

# Job Description & Person Specification

Professional Services and Senior Manager (excluding VCE) roles

## JOB DESCRIPTION

<b>Job title</b>	Simulation Technician
<b>School/Department</b>	School of Health and Life Sciences
<b>Location</b>	Paisley Campus
<b>Reporting to</b>	Senior Simulation Technician
<b>UWS grade</b>	4
<b>FTE</b>	1.0

### Job summary

As an engaged and enthusiastic member of the Technical Team within the School of Health and Life Sciences, the post holder will perform a range of operational tasks requiring specialist skills and knowledge, with special emphasis on Health and Nursing, in support of learning, teaching, and research and enterprise activity in the School.

### People & finance responsibilities

<b>People</b>	No line management responsibility
<b>Finance</b>	No direct budget responsibility but working with academic colleagues and Senior Technician to ensure stock control and ordering within set budgets.

### Key responsibilities

To provide significant specialist support and co-ordination of clinical skills education within as follows:

Guide, support and advise small to medium groups of staff or students, in practical settings, with information of a specialist nature. This involves explanations of Simulation and Clinical skills and interpretation of the concepts involved, to embrace theoretical conclusions.

Promote and support innovative practice in clinical skills education, and fit practice to respond to technological and clinical developments, taking a flexible but considered and informed approach to change.

To prepare and set-up the daily technical elements of all courses using a range of equipment and supplies including part task trainers, computer-based simulators, audio-visual equipment

and appropriate medical equipment, making effective use of resources under the direction of the academic staff.

Hold responsibility for the advance preparation of clinical skills labs, materials and equipment for clinical skills simulated practice, according to recognised safety procedures and as directed in nursing protocols and schedules. To ensure that equipment is maintained in good working order and fully charged as necessary.

Maintain, operate, advise and demonstrate specialised clinical equipment for staff and students to meet teaching needs of the School's portfolio.

Operate and administer stock control and ordering procedures, preparation of requisitions, obtaining quotations, checking deliveries, co-ordinating / managing common resources and working with the academic staff to ensure their teaching sessions are suitably resourced.

Provide specialist technical advice to academic colleagues/students to advise and discuss use of existing systems, services or processes to maximise quality and output.

Ensure students and staff follow safe working practices in the simulated skills areas:

- o Moving & Handling training (independently or as part of team) to EU Regulation standards
- o Fire safety
- o Securing skills labs when unattended
- o Checking, rotating and discarding expired stock

Carry out personal risk assessments, COSHH risk assessments, plus risk assessments for all equipment kept in the department.

In accordance with standards for infection control procedures, clean/disinfect and maintain clinical skills and simulation equipment.

Ensure current procedure manuals are available and up to date.

Design/create posters, display professional publications and training aids for use in practical sessions.

Maintain the professional obligations of competence in clinical skills for students and commercial clients.

## Job scope

<p><b>Planning and organising</b></p>	<ul style="list-style-type: none"> <li>• Plan and prioritise a significant individual workload to ensure the successful planning and preparation of all clinical skills teaching within the simulated laboratory environment where appropriate, as well as contributing to curriculum development and resource planning.</li> <li>• Preparation of materials and equipment for clinical skills simulated practice as directed by the academic staff and protocols and schedules. Clean and check equipment after practical classes.</li> <li>• The post holder is required develop an extensive working knowledge of and to optimally operate:             <ul style="list-style-type: none"> <li>• High fidelity simulation trainers.</li> <li>• SMOTS multi-room camera technology and recording.</li> <li>• Part task trainers, computer-based simulators and appropriate medical equipment.</li> </ul> </li> <li>• Operate as an individual contributor, responsible for organising own workload and providing support and advice to academic staff, especially those new in post</li> <li>• Develop and determine own workflow and activities in order to meet targets and also be reactive and flexible in order to meet the demands of colleagues.</li> <li>• Anticipate and order equipment for labs in advance.</li> </ul>
<p><b>Decision making</b></p>	<ul style="list-style-type: none"> <li>▪ The postholder will be expected to use their specialist knowledge to deal with any issues arising within the Simulation and Clinical Skills areas.</li> <li>▪ Using knowledge of relevant systems and following procedures to ensure all standards are adhered to by liaising with users on best practice and provide advice for best outcomes.</li> <li>▪ Aid in the provision of a professional support service by ensuring high levels of customer satisfaction and by responding positively to feedback.</li> <li>▪ Develop and determine own workflow and activities to meet targets, while being reactive and flexible in order to meet demands of colleagues/academic staff.</li> </ul>
<p><b>Framework and boundaries</b></p>	<ul style="list-style-type: none"> <li>▪ Working with defined policies, guidelines &amp; procedures of the University, this includes notifying the relevant stakeholders of any issues.</li> <li>▪ Ensuring adherence to and compliance with University procedures and protocols, as well as working to the Health &amp; Safety at Work Act (HASWA 1974).</li> <li>▪ Requirement to use own initiative and judgement to problem solve and find solutions to any issues encountered within the Simulation and Clinical Skills areas, to ensure continuity of service and best outcomes for all stakeholders.</li> </ul>

