



The Association
of UK Dietitians

Preceptorship

In Mental Health,
Learning Disabilities and
Eating Disorders

Part 3: Mental Health Dietetic Workforce
Development Series

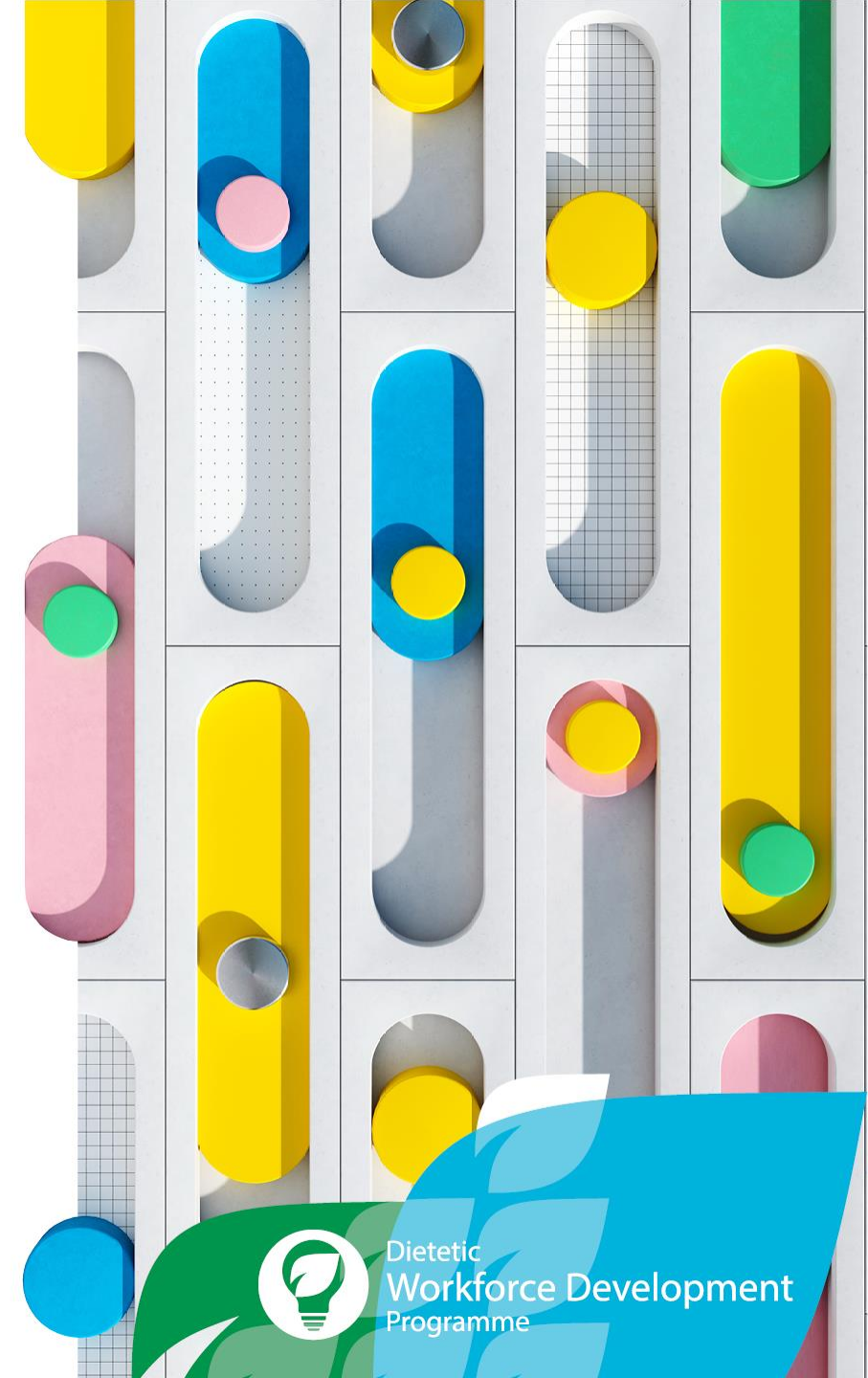


Dietetic
Workforce Development
Programme

Preceptorship

Why this topic?

- Survey and round table findings: feelings of being unsupported, risk of burnout, clinical complexity and isolation
- Only 39.7% were confident their service offered preceptorship
- Limited uptake of the BDA preceptorship programme
- Documented benefits of preceptorship for individual, service user and organisation
- Guidance on the practicalities



Practice Based Learning Session Agenda



What is Preceptorship?

National Overview on Preceptorship for AHP's



Preceptorship in MH/LD/ED for AHP's Resource

Preceptorship: Organisation and Preceptee experience



Considerations for Practice: How can I ensure preceptorship is offered in my organisation? How can I access preceptorship myself?



