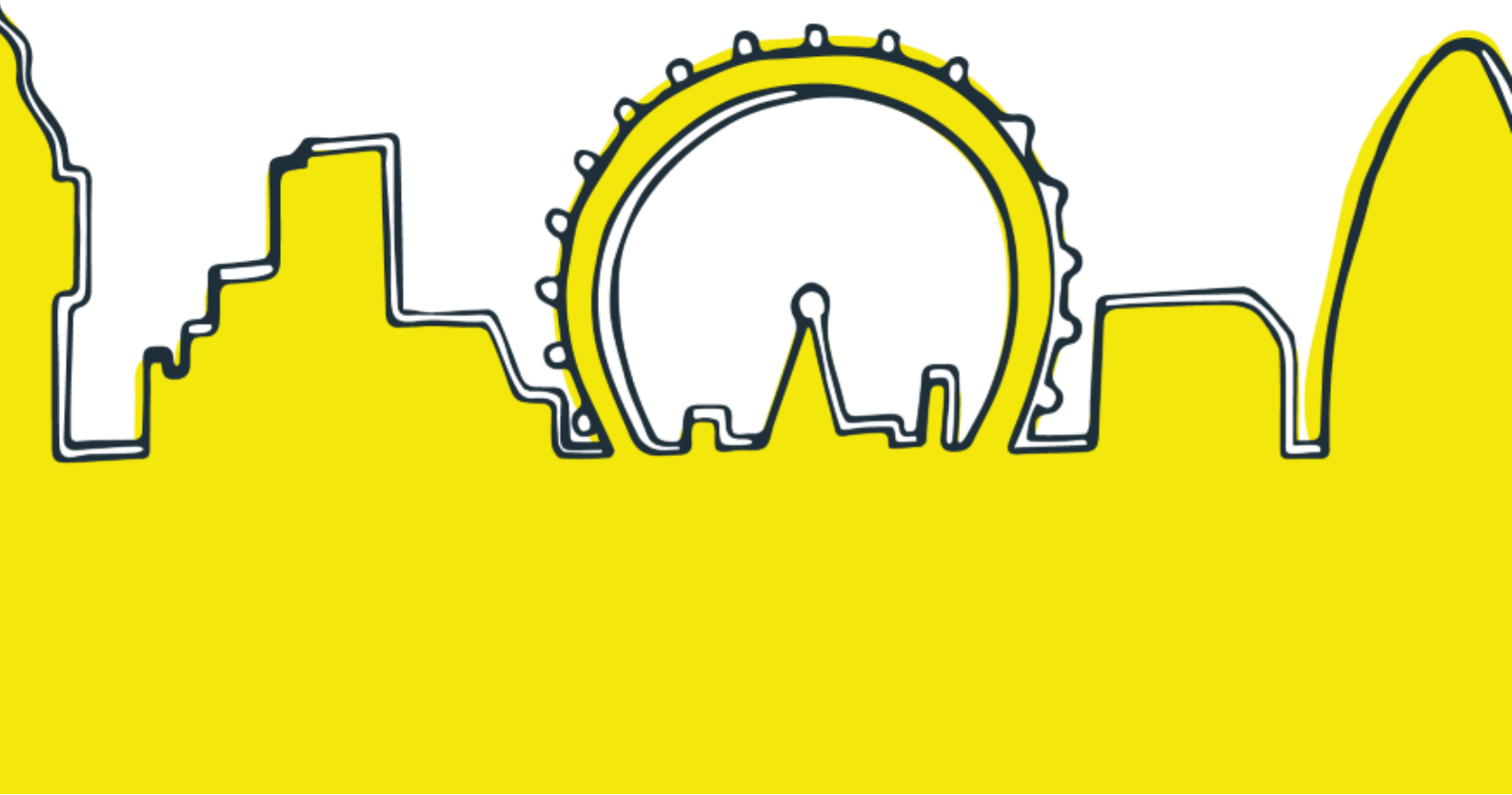


# **Early Careers – Beyond Preceptorship Framework**

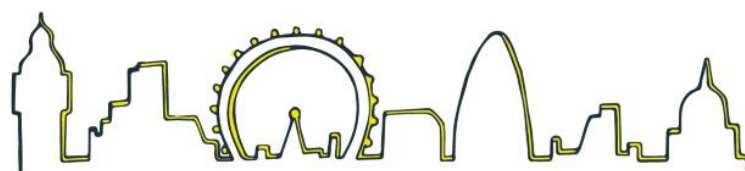
## **Toolkit of Resources v2**

v2 – August 2022



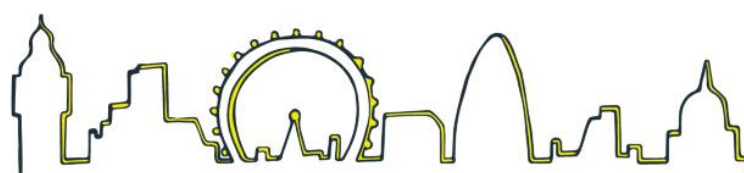
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## Introduction

With the CapitalNurse Preceptorship Framework well-established in all health and social care organisations across London, we have been working with stakeholders to develop a programme for the post-preceptorship opportunities for newly registered nurses. The Early Careers and Beyond Preceptorship Framework (the Beyond Preceptorship Framework is part of this) forms the second part of the CapitalNurse Early Careers development programme – [Early Careers Preceptorship and Beyond Preceptorship Frameworks](#).

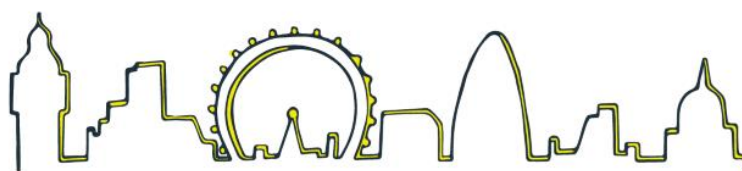
This Beyond Preceptorship Framework is a resource for health and care organisations in London to support the clinical and professional development of nurses in their second-year post-registration. It is designed to provide support, guidance, encouragement and signposting following preceptorship. It offers a range of structured opportunities for learning and development to help nurses shape their early career.

Collaborating with stakeholders from various organisations across London through meetings, workshops, the CapitalNurse conference and sharing best practice, this Beyond Preceptorship Framework aims to empower nurses to focus on areas which they would like to explore further and to pursue opportunities within their organisation. It will facilitate the provision of individualised pathways for nurses with a ‘pick and mix’ approach to developing their careers.

## Toolkit

This toolkit provides a suite of resources which constitutes a core offering for all organisations in London for the 12 to 24-month period post-registration and can be extended to 36 months and the first revalidation.

The toolkit identifies different opportunities that are available, aligned to the four pillars (see below for further detail) of nursing identified in the Beyond Preceptorship Framework.



## Beyond Preceptorship Framework

The Beyond Preceptorship Framework recommends a set of common standards for health and care organisations across London.

### Career conversation

All newly-registered nurses (NRNs) should have a career discussion with their preceptor, manager, practice educator or coach towards the end of their preceptorship period.

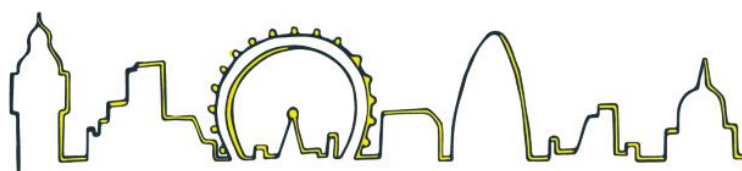
Typically, this is around 10 to 12 months, but depends upon the individual and length of preceptorship programme.

The discussion should use [the CapitalNurse Career Framework](#) as the basis and focus on the nine domains. The purpose of the career conversation is to identify the nurse's career aspirations, areas for development and interests. Career Conversation resources for both facilitator and nurse are available on [the CapitalNurse Career Clinic and Internal Transfer](#) guidance and [Preceptor development resources](#) webpages.

