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Multi-professional Preceptorship Band 7 Competency Framework

Name:

Job title:

Team and base:

Named Preceptor:

Line Manager:

Commencement date:

End date:

Contents of your Preceptorship documentation

1. What is Preceptorship?
2. Self-evaluation
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4. Preceptorship contract and record of initial and review meetings
5. Preceptorship Band 7 core clinical competencies
6. Your reflections and evidence of learning
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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 registered staff in the transition of taking on greater levels of responsibility while adjusting to their new role.

The Preceptorship Framework (DH, 2010) defines preceptorship as

“A period of transition..... to develop confidence as an autonomous professional, refine skills, values and behaviours to continue on their journey of life long learning.”

Aims of Preceptorship

The aims of Preceptorship are to:

- Enable the transition to proficient practitioner to take place
- Assist registered staff working in new roles and environments with the identification of immediate development goals and needs
- Minimise stress during this transition
- Assist the consolidation and application in practice of knowledge, skills and attitudes acquired during past experience
- 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 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 (6 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:

Sign off by line manager:

Date:

5. Preceptorship Competencies for Band 7/Community Specialist Practitioners

Competency	How will this competency be achieved?	Do you need further skills or knowledge to meet this competency?	Date to be reviewed
1 Leadership and Professional Practice			
2 Standards of care and decision making			
3 Medicines management			

4 Service development and improvement			
5 Team development			
6 Recruitment, selection and retention			
7 Staff appraisal and personal development plans			

8 Management of staff sickness/absence			
9 Management of complaints and dealing with difficult conversations			
10 Performance management			

6. Reflection and suggested evidence of learning

1 Leadership and Professional Practice

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

What training and development would support you to develop you in managing the responsibilities of your leadership role?

How you are assured that all of your team are competent and fit to practice?

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?

What is your responsibility in identifying areas of risk and acting/reporting these appropriately?

Reflect on how you develop, implement and update policies and procedures.

How do you maintain up to date evidence and how do you ensure your team does the same?

Reflect on how you make decisions to delegate areas of patient care to team members or learners who you manage or supervise.

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? How do you share information with your team?

Explain how you develop and implement protocols relating to advanced clinical practice and extended roles within your team?

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

How do you make recommendations for service improvement and support the development of new initiatives to support the service that you and your team provide to patients/clients?

Explain the process for the development, implementation and audit of guidelines, protocols and pathways to ensure that each patient/ client has an effective management plan?

Reflect on how you involve patients/clients/service users in the planning and evaluation of service provision.

5 Team development

How do you maintain a positive work culture within your team?

What are the strategies/concepts you use to promote your area of practice as an effective learning environment?

Reflect on your responsibilities and expectations of your role as a team leader.

How do you ensure that the other staff in your team understands their responsibilities and expectations?

6 Recruitment, selection and retention

How would you decide whether to fill a vacant post and what the Band of this post would need to be?

Reflect on how you could influence recruitment, to ensure you recruit the right person for your team with the skills, knowledge, attitude and behaviour. Consider the criteria for job description and person specification.

What steps you take to ensure that new staff members are welcomed to the team?
Reflect on your role in relation to the provision of preceptorship for new staff.

How do you prepare and support your team members to take on the role of preceptor?

7 Staff appraisal and personal development plans

Reflect on the ways in which you have been able to participate in your own Personal Development Plan. Who has supported you in this and how?

How have you supported the development and evaluation of individual and team objectives and Personal Development Plans?

What challenges, if any, did you have in developing a training needs analysis for your team?

Describe how you link individual objectives with the organisation's objectives.

8 Management of staff sickness/absence

Demonstrate how you record staff sickness/absence in your team and how you use this information.

How do you manage staff with regards to short/long term sickness to support their return to practice?

Reflect on how you promote positive attendance at work and how you support staff to improve their attendance.

9 Management of complaints and dealing with difficult conversations

Reflect on the ways in which you have developed your team to recognise and prevent potential complaints.

Describe your experiences when responding to and managing a verbal complaint. What did you find challenging? What would you do differently in the future? Has practice changed due to this?

How do you address conflict situations positively?

Reflect on your experience of responding to an investigation of a formal complaint in your area or consider how you would respond in writing if this was to occur.

10 Performance management

Reflect on the ways in which you identify the need to commence a member of staff on the process for performance management. What guidelines need to be followed and who may be involved?

Reflect on an experience of supporting a member of your team who requires develop/improve their practice. What did you find challenging? What would you do differently in the future?

Explain how you would deal with a member of staff who did not respond to the action you had agreed in relation to a performance management issue.

Explain how incidents/complaints are fed into the Trust agenda and how do you ensure that staff receive constructive feedback, learn and develop their practice.

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