<b>Working relationships</b>	<ul style="list-style-type: none"> <li>• The post holder will be a key member of the School of Health and Life Sciences Technical Team and is expected to have an active role in the team with a focus on service quality.</li> <li>• Whilst the post holder is expected to carry out a number of tasks autonomously, there is an expectation there will be frequent contact with line manager.</li> <li>• Interact directly with students and academic colleagues within the School to establish support requirements and provide an excellent service.</li> <li>• Regular interactions with colleagues across the breadth of the University as well as external organisations in the delivery of an efficient support service to maximise the delivery of support services.</li> </ul>
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## PERSON SPECIFICATION

### Qualifications

			<b>Evidence</b> A = Application I = Interview
<b>Essential</b>	<b>QE1</b>	<ul style="list-style-type: none"> <li>• Educated to at least SVQ level 3 in Healthcare Practice, or equivalent, with experience of working within a Clinical Skills Education environment</li> </ul>	
<b>Desirable</b>	<b>QD1 QD2 QD3 QD4</b>	<ul style="list-style-type: none"> <li>• Manual handling trained</li> <li>• Trained in first aid.</li> <li>• Relevant degree</li> <li>• May have a professional qualification relevant to Clinical Skills Education gained through either a postgraduate qualification or through membership of a related professional body</li> </ul>	

### Experience

			<b>Evidence</b> A = Application I = Interview
<b>Essential</b>	<b>EE1 EE2</b>	<ul style="list-style-type: none"> <li>• Significant relevant experience in a hospital/community social care environment</li> <li>• Knowledge of simulation equipment i.e. SimMan, TraumaMan, QCPR, SMOTS</li> </ul>	
<b>Desirable</b>	<b>ED1</b>	<ul style="list-style-type: none"> <li>• Interest in simulation-based education</li> </ul>	

### Skills

<b>Evidence</b> A = Application I = Interview

<b>Essential</b>	<b>SE1</b>	<ul style="list-style-type: none"> <li>• A detailed awareness of up-to-date, robust approaches to delivering clinical skills education for healthcare professionals</li> </ul>	
	<b>SE2</b>	<ul style="list-style-type: none"> <li>• Capacity to understand complex situations related to the co-ordination and implementation of clinical skills education in order to develop appropriate educational packages</li> </ul>	
	<b>SE3</b>	<ul style="list-style-type: none"> <li>• Excellent interpersonal and communication skills, including the ability to persuade, motivate and organise others, including internal academic and professional service staff</li> </ul>	
	<b>SE4</b>	<ul style="list-style-type: none"> <li>• Excellent organisational skills in order to prioritise and schedule complex work carried out within the laboratory setting</li> </ul>	
	<b>SE5</b>	<ul style="list-style-type: none"> <li>• Excellent analytical and problem solving skills to ensure smooth operation of clinical skills education within the school, including troubleshooting technical issues with specialist equipment and online learning resources</li> </ul>	
	<b>SE6</b>	<ul style="list-style-type: none"> <li>• Ability to communicate with a range of internal and external stakeholders, including specialists and non-specialists; professionals and educators; carers and schools</li> </ul>	
<b>Desirable</b>	<b>SD1</b>	<ul style="list-style-type: none"> <li>• Ability to contribute to School strategy and policy-making in clinical education</li> </ul>	

## Knowledge

			<b>Evidence</b> A = Application I = Interview
<b>Essential</b>	<b>KE1</b>	<ul style="list-style-type: none"> <li>• Knowledge of risk assessment and Health and safety</li> <li>• Contemporary working knowledge of nursing and midwifery equipment and procedures</li> <li>• Knowledge of the effective and appropriate use of high-tech simulation equipment</li> </ul>	
	<b>KE2</b>		
	<b>KE3</b>		
<b>Desirable</b>	<b>KD1</b>	<ul style="list-style-type: none"> <li>• Sound knowledge of regulatory standards for nursing and midwifery</li> <li>• Working knowledge of pedagogical principles underpinning skills education and simulation and best practice in this area.</li> </ul>	
	<b>KD2</b>		

## Behaviours

			<b>Evidence</b> A = Application I = Interview
<b>Essential</b>	<b>BE1</b>	<ul style="list-style-type: none"> <li>• Excellent communication skills</li> <li>• Good organisational skills</li> <li>• Ability to forward plan and work to tight deadlines</li> <li>• Ability to work co-operatively with colleague</li> </ul>	
	<b>BE2</b>		
	<b>BE3</b>		
	<b>BE4</b>		
<b>Desirable</b>	<b>BD1</b>	<ul style="list-style-type: none"> <li>• Flexible: ability to work on other campuses as required</li> </ul>	

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