

**Preceptorship and Development  
Programme**

**Bedford Hospital**

**Preceptee Handbook**



Name of Preceptee.....

Name of Preceptor.....

Ward / Department.....

Education Team Link ..... Julie Baker EXT: 5742 .....bleep 610.....

Preceptorship Commencement Date.....

Preceptorship Completion Date.....

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## Introduction

Welcome to Bedford Hospital we hope your time here will be full filling and rewarding in giving excellent care to our patients.

During your orientation weeks and through induction you will meet various people to help with your transition into a new nurse. You will also meet the Practice Education Team which are Julie Baker, Reena Christopher and Jill Nettleship (Clinical Nurse Educators). The team can support you through your settling in period.

During your transition from student to a qualified practitioner it is important that you begin your personal development plan through identifying your own learning aims and objectives. This is carried out through working on the preceptorship and development programme.

The Preceptorship and Development programme has been designed for you as a newly registered practitioner to assist in your transition from student to health professional within the Trust. All learning is individual, however it is envisaged that the 3 year programme will allow you to further develop your professional and reflective skills, which will assist you in becoming a competent practitioner.

As a new registrant, the Trust anticipates that you complete a formal period of Preceptorship as outlined in this document and the Preceptorship Policy (2010).

The Preceptorship programme comprises of different components and this is to be completed in your first year:

- a) Preceptorship agreement.
- b) Support, supervision and assessment reviews regularly in the clinical area (at least formally at 2/52, 3/12, 6/12 and completion)
- c) Further development of professional skills you have already acquired, also the acquisition of new skills pertinent to your professional development, by attending a series of study days, they incorporate mandatory skills and core competences.
- d) Completion of a professional portfolio to assist you with revalidation and demonstrating competence and continuing professional development and prepare for revalidation.

If you are unsure at any time as to what to do please get in touch with the Practice Education Team. The booklet is to help you and not hinder your transition from student to registered practitioner.

# Preceptorship Agreement

Preceptee -

Preceptor -

Line Manager -

## Period of Preceptorship 1 year with year 2&3 as development

Start  
date.....  
.....

Progress review  
dates.....

Preceptorship final review  
date.....

Preceptee and Preceptor agree to meet formally every 3 months but will also have informal discussions during this time.

We agree to use this time to review progress and discuss the preceptee's learning needs and Objectives.

Preceptee will attend study days that are put on for preceptorship and will contact Julie Baker if there are any missed to arrange another date.

Failure to keep your preceptorship programme up to date will result in a formal discussion with your manager/matron and with the education team to identify an action plan.

The preceptee will inform the preceptor of suitable workshops to help enhance their support to the preceptee.

## Preceptorship Pathway

Preceptee commences work and is given a named preceptor. The preceptor must be a registered nurse with at least 1 year experience in that area. The preceptor can prepare themselves for this role by attending the trust preceptor workshop (contact Julie Baker)

Initial 3 way meeting with preceptee, preceptor and line manager within 2 weeks. To arrange regular meetings between preceptee and preceptor, minimum at 3, 6 and 12 months. After the first year to have regular updates including appraisal.

Reviews to be completed every 3 months or more regularly if required. Once preceptorship booklet successfully completed it can be signed off. If unsuccessful then follow the process within trust capability policy. This can be initiated prior to the end of the programme if significant concerns are raised. The preceptorship is also part of your probationary period.

When you join the trust you will generally go on a preceptorship induction. However if you join the trust at a time when there are insufficient numbers to run this programme you will be expected to cover the topics listed further in the book and to then attend trust induction. You will be supported by your wards, preceptors and the education team to complete this. We expect a range of evidence to demonstrate your learning and the examples of evidence of how you can do this is covered in the preceptorship book.

**All staff at the end of their 2 week supernumerary period must have been supervised and signed off as competent in giving oral drugs in your own area. See attached form in your book to complete. This is your responsibility to make sure your preceptor is aware of this so that you can achieve this.**

***Please note: The preceptorship programme is recommended via the DOH and the NMC also recommends that you have this. If you miss any training sessions in your preceptorship it is your responsibility to contact the Preceptorship lead (Julie Baker) to organise another time. The preceptorship programme is to support you and forms contributory evidence for your probationary period.***

