

What is Preceptorship?

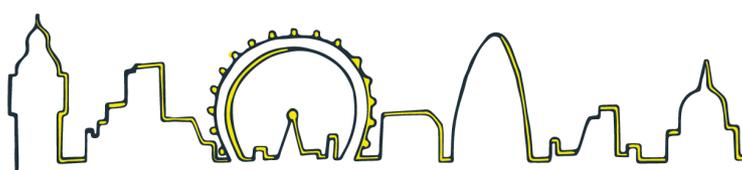
Introduction to CapitalNurse Preceptorship Module

This training session is one of the preceptor development modules which is intended for us as short training workshops or as part of a team meeting. It will take around an hour including video clips and discussion, however the content can be shorted by taking out some of the video clips.

This trainer guide provides a lesson plan with approximate timings, content and activity which accompany the PowerPoint presentation. Each slide has additional notes to assist the trainer, where required. These are provided in this guide.

A copy of the CapitalNurse Preceptorship Model is provided in this handout although it is recommended that trainers also have a copy of the CapitalNurse Preceptorship Framework (or their own organisational copy) to hand for reference.

| Timings | Slide | Activity | Trainer Notes |
|---------|---------------|----------------------|--|
| 5 mins | 2 & 3 | Trainer Introduction | Introduce workshop Go through objectives Go through topics Ask delegates what they think preceptorship is |
| 5 mins | 4 | Trainer | Definition of preceptorship provided by CapitalNurse Ask delegates why preceptorship is important / valuable and who benefits |
| 5 mins | 5 | Video clip | Video clip of Jenny Halse, CapitalNurse preceptorship project team, on the value of preceptorship Ask for comments |
| 10 mins | 6, 7 and/or 8 | Trainer | Identify the different roles – preceptorship lead, preceptor and preceptee. Go through role of preceptorship lead with emphasis that this may be different in different settings / organisations Show video clips – there are two one for an acute setting (Jacquie Woodcock of Croydon University Hospital) and one for a primary care setting (Louise Ashwood, South London) |
| 10 mins | 9, 10, 11 | Small group activity | Ask delegates in pairs or small groups to consider the role of the preceptor and the responsibilities. Group discussion and show slide 10 Show video clip – a preceptor in primary care |



| Timings | Slide | Activity | Trainer Notes |
|---------|------------|------------------|--|
| 5 mins | 12, 13, 14 | Trainer | Go through role of preceptee and show one of the two videos (both acute setting) |
| 5 mins | 15 | Trainer | Go through the 'skeleton' of CapitalNurse framework focussing on preceptor's responsibilities |
| 10 mins | 16, 17 | Group discussion | Ask delegates how they think the NRN is feeling, what are their concerns and how can they be supported in the setting Show video clip of a third year student about to become a preceptee |
| 5 mins | | | Review, questions and close |

Notes for slides:

| Slide | Trainer notes |
|---------|---|
| 3 | <p>Background to CapitalNurse preceptorship: Started in March 2017 as part of recruitment and retention workstream to attract and maintain nurses to London. Engagement with stakeholders from different trusts and primary care organisations through CapitalNurse conferences and forums throughout the process. Deep dive research with a number of organisations to identify best practice to build the CapitalNurse Preceptorship framework. Framework is the full document with all information and the model provides the skeleton with the principles of the framework. There is a role descriptor for the preceptor, meeting templates, a charter between preceptor and preceptee, indicative content for the preceptee development programme which maps to the career framework.</p> <p>Full commitment of all 36 trusts pan-London (excluding London Ambulance who don't take NRNs). Launch informally in September 2017 with a formal launch in January 2018.</p> <p>Organisations are adapting the framework to comply with their own requirements and settings so there will be local variations.</p> <p>Ask delegates what they understand by preceptorship.</p> |
| 4 | Talk about this generally and compare with what delegates currently understand |
| 5 | <p>Video clip of Jenny Halse one of the project leads on CapitalNurse Preceptorship showing value of preceptorship to nurses and organisations</p> <p>Ask delegates what they think the role of the preceptorship lead is</p> |
| 6 | The preceptorship lead is defined in the CapitalNurse framework however not all organisations have the same role as some may have slightly different responsibilities. This will depend on the organisation and setting. |
| 7 and 8 | There are two videos – one for acute and one for primary care. Choose |