The nurse may prepare for the career conversation by considering progress through the preceptorship period and completing the following:

- Strengths, Limitations, Opportunities, and Threats (SLOT) analysis for the preceptee to analyse areas of strength, learning needs, opportunities and threats. This can be used to identify areas for development
- [Six key questions](#) to get the most out of the career discussion
- Self-assessment on current levels of motivation and satisfaction
- Focus on what the nurse wants to get out of the conversation.

The outcome of the conversation should be a personal development plan for the second year which identifies objectives and support needs in line with the nurse's interests and career aspirations.



## Career Pathways

There should be a choice of pathways for NRNs which are built around the four pillars of nursing practice – clinical, education, leadership and research. This offers NRNs flexible opportunities to develop individualised career pathways, where required. The golden threads of building resilience and confidence, reflection, consolidating skills and knowledge should continue through the second year and beyond.

Figure One provides an illustrative model of the Beyond Preceptorship Framework:

## The Golden Thread

The golden thread continues throughout the two-year programme and beyond. This includes a continued focus on consolidating clinical and inter-personal skills, building confidence and resilience, through reflective practice.

Whilst some nurses will be keen to seek development and further opportunities, others will want to consolidate and build on their experience. The nurse may be supported and encouraged in their continued professional development through the following:

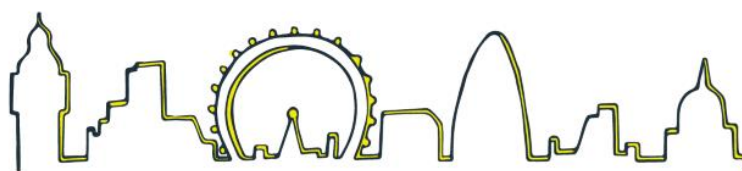
## Action learning

Action learning sets are an opportunity for nurses to develop confidence and competence through sharing of experiences and offering solutions for problems.

CapitalNurse has a suite of action learning resources available to help organisations establish and facilitate action learning sets.

### Action Learning:

- information about action learning, the process, benefits and purpose of action learning, how to establish and facilitate action learning sets
- slide deck to introduce action learning to others
- sample process form for setting up the action learning set
- self-assessment form for set members
- evaluation form for action learning sets.



