

# Case Study: The experience of a Preceptor participating in a Multi-professional Preceptorship Programme

Members of the Professional Development and Education Team at Central Manchester University Hospitals NHS Foundation Trust (CMFT) were involved in project work with Health Education England working across the North West and the University of Chester to review Preceptorship programmes in co-operation with North West NHS Trusts. Initial recommendations from this project included: "having a strategy to support and train Preceptors" and "defining strategic and operational roles and responsibilities for everybody" (see Appendix 1).

The CMFT Multi-professional Preceptorship Programme was introduced in 2010 and is underpinned by the Preceptorship Policy (see Appendix 2). The policy from its inception has always recognised the role of the Preceptor. According to the Policy, each Preceptee is entitled to a named Preceptor for the duration of the programme. This ideally should be a practitioner within the same profession as the Preceptee; who has at least 12 months experience in their professional role. The Policy states that a Preceptor should be "adequately prepared" for the role but there is currently no requirement to have received specific Preceptor training. The Preceptorship Charter outlines the responsibilities and expectations of all involved (see Appendix 5).



It was identified that whilst there was some support for Preceptors more support may be required.

The following information was obtained through a face to face interview on 3rd February 2016 between one of the Trust's Preceptorship Facilitators and Sarah Hardman who had recently acted as a Preceptor for a new member of staff at the University Dental Hospital of Manchester (see Appendix 3).

Sarah gave verbal consent for her information and image to be shared with others to help promote the CMFT Multi Professional Preceptorship Policy.

## Key Outcomes

The CMFT Multi-professional Preceptorship Programme is beneficial for those involved in the following ways:

### For the Preceptor

Sarah's role as Preceptor provided increased levels of job satisfaction and esteem. She felt "valued" by CMFT for "putting trust in me to induct and develop people" and her confidence increased.

The role of Preceptor provided her with evidence of Continuing Professional Development to support her registration with the General Dental Council.

As a direct result of acting as Preceptor, Sarah was inspired to study a module on Advanced Mentorship which began in April 2016.

### For Preceptee

Sarah watched her Preceptee grow in confidence during the programme.

Sarah believes that it helped them to "become a professional by building communication, team working and relationship skills"

After receiving Preceptor training, Sarah's former Preceptee has now become a Preceptor and continues to benefit personally and professionally in this role.

### For the University Dental Hospital

An established model for future dental nurses to standardise participation in the Multi Professional Preceptorship Policy across all five departmental specialisms at the University Dental Hospital.

An unexpected outcome has been that the University Dental Hospital was able to develop a programme to support newly employed dental nurses not eligible to participate in the CMFT Multi-professional Preceptorship Programme.

## Background

CMFT is a leading provider of tertiary and specialist healthcare services in Manchester treating more than a million patients every year. Specialist hospitals (including Royal Manchester Children's Hospital, University Dental Hospital of Manchester, Manchester Royal Eye Hospital, Manchester Royal Infirmary, Saint Mary's Hospital, Trafford Hospitals and Community Services) are home to hundreds of world class clinicians and academic staff committed to finding patients the best care and treatments.

CMFT offers a 12 month preceptorship programme providing support and guidance for newly registered healthcare practitioners, facilitating the transition from student to practitioner. The programme is delivered through a variety of learning methods integrated into a series of study sessions including preceptee induction, work life balance and teamwork, 4x workshops covering Self Awareness, Decision Making, Leadership and Preceptor Training. There is also a practice and professional development E-learning package. A preceptor will support the preceptee in the clinical area with development of professional skills and acquisition of new skills.

## Key Aims

### **Aims of the Preceptorship Programme:**

To provide support and guidance for newly registered healthcare practitioners helping facilitate the transition from student to practitioner.

### **Aims of the study:**

Helps capture and understand the lived experience of a Preceptor participating in the CMFT Multi-professional Preceptorship Programme

Highlights benefits of participation in the Programme and enables the Preceptorship Team to identify any required future actions / recommendations

The Preceptorship Team wanted to canvas opinions of a recent Preceptor about their lived experience of the role in CMFT with particular reference to the recommendations from the University of Chester project, utilising any key learning points to improve the programme.

Allows harvesting of key learning points and recommendations from recent Preceptors informing improvement of the programme

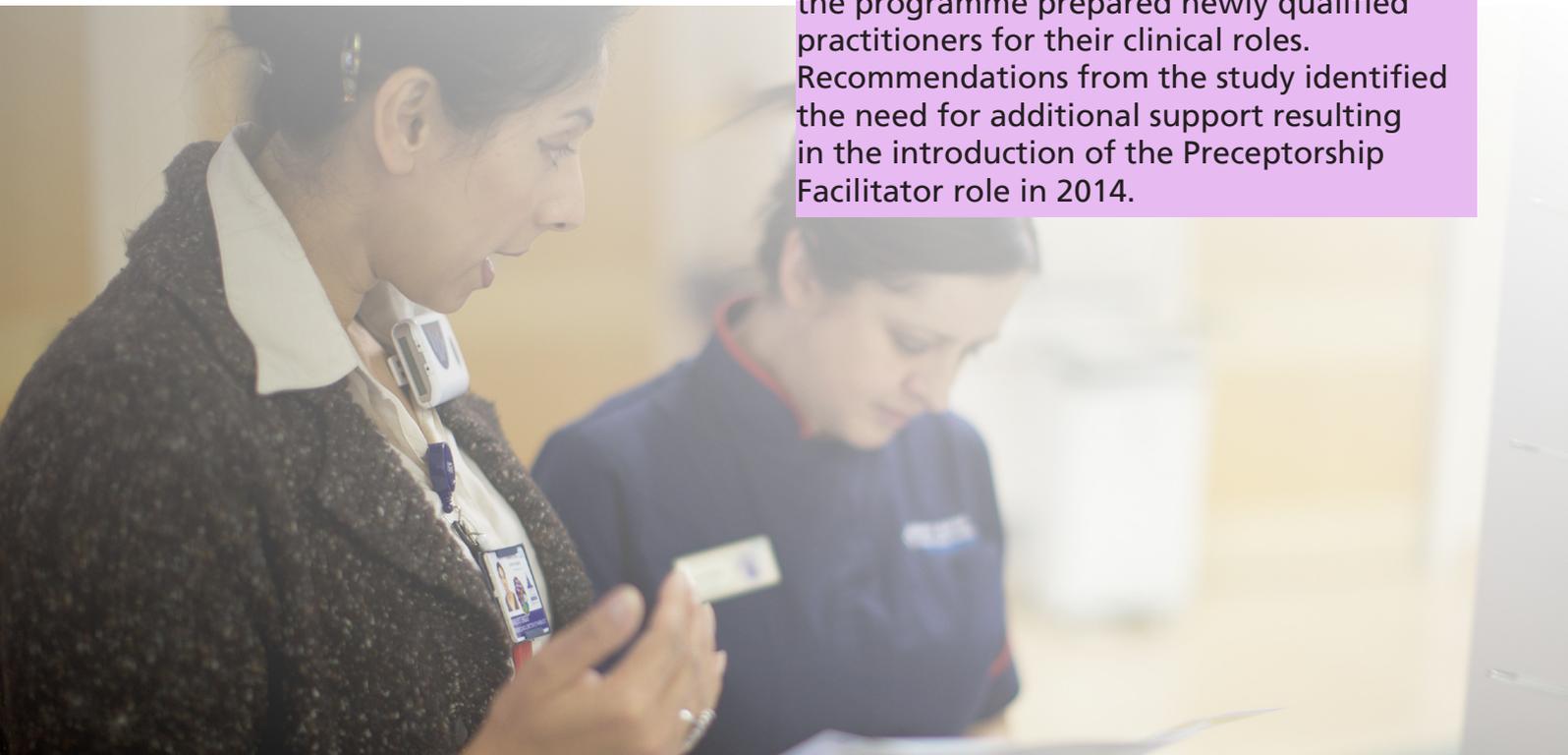
## Key Stages of Set-up

In 2008, a review of the NHS undertaken by Lord Darzi recognised the need for Preceptorship and additional funding for the implementation of Preceptorship Programmes for Newly Qualified Health Professions was allocated by Health Education England.

The Department of Health (DoH) published a Preceptorship Framework 'Best-Practice Guidance' document in 2010 (see Appendix 4) as a resource for all healthcare organisations to use in the development of Preceptorship programmes. At the same time the Nursing and Midwifery Council (NMC) addressed the need for a specific Preceptorship period for all Newly Qualified band 5 health professionals employed in their first post.

Acknowledging this CMFT developed and implemented a structured mandatory 12 months Multi-Professional Preceptorship Programme in 2010 and appointed a Preceptorship Lead in a seconded role.

A research study undertaken by an Educational Development Practitioner at CMFT in 2013 evaluated the Preceptorship programme looking specifically whether the programme prepared newly qualified practitioners for their clinical roles. Recommendations from the study identified the need for additional support resulting in the introduction of the Preceptorship Facilitator role in 2014.



## How it Works

Eligible new starters at CMFT attend a Preceptorship Induction session on their second day of employment. Here they meet the Preceptorship Team, receive information about the Multi-professional Preceptorship Programme and are given dates for mandatory Preceptorship study sessions and the course workbook.

