


## Job Evaluation Rating Documentation

<b>CUPE, SEIU, SGEU, SAHO</b> 	<b>Job Title</b> <u>Education Coordinator</u> <b>Date</b> <u>October, 2000</u> <b>Revised Date</b> <u>2004; December, 2005</u> <b>Revised Date</b> <u>June, 2011</u>	<b>Code</b>  <u>063</u>
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<b>Decision Making</b> Responsible to coordinate, facilitate, evaluate and deliver educational programs to meet the learning needs of patients/staff/community within the region.	<b>Degree</b>  <u>3.5</u>
<b>Education</b> Grade 12. Practical Nursing diploma (1776 hours). Licensed with the Saskatchewan Association of Licensed Practical Nurses.	<u>4.5</u>
<b>Experience</b> Twenty-four (24) months previous experience to gain an understanding of adult education issues. Twelve (12) months on the job to become familiar with development, delivery and evaluation of programs; acquire appropriate trainer qualifications (e.g., TLR, CPR, PART) and to become familiar with region/facility/department policies and procedures.	<u>6.0</u>
<b>Independent Judgement</b> Conducts needs analysis and develops goals and objectives with desired learner outcomes. Coordinates, facilitates, delivers and evaluates educational programs within generally accepted practices.	<u>4.0</u>
<b>Working Relationships</b> Provides technical explanation and/or instruction on adult learning principles. Motivates staff to take part in needs assessment and educational programs.	<u>4.0</u>

<b>Impact of Action</b>	<b>Degree</b>
Coordinates resources to develop and plan education programs that impact the organization and individual employees to a limited degree. May result in delays in program delivery due to insufficient research and planning.	<u>2.0</u>
<b>Leadership and/or Supervision</b> Provides occasional guidance to staff, clients/patients/residents and community in the delivery of educational programs. Provides functional guidance and advice to community groups on educational programs/practices (e.g., Heart-to-Heart, Diabetic education).	<u>2.5</u>
<b>Physical Demands</b> Occasional physical effort standing, keyboarding, walking and moving tables/chairs with periods of lifting/carrying books/binders/supplies.	<u>1.5</u>
<b>Sensory Demands</b> Regular sensory effort preparing and presenting training materials and using computers.	<u>2.0</u>
<b>Environment</b> Occasional exposure to minor conditions such as interruptions and multiple deadlines with some travel.	<u>2.0</u>