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Multi-professional Preceptorship Band 5 Competency Framework

Name:

Job title:

Team and base:

Named Preceptor:

Line Manager:

Commencement date:

End date:

Contents of your Preceptorship documentation

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1. What is Preceptorship?

Preceptorship is an individual teaching/learning method in which each learner is assigned to a particular preceptor, for a given period of time, so they can experience day-to-day practice with a role model thereby enhancing the effectiveness of learning and promoting role adjustment in the clinical setting. It is designed to help newly registered staff in the transition between registration and taking on greater levels of responsibility while adjusting to their new role. Preceptorship is also a framework of support that can be provided to registrants who are returning to practice or moving into a new practice area.

The Preceptorship Framework (DH, 2010) defines preceptorship as

“A period of transition for the newly registered practitioner during which time he or she will be supported by a preceptor, to develop their confidence as an autonomous professional, refine skills, values and behaviours to continue on their journey of lifelong learning.”

Aims of Preceptorship

The aims of Preceptorship are to:

- Enable the transition to proficient practitioner to take place
- Assist staff with the identification of immediate development goals and needs
- Minimise stress during transition
- Assist the consolidation and application in practice of knowledge, skills and attitudes
- Assist with the resolution of difficulties in the transition period associated with working in a new clinical environment
- Ensure responsibilities are not placed too soon or inappropriately upon newly registered and inexperienced practitioners

2. Self-evaluation

Self-evaluation is used to help registrants become more aware of their current practice and to develop their learning needs, the start of which is developing a personal learning plan. Your Preceptor will help you make considered judgements about your ability, identify the most important needs and then find practical solutions to meet these needs.

Please complete the SCOB (Strengths, Challenges, Opportunities and Barriers) analysis template at the start of the Preceptorship period in preparation for your initial meeting with your Preceptor. The initial review meeting (as part of the Preceptorship Contract) will help identify any learning needs and objectives will be set. The initial review meeting and subsequent review meetings are mutually

beneficial to both preceptee and preceptor, as they enable the recognition of learning needs and formulation of a learning plan.

It is also recommended that the SCOB analysis process is repeated on completion of the Preceptorship period (12 months), so that both the Preceptor and the Preceptee can review the level of personal and professional development.

SCOB Analysis

Strengths	Challenges
Opportunities	Barriers

3. Approaches to Reflective Practice

Health professionals today are being increasingly obligated to evaluate their practice in order to improve the care of their patients/clients. Using critical self- assessment and reflection can enable practitioners to evaluate and develop their practice.

Schön (1991) recognised two areas of reflection; Reflection in Action, and Reflection on Action. Reflection in Action happens whilst practicing, and influences decisions made. Reflection on Action happens after the event and helps develop practice skills. Schön (1995) suggests the most effective way that reflection may occur is within a structured and safe environment where practitioners, effectively supported, may reflect on actual or simulated events.

Many issues are brought to questions when practitioners discuss “reflection”, these may include:-

What is it?

How is it done?

Is there a right and wrong way?

What do you reflect upon?

Why should I bother?

Whilst theorists can supply the answers to all of these questions, Johns (1995) provides an answer to the final question. He states that;

“Reflective practice is a window for practitioners to look inside themselves, to see who they are within the context of their practice and to look outside themselves to envisage new ways to practice”.

The process of reflection can be seen as a tool that practitioners can use to identify learning needs and learning opportunities. The reflective process encourages personal and professional development as practitioners reflect upon their existing knowledge and beliefs and adapt or change practice as necessary.

You will find some templates to help you reflect on your practice and document evidence your learning at the end of this documentation.

4. Preceptorship contract and initial meeting

The contract aims to clarify mutual expectations between the new registrant and the preceptor and or line manager. The contract should be negotiated within the first week in post to identify overall individual development needs and Trust requirements.

Please summarise the discussion in relation to development needs and required competencies to be achieved. The negotiated outcomes for the preceptorship period should be documented below.

Development needs:

Competencies to be achieved in the first month:

Preceptee expectations:

Preceptor expectations:

Outcomes for the Preceptorship period:

Preceptee:

Preceptor:

Date:

1 month review meeting

Development needs:

Competencies to be achieved in the next 3 months:

Preceptee comments on progress:

Preceptor comments on progress:

Actions to be taken:

Preceptee:

Preceptor:

Date:

3 month review meeting

Development needs:

Competencies to be achieved in the next 3 months:

Preceptee comments on progress:

Preceptor comments on progress:

Actions to be taken:

Preceptee:

Preceptor:

Date:

6 month review meeting

Development needs:

Competencies to be achieved in the next 3 months:

Preceptee comments on progress:

Preceptor comments on progress:

Actions to be taken:

Preceptee:

Preceptor:

Date:

9 month review meeting

Development needs:

Competencies to be achieved in the next 3 months:

Preceptee comments on progress:

Preceptor comments on progress:

Actions to be taken:

Preceptee:

Preceptor:

Date:

12 month review meeting

Development needs:

Competencies to be achieved in the next 3 months:

Preceptee comments on progress:

Preceptor comments on progress:

Actions to be taken:

Preceptee:

Preceptor:

Date:

Sign off by line manager:

Date:

5.

