluate different points of view to inform solutions, maintaining honesty, integrity and transparency.

12. PHYSICAL, MENTAL, EMOTIONAL & ENVIRONMENTAL DEMANDS OF THE JOB

Physical skills

- Standard keyboard skills.

Physical effort

- Lifting/moving stationery items, course equipment and materials such as laptops/projectors etc
- Standing for lengthy periods while delivering tutorials/presentations

Mental effort

- Requires high level intellectual effort and occasional requirement for prolonged concentration. Must be able to think strategically and have the ability to analyse complex information to inform plans and actions and creative effort. Ability to adapt communication style appropriately to task.
- Unpredictable workloads and interruptions.
- Ability to multitask and work within complex issues and participate in meetings.
- Provide and promote creativity and innovation within team.

Emotional effort

- Requires resilience and diplomacy, to lead change resistance and sometimes in the face of strongly held competing points of view.
- Occasional exposure to emotional circumstances.

Working Conditions

- Standard office conditions with flexibility to make best use of time.
- Exposure to a variety of environmental settings including clinical areas in hospital and the community, office and education/teaching venues

13. KNOWLEDGE, TRAINING AND EXPERIENCE REQUIRED TO DO THE JOB

- Postholder must be a registered member of the body relevant to their area of expertise.
- Qualified to Masters Degree level or equivalent.
- Experience within an education role.
- Relevant experience within their area of expertise.
- Proven experience at a senior level of all management and delivering training and Education in their area of expertise.

- Leadership, communication and interpersonal skills to include presentation, influencing, negotiation and complex report writing.
- Knowledge of the healthcare professional regulatory framework for relevant specialist area.
- Ability to proactively identify new initiatives, justifying and implementing them as circumstances demand.
- Proven team player.
- Excellent IT, organisational, administrative and interpersonal skills

14. JOB DESCRIPTION AGREEMENT

A separate job description will need to be signed off by each jobholder to whom the job description applies.

Job Holder's Signature:

Date:

Head of Department Signature:

Date:



BAND 7 Allied Health Professions Practice Education Leads

Essential Criteria – these are attributes without which a candidate would not be able to undertake the full remit of the role. Applicants who do not clearly demonstrate in their application that they possess the essential requirements will normally be eliminated at the short listing stage.

Desirable Criteria – these are attributes which would be useful for the candidate to hold. When short listing, these criteria will be considered when more than one applicant meets the essential criteria.

Means of Assessment – please note that candidates invited for interview will be notified if there will be a requirement to undertake a test or presentation. These additional assessments may be used to judge one or more criteria within the factor.

Factors	Essential	Desirable	Means of Assessment
Key Leadership Behaviours	<ul style="list-style-type: none"> Inspiring Empowering Adaptive Collaborative Engaged and Engaging 		Application & Interview
Education and Professional Qualifications	<ul style="list-style-type: none"> Registration with the HCPC as one of the ten Allied Health Professions Qualified to Masters degree level or equivalent Holding or working towards an educational qualification such as a Postgraduate Certificate/ Diploma. 		Application, Interview & Pre-Employment checks
Experience/Training	<ul style="list-style-type: none"> Experience of teaching, facilitation and working in a learning environment Understanding of current AHP workforce development/education and training issues in NHS Scotland 	<ul style="list-style-type: none"> Experience of AHP inter-professional working and learning Experience of practice education/student training within an AHP role Contribution to research related activities 	Application & Presentation-Interview

Specific Skills and Knowledge	<ul style="list-style-type: none"> • Excellent communication, organisation and interpersonal skills • Excellent leadership, influencing and negotiating skills • Excellent presentation skills • Critical appraisal skills • IT skills • Information retrieval, analysis and complex report writing skills 	<ul style="list-style-type: none"> • Project management skills • Change management skills 	Application & Presentation-Interview
Personal qualities	<ul style="list-style-type: none"> • Team player • Ability to work to deadlines • Ability to work with a range of stakeholders to identify and implement new initiatives • Ability to function and to support others in a rapidly changing environment • Flexibility • Ability to function autonomously 		Interview



CONDITIONS OF SERVICE

TITLE:	Allied Health Professions Practice Education Leads (Practice Educators)	LOCATION:	Flexible (any NHS Education for Scotland Office)
REPORTING TO:	Senior Educator, AHP		
GRADE:	Agenda for Change Band 7	SALARY SCALE:	£40,872 to £47,846 pro-rata per annum
HOURS AND DAYS OF WORK:	Various hours- please refer to the Job pack and Advert. Based on a normal working week of 37.5 hours. Office opening hours are 0700 to 1900		
JOB STATUS:	Fixed term/SLA/Secondment opportunity until March 2023	NOTICE PERIOD:	4 weeks
ANNUAL HOLIDAYS:	27 days rising to 29 days after 5 years service, rising to 33 days after 10 years service	PUBLIC HOLIDAYS:	8 local/ Public Holidays per annum
REHABILITATION OF OFFENDERS CLASSIFICATION:	The 'exemption' status of posts within NES may change in the future and all successful candidates should be aware that they may be asked to obtain a further Disclosure from Disclosure Scotland at a later date, should a post's status change, or if they are transferred or promoted into a post that is exempt.		

SUPERANNUATION:

Please note under changes to workplace pension arrangements introduced by the UK Government, NHS Education for Scotland along with other employers requires to ensure all staff are automatically enrolled in a pension scheme. Consequently, all new starts from 1 October 2013 will be automatically enrolled into the NHS Superannuation Scheme (Scotland). Contributions are based on whole time pensionable earnings as set out in the table below;

Employee contribution rates 2020/2021		
Tier	Annual Pensionable Pay (Full Time Equivalent)	Contribution
1	Up to £20,605	5.2%
2	£20,606 to £24,972	5.8%
3	£24,973 to £31,648	7.3%
4	£31,649 to £64,094	9.5%
5	£64,095 to £89,731	12.7%
6	£89,732 to £119,560	13.7%
7	£119,561 and above	14.7%

Sessional workers who work more than 10 sessions per week under NHS condition may be unable to contribute further to the superannuation scheme.

The conditions above are for information purposes only and may be subject to variation. They do not form the basis of a legal contract.

Leadership Behaviours

NHS Education for Scotland (NES) assesses and selects employees based on our leadership behaviours which are expected at all levels in the organisations. These leadership behaviours support the NES ways of working and NHS Scotland values.

These leadership behaviours describe how we work, and what is expected of everyone who works in NES. A number of methods may be used to assess these behaviours as part of our recruitment and selection processes. Our leadership behaviours are:

