
Employer Insights webinar

Professional Liaison Service

Supporting employees through preceptorship

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Another seat at the table

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**How is your relationship
with preceptorship?**

① Start presenting to display the poll results on this slide.

Roadmap of this session

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01

What is
preceptorship?

02

Benefits of
preceptorship

03

HCPC
Principles for
Preceptorship

04

Other ways of
supporting staff

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**How is your relationship
with preceptorship?**

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**In what ways do you
support staff?**

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What is preceptorship?

Preceptorship is a period of structured support provided to HCPC registrants at key moments of career transition.

- Newly qualified
- Return to practice
- International professional
- New job role

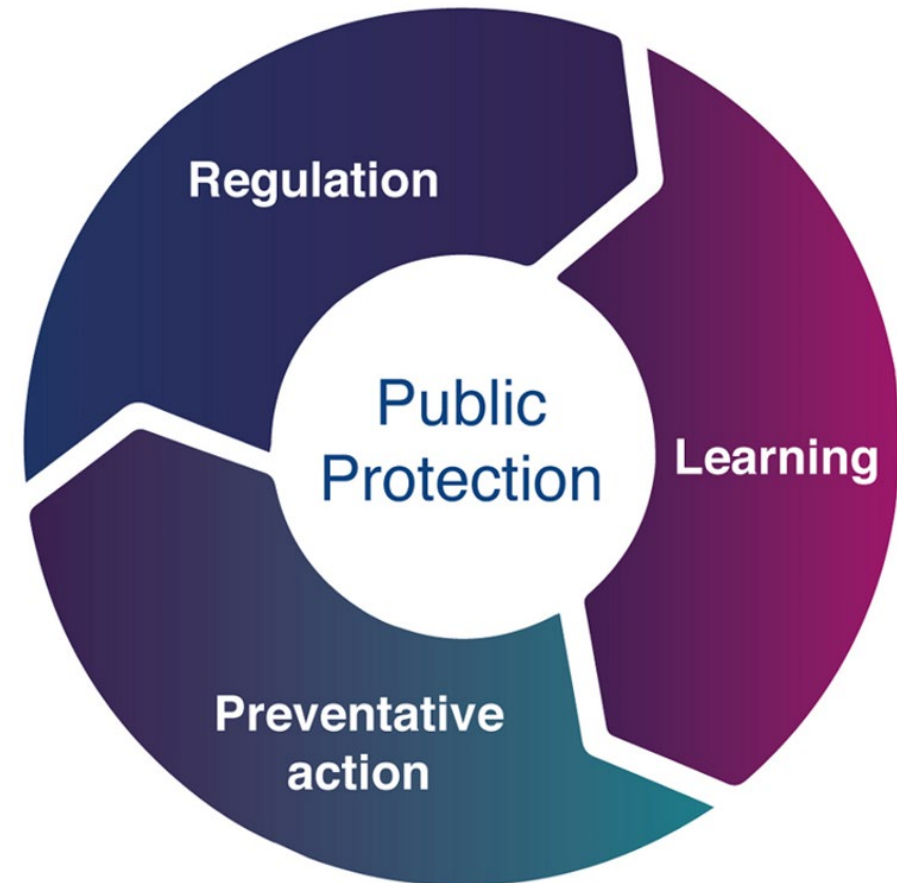


Why is the HCPC at the table?

ervice



- Safe staff = safe patients
- Retention problems
- Supports standards implementation



Why do preceptorship?

New graduate paramedic concerns

*I feel like I
haven't got the
confidence*

*Having the
decision-making
responsibility was the
toughest that first time*

*Bridging the gap
between theory in the
nice, safe classroom and
... being exposed to the
situation*

*You need to learn so
much about how to
deal with people*

*Rumours about
watching your
registration*

Benefits of preceptorship

Confidence

Retention

Safe space

Sets the
tone

Career
development

Empowers
preceptee

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Standards of conduct, performance and ethics

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Your duties as a registrant

Standards of
conduct,
performance
and ethics

- 3.6 You must ask for feedback and use it to improve your practice
- 2.6 You must work in partnership with colleagues, sharing your skills, knowledge and experience, where appropriate, for the benefit of service users and carers

Standards of proficiency

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Standards of proficiency

Biomedical
scientists

Registrants must:

- 4.8 understand the need for active participation in training, supervision and mentoring in supporting high standards of practice, and personal and professional conduct, and the importance of demonstrating this in practice
- 8.11 promote and engage in the learning of others
- 10.1 understand the value of reflective practice and the need to record the outcome of such reflection to support continuous improvement
- 14.2 demonstrate awareness of relevant health and safety legislation and comply with all local operational procedures and policies

Standards of continuing professional development

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Information for registrants

Continuing
professional
development
and your
registration

Registrants must:

- 1. Maintain a continuous up to date and accurate record of their CPD activities
- 3. Seek to ensure that their CPD has contributed to the quality of their practice and service delivery
- 4. Seek to ensure that their CPD benefits the service user

Five Principles

- *Principle 1:* Organisational culture and preceptorship
- *Principle 2:* Quality and oversight of preceptorship
- *Principle 3:* Preceptee empowerment
- *Principle 4:* Preceptor role
- *Principle 5:* Delivering preceptorship programmes

Principles for Preceptorship

Including supporting information

Helping health and care professionals
through career transitions

November 2023

Principle
1

Principle
1

Organisational culture & Preceptorship

Preceptorship is a structured programme of professional support and development designed to improve registrant confidence as they transition into any new role.

Preceptorship contributes to an organisational culture in which registrants are supported to achieve their potential whilst delivering safe and effective care and treatment.

Effective Preceptorship should:

- a) be embedded in the organisation's workforce and organisational systems to enable Preceptee access and engagement;
- b) comply with equality legislation and take account of national and local equality, diversity and inclusion policies;
- c) provide opportunities for Preceptees to develop confidence and to support their future career;
- d) prioritise Preceptee and Preceptor health and wellbeing; and
- e) promote a culture of learning, self-reflection and safe practice.

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Quality & oversight of Preceptorship

Principle 2

Preceptorship is an important investment in a registrants' professional career.

All registrants should have access to a quality Preceptorship programme. It demonstrates the value of individual registrants' health, wellbeing and confidence during times of transition.

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To enable effective Preceptorship there should be:

- a) processes to ensure registrants can access Preceptorship which meets their individual needs;
- b) processes in place to support an appropriate mix of profession-specific, multi-profession and uni-profession learning and development within organisations or with wider system and professional networks;
- c) integration with induction to professional role where appropriate;
- d) recognition of the impact of system challenges and how to mitigate these;
- e) systems in place to monitor, evaluate and review Preceptorship programmes;
- f) professional and organisational governance frameworks which allow the process to be audited and reported; and
- g) understanding of, and compliance with, national and local policies, and the relevant governance requirements required by the four countries of the UK.

Principle
3



Preceptee empowerment

Preceptorship should be tailored to the individual Preceptee, their role and their work environment.

Preceptorship should not retest clinical competence but instead, empower the Preceptee to reflect on what they bring to their role and identify support needed to develop their professional confidence.

Effective Preceptorship should provide registrants' with:

- a) access to a Preceptorship programme which instils the importance of continuing professional development;
- b) appropriate resources and guidance to develop confidence and support continuing professional development;
- c) a tailored programme of support and learning reflecting individual needs;
- d) an identified Preceptor for the duration of their Preceptorship; and
- e) autonomy to influence the duration and content of their Preceptorship in partnership with their Preceptor, others in their organisation and wider professional networks.



Preceptor role

Principle

4

The Preceptor role is a fundamental part of effective Preceptorship. Preceptors should have appropriate training, time and support to understand and perform their role.

Preceptors do not need to be from the same profession as Preceptees but should be the most appropriate individual to provide support.

In effective Preceptorship, Preceptors should:

- a) act as a professional role model and be supportive, constructive and compassionate in their approach;
- b) help to facilitate multi-professional aspects of Preceptorship where appropriate;
- c) support Preceptees to reflect on their development and signpost to relevant support and development opportunities;
- d) support Preceptees to engage with their wider profession, and help build networks locally or through external professional networks;
- e) share effective practice and learn from each other;
- f) be encouraged to see the personal and professional benefit of taking on the role of Preceptor; and
- g) have access to feedback on the quality and impacts of all aspects of their work as Preceptors.

Principle
5



Delivering Preceptorship programmes

Preceptorship programmes should reflect the differences in routes to registration, range and intensity of previous practice experiences, and the variety of services and settings in which registrants work.

These Principles apply to all registrants working in any health or social care setting across UK, including but not limited to, the NHS, the social care sector, and the independent and charitable sectors.

Preceptorship programmes should:

- a) be tailored to take account of the environment the individual Preceptee is working in;
- b) be flexible to support various types of transition in a timely way;
- c) have flexibility to deliver common themes of Preceptorship in a multi-professional way while ensuring profession specific elements are provided where necessary;
- d) have a structured design which describes how the programme delivers success for Preceptees;
- e) vary in length and content according to the needs of the individual Preceptee and the organisation. Individual countries, regions or organisations may set minimum or maximum lengths for Preceptorship; and
- f) have awareness of, and align with, other profession specific and workforce development programmes.

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Principle
3

Principle
3

Preceptee
empowerment

Effective Preceptorship should provide registrants' with:

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What this means in practice for HCPC registrants

- o Preceptorship programmes should underpin registrants' CPD activities and support them in meeting their regulatory obligations.
- o Preceptorship programmes should be designed to enable flexibility in what is offered to Preceptees, including how and when they access support.
- o Preceptorship programmes should connect to development plans that support registrants to continue their professional learning beyond the Preceptorship period.
- o Preceptorship programmes should encourage and support Preceptees in becoming Preceptors as they progress beyond their own need, to create an onward flow of new Preceptors, to ensure there is adequate support for future Preceptees.

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Preceptorship for registrants working
outside the NHS, including as sole
practitioners



Preceptorship arrangements
by UK nation

The details below are for programmes run by or used by NHS or public authorities.

Preceptorship for internationally
recruited registrants



Profession specific information

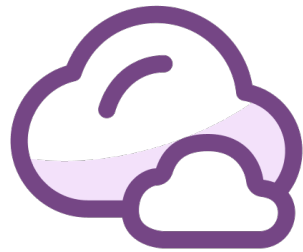
The following Professional Bodies have
produced profession specific guidance
or information on Preceptorship or
related work.

Resources

- [NHS England AHP Preceptorship Standards and Framework](#)
- <https://learninghub.nhs.uk/catalogue/preceptor-ecompendium>
- [AHP - Website Content - Preceptorship case studies PDF - All Documents \(sharepoint.com\)](#)
- [Eg Oxleas AHP Preceptorship](#)
- Professional bodies.
- [Flying Start NHS® | Turas | Learn](#)
- [NHS Wales guidance for Allied Health Professions,](#)
- [All Wales Preceptorship Guidelines for newly appointed ward sisters/ charge nurses.](#)
- [Northern Ireland Practice and Education Council for Nursing and Midwifery](#)

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**In what ways do you
support staff?**

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Supporting staff in other ways

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Induction



Supervision



Reflection



Coaching



Mentoring

Induction and supervision

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Induction is an opportunity for an organisation to welcome their new recruit, help them settle in and ensure they have the knowledge and support they need to perform their role.'

While there is no single or agreed definition of supervision, at its core, supervision is a process of professional learning and development that enables individuals to reflect on and develop their knowledge, skills, and competence, through agreed and regular support with another professional.

Supervision

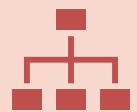
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Practice / clinical supervision, which aims to support learning and develop competency related to a specific clinical task.



Professional supervision, which is largely focused on identifying professional learning and development needs and CPD.



Operational/line management supervision.

Reflection

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- A process that helps you gain insight into your professional practise by thinking analytically about any element of it. The insights developed and lessons learned can be applied to maintain good practice and can also lead to developments and improvements for both the professional and their service users.

HCPC

- This should be a familiar, continuous and routine part of the work of health and care professionals.

UK Healthcare Regulators 2019



Coaching and mentoring

“Coaching aims to produce optimal performance and improvement at work. It focuses on specific skills and goals, although it may also have an impact on an individual’s personal attributes such as social interaction or confidence. The process typically lasts for a defined period of time or forms the basis of an on-going management style”.

Source: CIPD

“Mentoring in the workplace tends to describe a relationship in which a more experienced colleague shares their greater knowledge to support the development of an inexperienced member of staff. It calls on the skills of questioning, listening, clarifying and reframing that are also associated with coaching”.

Source: CIPD

What we have covered.

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Principles for
Preceptorship
document

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Other ways of
supporting staff

Sharing our stories: Florence and Hugh

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**Please complete our
evaluation form**

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BVwfSA](https://forms.office.com/e/ted1BVwfSA)**