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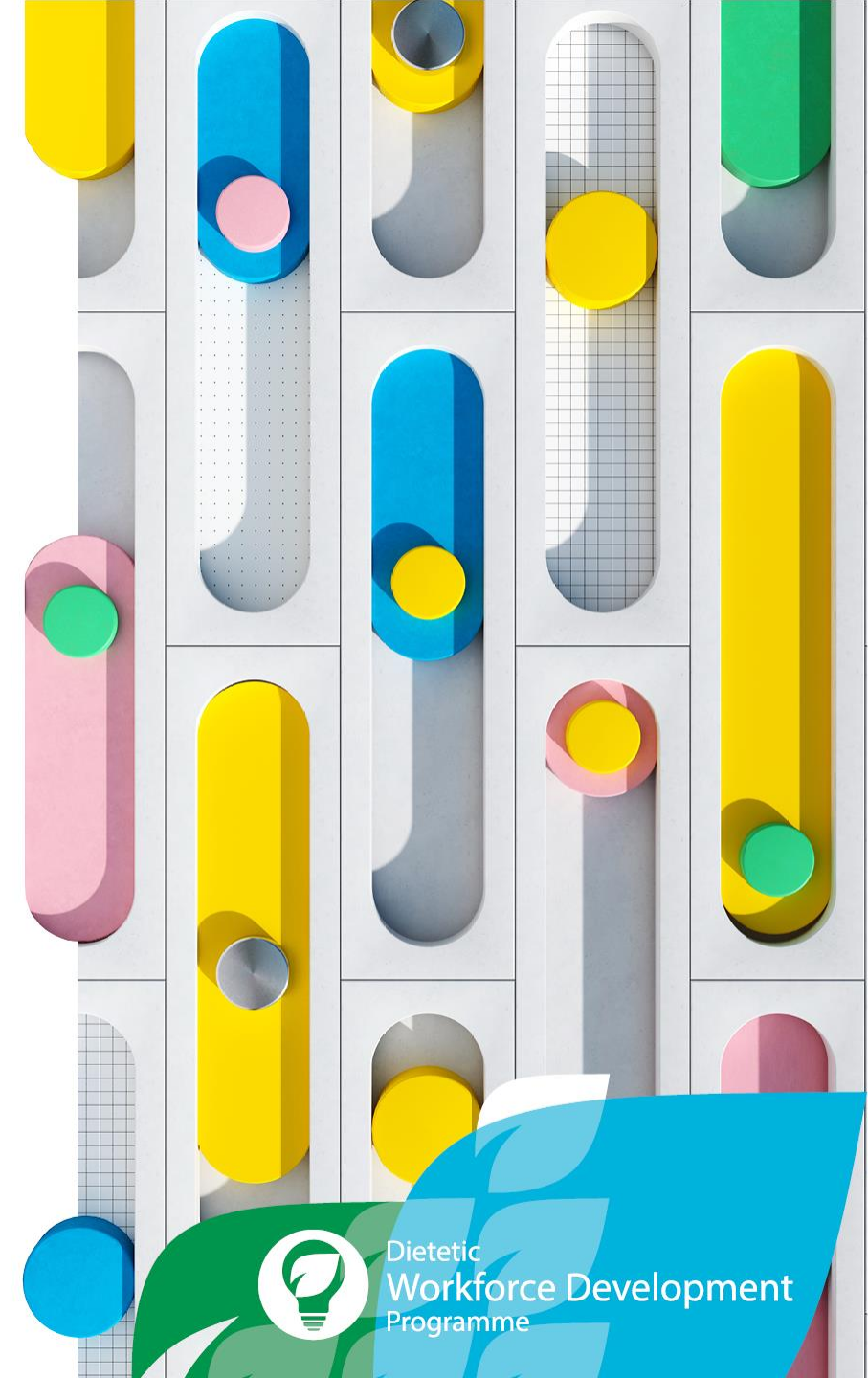
What is Preceptorship?

Caroline Frascina, West Yorkshire AHP Faculty

What is Preceptorship?

Preceptorship is defined as:

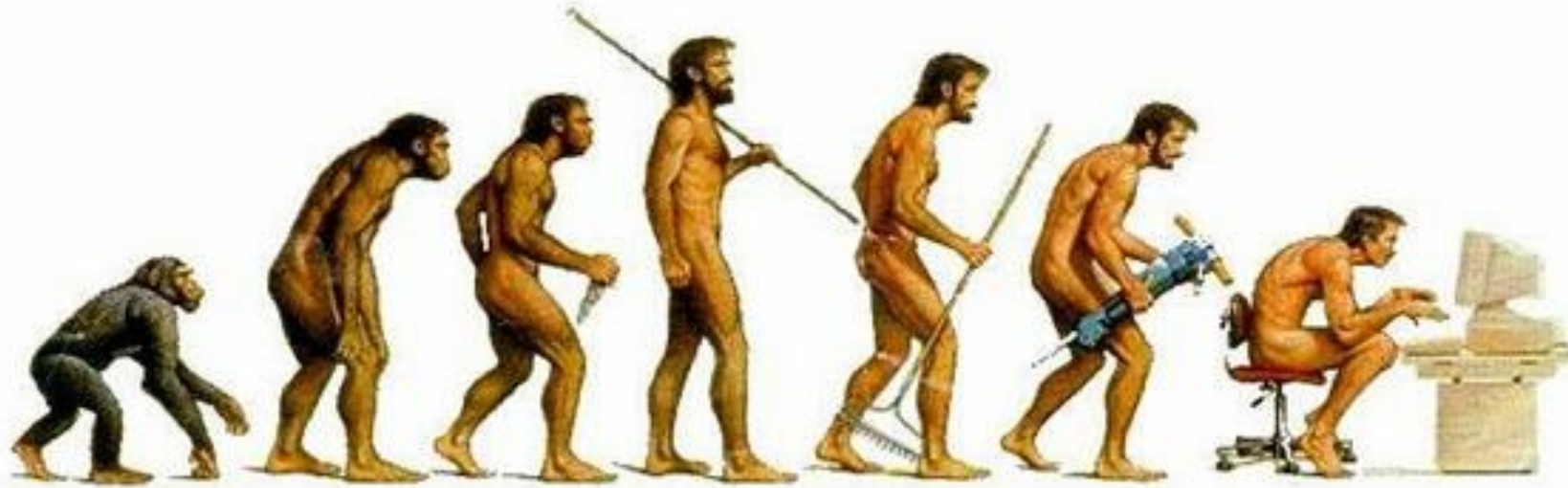
“a period of structured transition for the newly registered practitioner during which he or she will be supported by a preceptor, to develop their confidence as an autonomous professional, refine skills, values and behaviours and to continue on their journey of life-long learning.” - Department of Health (2010)



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“It is not the strongest of the species that survives, nor the most intelligent that survives. It is the one that is the most adaptable to change.” – Darwin

Preceptorship: National Overview

Amanda Weaver, National AHP Preceptorship
Lead



National AHP Preceptorship and Foundation Support Programme

Amanda Weaver

AHP Preceptorship Workforce Lead



The Team



Helen Marriott

Midlands Regional Head of AHP's and National Lead for AHP Preceptorship & Foundation Support Programme



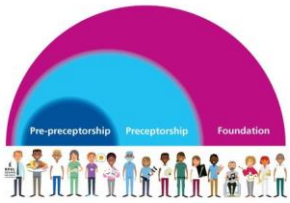
Amanda Weaver

AHP Preceptorship Workforce Lead



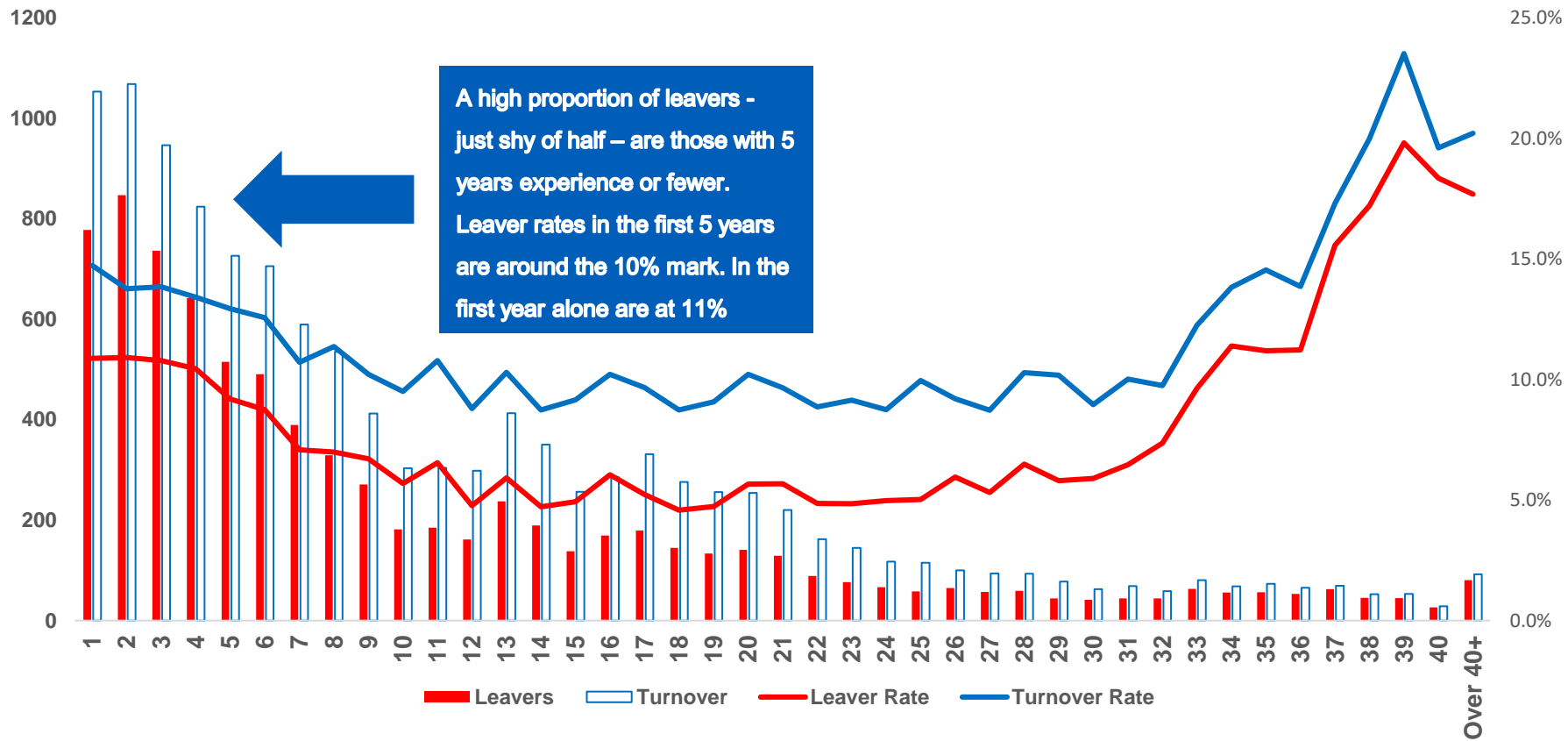
Michael Pearce

AHP Preceptorship Workforce Fellow



Drivers for Change

Leavers, by years of experience, September 2021-September 2022



Workload

Work life balance

Development

Valued

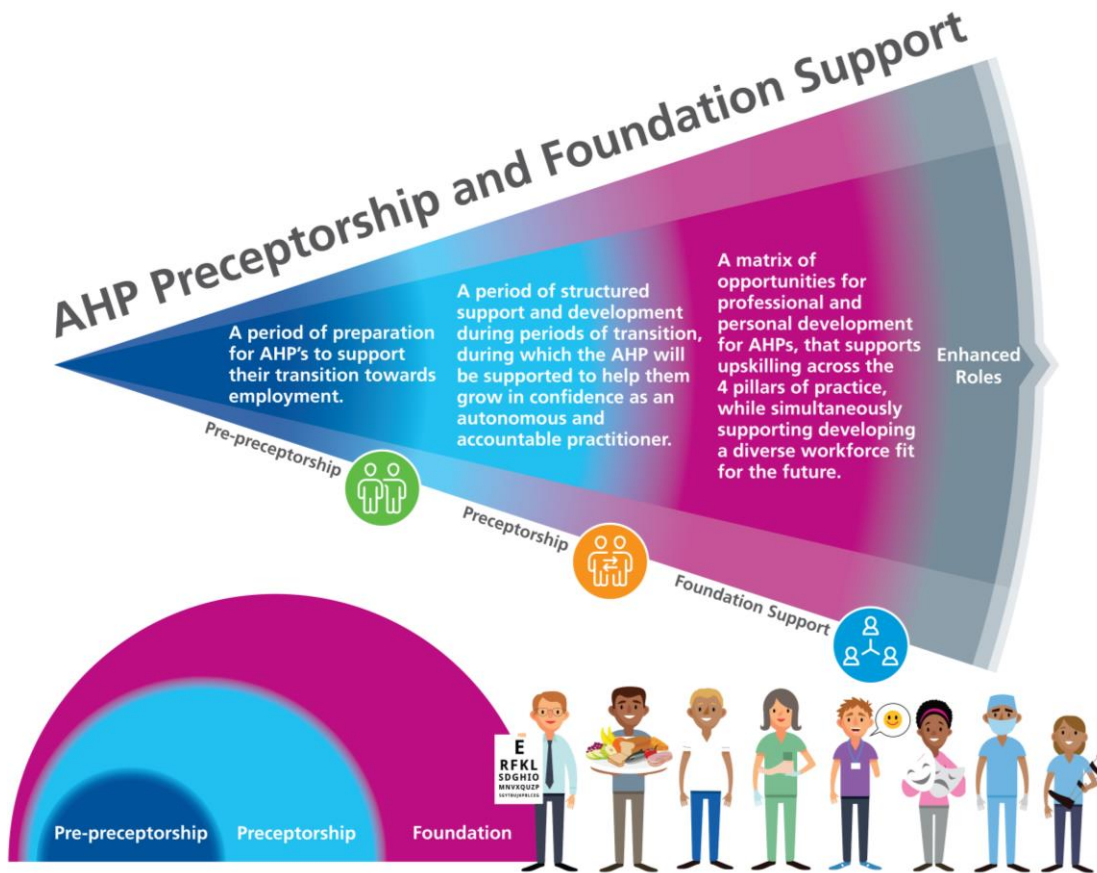


Preceptorship Landscape





AHP Preceptorship and Foundation Support



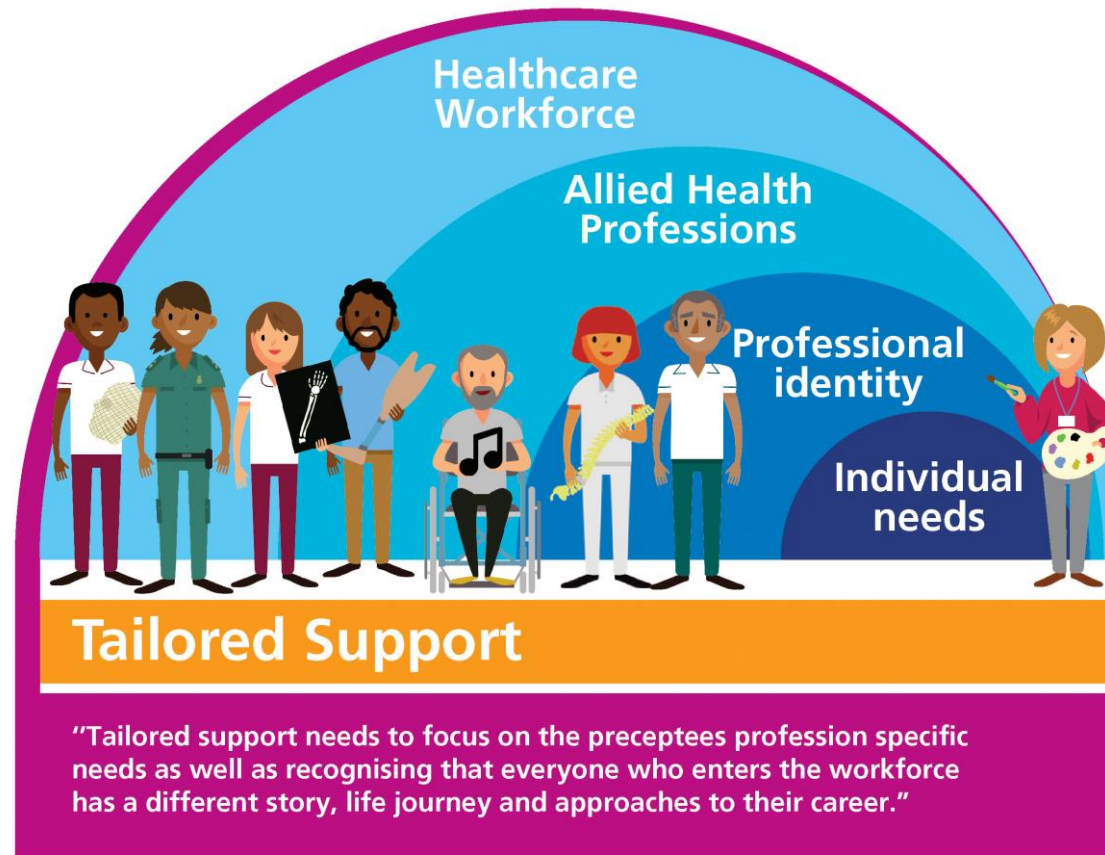
Aim is for AHP's to have **inclusive** access to **tailored support and development** opportunities across a range of **transitions**

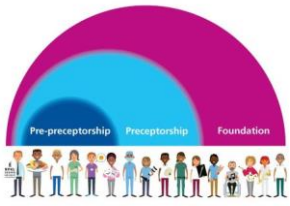
This will ensure that:

- We support AHPs as they transition into employment
- We recruit and retain our workforce,
- We maximise the potential of the AHP workforce,
- AHPs are supported to build their 4 pillars of practice (Clinical, Leadership, Research and Education) from the outset of their career,
- Employers are supported to deliver evidence-based preceptorship and foundation support and reduce variation in quality of offer to AHPs,