## Capital Nurse – Beyond Preceptorship

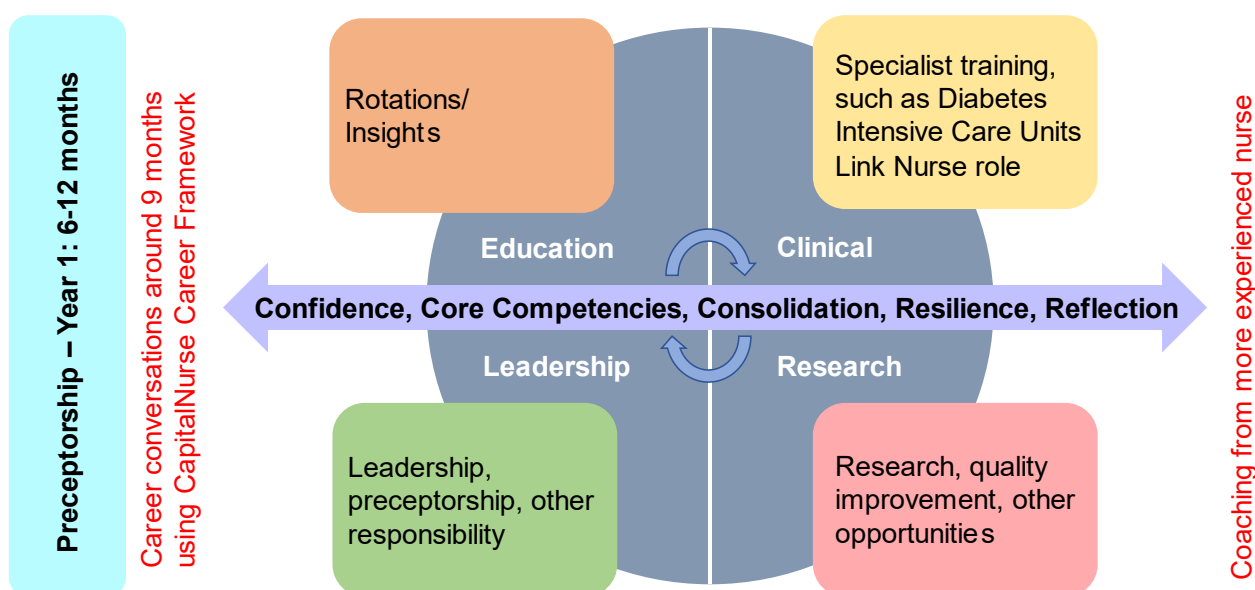


Figure 1 - Beyond Preceptorship Framework

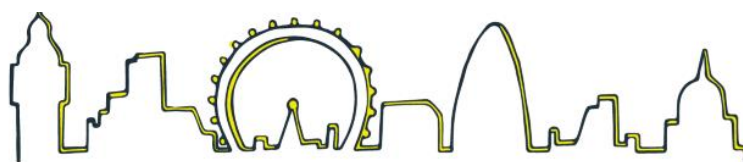
### Coaching

Alongside the second-year programme, nurses may benefit from additional support from an experienced nurse, using a coaching approach. The Beyond Preceptorship Framework recommends that organisations consider supporting nurses with several years of experience or legacy mentor nurses to develop coaching skills to help support the development of more junior nurses.

The CapitalNurse Team has resources available – including slide pack, training guide for facilitators, and coaching skills activities for learners – for practice educators to deliver a short workshop on coaching skills.

### Restorative Supervision

The role of the Professional Nurse Advocate (PNA) is now found within many organisations, with the objective of offering restorative supervision to other nurses. Restorative supervision offers support to healthcare professionals through listening, supporting and providing psychological support to individuals to develop their resilience and ability to cope with difficult situations.



## Clinical Supervision

Clinical supervision is a formal process to provide professional support, providing an opportunity for reflection critical appraisal and learning from experience in practice. As such, clinical supervision contributes to a nurse's emotional well-being, resilience and individual development as a practitioner, as well as promotes learning from patient experience and improved quality of care.

## The Four Pillars

The following pages consider the different opportunities available within the four pillars of practice. However, there is cross-over between the different pillars and whilst some opportunities may be considered under 'clinical', they would also have a place in the other pillars. Shadowing, for example, is one activity that would relate to all four pillars.

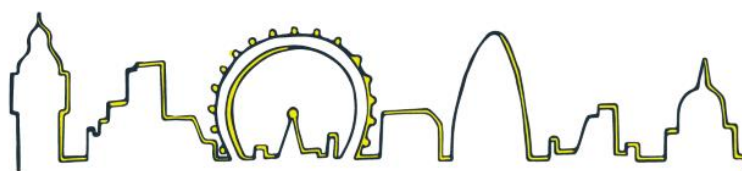
### 1. Clinical Pillar

This pillar focuses on developing the clinical skills and interests of the nurse and may include any of the following (as explained in further detail below).

- Clinical education
- Shadowing
- Link nurse or clinical champion roles in an area of special interest to the nurse
- Personalised care
- Insight into other clinical areas
- Rotation to another clinical area
- Internal transfer to another clinical area.

## Clinical Education

This may be formal or informal training depending on the organisation. Courses may be short-term, longer, accredited or non-accredited in areas of special clinical interest to the nurse. This could include specialisms, for example, diabetes, dementia, oncology, or stepping towards a career in a different clinical area, such as school nursing or occupational health.





## Capital Nurse – Beyond Preceptorship

Developing further clinical skills may include topics like advanced life support (ALS) / Advanced paediatric life support (APLS), high dependency unit (HDU) intensive care unit (ICU) , continence care and tissue viability.

### Shadowing

Shadowing Clinical Nurse Specialists (CNS) is an effective way for a nurse to find out more about the role of a CNS, the specialism and the responsibilities. Equally, shadowing other members of the multidisciplinary team (MDT) will help the nurse develop specialist knowledge and skills in MDT working.

### Link Nurses or Clinical Champion roles in an area of special interest to the nurse

These roles give nurses a level of responsibility for an area in which they are specifically interested and would like to promote to improve clinical effectiveness. The opportunity provides professional development, and the chance to build skills and knowledge in a particular area of practice.