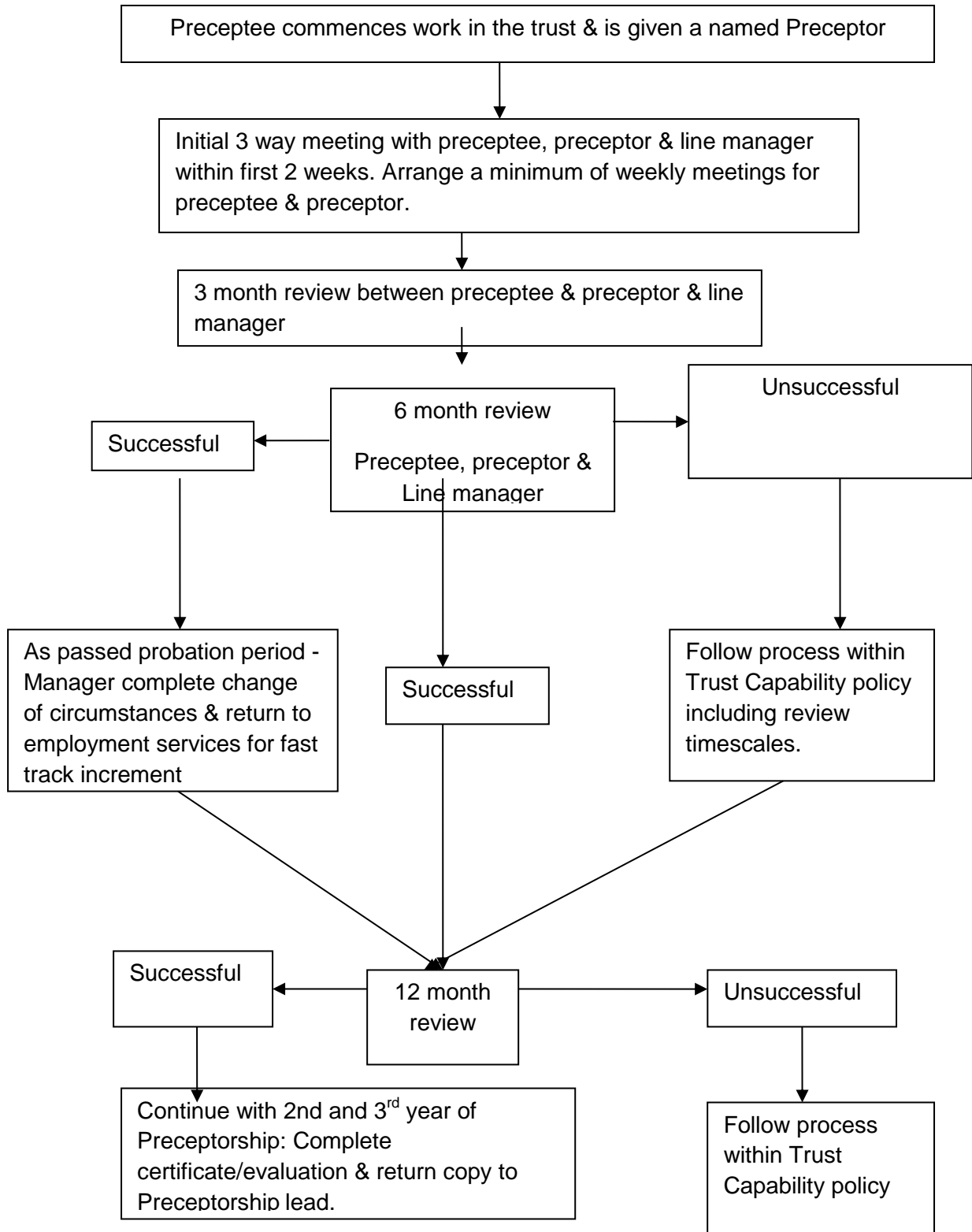
**Drug Competency form – to be completed by the end of your 2 week supernumerary period.**

<b><u>Administration of Medication (Non I.V.) Competency Record</u></b>			
(attach further records if continuation sheets are required)			
Competency	Observed Date	Comments	Signature
Know the therapeutic uses of the medicine to be administered, its normal dosage, side effects, precautions and contraindications.  <b>Right dose</b>			
	Competent Date	Comments	Signature
Be certain of the identity of the patient to whom the medicine is to be administered.  <b>Right Patient</b>	Observed Date	Comments	Signature
	Competent Date	Comments	Signature
Consider the prescription:  dosage, method of administration, route and timing of the	Observed Date	Comments	Signature

administration in the context of the condition of the patient and co-existing therapies	Competent Date	Comments	Signature
<b>Right Drug</b>			
Check that the prescription on the label on the medicine to be dispensed is clearly written and unambiguous.	Observed Date	Comments	Signature
	Competent Date	Comments	Signature
Check the expiry date of the medicine to be administered.	Observed Date	Comments	Signature
	Competent Date	Comments	Signature
Check that the patient is not allergic to the medicine before administering it.	Observed Date	Comments	Signature
	Competent Date	Comments	Signature
Contact the prescriber or another authorised prescriber where contraindications to the prescribed medicine are	Observed Date	Comments	Signature

discovered, where the patient develops a reaction to the medicine or where assessment of the patient indicated the medicine is no longer suitable	Competent Date	Comments	Signature
Ensure the right patient had the right drug via the right route at the right time.  Right Route	Observed Date	Comments	Signature
	Competent Date	Comments	Signature
Make a clear, accurate and immediate record of all medicine administered and any drugs intentionally withheld or refused by the patient.  Right Time	Observed Date	Comments	Signature
	Competent Date	Comments	Signature
Countersign the signature of a student when supervising a student in the administration of medicines.	Observed Date	Comments	Signature
	Competent Date	Comments	Signature





# **Preceptorship and Development 3 year Plan**

## **YEAR 1- Preceptorship**

Attend the following study sessions:

Manual Handling and BLS

ALERT

IV if applicable

Leadership, pain management, difficult conversations and diabetes

Professional Standards

6/12 review and accountability

Quality and Safety, learning from mistakes

ILS

## **YEAR 2 - Development**

Attend development bursts

Arrange experience days including A&E, bed manager

Escalation/transfer (outreach)

Consider a job swap of 4 weeks

Attend difficult conversations session

Attend the preceptor workshop

## **YEAR 3 - Development**

Career development plan to achieve future goals

Revalidation process

*Please note completion of your preceptorship programme will aid in your probation at 6 months and also your appraisal at 12 months. Failure to do this may hinder/delay your career progression.*

## **Benefits of Preceptorship**

There are many benefits of completing the preceptorship programme: develops confidence, identifies career aspirations enabling the new nurse to feel invested by the trust. Also it helps to encourage you take personal responsibility for maintaining up to date knowledge. This will also help you enhance the level of care you give to patients. Highlights knowledge so that you adhere to The Code whereby you preserve safety of our patients, promote professionalism, practice effectively and to prioritise people. This will also help you to strive to deliver Bedford Hospital Values consisting of valuing people, leadership, respect, honesty and excellence. The second and third year is to develop your leadership skills and help prepare you for revalidation.

### **Practice Education Team**

Julie Baker ext 5742 bleep 610 – lead for preceptorship  
Reena Christopher bleep 611  
Jill Nettleship bleep 045

### **Divisions:**

### **Matron:**

## **What Evidence?**

In this instance evidence is the information contained in your preceptee portfolio of practice that demonstrates achievement of learning outcomes.

The following are examples for evidence:

Preceptorship, documentation in the book  
Meetings  
E-learning  
Shadowing  
Peer review  
Reflective practice  
Incident Reporting and Investigation Involvement in Audit and Research  
Reading and Private Study  
Discussions and debates  
Performing assessments to identify risks, hazards etc  
Developing Action Plans and Strategies for Improvement  
Role play and Scenarios  
Teaching and presenting  
Refreshing and Updating Skills  
Competency Assessments  
Visiting other work areas and departments  
Listening to other people's views

Your evidence should help you to achieve the learning outcomes as below.

## **Learning Outcomes**

Below is a list of learning outcomes you will be expected to have achieved upon completion of the preceptorship:

- Demonstrate a sound knowledge and understanding of own professional roles/responsibilities and those of others within the multi-disciplinary team.
- Demonstrate an understanding of professional accountability in relation to professional registration.
- Understand the preceptorship process and how their Professional Portfolio provides a framework for the beginning of their journey of continuing professional development and preparation for revalidation.

- Demonstrate the ability to identify and act upon safeguarding adults and safeguarding children issues in an appropriate & timely manner.
- Demonstrate the ability to effectively document all interventions within professional & trust standards.
- Demonstrate an understanding of the importance of personal well-being & identify ways to seek appropriate support.
- Demonstrate the ability to work effectively within the multidisciplinary team, effective communication & delegation.
- Demonstrate an understanding of leadership principles & ability to apply these to practice.
- Demonstrate an understanding of improving services through effecting change.
- Demonstrate understanding of effective time management.
- Demonstrate an understanding of legal and ethical principles of own profession.
- Demonstrate equality & diversity awareness/ understanding.
- Demonstrate a level of understanding of how to carry out risk assessments and develop risk management plans using positive risk management and strategies.
- Demonstrate an understanding of the ways in which bias may affect the risk assessment process.
- Demonstrate an understanding of the range of options that can be applied in different situations through collaborative working.
- Demonstrate the ability to critically analyse the systems in place and seek solutions in order to identify, anticipate and manage risk.
- Demonstrate understanding of importance of keeping up-to-date with changes/ developments in practice, participating in lifelong learning and of engaging in own personal/ professional development and that of colleagues.
- Written reflective accounts of your learning and how this is used in practice. Minimum of 3 reflective accounts in a 12 month period.

# SWOT Analysis

SWOT (strengths, weaknesses, opportunities & threats) analysis is widely used within healthcare & business settings, in assisting change. In your case it could be used to answer the following question:

**‘What do I do *next* in order to move towards my longer-term goal of developing as a newly qualified professional?’**

This enables you to undertake a **situational analysis** in order to answer the question:

**‘Where do I stand in relation to a given set of circumstances?’**

Sub-questions:

- What are my current **strengths** in relation to my development as a newly qualified professional?
- What are my relative **weaknesses** in relation to my development as a newly qualified professional?
- What **opportunities** does my situation present for me to build on my strengths to address my relative weaknesses?
- What **threats** or obstacles do I need to overcome in order to take advantage of the opportunities and to move forward?

It is important to remember that these four categories are not fixed. They shift and they interact with each other. Nevertheless, this is a useful way of breaking down complex situations into key components in order to clarify your thinking and support your planning.

**SWOT** helps you look at the balance between your strengths and your weaknesses in a given situation and therefore helps you recognise your developmental needs. What you need to do next is express your plan of action to meet those developmental needs.

Below is a template for you to use to complete this activity, it is important to remember as you progress through your preceptorship your analysis will change, & so this should be completed again. These can be used within your portfolio:

<p><b>Strengths:</b> What are my current <b>strengths</b> in relation to my development as a newly qualified professional?</p>	<p><b>Weaknesses</b> What are my relative <b>weaknesses</b> in relation to my development as a newly qualified professional?</p>
<p><b>Opportunities</b> What <b>opportunities</b> does my situation present for me to build on my strengths to address my relative weaknesses?</p>	<p><b>Threats</b> What <b>threats</b> or obstacles do I need to overcome in order to take advantage of the opportunities and to move forward?</p>

# Initial Formal Contractual Meeting

To occur within two weeks of commencement plus reflective account.  
Copy to Preceptee & copy to be kept in Personal File

<b>Preceptee</b>	
<b>Preceptor</b>	
<b>Line Manager</b>	
<b>Date of commencement of Preceptorship</b>	
<b>Date of meeting</b>	

<b>Agenda</b>
<ul style="list-style-type: none"> <li>• Discussion &amp; agreement of the preceptee role, the preceptor role &amp; role of line manager</li> <li>• Setting of minimum hours working with the preceptor</li> <li>• Agreement &amp; arrangement of informal <b>weekly</b> meetings between preceptee &amp; preceptor</li> <li>• Agreement of job description/ /Core competencies to be assessed</li> <li>• Discussion &amp; agreement of learning contract</li> <li>• Agreement &amp; arrangement of 3 month 3 way review</li> <li>• Agreement &amp; arrangement of 6 month 3 way review</li> <li>• Agreement &amp; arrangement of 12 month 3 way review</li> </ul>

All individuals agree to the conditions & agreements as outlined during this meeting

Preceptee:           Name .....  
                              Signature .....

Date .....

Preceptor:           Name .....  
                              Signature .....

Date .....

Line Manager:      Name .....  
                              Signature .....



**Discussion from initial meeting/causes of concern/actions to be taken and timescale**

# Formal review meeting 3/12

Copy to be kept in personal file

<b>Preceptee</b>	
<b>Preceptor</b>	
<b>Line Manager</b>	
<b>Meeting Number</b>	
<b>Date</b>	

<p><b>Agenda</b></p> <ul style="list-style-type: none"> <li>• Line Manager, preceptor and preceptee to meet</li> <li>• Review learning contract</li> <li>• Review initial formal 3 way meeting documentation</li> <li>• Review preceptor meeting record notes</li> <li>• Review competency progress &amp; portfolio. (supervision &amp; appraisal procedure to be followed)</li> <li>• Discuss ongoing professional development &amp; review learning contract</li> <li>• Set objectives</li> </ul>
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All individuals agree to the conditions & agreements as outlined during this meeting

Preceptee:           Name .....  
                           Signature .....

Preceptor:           Name .....  
                           Signature .....

Line Manager:       Name .....  
                           Signature .....

**Discussion from initial meeting/causes of concern/actions to be taken and timescale**

**Action Plan (if required) and reflective account**

# Formal review meeting 6/12

Copy to be kept in personal file

<b>Preceptee</b>	
<b>Preceptor</b>	
<b>Line Manager</b>	
<b>Meeting Number</b>	
<b>Date</b>	

<b>Agenda</b>
<ul style="list-style-type: none"><li>• Line Manager, preceptor and preceptee to meet</li><li>• Review learning contract</li><li>• Review initial formal 3 way meeting documentation</li><li>• Review preceptor meeting record notes</li><li>• Review competency progress &amp; portfolio (supervision &amp; appraisal procedure to be followed)</li><li>• Discuss ongoing professional development &amp; review learning contract</li><li>• Set objectives</li></ul>

All individuals agree to the conditions & agreements as outlined during this meeting

Preceptee:            Name        .....

                              Signature .....

                              Date        .....

Preceptor:            Name        .....

                              Signature .....

                              Date        .....

Line Manager:        Name        .....

                              Signature .....

**Discussion from initial meeting/causes of concern/actions to be taken and timescale**

**Action Plan (if required) and reflective account**

# Formal review meeting

Copy to be kept in personal file

<b>Preceptee</b>	
<b>Preceptor</b>	
<b>Line Manager</b>	
<b>Meeting Number</b>	
<b>Date</b>	

<b>Agenda</b>
<ul style="list-style-type: none"><li>• Line Manager, preceptor and preceptee to meet</li><li>• Review learning contract</li><li>• Review initial formal 3 way meeting documentation</li><li>• Review preceptor meeting record notes</li><li>• Review competency progress &amp; portfolio (supervision &amp; appraisal procedure to be followed)</li><li>• Discuss ongoing professional development &amp; review learning contract</li><li>• Set objectives</li></ul>

All individuals agree to the conditions & agreements as outlined during this meeting

Preceptee:           Name .....  
                          Signature .....

Preceptor:           Name .....  
                          Signature .....

Line Manager:       Name .....  
                          Signature .....



**Discussion from initial meeting/causes of concern/actions to be taken and timescale**

**Action Plan (if required) and reflective account**

# Formal review meeting

Copy to be kept in personal file

<b>Preceptee</b>	
<b>Preceptor</b>	
<b>Line Manager</b>	
<b>Meeting Number</b>	
<b>Date</b>	

<p><b>Agenda</b></p> <ul style="list-style-type: none"> <li>• Line Manager, preceptor and preceptee to meet</li> <li>• Review learning contract</li> <li>• Review initial formal 3 way meeting documentation</li> <li>• Review preceptor meeting record notes</li> <li>• Review competency progress &amp; portfolio (supervision &amp; appraisal procedure to be followed)</li> <li>• Discuss ongoing professional development &amp; review learning contract</li> <li>• Set objectives</li> </ul>
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All individuals agree to the conditions & agreements as outlined during this meeting

Preceptee:           Name .....  
                               Signature .....

Preceptor:           Name .....  
                               Signature .....

Line Manager:       Name .....  
                               Signature .....

**Discussion from initial meeting/causes of concern/actions to be taken and timescale**

**Action Plan (if required) and reflective account**

# Formal review meeting

Copy to be kept in personal file

<b>Preceptee</b>	
<b>Preceptor</b>	
<b>Line Manager</b>	
<b>Meeting Number</b>	
<b>Date</b>	

<b>Agenda</b>
<ul style="list-style-type: none"> <li>• Line Manager, preceptor and preceptee to meet</li> <li>• Review learning contract</li> <li>• Review initial formal 3 way meeting documentation</li> <li>• Review preceptor meeting record notes</li> <li>• Review competency progress &amp; portfolio (supervision &amp; appraisal procedure to be followed)</li> <li>• Discuss ongoing professional development &amp; review learning contract</li> <li>• Set objectives</li> </ul>

All individuals agree to the conditions & agreements as outlined during this meeting

Preceptee:            Name .....  
                               Signature .....

Preceptor:            Name .....  
                               Signature .....

Line Manager:        Name .....  
                               Signature .....

**Discussion from initial meeting/causes of concern/actions to be taken and timescale**

**Action Plan (if required) and reflective account**



**Mandatory Skills/Core Competences to be signed off by the preceptee once competent in the skills for your role within the first year.**

**FIRE - HEALTH & SAFETY - See Policies & Procedures & Current legislation  
The Health & safety At Work Act**

Knowledge & Skills	Date	Competent/signature
<p><b>FIRE</b></p> <ol style="list-style-type: none"> <li>1. Can locate fire exits/ fire break glass call points/ hose reels/extinguishers/ fire blankets</li> <li>2. Can outline the use of different extinguishers</li> <li>3. Demonstrates appropriate safety checks in accordance with Trusts fire procedure on discovery of a fire or an alarm sounding</li> <li>4. Can state contents of Fire Action Notice in local area</li> <li>5. Is aware of the actions required in the local area in a fire emergency situation</li> </ol> <p><b>Health &amp; Safety</b></p> <ol style="list-style-type: none"> <li>1. Can locate Trust H&amp;S policies &amp; can also identify where other information can be found</li> <li>2. Can explain what the employees duties are under the Health &amp; Safety at work act 1974</li> <li>3. Can explain what the Health &amp; Safety Law poster is and where one can be located at Bedford Hospital NHS Trust</li> <li>4. Can explain what a hazard is and can list examples of hazards within clinical area</li> <li>5. Discusses why control measures are so important when completing a risk assessment</li> <li>6. Can describe in one sentence what a risk is</li> </ol> <p style="text-align: center;"><b>Attended study day - Date</b></p>		

## MOVING & HANDLING - See Policies & Procedures

Knowledge & Skills	Date	Competent/signature
<ol style="list-style-type: none"> <li>1. Can locate moving and handling aids – e.g. Hoist/Slings/Sliding Sheets.</li> <li>2. Can demonstrate safe use of both Manual &amp; Electric hoists with appropriate slings.</li> <li>3. Can demonstrate safe use of sliding sheets.</li> <li>4. Can demonstrate safe use of handling belts.</li> <li>5. Can identify when other manual handling aids are appropriate e.g. patslides/banana boards.</li> <li>6. Can demonstrate ability to position patients appropriately depending on individual limitations &amp; specific needs.</li> <li>7. Can demonstrate effective use of patient manual handling assessment form.</li> <li>8. Can identify lead person for manual handling.</li> <li>9. State when and how to seek assistance.</li> </ol>		

Attended Manual Handling Training,  
Date.....

## INFECTION PREVENTION – See Policies & Procedures

Knowledge & Skills	Date	Competent/signature
<ol style="list-style-type: none"> <li>1. Explain the role of the ICT &amp; who they are</li> <li>2. Explain the concept of <b>universal precautions</b>, and discuss briefly its application to the work place</li> <li>2. Describe correct procedures for cleaning up body fluids</li> <li>3. Describe action you would take if you sustained a needle stick or mucous membrane injury</li> <li>4. Discuss segregation of waste at ward level acknowledging the different coloured bags and audit tagging system</li> <li>5. demonstrate how to dispose of sharps effectively and safely and how to close and reassemble a new sharps box</li> <li>6. Discuss the Trust's handwashing policy in relation to not wearing hand jewellery and wrist watches - demonstrating correct handwashing technique</li> <li>7. <b>MRSA POLICY</b> - Briefly describe what is in the policy and what MRSA is.               <ul style="list-style-type: none"> <li>- Describe how to and where to take swabs of patients who come into the Trusts Surveillance scheme</li> <li>- Describe how you would apply the decontamination regime and other specific nursing care that is needed for these patients</li> </ul> </li> <li>8. Discuss the meaning of Standard and Protective isolation and briefly describe the principles behind these procedures.</li> <li>9. Demonstrate understanding of the colour coding in relation to laundry segregation</li> <li>10 Describe the domestic role within domestic services e.g. High Clean of rooms./bed/areas that have been contaminated with organisms: MRSA, CPE, Norovirus, Clostridium difficile and ESBL.</li> <li>11 Demonstrate understanding of Trust policy on single use and identify the sign</li> </ol>		

<p>that signifies this</p> <p>12 Demonstrate understanding of ANTT technique applied in relation to: Catheter care - taking urine samples - Handling IV lines - Wound care etc</p> <p>13 Demonstrate ability to collect and send microbial samples to the lab. Including ordering tests via ICE.</p>		
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## BASIC LIFE SUPPORT

Knowledge & Skills	Date	Competent/signature
<ol style="list-style-type: none"> <li>1 Assesses patient in an emergency situation (DRSABC)</li> <li>2 Follows cardiac arrest procedure</li> <li>3 States emergency numbers and procedures for life threatening and medical emergencies</li> <li>4 Demonstrates basic airway management using a pocket mask &amp; bag – valve mask</li> <li>5 Demonstrates correct use of suction to clear airway</li> <li>6 Hands over effectively to appropriate crash team members</li> <li>7 Demonstrates CPR correctly as per current Resus Council (UK) guidelines</li> <li>8 Identifies where emergency equipment is kept</li> <li>9 Describes use of equipment on/in the crash trolley</li> <li>10 Specifies 3 precautions to adhere to during defibrillation</li> <li>11 Checks crash trolley contents, including defibrillator and restock daily</li> <li>12 Checks oxygen and suction apparatus regularly</li> <li>13 Demonstrates correct use of O2 &amp; Suction apparatus</li> <li>14 Correctly assembles oxygen devices and masks</li> <li>15 Adheres to universal precautions during an emergency</li> <li>16 Documents accurately - can specify where and how a medical emergency is documented . Datix.</li> </ol>		

## COMPUTER SKILLS

Knowledge & Skills	Date	Competent/signature
<ol style="list-style-type: none"> <li>1. Am familiar with personal computers in the patient care setting</li> <li>2. Can open, close and run programmes – Windows –</li> <li>3. Can access intranet/internet and obtain medical information</li> <li>4. Can access and send electronic mail</li> <li>5. Can use Pimms system – admit, transfer, discharge and locate patients.</li> <li>6. Can access ICE, EPMA Training, Extramed., Hospital email account, eRostering, eDischarge, Intranet.</li> <li>7. Has completed and passed Information Governance training.</li> <li>8. Can use Pimms system – admit, transfer, discharge and locate patients.</li> <li>9. Can access ICE, EPMA Training, Extramed., Hospital email account, eRostering, eDischarge, Intranet.</li> <li>10. Has completed and passed Information Governance training.</li> </ol>		

PLEASE EVIDENCE HOW YOU HAVE ACHIEVED YOUR UNDERSTANDING OF THE FOLLOWING AREAS WITHIN YOUR FIRST YEAR.