- Patients and service users have access to a more confident, competent and engaged AHP registered workforce.






Tailored Support












Engagement Summary

 <p>3 project advisory groups for the development of the Preceptorship Principles</p>	 <p>National launch of Step to Work on eLfh</p>	 <p>Numerous presentations and conversations at regional, system and organisation level</p>	 <p>Regular meetings and support to multi-professional masterclasses with the National Nursing and Midwifery Preceptorship Project Teams</p>
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 <p>3 pre-consultation engagement workshops for the HCPC Preceptorship Principles</p> <p>324 attendees</p>	 <p>National webinars to promote launch of Step to Work</p> <p>Tues 22nd Nov 157 attendees</p>	 <p>Presented at the Chief Allied Health Professions Office Conference</p>	 <p>Multi-professional advisory group producing preceptor training on eLfh</p>
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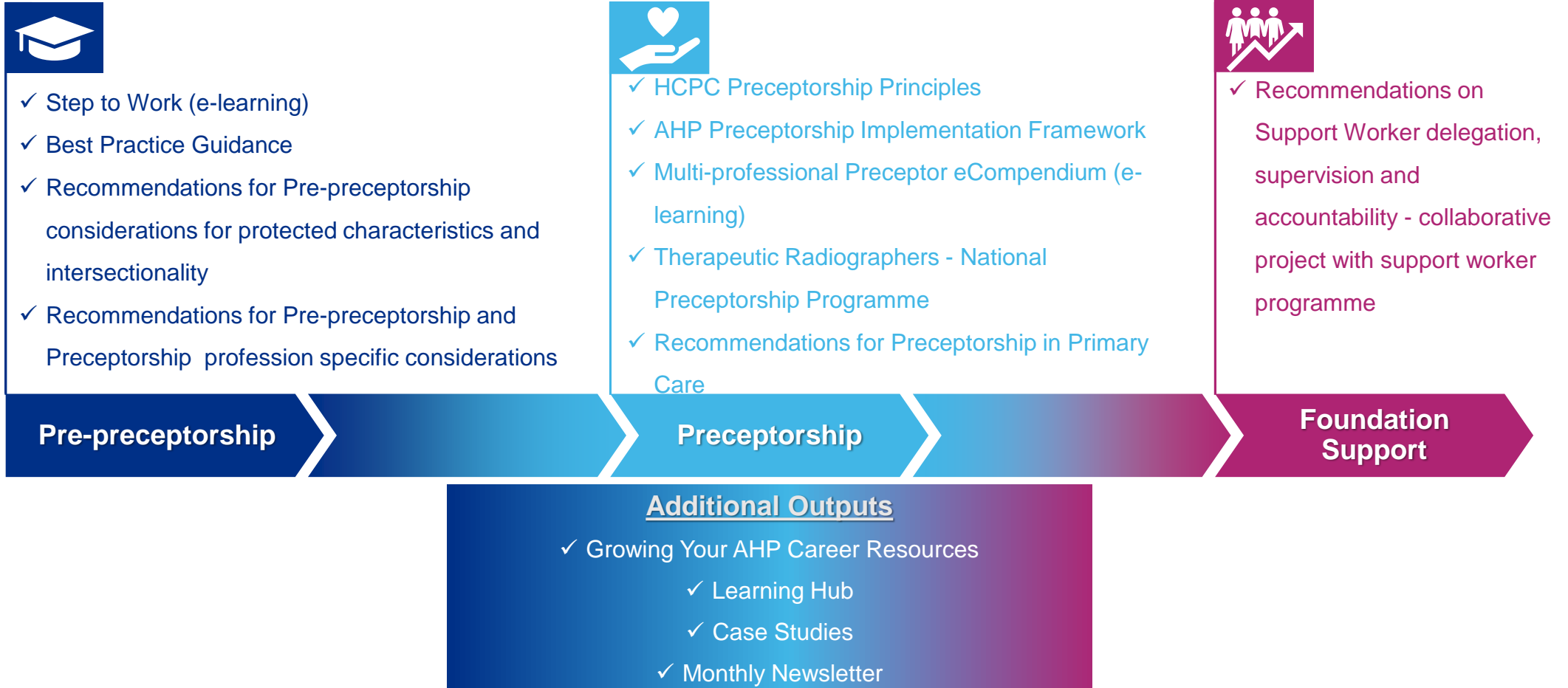


 <p>Professional Body Workshops May 2022-virtual November 2022 – face to face</p> <p>12/14 AHP Professional Bodies represented</p>	 <p>Established a monthly national newsletter</p>	 <p>Hosted a preceptorship panel for AHP Health Careers Live</p>	 <p>Credentiailling Project – excellence in Preceptorship</p>
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Outputs





Step to Work (Pre-preceptorship)

Step to Work is an online programme hosted on e-learning for health (e-lfh). The aim of Step to Work is to provide an additional layer of support to ease the transition into employment for AHPs (pre-preceptorship).

Future webinar dates:

- Mon 24th April (11:00 – 12:30)

Please click on the link or scan the QR code to register for future Step to Work Webinars.



[Registration Form](#)

Please click on the link or scan the QR code to access the step to work programme webpage



<https://www.e-lfh.org.uk/programmes/step-to-work/>

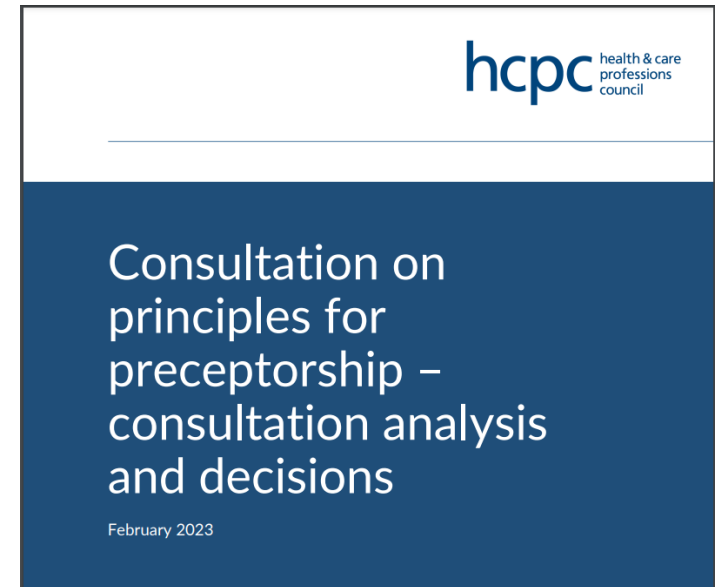


- 1 Positive appraisal of learning during challenging situations
- 2 Personal wellbeing at work
- 3 Everyday work
- 4 Systems that shape everyday practice
- 5 Ethics, accountability and decision-making
- 6 Developing and working in an inclusive environment
- 7 Building positive relationships
- 8 Sustaining change and learning



HCPC Preceptorship Principles Consultation

- HEE and HCPC have co-produced Preceptorship Principles for all AHPs and wider HCPC registrants.
- These principles were formed from research into what works about AHP preceptorship, for whom, and in what contexts? The project then produced evidence-based statements of ‘what works’ which informed the first draft of preceptorship principles.
- Through pre-consultation engagement with stakeholders these evolved, and these Principles went out for consultation Oct-Dec 2022.
- **HCPC Council have now approved the Preceptorship Principles for publication in Summer 2023**