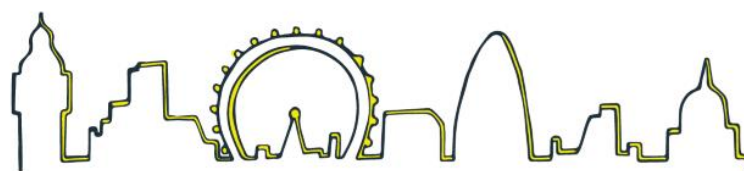
Link nurses are available in different areas, relevant to each setting and may include, for example, hand hygiene, infection control or tissue viability.

### Personalised Care

The Personalised Care Institute (PCI) is accountable for setting the standards for evidence-based training in personalised care in England. Funded by NHS England (NHSE), it offers a range of free, quality-assured e-Learning modules, webinars, podcasts and resources to equip health and care professionals with the knowledge, skills and confidence to help people get more involved in decisions about their care. Evidence shows that this leads to better health outcomes and increased patient and clinician satisfaction.

The Personalised Care Institute e-Learning modules are free of charge, peer-reviewed and can be completed in just 30 to 60 minutes. Choose from:

- Core Skills in Personalised Care
- Shared Decision Making
- Personalised Care and Support Planning



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- Personalised Care and Support Planning (Maternity)
- Remote Consultations.

The PCI also hosts a number of eLearning courses from partner organisations that meet the quality standards identified in the PCI curriculum.

There are several free webinars and podcasts offered by the Personalised Care Institute on specialist topics that can support professional development needs. These include:

- Health Coaching: Advancing your capabilities
- The role of Personalised Care in tackling Health Inequalities
- Long COVID and Personalised Care
- Women's Health and Menopause
- Veterans' Care and Social Prescribing
- Personalised Care with NHS @home.

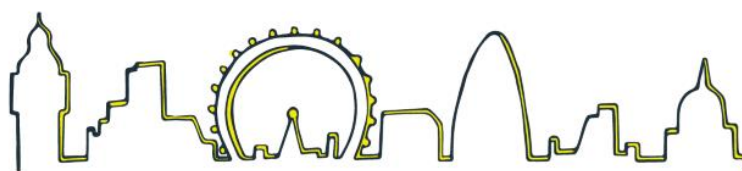
Further information and access to all resources is available at [Personalised Care Institute](#).

### Insight into other clinical areas

An insight is a short period, typically between 4 and 6 weeks, of experiencing another setting. This is a one-off experience and may be used for nurses wanting to increase awareness of a specialist area, with a view to a future role or specialism, or to develop a deeper understanding of different areas of a patient's journey.

### Rotation to another clinical area

A rotation programme is usually between 3 and 12 months, with 6 months as a typical period of time. Each rotation represents one part of a learning pathway towards becoming a multi-skilled professional. A rotation programme is a series of 2, 3 or 4 spells working in different areas, to gain a broad range of experience, knowledge and skills. Specialist rotations are beneficial to gain experience for a specific role or specialism.



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## Internal Transfer to another clinical area

An [Internal Transfer](#) provides a member of staff with the opportunity to move within an organisation/organisations without completing a lengthy application process. The [CapitalNurse Career clinics and internal transfers report and best practice guidance](#) recommends scheme pre-requisites (nurses require a minimum of six months' experience within their role and no ongoing human resources (HR) issues). However, this will vary according to organisation.

## 2. Leadership Pillar

This pillar focuses on developing the nurse's leadership capabilities for progression.

This may include:

- Preceptor role
- Shadowing managers
- 'Ready for band 6' development programmes
- Edward Jenner programme.