| Slide | Trainer notes |
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| | whichever is most appropriate Afterwards ask delegates what they consider the role of the preceptor |
| 9 | Ask delegates to discuss in small groups or pairs and consider the role of the preceptor and the responsibilities |
| 10 | Ask delegates how this compares with their understanding. Is this what they do currently? Are there any differences? |
| 11 | Show video of preceptor Ask delegates what preceptees are responsible for |
| 12 | Suggest that preceptor goes through this with their preceptee at initial meeting |
| 15 | Go through the main parts of the CapitalNurse preceptorship framework Focus on protected time and meetings Refer to meeting templates in the framework and the importance of documentation Refer to the charter also in the framework which demonstrates a level of commitment from both preceptor and preceptee Advise delegates that not all organisations will be using these – some will have their own formats and documents. Ask delegates to check locally. |
| 16 | Ask delegates to consider in small groups how the NRN may feel. Suggest they reflect back to when they were newly registered Consider different levels of support between a student and an NRN Once they have had time in groups, open up discussion |
| 17 | Show the video of the third year student Ask delegates how best to support the NRN |

Preceptorship Model

The following Preceptorship Model is based on the Preceptorship framework (September 2017) which provides full details. The following is the recommended minimum requirement:

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| What is preceptorship? | Supported transitional period to develop confidence and competence in practice whilst continuing with professional development |
| Who is preceptorship for? | All Newly Registered Nurses |
| Duration | 6-12 months on or before date of joining the trust or receiving PIN |
| Allocated time requirements | <ul style="list-style-type: none"> • Minimum of four shifts for first month when both preceptor and preceptee are able to work alongside • Regular meetings between preceptee and preceptor – initial meeting at outset, interim meetings at 3, 6 and 9 months with final meeting at 12 months (or sooner if required) adapted to meet requirements of probationary period |
| Preceptor | <ul style="list-style-type: none"> • Band 5 or 6 nurse with minimum 12 months experience • No more than one preceptor to two NRNs • Attending initial training • Responsible for providing guidance to the NRN by facilitating transition from student to registered nurse. Full details available in Preceptor role descriptor |
| Preceptorship Lead | <p>Appointed by Trust with responsibility ensuring the following are completed:</p> <ul style="list-style-type: none"> • Maintaining a register of all preceptors • Allocated preceptors to NRNs • Identifying appropriate levels of support for preceptor, including initial training • Monitoring and tracking completion rates • Ensuring preceptorship is operating within DH framework (2010), HEE guidance and organisational policy • Measuring effectiveness and impact of preceptorship programmes |

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| <p>Preceptee</p> | <ul style="list-style-type: none"> • Attend all required statutory and mandatory training • NRN development programme may include study days, e-learning or facilitated on-the-job learning to comply with the nine domains of the CapitalNurse Career Framework • Attend regular meetings with preceptor and seek support / guidance as required • Reflective log • Maintain a personal development plan |
| <p>Indicative content of development programme</p> | <ul style="list-style-type: none"> • Supernumerary period at outset • Trust and local induction • Transitional needs analysis (TNA) • Personal development plan • Action learning / reflection • Facilitated learning / study days which must include nine elements of the CapitalNurse Career Framework |
| <p>Compliance</p> | <ul style="list-style-type: none"> • HEE Preceptorship Standards (2015) • HEE Preceptorship Framework (2017) • Preceptorship Framework for Newly Registered Nurses, Midwives and Allied Health Professionals, DH (2010) |
| <p>Metrics</p> | <p>Where required, organisations may measure the impact of their preceptorship programme. Suggested metrics include:</p> <ul style="list-style-type: none"> • Allocation of preceptors to NRNs within specific times of NRN start date • % of Formal Review meetings held between Preceptor and Preceptee at suggested interims • Retention of Newly Registered Nurses after one year and two year periods • Qualitative feedback from NRNs |