

Preceptorship



The RWT Preceptorship Programme

The Trust recognises that the first year in the career of any registered healthcare staff can be exciting and promising, and that this period also comes with big challenges. Therefore it is crucial that newly registered healthcare staff is given the right support during this pivotal stage in their employment as they make the transition from student to accountable professionals in order to enhance their experience and for them to become improving practitioners.

In 2019, the RWT Preceptorship Programme will change in terms of its delivery and structure, approach and content. The programme will have a more learner-centred approach wherein the new healthcare staff (preceptee) will take ownership of their preceptorship programme and lead on its implementation.

Table 1

Preceptorship	
Approach	The revised programme will adopt a learner-centred and profession-specific approach wherein the majority of their development during the first year will be in their respective areas through a robust implementation of the preceptees' individualised preceptorship programme. Apart from using an interprofessional platform, the majority of the programme is directed towards learning in practice wherein they will be encouraged to gain experiences and conduct safe risk taking under the guidance and supervision of their preceptors. The programme will also recognise and invest in the value of preceptors through the creation of 90 minute preceptor forums that will allow them to explore their own learning needs and gain peer support, and seal the commitment to facilitate the fulfilment of their roles.
Delivery and Structure	Each preceptee's programme will have 3 protected parts: <ol style="list-style-type: none"> I. Induction (Corporate and Local) - Newly registered staff will be inducted into the organisation and their local area. This will include a comprehensive orientation to their immediate

	<p>environment and multiprofessional team, during which they are supernumerary. The duration of the supernumerary period will vary on an individual basis and must be agreed by both the preceptee and their line manager, with the recommendation and advice of the practice education facilitator or equivalent person (i.e. training officer)</p> <p>II. Interprofessional Learning – This is a collection of <u>five study days</u> which rolls over throughout the year and will have a variety of theoretical teaching and learning methods. These are designed to facilitate and address the learning needs of newly registered healthcare staff in an interprofessional platform.</p> <p>III. Profession-specific Learning – The majority of the preceptorship period will be geared towards learning about the preceptees’ own profession and workplace through the implementation of a structured <u>individualised learning and development plan</u>. This plan is developed by the preceptee and preceptor/line manager and spans the first year of the preceptee’s employment. This plan must be developed and agreed <u>within the 1st month of their employment</u> by the preceptee, preceptor/practice education facilitator and line manager. It will include the facilitation of the preceptee’s attendance and participation in learning events such as study days relevant to your job, clinical supervision, microteaching, workshops, rotation, shadowing, one to one working and reflective discussions with preceptors. This should also include protected time for the facilitation and utilisation of learning modules found in the KITE site and other online resources.</p>
Content	The 5 study days will cover the theoretical aspect of the Health Education England preceptorship elements (2015) and include subjects and learning methods that applies and relate to all newly registered healthcare staff.

Preceptorship study days

(Please see Table 2)

Venue of all study days: WMI Room 2

Time of all study days: 09:00 – 16:30

Table 2

Preceptorship Study Day	Description	Dates
Making the Transition: From Student to Registered Professional Staff	This study day aims for the preceptee to identify various professional bodies, understand regulations and their purpose, and to deconstruct the meaning of accountability and develop the ability to imbed this in practice. This will also look at policies and procedures and how they impact in our day to day work, and reflect on the “ <i>unexpected reality</i> ” and resilience needed by registered professional staff.	12 April 2019 09 May 2019 05 June 2019 16 Sept 2019 06 Nov 2019 18 Nov 2019
Learning to Learn at work	This study day explores the various learning theories and how preceptees can develop learning (study) skills that will enhance the way they learn in practice. This day will also explore the requirement that is called “continuous professional development” and to promote preceptees to become lifelong learners.	25 April 2019 26 June 2019 24 Sept 2019 15 Oct 2019 21 Nov 2019
Interprofessional Collaboration	This study day looks at how the various roles in the multiprofessional team and the organisation interrelate with each other and for the preceptee to be able to contribute to the integration of patient care.	03 May 2019 10 July 2019 20 Sept 2019 02 Oct 2019 04 Dec 2019 09 Dec 2019
Leadership and Quality Improvement	This study day will introduce leadership theories and the concept of followership, and how they can be applied in practice, and for preceptees to understand and participate in quality improvement initiatives.	16 May 2019 18 July 2019 25 Oct 2019 25 Nov 2019 13 Dec 2019
ALERT (Acute Life Threatening Events, Recognition & Treatment)	The Alert Course assists healthcare staff on how to recognise ‘the at risk patient’, to initiate simple treatments and to prevent critical illness at an early stage.	15 April 2019 29 May 2019 12 July 2019 27 Sept 2019