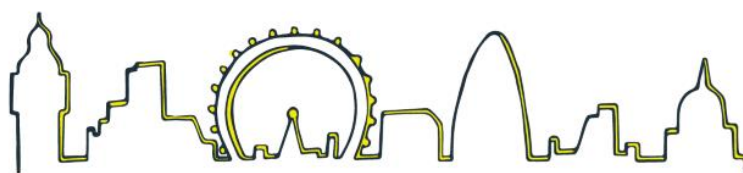
### Preceptor Role

Research shows that the best Preceptors are those who have more recently completed their own preceptorship period. The role of a Preceptor is to act as a professional friend to the newly-registered nurse, to support and guide them in their development during preceptorship through signposting opportunities, and to provide feedback and encourage a supportive learning environment.

Preceptors should be provided with the relevant education and development before taking on the role. This will include developing skills in giving feedback and coaching.

### Shadowing

A nurse keen to develop into a leadership and management role may benefit from shadowing senior managers – for example, a ward manager or matron for a day. This provides an opportunity to understand the breadth of the role, attend key meetings and gain insight into how these roles interface with other members of the MDT and wider



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organisation. In addition, this gives the nurse the opportunity to find out more about nursing leadership roles and their essential contribution to maintaining safety and quality of care.

### ‘Ready for Band 6’ programmes

Some organisations offer a formal or informal programme to prepare the nurse for a band 6 role. A formal programme may include study days on a variety of management topics including leadership styles, appraisal, performance management and recruitment.

An informal programme may include opportunities to work alongside another band 6 for several shifts or to take on the role of nurse in charge on a shift receiving guidance, support and feedback. Some programmes may require the completion of competences over a period of time.

### Edward Jenner programme

The [Edward Jenner programme](#) is offered through the NHS Leadership Academy and is particularly relevant to those aspiring to or in their first leadership role.

The programme offers five different courses beginning with an introduction to personal development, leading on to two courses at level one which include exploring leadership and leading through relationships. Two courses at level two include leading in and beyond the team and the leader as manager

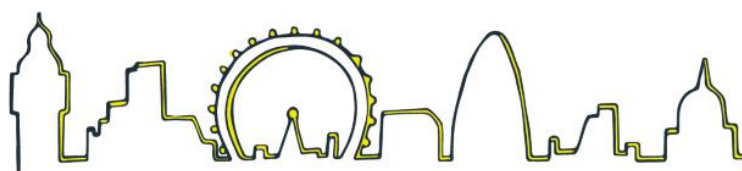
## 3. Education Pillar

There are two aspects to the education pillar:

1. The first is the education and ongoing development of the nurse themselves, incorporated into the other pillars.
2. The second is the interest in education, development and training of others.

Opportunities within this area include:

- Shadowing
- Practice supervisor role to supervise students in the setting



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- Practice assessor role to assess students in the setting (after a period of supervision)
- Train the trainer roles.

### Shadowing

A nurse keen to develop into an educational role may benefit from shadowing a practice educator / clinical facilitator or academic assessor for a day. This provides an opportunity to understand the breadth of the role, attend key meetings and gain insight into the role. This gives the nurse the opportunity to find out more about nursing education roles and their essential contribution to maintaining safety and quality of care.

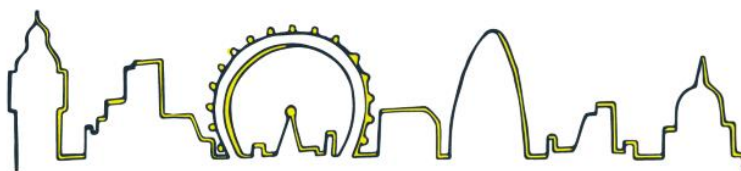
### Practice Supervisor

[According to the Nursing and Midwifery Council \(NMC\) Standards for Student Supervision and Assessment \(SSSA\) \(2018\)](#), the practice supervisor may be any registered healthcare professional and is responsible for supporting learning within the scope of practice, and enabling students to meet proficiencies and outcome.

They provide feedback on progress, have current knowledge and experience of the area and contribute to students' records of achievement and assessments, working with a nominated Practice Assessor.

Practice supervisors are required to attend a short workshop, or complete an [e-learning programme](#), to prepare them for the role. The Pan London Practice Learning Group (PLPLG) offer a range of free resources for nurses taking on this new role. These include:

- understanding students
- roles and responsibilities
- assessing learning needs
- assessing learning in practice
- raising concerns
- giving feedback
- coaching skills.