On arriving at their workplace they are allocated a named Preceptor with whom they meet each month to discuss their progress and update their workbook. Each area of CMFT has a designated Preceptorship Facilitator who contacts and visits each Preceptee during the Preceptorship Period and facilitates the mandatory study sessions.

The Preceptorship Team identified a member of staff who had recently completed their 12 month term as a Preceptor – Sarah Hardman, Qualified Dental Nurse. She was chosen as she was employed at the University Dental Hospital; a Division within CMFT where participation in the Programme was unprecedented up to that point.

## Resources

The CMFT Multi-professional Preceptorship Programme is currently facilitated by the Preceptorship Team, comprised of the Preceptorship Lead and three Preceptorship Facilitators in seconded roles. Each division of the Trust has designated Preceptorship Champions that support the Preceptorship Programme in the workplace alongside the named Preceptors.

The Trust receives some funding from Health Education England for each eligible Preceptee which currently funds the Preceptorship Programme, Preceptorship Facilitators with associated on-costs and tangible resources.

## Key Challenges

- There had been no previous participation in the Preceptorship Programme by staff at the University Dental Hospital. Sarah had not received any training as a Preceptor and felt she lacked specific knowledge about the Preceptorship programme or how to use the associated paperwork.
- Initially Sarah and her Preceptee were unclear about how to evidence completion of the Preceptorship learning objectives to their area of practice. Sarah and her Preceptee sought advice and support from the Preceptorship Facilitator at CMFT to interpret the policy and programme to overcome this. She used her experience as a mentor to identify potential evidence to meet these objectives. Sarah and her Preceptee came to realise that the programme was intended to develop personal, organisational and team working skills as well as clinical skills.
- Initially Sarah and her Preceptor did not realise the time commitment required which resulted in their early meetings being overdue. To address this Sarah and her Preceptee booked all meetings in advance to allow work schedules to be formulated around them and to enable her Preceptee to attend the mandatory study sessions.
- The CMFT Multi-professional Preceptorship Programme is currently available to newly qualified and newly registered dental nurses. The University Dental Hospital recruits many qualified new starters each year who have previously been employed in private practice and are therefore not eligible to engage in the programme. Sarah and her managers realised there had been a “missed opportunity” to support these staff during their first crucial year of employment and therefore created a similar programme for them to follow.

## Key Learning

The information obtained during the preparation of this case study reinforced the recommendations from the University of Chester project referred to previously and available here (See Appendix 1).

The study highlighted the need for greater clarity about both the Preceptorship Policy and Programme amongst Preceptors. The Preceptorship Team also realised the importance of supporting Preceptors and ensuring that they are well informed about the Preceptorship Programme.

From participating in the process of Preceptorship, Sarah and her manager realised that Preceptorship presents a wonderful opportunity to support new starters at the University Dental Hospital; both newly qualified and from private practice.

## Sustainability

- All newly registered clinical practitioners employed by CMFT anywhere within the trust are included in the Multi-professional Preceptorship Programme upon commencement of employment with the trust.
- All Preceptees receive training as a Preceptor towards the end of their 12 month programme - this is a two hour session learning about the policy (See Appendix 2) and overview of the programme and associated paperwork. Between September 2015-16 220 Preceptees attended this session.
- Full day Preceptor Training sessions are offered for staff who wish to train as a Preceptor who haven't been Preceptees in the trust, thus recognising the value of the Preceptor role - though uptake for this training was lower with 19 attending during the same period.

- The Preceptorship webpages have dedicated information for Preceptors. Eligible new starters at the University Dental Hospital will continue to participate in the CMFT Multi-professional Preceptorship Programme

New starters at the University Dental Hospital who are not eligible to participate in this programme will be supported by alternative means.



Sarah Hardman - (See Appendix 3 for her Preceptor profile)

## Next Steps

The Preceptorship Team developed a Preceptorship Charter (see Appendix 5) to clarify the expectations and responsibilities of all those involved in the programme as defined within the Preceptorship Policy and plan to implement the Preceptorship Charter from June 2016.

The Preceptorship Team created a database recording all those who complete Preceptor training in order to maintain contact with them at regular intervals and offer updates/ refreshers if required. The database would provide an overall record of Preceptor support offered to Preceptees within CMFT.

## Supporting Material

**Appendix 1** – Update Report on Health Education North West and University of Chester collaborative project work to review current Preceptorship Programmes in North West Trusts

**Appendix 2** – CMFT Multi-professional Preceptorship Policy

**Appendix 3** – Preceptor Profile

**Appendix 4** – DoH Preceptorship Framework for Nursing

**Appendix 5** – CMFT Preceptorship Charter



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