**COMMUNICATION**

**CAN THE PRACTITIONER DEMONSTRATE ABILITY TO COMMUNICATE CONFIDENTLY AND COMPETENTLY WITH SERVICE USERS, CARERS, AND COLLEAGUES ETC. KEEPING ACCURATE RECORDS.**

**EVIDENCED HOW:**

**CLINICAL SKILLS**

**THE PRACTITIONER IS ABLE TO DEMONSTRATE COMPETENCE IN AREA SPECIFIC CLINICAL SKILLS AND OBJECTIVES. CAN UNDERTAKE OBSERVATIONS AND INTERPRETING THESE.**

**EVIDENCED HOW**

**SAFE PRACTICE**

**CAN DEMONSTRATE ACCOUNTABILITY IN RELATION TO SAFE PRACTICE, RISK ASSESSMENT. CAN SET UP EQUIPMENT RELEVANT TO THEIR AREA, AND CARRY OUT A DRUGS ROUND AND AWARE OF MEDICINES MANAGEMENT GUIDELINES**

**EVIDENCED HOW**

**TEAM WORK**

**DEMONSTRATES THE VALUE OF PROFESSIONAL UNDERSTANDING TOWARDS OTHER PROFESSIONALS. IMPROVES PATIENT JOURNEY, DELEGATES TASKS APPROPRIATELY**

**EVIDENCE HOW**

**QUALITY**

**CAN DISCUSS COMPETENCE, RESPONSIBILITY AND REFLECT WHEN MADE A POSITIVE CONTRIBUTION TO QUALITY INITIATIVES. PARTICIPATES IN AUDITS, FORUMS ETC**

**EVIDENCE HOW**

**PROFESSIONAL DEVELOPMENT**

**CARRIES OUT CPD, CONTRIBUTES TO INFLUENCING FUTURE SERVICE.**

**EVIDENCED HOW**

**DEALING WITH CONFLICT**

**CAN DEAL WITH CHALLENGING SITUATIONS, ENSURING PATIENT SAFETY**

**EVIDENCED HOW**

**LEADERSHIP, SAFE WORKING, RAISING CONCERNS AND INTERPROFESSIONAL LEARNING**

**CAN SHOW LEADERSHIP SKILLS, IDENTIFIES SAFE WORKING AND HOW TO RAISE CONCERNS**

**EVIDENCED HOW**

**ACCOUNTABILITY**

**WHAT DO YOU UNDERSTAND BY THIS, WHAT IS YOUR ROLE?**

**EVIDENCED HOW**

**IF NOT ATTENDED PRECEPTORSHIP INDUCTION THEN YOU MUST SPEND TIME/RESEARCHING THE AREAS BELOW AND ATTEND TRUST INDUCTION**

Knowledge & Skills	Date	Evidence
Preceptorship Information Pain Discharge Planning Learning Disabilities Emotional Resilience Unions Nutrition/Fluid Balance Invasive Devices/vascular access Oxygen therapy Outreach Stoma care Urology Patient Flow Duty of Candour Role of NA EPMA ESR Documentation Books to be given for information governance		



## Professional Portfolio

The transition from student to qualified practitioner can be a stressful yet exciting time. There are many opportunities for portfolio development within the first year of qualifying- it is a key stage in your development and should be recorded, as it charts what is likely to be the steepest learning curve in your career.

Most importantly are your feelings about being newly qualified. How does it feel to be accountable for your actions? Do you feel supported to take on this new accountability? Do you feel ready? There will inevitably be gaps in your training- the nature of healthcare means that learning is continuous and you will never be fully prepared for qualification, but you should feel that, through fostering a deep approach to learning and portfolio development, you have basic guiding principles on which to act and with which to practice safely & competently.

Each portfolio is unique but there is consistency in the type of materials that they include. According to Bowers & Jinks (2004) a professional portfolio should contain information related to the following sections:

- professional/educational development;
- Career development
- Personal development.

The advantages of developing and maintaining a professional portfolio are listed below.

- Demonstrate continuing acquisition of knowledge, skills and competencies
- Provides evidence of achievements for your appraisal and PDP
- Provides both a retrospective and prospective picture of your professional and career development
- Provides an opportunity to critically reflect on your own progress and development
- Can be used as evidence towards APEL and therefore a means through which you can gain academic credit for work-based learning.

Remember it is essential that you explain **WHY** evidence is included within your portfolio. For example it is not enough to include a care plan (remembering to adhere to confidentiality guidance). You must evidence growth & acquisition of skill.

After each of the Preceptorship Programme study days you will be expected to complete a reflective learning log, which could also be included within your portfolio.

A few points to consider when setting Goals/objectives:

- Focus on specific areas that need targeting, in order to develop personally and professionally throughout the Preceptorship period and beyond.
- Assess yourself in collaboration with your preceptor being guided by your job description, Knowledge & Skills Framework (KSF) post outline (which your line manager should provide for you if one has been developed), Core Competencies & any additional local requirements specific to your area of practice.
- Remember to keep your learning goals **SMART**:
  - **Specific** –simple & defined
  - **Measurable** –evidence/record of success
  - **Achievable**- is it possible? Necessary resources/time/opportunity/funding
  - **Relevant**- The outcome is relevant to the individual and their setting
  - **Timely**- deadline, measure

Use the opportunity of regular meetings with your preceptor to talk about your progress. You can work on a whole section of goals/objectives at the same time or work through each individually. When you and your preceptor both agree you can meet the competency, this can be signed off & evidenced in your portfolio.

## **Continuing Professional Development**

Continuing professional development (CPD) is a requirement of all Nurses & Allied Health Professionals, linking your learning and development to your registration.