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### Practice Assessor

In line with Nurse Midwifery Council Standards Student Supervision Assessment (NMC SSSA), each student must have a nominated Practice Assessor who is responsible for conducting and recording objective, evidence-based assessments with students.

The practice assessor must have current knowledge and expertise in the setting and will work in collaboration with academic assessors and practice supervisors to support learning in line with NMC standards. A practice assessor is expected to have completed their practice supervisor training and have experience (recommended 6 months) as a practice supervisor. They are required to complete an education programme which may be offered by a local higher education institute (HEI) or through facilitated workshops and e-learning.

The Pan London Practice Learning Group (PLPLG) offer a range of free resources for nurses taking on this new role. These include:

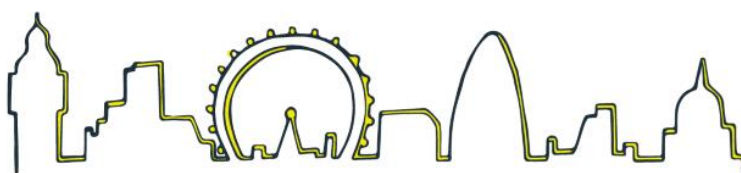
- Understanding students
- Roles and responsibilities
- Assessing learning needs
- Assessing learning in practice
- Raising concerns
- Giving Feedback
- Coaching Skills.

All resources are available [here](#).

### Train the Trainer

Depending on the organisation and setting, train the trainer courses (often half or full day) are available for nurses wanting to develop their skills in training and educating others.

This could be in a range of clinical areas – for example, tracheostomy, infection control or equipment training.



### 4. Research Pillar

The research pillar focuses on developing the nurse's interest and curiosity in research, audit and quality improvement. Opportunities may include a variety of different offerings – for example:

- shadowing or insight into Research and Development or clinical trials (where available)
- quality improvement – participation in service improvement projects (SIP) or quality improvement projects (QIP)
- genomics (may also be of interest in educational or clinical pillars)
- participation in audit
- clinical appraisal of evidence
- participate in journal clubs, MDT teaching sessions, grand rounds, morbidity and mortality meetings.

#### Shadowing

A nurse keen to develop into a research role may benefit from shadowing a research nurse or member of a QI team for a day. This provides an opportunity to understand the breadth of the role, attend key meetings and gain insight into the role, as well as gives the nurse the opportunity to find out more about nursing research roles and their essential contribution to nursing.

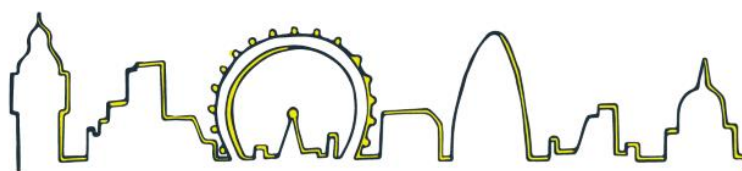
#### Service improvement projects

Participation in service improvement projects helps to develop the nurse's problem-solving abilities, confidence and collaboration with different people. A service improvement project may be within the immediate area or within the wider setting and may be short term or longer term.

[You can find some information about service improvement projects through Health Education England \(HEE\)](#)

NHSE offers resources for service improvement projects. These include:

- [Tools by approach and patient pathway.](#)
- [Online LEAN courses](#) at two levels: fundamentals and intermediate to provide an innovative way of approaching service improvement projects in healthcare.



### Genomics

[Genomics](#) is the study of the genes in our DNA, their functions and their influence on the growth, development and working of the body. HEE offers a variety of different educational resources for those with an interest in genomics. These can be broadly separated into two categories: novice (fundamentals of genomics) and intermediate (application of genomics in practice).