Each study day will be held on numerous occasions throughout the year, giving the preceptee and their respective line manager flexibility to choose a date that is suitable to them and their services. It is highly recommended that each preceptee attend the five days in order for them to experience the full value of the programme. A full description of each study day will be made available to the preceptee, practice education facilitator and line manager. The preceptee will then decide which study days they need for their own learning and development plan. During the initial preceptorship meeting, the preceptee will include the chosen preceptorship study days in their individualised preceptorship programme which their attendance and participation will be facilitated by the line manager. Ultimately, with sufficient planning, it is the preceptee who will actively direct their attendance in the five study days through discussions with their line manager and preceptor/practice education facilitator.

The RWT preceptorship study days are offered to all new registered healthcare staff at the Trust:

Biomedical Scientists	Orthoptists
Clinical Scientists	Pharmacists
Dietitians	Physiotherapists (PT)
International Healthcare Staff (i.e. overseas nurses)	Podiatrists
Midwives	Prosthetists and Orthotists
Nurse Associates	Radiographers
Nurses	Return to Practice Healthcare Staff
Occupational Therapists (OT)	Speech and Language Therapists (SLT)
Operating Department Practitioners (ODP)	

Preceptor Status

The programme aims to recognise the value of preceptors as they are a key factor in influencing the development and experience of newly registered healthcare staff. Achievement of this status will entail the commitment of managers/team leaders to facilitate the fulfilment of this role. Preceptors are highly experienced practitioners who actively provide positive support, and create environments conducive to learning, teaching, coaching, reflection, and debriefing. To achieve preceptor status, one must have undertaken training in effective teaching and coaching skills, and have the competence to conduct learning needs analyses and create developmental action plans.

Recommended study days for preceptors:

- Resilience Based Clinical Supervision
- Introduction to Coaching
- Action Centred Leadership
- Process Communication Model
- Introduction to Teaching and Assessment
- ALERT

Preceptor forums and learning sessions have also been created as an opportunity to discuss the implementation of the programme and provide updates. They will also include 45 minutes of training in coaching, teaching, assessing and debriefing skills.

Table 3

Preceptor Forums			
Dates	Time	Venue	Capacity
12 June 2019	13:30 – 15:00	WMI Room 2	15
04 September 2019	13:30 – 15:00	WMI Room 2	15
11 November 2019	13:30 – 15:00	WMI Room 2	15
10 December 2019	13:30 – 15:00	WMI Room 2	15

Peer Support

Preceptorship will also recognise the significance of the experience of staff that has recently completed their first year of employment. These are the former preceptees who will provide peer support to new preceptees and offer valuable supportive understanding to them, and also, for former preceptees to begin working towards achieving preceptor status in the future.

- **To book your place in the study days and preceptor forums, kindly complete a course booking form which can be requested by writing to:**
rwh-tr.nurseedcoursebookings@nhs.net
- *For enquiries, contact the Nurse Education Department at 5364.*

Welcome to the Team,



Preceptee checklist:

- Corporate Induction
- NMC Induction (*for Nurses and Midwives*)
- Local Induction
- Supernumerary period agreed
- Preceptorship Folder received
- Preceptor identified
- Initial meeting with Preceptor
- Individualised **Learning and Development Plan** created
- Preceptorship study days booked
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- _____
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