Below are the Health Professionals Council (HPC) & Nursing & Midwifery Council (NMC) standards & the links to the relevant publications:

We define continuing professional development (CPD) as 'a range of learning activities through which health professionals maintain and develop throughout their career to ensure that they retain their capacity to practice safely, effectively and legally within their evolving scope of practice'. Put simply, CPD is the way professionals continue to learn and develop throughout their careers so they keep their skills and knowledge up to date and are able to work safely, legally and effectively.

Registrants must undertake CPD to stay registered with us. We have set CPD standards which say registrants must:

1. Maintain a continuous, up-to-date and accurate record of their CPD activities;
2. Demonstrate that their CPD activities are a mixture of learning activities relevant to current or future practice;
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; and
5. Upon request, present a written profile (which must be their own work and supported by evidence) explaining how they have met the standards for CPD.

Whenever a profession renews its registration, we randomly audit (check) the CPD of 2.5 percent of professionals from that profession. Those registrants who are chosen for audit must submit a CPD profile to show how their CPD meets our standards.

A copy of the standards can be found at:

[http://www.hpc-uk.org/assets/documents/10003858Your\\_guide\\_to\\_our\\_standards\\_for\\_CPD.pdf](http://www.hpc-uk.org/assets/documents/10003858Your_guide_to_our_standards_for_CPD.pdf)

(Accessed 20.8.13)

## **NMC**

Nurses and midwives must maintain their registration by meeting the post-registration education and practice (Prep) standards set by the NMC.

Nurses and midwives who do not comply with the Prep requirements will cause their registration to lapse and can no longer work as a registered nurse or midwife. These requirements must be met every three years, and are declared when registration is renewed. There are two separate Prep standards that affect registration: the Prep continuing professional development (CPD) standard and the Prep practice standard.

### **The Prep CPD standard:**

**Practice** 450 hours over 3 years

**CPD 35 hours** of continuous professional development that is relevant to your practice, 20 of these hours must be participatory learning.

**Practice Related Feedback**, 5 pieces over 3 years.

**Written Reflective Accounts**, 5 accounts eg feedback, an experience you had.

**Reflective Discussion**, have a discussion with an NMC registrant covering your written reflective accounts on your CPD.

**Health and Character Declaration** declare if you have been convicted of any criminal offence, provide a health character declaration.

**Professional Indemnity Arrangement**, to declare you have appropriate cover.

**Confirmation**, usually done with your line manager, who checks you have all the correct information to revalidate.

You can access this information on the NMC website where you can print off blank copies to fill in.

# Remember

You are a new practitioner. The initial periods can be very daunting for you but you are not alone. Use the support there including practice education team, ward manager, etc. Remember you have completed your training and now you will build on this knowledge but it will take time. Always ask, don't presume anything and focus on what you do well and work on the more challenging tasks. Always double check if you are unsure and never just do something if you don't know why. You have worked hard to obtain your PIN you need to work hard to maintain this. Enjoy the rewarding journey you will be on at Bedford Hospital.

Stress generally occurs when high demands are placed on an individual who has little or no control or given support in a situation. This can manifest itself both physically and emotionally. Sometimes this is due to work demands or a home situation or both. During your first year there may be times when you feel particularly pressured. This could be as a result of working at night, a patient with special needs, an exceptionally busy clinic or a waiting room which offers standing room only. You may also feel on occasion indecisive or insecure when confronted by a particular scenario. Please don't think that these thoughts or feelings are of little significance, these instances have the potential for greater understanding. Use these for the basis of a 1:1 with your preceptor.

The ability to look at an event from the patients' perspective and continue to practise this on a daily basis will enable you to explore more complex emotions exercising self and social awareness and self-management, Goleman (1995). Hence you will not only be exercising your professional skills but also the acquisition of mindfulness as you care. The Hay Group (2013) have given clear competency definitions:

- ❖ Being emotionally self-aware, attentive as to how our own emotions affect our performance
- ❖ Being able to empathise with another's feelings or perspectives and taking an active interest in their concerns
- ❖ Being organisationally aware by being able to 'read' a group's emotional vibes and the power relationships within

How we manage ourselves and our influence in the organisation

- ❖ To achieve, we try hard to meet the standards expected or exceed in doing so
- ❖ To demonstrate our adaptability, we can be flexible when confronted with change
- ❖ When disruptive emotions come into play, we can keep our own impulses in check

- ❖ We can maintain a positive outlook and persevere even when obstacles and adversities may present themselves
- ❖ Even when a conflict happens we can look for a 'work around' solution and learn to negotiate
- ❖ Coaching and mentorship are displayed when we take an active interest in other's development needs and thereby boost their self esteem
- ❖ As we work we can use our influence to make a positive impact
- ❖ We can work showing inspirational leadership when guiding individuals and groups
- ❖ Teamwork is vital to share in the process of working towards a common goal

### **The end of the Preceptorship Period**

Your preceptorship period should last for 3 years during which you will have periodic reviews with your preceptor, culminating in your first appraisal. During this time it is hoped that you will have acquired further knowledge and skills, through the receipt of guidance and support from your preceptor. Through following this programme it is envisaged that you will have made a smooth transition from student to professional practitioner.

At the final meeting with your preceptor (if she is not your appraiser/reviewer) you will:

- Assess your overall progress
- Establish future objectives to be reviewed after the preceptorship period using it as evidence to be submitted under 'future plans' in the Annual Performance and Developmental Review (APDR)
- Evaluate the preceptorship period

Although the majority of your learning objectives will have been achieved there may be some that have not. Generally this will not be a problem and it is expected that you will be able to talk about these at your APDR.

