

# Preceptorship: Starting off on the right foot ....

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Developing people  
for health and  
healthcare

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**Preceptorship** is a period of structured **transition** for the newly qualified healthcare professionals... during which time he or she will be **supported** by a preceptor, to develop their **confidence** as an **autonomous** professional, refine **skills**, build **values** and **behaviours** to **continue** on their professional **journey** of life-long learning and ensuring delivery of excellent care



Health Education England

<https://hee.nhs.uk/hee-your-area/thames-valley/our-work/attracting-developing-our-workforce/preceptorship>



**“Appropriate foundation architecture to make change necessary”**

**Lord Willis (Raising the Bar: Shaping Care, 2015)**









# Transition to Adaptation

4 Stages:

- Transition Stage
- Euphoria and Angst Stage
- Reality of Practice Stage
- Adaptation Stage

(Tynssenaar and Perkins, 2001)

# Preceptorship has been shown to...

- Job Satisfaction
- Value
- Confidence
- Competence of new workforce for current context
- Building resilience
- Adaptability
- Retention & Recruitment
- Career enhancing







Need for cost effective healthcare is increasing

2020-2021 NHS funding gap forecast to reach



Rise in chronic conditions expected to cost

**£5 billion** per year by 2018



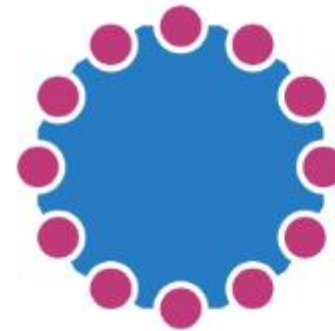
Care home residents are 40-50% more likely to have an emergency admission / A&E attendance than the general population of over 75s

**NHS**

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England



**Allied Health Professions  
into Action**

Using Allied Health Professionals to  
transform health, care and wellbeing.

2016/17 - 2020/21

#AHPsintoAction

**N C L**  
**North Central London  
Sustainability and  
Transformation Plan**

FIVE  
FOR

# Health Education England Preceptorship Standards



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## Health Education England Preceptorship Standards (2015)

<https://www.hee.nhs.uk/sites/default/files/documents/Preceptorship%20Standards%202015.pdf>

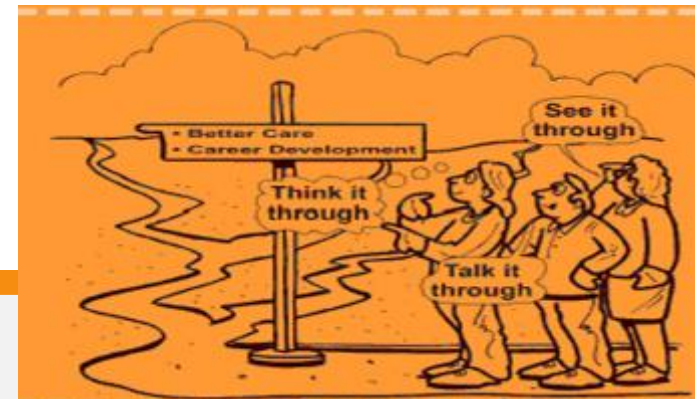
The organisation has a preceptorship policy, which has been formally approved by the appropriate Education Governance structures.
There is an organisational wide lead for preceptorship
There is a structured preceptorship programme that has been agreed by the Executive Nurse and other professional leads given preceptorship should be available for all new registered practitioners.
The organisation facilitates protected time for preceptorship activities
There is a clearly defined purpose of preceptorship that is mutually understood by preceptors and preceptees
Preceptorship is informed by and aligns with the organisational appraisal framework
Preceptors have undertaken training and education that is distinct from mentorship preparation
There is a central register of preceptors
Systems are in place to identify all staff requiring preceptorship
Systems are in place to monitor and track newly registered practitioners from their appointment through completion of the preceptorship period
Every newly qualified nurse/midwife/allied health professional has a named preceptor allocated from first day of employment
Preceptorship is tailored to meet the need of the individual preceptee
The preceptee undertakes a transitional learning needs analysis
Preceptorship is monitored and evaluated on a scheduled basis
A range of relevant skills training and assessments are available to meet the needs of preceptees
Action learning, group reflection or discussion are included in the preceptorship process
Preceptees contribute to the development of preceptorship programmes
The preceptorship programme includes the following elements: <ol style="list-style-type: none"><li>1. Accountability</li><li>2. Career development</li><li>3. Communication</li><li>4. Dealing with conflict/managing difficult conversations</li><li>5. Delivering safe care</li><li>6. Emotional intelligence</li><li>7. Leadership</li><li>8. Quality Improvement</li><li>9. Resilience</li><li>10. Reflection</li><li>11. Safe staffing /raising concerns</li><li>12. Team working</li><li>13. Medicines management (where relevant)</li><li>14. Interprofessional learning</li></ol>





# Questions or challenges:

1. How does preceptorship fit into the broader AHP strategy?
2. What opportunities are there to learn from the models of other professions or organisations?
3. What elements of current practice do you need to **stop**, **start** or **continue** ?
4. How do you make it a genuine opportunity or box ticking?
5. Can this be a vehicle to raise the profile and voice of AHPs?



IF EVERYONE IS MOVING FORWARD  
TOGETHER, THEN SUCCESS TAKES CARE  
OF ITSELF.



Henry Ford



# references

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- Tryssenaar J. Perkins J (2001) From student to therapist: explore in the first year of practice. *American Journal of Occupational Therapy*. 55(1), 19-23.