Preceptorship Band 5 Core Competencies

Competency	How will this competency be achieved?	Timeline and date to be reviewed	Summary of progress and date
1 Leadership and Professional Practice <ul style="list-style-type: none">• Accountability• Duty of candour• Delegation• Incident reporting			
2 Standards of care and decision making <ul style="list-style-type: none">• Delivering safe care			
3 Medicines Management <ul style="list-style-type: none">• Demonstrate safe administration of medicines			

4 Service development and improvement			
5 Management of conflict and dealing with difficult conversations			

6. Reflection and suggested evidence of learning

1 Leadership and Professional Practice

Reflect on your understanding of the Organisation's Core Values and your role and responsibility in ensuring that you adhere to these.

How do you demonstrate and promote professional behaviour and attitude with reference to 'putting the patient first' and the 6 C's at all times?

How you maintain a positive work culture within your team?

2 Standards of care and decision making

Reflect on how you provide assurance that you are competent and fit to practice.

How do you ensure that patients/ clients have a good experience of using your service?

What is your responsibility around the provision and monitoring the standard of assessment, planning, implementation and evaluation of care to ensure the quality of care provided is of a high standard?

Reflect on how you identify areas of risk and report these appropriately.

Describe how you implement policies and procedures.
Reflect on how you make decisions to delegate areas of patient care to team members or learners who you manage or supervise.
In your current role what challenges do you face and what approach to you take to resolve these challenges?

3 Medicines management

Reflect on your understanding of safe and effective administration of medicines and how you demonstrate you are delivering safe care.

How do you ensure medicines are stored and handled safely and securely in your practice area?

Describe your professional role and responsibility in making sure patients and carers understand their medicines.

What action would you take in managing a medicine error or incident to promote the safety of patients in your care?

4 Service development and improvement

Describe how you make recommendations for service improvement and support the development of new initiatives.

How do you support the development, implementation and audit of guidelines, protocols and pathways to ensure that each patient/ client has an effective management plan?

5 Management of complaints and dealing with difficult conversations

Reflect on the ways in which you would recognise and prevent potential complaints.

How do you address conflict situations positively?

Describe your experiences when dealing with a verbal complaint. What did you find challenging? What would you do differently in the future?

What actions have you taken, or would take in future, when reflecting on a complaint in your area. Has practice changed due to this?

7. Suggested reading

Atwal, A. & Jones, M. (eds) (2009) *Preparing for Professional Practice in Health and Social Care*. Oxford: John Wiley and Sons.

Brookfield, S. (1998) Critically reflective practice. *Journal of Continuing Education in the Health Professions*, 18, (4) 197-205

Cottrell, S. (2011) *Critical Thinking Skills: Developing Effective Analysis and Argument*. 2nd ed. Basingstoke: Palgrave Macmillan.

Department of Health (2010) *Preceptorship Framework for Newly Registered Nurses, Midwives and Allied Health Professionals*. Department of Health, London.

Happell, B. (2009) A Model of Preceptorship in Nursing: Reflecting the Complex Functions of the Role. *Nursing Education Perspectives*, 30 (6) 372-5

Jasper, M. (2012) *Professional Development, Reflection and Decision-making*. 2nd ed Oxford: Blackwell Publishing Ltd.

NMC (2015) The Code: Professional standards of practice and behaviour for nurses and midwives. Nursing & Midwifery Council, London.
<https://www.nmc.org.uk/globalassets/sitedocuments/nmc-publications/revised-new-nmc-code.pdf>

Rolfe, G., Jasper, M. & Freshwater, D. (2011) *Critical Reflection in Practice: Generating Knowledge for Care*. 2nd ed. Hampshire: Palgrave Macmillan.

Reflection template

Description of Situation / Experience (what happened?)

Feelings (what are / were you thinking and feeling?)

Evaluation (what is / was good and bad about the experience?)

Analysis (what sense can you make of the situation?) Consider contributory factors and potential influences.

Conclusion (what do you hope to achieve or what else could you have done?)

Action Plan (if it arose again, what would you do?)

What support do you need to achieve your action plan? Who else needs to be involved?

Review (what learning has taken place from this reflection?)

Signed:

Date:

8. Preceptorship Checklist

To be used as a guideline for both Preceptee and Preceptor on commencement of Preceptorship and then completed by you at the end of your Preceptorship period.

Preceptee: Team & Base: Date Preceptorship commenced: Date Preceptorship completed:	Yes (Y) Please sign and date each entry	No (N) Please sign and date each entry	Comments
Were you assigned a named Preceptor for support throughout your preceptorship period?			
Did you work with the same Preceptor throughout your preceptorship period?			
Was the learning contract negotiated between you and your Preceptor?			
Did you work at least 2 shifts per week with your Preceptor?			
Did you have regular review meetings to discuss your progress and action for the following month?			
Do you have a Personal Development Plan and an appraisal date arranged with your line manager?			

To record your Preceptorship please submit a copy of this form to claire.claringbold@cumbria.nhs.uk