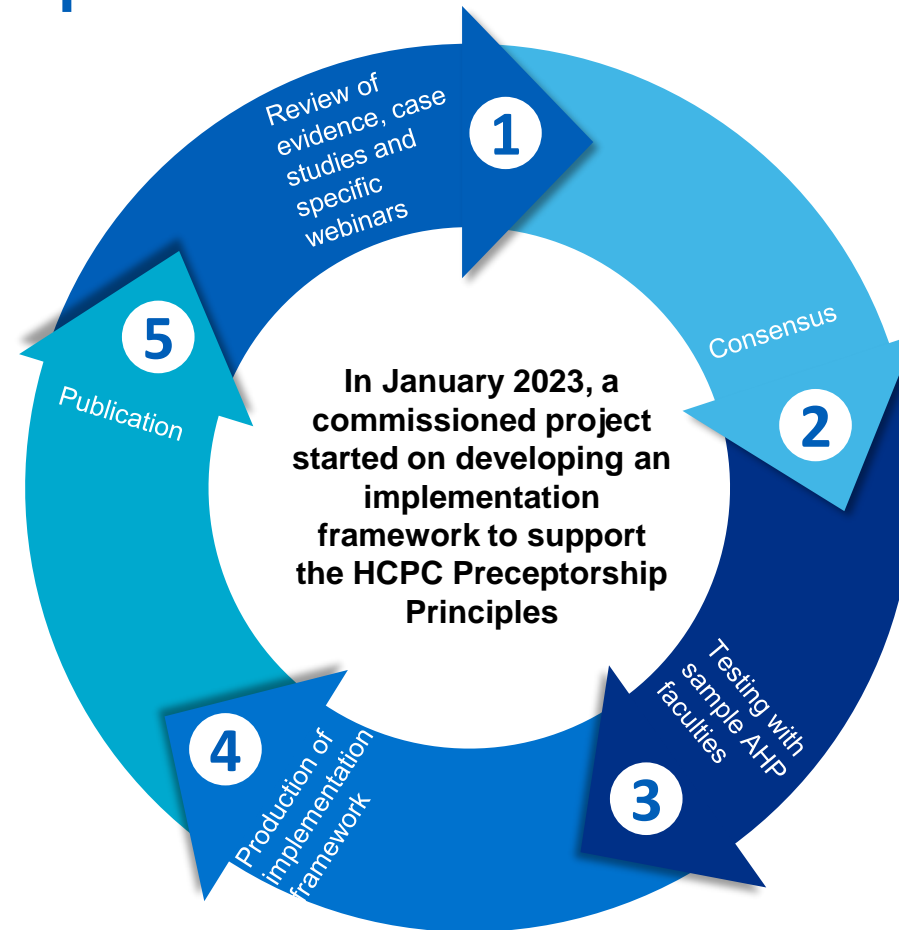


Consultation report Feb 2023:

[Consultation on principles for preceptorship – analysis and decisions](#)



AHP Preceptorship Implementation Framework





Multi-professional Preceptor eCompendium

Joanne Garside (Huddersfield University) commissioned as author to develop the national Preceptor eCompendium multi-professional resource (on Learning Hub) for Nurses, Midwives, and Allied Health Professionals, to fully support and prepare aspiring Preceptors whilst also providing refresher resources for current and returning Preceptors.

Timeline:



- Unit's 1-2, pilot complete and now at final edits
- Unit's 3 at review stage
- Units 4 &5 – plan for scripting / further consultation webinar with preceptors to collaborate

Launch of Units 1 & 2 May 2023

Launch of Units 3-5 Summer 2023

Engagement to date



Preceptor subject matter expert group over past 12 months to identify core topic areas / share insights

2 well attended multi-professional consultation webinars for preceptors to support content development of unit's 1 and 2

6x AHPs review of units 1 & 2

Unit 1: The Preceptor Role

Unit 2: Leading and coaching preceptees

Unit 3: Identifying and agreeing individual preceptee's learning and support needs

Unit 4: The health and wellbeing of a preceptee and preceptor

Unit 5: Reflecting on your experience as a preceptor



Growing Your AHP Career

January 2023 HEE commissioned project started to test ideas about the content for a new resource to support **‘Growing your AHP Career’**

During the interactive webinars and a breakout room at the Midlands AHP Career Development Conference 27th March 2023 attendees:

- Learnt more about established concepts that support AHP career progression
- Shared their thoughts on using them within early AHP career stages

The four concepts to discuss are:

1. Growth-based career progression
2. Four Pillars of Practice
3. Novice to expert continuum
4. Kawa approach



Next steps:

- Public Scholarship report
- Resources including sketch notes and videos





Learning Hub

A digital platform providing centralised access to a wide range of resources to support the work of the Preceptorship and Foundation Support Programme in sharing resources / links / guidance and case studies to support individuals, professions and organisations and support development of tailored support for staff.



Going Live end of March 2023 – Look out for the sharing of the link to the programme page shortly.....



Creation time – We need you!

This is about sharing and learning with each other. What do you have that you could share?

Links to online training and resources

Evidence for early careers support

Preceptorship / Step to work implementation case studies

Professional specific guidance

Policies key shared documents and resources

.... the more contributions, the more it grows

Access

<https://learninghub.nhs.uk/catalogue/AHP-Preceptorship-Foundation>



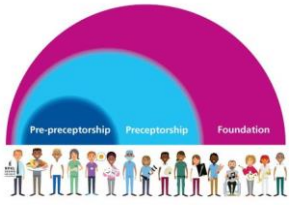
NHS Learning Hub™ Quick reference guide | **Getting started** <https://learninghub.nhs.uk>

How do I get access?

1. Enter <https://learninghub.nhs.uk> into the address bar of your browser.
2. If you already have an eligible e-LfH Hub account, sign in (A) using those details. You can also sign in using your OpenAthens account if you have registered with a NHS England or NHS Scotland provider.
3. If you do not have an account, you can create one (B). When creating an account you will be asked to enter basic information on your role and place of work. You will receive an email that includes your username and a link to create a password.

For more information, go to the [Learning Hub support site](#).

- e-LfH account
- OpenAthens (NHS England or NHS Scotland)
- an individual account can be set up by contacting the learning hub support team via this [Link](#)



Thank you!

Email: ahp-preceptorship@hee.nhs.uk



Scan QR code for access to webpage



Scan QR code to register for monthly newsletter



Preceptorship: Resource for AHPs in MH/LD/ED

Carly Atkinson, HEE Clinical Fellow

Preceptorship in Mental Health



Carly Atkinson – NHSE SW AHP Clinical Fellow for Mental Health, Learning Disabilities and Autism

New Role - Lots of new things to navigate!

Moving
into mental
health
services

- Language
- Clinical Presentations
- Medications
- Treatment Strategies
- Communication
- MDT

Maximising the Potential of the AHP workforce in Mental Healthcare – workforce survey results

Maximising the Potential of Allied Health Professionals in Mental Healthcare - Workforce Survey Results



A deep dive into survey responses provided by Allied Health Professionals (AHPs), Support Workers and Service Leads in the Southwest

April 2022

Executive summary:

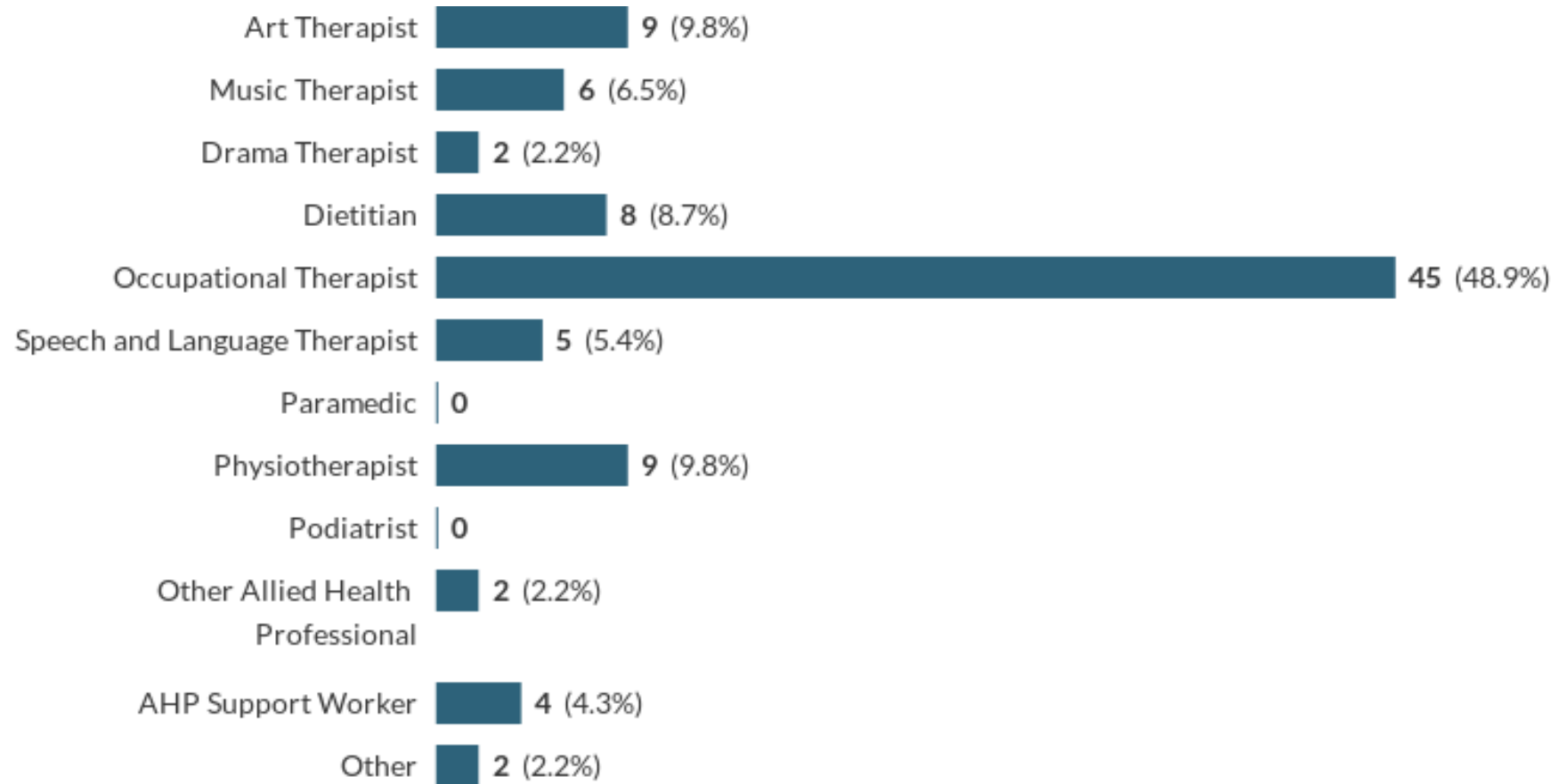
In March 2022 HEE Southwest released a survey looking to understand the views of the workforce in relation to training needs and career progression opportunities for AHPs and AHP support workers within mental health services across the Southwest. The survey received 92 responses from a diverse range of professions.

Main findings were:

- Allied Health Professionals are in a strong position to improve patient care through provision of a wider range of therapeutic interventions, their person-centred approach, and their ability to bridge the gap between physical and mental health services

Author: Carly Atkinson, AHP Clinical Fellow for Mental Health, Learning Disabilities and Autism, HEE Southwest, Version V1.0

Respondents by Professional Grouping



AHPs and AHP support workers are often working in professional isolation which can make access to professional support, training and supervision difficult to obtain

1 in 5 respondents felt that they had not been able to access the training that they need for their role.

'Some supervision but not covering what we need to, having weekly meetings but not being supervised to carry out tasks I want/can do in my role so left being unutilised.' - AHP Support worker

'Having a base and team to share experiences with is essential, particularly in managing risk but also skill sharing and emotional support/debrief, particularly important for less experienced members of staff. The introduction of hotdesking, then working online has increased sense of isolation for many.' – Arts Therapist

- ‘Ensuring sufficient time to train and equip new employees to be able to manage caseload and to have a good understanding of services available to support in the community.’ – Occupational Therapist
- ‘Develop a 'pathway' or some more specific mandatory training for AHPs who don't tend to receive much training in MH which would upskill them in the 'common' mental illnesses that individuals using the services may live with & communication styles which can be helpful when working with these individuals.’ – Dietitian

- ‘Training around Mental Health diagnoses, presentations and treatments as part of the induction process’ – Physiotherapist
 - ‘General Mental Health training being available to all within the trust’ - Dietitian
-

Where to find it -

Future NHS Platform –Workforce, Training & Education: Southwest Mental Health Programme – Allied Health Professionals

<https://future.nhs.uk/connect.ti/HEESWMentalHealthProgramme/view?objectId=39325168>

ANY QUESTIONS?

- Do you think this will be useful to your teams?
- Anything we are missing?

Get in touch - carly.atkinson2@nhs.net



Preceptorship: Organisation and Preceptee Example

Tamara Babij and Emma McKee, Leeds and
York Partnership Foundation Trust

LYPFT Preceptorship Framework



Aim of today's session:

- What is Preceptorship?
- What is it for?
- Roles of Preceptee, Preceptor, Preceptorship Lead
- New Preceptorship Framework
- Edward Jenner – Leadership programme
- Support from Practice Learning and Development Team (PLDT)
- Q & A



What is Preceptorship?

The Department of Health (2010) define Preceptorship as:

‘A period of structured transition for the newly registered practitioner during which he/she/they will be supported by a preceptor, to develop their confidence as an autonomous professional, refine skills, values and behaviours to continue on their journey of life-long journey’



Who is it for?

- Those entering professional practice for the first time, usually due to being newly qualified
- Those entering practice from a different setting, e.g.
 - Physical health to mental health (common for AHPs)
 - Overseas qualified professionals moving to the UK
- Those returning to practice after a period of more than 5 years



Why do we need it?