Resources include:

#### Novice

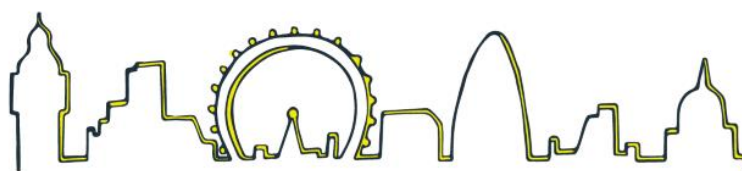
- [Bitesize Genomics](#): Short one pager
- [Genomics 101](#): 9 short pieces of eLearning covering fundamental genomic concepts and the application in healthcare
- [Genomics in Routine Care Webinars](#): 3 introductory webinars delivered in collaboration with the RCNi and NHS England and NHS Improvement, exploring the impact of genomics on nurses, midwives and health visitors.

#### Intermediate

- [Genomics in Healthcare](#): Number of webpages either exploring genomics in particular professions or medical specialties
- [Funded CPD modules](#): Offered as part of our Master's in Genomic Framework for those wanting to build on their existing knowledge.

### Audit

A clinical audit is a way of looking at provision of services in line with standards to inform improvements and identify areas of excellence. All clinical areas generally undertake a programme of routine clinical audits, including hand hygiene, environment, infection prevention and control (IPC), catheter care and falls, which offer an opportunity for nurses to get involved and find out more, whilst contributing to learning and improvement of care.





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The local quality governance or audit team will be able to provide information for your setting. Please refer to the [information and guidance](#), provided by NHS England.

### Critical Appraisal of Evidence

Critical appraisal is essential in providing evidence-based practice through the systematic assessment of material for validity, accuracy and relevance. Journal clubs provide an opportunity to put these skills into practice.

There are several different models used for different purposes. The RCN offer useful resources, such as approaches and worksheets, to get started. [View short online courses to learn more about this topic.](#)

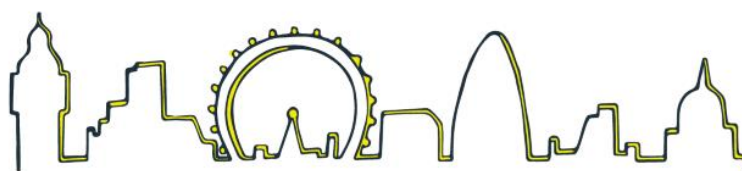
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- Edward Miller, Senior Education and Development Officer, Genomics Education Programme



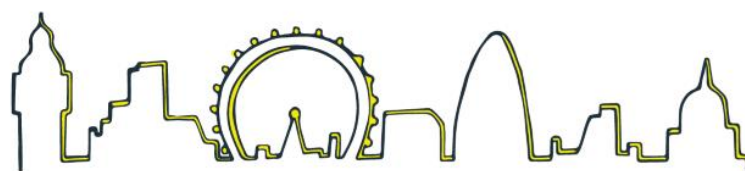
## Capital Nurse – Beyond Preceptorship

### The CapitalNurse Preceptorship Programme

The CapitalNurse Preceptorship Programme has been funded by CapitalNurse as part of the Career Progression workstream in collaboration with stakeholders across London.

### Beyond Preceptorship Framework 2019 developed by:

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- Louise Morton, Chief Nurse, Royal National Orthopaedic NHS Foundation Trust
- Jenny Halse, Head of Nurse Education, Kings College Hospital Trust
- Joseph Lynch, Preceptorship Lead, The Whittington NHS Hospital



## Appendix One – Six Key Questions

This self-assessment tool is part of the [Career Clinic and Internal Transfer Guidance – Preparations packs](#).

The following information should be completed in advance of your career discussion and will be used to structure your conversation. It should be sent to the career facilitator beforehand and will help to focus the discussion upon your individual requirements.

### Six key questions:

1	<b>How am I doing?</b> Consider how you are getting on in your current role, what feedback you have received from others, what you enjoy doing and why you find challenging
2	<b>How do I fit into the organisation?</b> Consider your skills and any areas of special interest to you
3	<b>What is expected of me?</b> Consider the expectations of you in your current role and how you manage the expectations
4	<b>What and how should I develop?</b> Consider areas of special interest or roles that you would like to find out more about or develop
5	<b>How will my talents and contributions be recognised?</b> Consider how you will get feedback and how important it is to you
6	<b>What is next for me?</b> Consider areas you want to find out more about, roles that interest you and where you see your career going