### **Conclusion**

Throughout your preceptorship you will aim to develop many skills enabling you to practise in a confident and competent manner making the transition from student to healthcare professional. Please comment upon the appropriateness of the preceptorship length, your preceptor, time available to see the preceptor, the preceptorship programme, support with meeting objectives, usefulness of feedback and overall whether all aims/objectives have been achieved. Please fill in the feedback questionnaire at the back of the book.

## REFERENCES

Bowers and Jinks (2004). *Issues surrounding professional portfolio development for nurses*. British journal of Nursing, Vol 13, Iss. 3, pp 155-159.

Goleman, D. (1995) Emotional Intelligence, Bantam Dell, New York, NY

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Health Professional Council (HPC) (2011). Your Guide to our Standards for CPD. Available at [http://www.hpc-uk.org/assets/documents/10003858Your](http://www.hpc-uk.org/assets/documents/10003858Your%20guide%20to%20our%20standards%20for%20CPD) guide to our standards for CPD (Accessed 16/2/17)

Nursing and Midwifery Council (NMC) (2011) The prep handbook. Available at: [http://www.nmc-uk.org/Documents/Standards/NMC Prep-Handbook 2011](http://www.nmc-uk.org/Documents/Standards/NMC%20Prep-Handbook%202011) (Accessed 16/2/17)

## Year 1 Training Record and Reflection

<u>Subject</u>	<u>Signature of Trainer</u>	<u>Date</u>
Manual Handling		
Basic Life Support		
Alert		
IV		
Leadership, pain management, difficult conversations, diabetes		
Professional Standards/accountability		
6/12 review, development bursts		
Quality and Safety, learning from mistakes		
ILS		

Has successfully completed year 1 of the preceptorship and development programme.

Ward Manager Signature:

Date



## Year 2 Training Record and Reflection

<b>Subject</b>	<b>Signature of Trainer</b>	<b>Date</b>
Understanding self and others BURST		
Giving and receiving feedback BURST		
Building and maintaining effective teams BURST		
Influencing skills BURST		
Developing emotional intelligence BURST		
Effective relationship building BURST		
Experience days		
Experience days		
Outreach/clinical escalation and transfers		
Job swap		
Communication – difficult situations		
Preceptor workshop		

Has successfully completed year 2 of the preceptorship and development programme.

Ward Manager Signature:

Date

## Year 3 Training Record and Reflection

<u>Subject</u>	<u>Signature of Trainer</u>	<u>Date</u>

Has successfully completed year 3 of the preceptorship and development programme.

Ward Manager Signature:

Date

## **Reflections**

Please add more pages if you need to

### **Reflective account:**

**What was the nature of the CPD activity and/or practice-related feedback and/or event or experience in your practice?**

**What did you learn from the CPD activity and/or feedback and/or event or experience in your practice?**

**How did you change or improve your practice as a result?**

### **How is this relevant to the Code?**

Select one or more themes: Prioritise people – Practise effectively – Preserve safety – Promote professionalism and trust

**Reflective account:**

**What was the nature of the CPD activity and/or practice-related feedback and/or event or experience in your practice?**

**What did you learn from the CPD activity and/or feedback and/or event or experience in your practice?**

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Select one or more themes: Prioritise people – Practise effectively – Preserve safety – Promote professionalism and trust

## Formal review meeting – Completion of Preceptorship programme after first year

<b>Preceptee</b>	
<b>Preceptor</b>	
<b>Line Manager</b>	
<b>Meeting Number</b>	
<b>Date</b>	

<b>Agenda</b>
<ul style="list-style-type: none"> <li>• Line Manager, preceptor and preceptee to meet</li> <li>• Review preceptor meeting record notes</li> <li>• Review competency progress against the core competencies &amp; job description</li> <li>• Sign off if satisfactory completion of Preceptorship period and send copy to Preceptorship Lead.</li> </ul>

Preceptee – own reflection on achievements

Preceptor – summary of progress

Line Manager – review of progress

Action Plan if not meeting objectives

Signature:

Preceptee.....Line Manager.....Preceptor.....

# Successful completion of 1st year Preceptorship programme Statement

I confirm that the Preceptee \_\_\_\_\_  
has successfully completed their period of Preceptorship and has achieved their  
Preceptorship learning outcomes.

Preceptee Sign \_\_\_\_\_

Preceptor Sign \_\_\_\_\_

Line Manager Sign \_\_\_\_\_

Date of successful completion:

Preceptor

Line Manager

**Please scan a copy of this page and send to Julie Baker (clinical  
nurse educator) Practice Education Team, block 5 estates building**

## Evaluation/feedback questionnaire

S.No	Criteria	Yes	No	N/A
1	Have you been given opportunities for training and development?			
2	Have you been supported by your manager?			
3	Were you allocated a preceptor at the start of preceptorship?			
4	Did you have a preliminary interview with your preceptor?			
5	Did you have structured support and guidance throughout the preceptorship period from your preceptor?			
6	Did you have three way meetings with preceptor and line manager within first two weeks?			
7	Were objectives set up for completion of preceptorship programme?			
8	Did you have regular meetings with your preceptor?			
9	Do you feel you can make clinical decisions? Do you understand your role?			
10	Has any another support been given by any other nursing staff?			
11	Did you have enough opportunities to develop your clinical skills during preceptorship?			
12	Were the core practice area clinical competencies achievable and relevant?			
13	Were any concerns/issues identified and raised during preceptorship?			
14	Were those concerns /issues addressed and resolved?			
15	Was everything covered in the preceptorship induction? <b>Note - (If anything wasn't covered in induction, please specify in the comments section)</b>			

Comments: anything else you would like to comment on such as what went well what you have learnt, anything you would like to see in the preceptorship programme please comment below.

**Please scan a copy of this page and send to Julie Baker (clinical nurse educator) Practice Education Team, block 5 estates building**