- The 'reality shock' of entering professional practice has long been recognised as a time of stress and pressure for new registrants
- Support and guidance during this transition has been demonstrated to improve outcomes for new registrants
- To improve retention of staff
- To build the resilience of the workforce
- Ultimately to deliver high quality patient care



Responsibilities of the Preceptor

- To ensure the preceptee is orientated into the work area
- To work with the preceptee on a regular basis
- To identify learning needs with the preceptee
- To identify opportunities for training & development with the preceptee
- To review the progress/journey with the preceptee
- To address any areas for further development, escalating to line manager as appropriate – contacting Preceptorship Leads as needed
- To share own skills, knowledge and experience
- To act as a positive professional role model
- To complete the mid way review and final sign off at the end of the period of preceptorship.
- To email pldt.lypft@nhs.net to confirm sign off.

Responsibilities of the Preceptee

- To be responsible for own practice
- To take ownership for and a lead in the preceptorship process, including Framework in supervision and keeping on task
- To engage fully and commit to the preceptorship process
- To escalate any concerns regarding the process to their preceptors/line manager
- To be responsible for own learning
- To keep a written record of all meetings with their preceptor
- To make effective and appropriate use of any allocated supernumerary time to shadow other MDT members and develop their practice
- To maintain a reflective diary and portfolio in line with LYPFT Preceptorship framework
- To email completed 6Cs written reflection to pldt.lypft@nhs.net

Practice Learning and Development Team roles

Preceptorship Lead Nurses and Nursing Associates:

Edina Mutabuka edina.mutebuka@nhs.net

Preceptorship Lead for Allied Health Professionals:

Tamara Babij tamara.babij@nhs.net

Clinical Educator for Trainee Associates – Deborah Firth

deborah.firth6@nhs.net

Sara Patel – PLDT Team Coordinator sara.patel2@nhs.net

PLDT Team email: pldt.lypft@nhs.net

PLDT Admin team:

- Provide all Preceptorship documentation (inc. Framework and Programme)
- Maintain register
- Complete sign off once all documents received.
- Info on training to support students (PEAP)

Preceptorship Leads:

- Support meetings when there is a need for further development and to support Preceptees – action plans
- Develop and Facilitate the Preceptorship Programme
- Provide training for Preceptors/CTMs who support Preceptees
- Review the Procedure for Clinical Preceptorship (Policy)
- Contribute to regional and national Preceptorship discussions/standards...
- Provide PLDT clinics weekly
- Provide career conversations

Preceptorship is not.....

- Mandatory training
- A performance management process
- An assessment of an individual's competence to practice
- Mentorship
- Formal coaching or clinical supervision
- An educational package which is undertaken in isolation away from the clinical area
- A period where the preceptee is not accountable for their own practice

Benefits of Preceptorship: preceptee

- Develops confidence in own practice
- Socialisation into the practice setting
- Increased job satisfaction
- Support through transition
- Understanding and awareness of organisational culture and opportunities for career progression
- Embeds the philosophy of lifelong learning
- Feels valued by their employer

Who can be a preceptor?

- Any healthcare professional from the same profession as the preceptee, who has professional competence in the clinical area and has the skills and abilities to be able to offer the support the new registrant needs
- A preceptor does not need a formal mentorship qualification as the skills needed differ from those needed to be a mentor/assessor to pre-registration students. Although it may be an advantage to have some teaching and coaching skills.

What does our Trust Preceptorship Procedure say?

You can access the Procedure for Clinical Preceptorship on Staffnet

...please read this and discuss with your preceptor.

The Procedure details all information regarding roles, parameters such as:

1.2.11.1 Supernumerary status

On commencement of the preceptorship period, all newly qualified practitioners will benefit from supernumerary status of **at least two weeks**. This will enable the newly qualified practitioner time to familiarise themselves with the routine and day-to-day work. It is a period of observation and familiarisation.

1.2.11.2 Taking Charge of a Clinical Area whilst in Preceptorship

1.2.11.3 Holding a caseload as an autonomous practitioner

****Refer to the policy to inform supervision discussions with you Preceptor/CTM and how to grade your development and undertaking certain roles**

PRECEPTORSHIP FRAMEWORK

This framework is designed for newly Registered Nurses, Registered Nurse Associates, Allied Health Professionals and Associate Practitioners working in mental health or learning disability services at Leeds and York Partnership Foundation NHS Trust. The framework should be completed within normal working hours in negotiation with your Preceptor and Line manager.

It is based on the Four Pillars of clinical practice:

- Clinical Practice and service development
- Leadership and Management
- Education, training and development
- Research and evaluation

It aims to promote professional development based on an extension and expansion of skills acquired throughout clinical training.

Each Pillar section states essential tasks that all Preceptees must undertake including a final reflection on 6Cs, and also gives examples of evidence that you may want to include.

Edward Jenner – Leadership Course

The Leadership and management essential task is completion of the Edward Jenner Program to level 1, our advice is start the Course 0 after a period of 2-3 months.

Access the course via the Leadership Academy: [Edward Jenner programme: Course 0 – An Introduction to Personal Development – Leadership Academy](#)

You can take this self-guided course and learn at your own pace. On every step of the course, you can meet other learners, share your ideas and join in with active discussions in the comments.

1) **Begin with Edward Jenner: Course 0 - An Introduction to Personal Development**

Learn how to maximise your learning experience and make time in a busy schedule for personal development.

Level 1 : Exploring what Leadership means to me

– to completed by the end of your Preceptorship period.

Learning Outcomes:

1. Plan to make the most of your development opportunity by understanding the process of learning and gathering support from your manager and colleagues,
2. Identify when you can use leadership skills to address workplace challenges,
3. Develop a critically reflective practice, seeking opportunities to discover the impact you have on those around you,
4. Explore the impact of culture on team behaviour and how to develop inclusive cultures of trust, learning, care, and compassion for improved patient outcomes,
5. Explore opportunities for making quality improvements and use management techniques for delivering a sustainable change.

Any Questions

Thank you

Tamara and Emma



Preceptorship: Considerations for Practice

Caroline Frascina, West Yorkshire AHP Faculty

Preceptorship

Considerations for Practice: Reflective questions



Do you currently offer Preceptorship for Dietitians?



Is there a wider AHP or multi-professional programme Dietitians can access?



Are there any barriers in offering or accessing preceptorship?

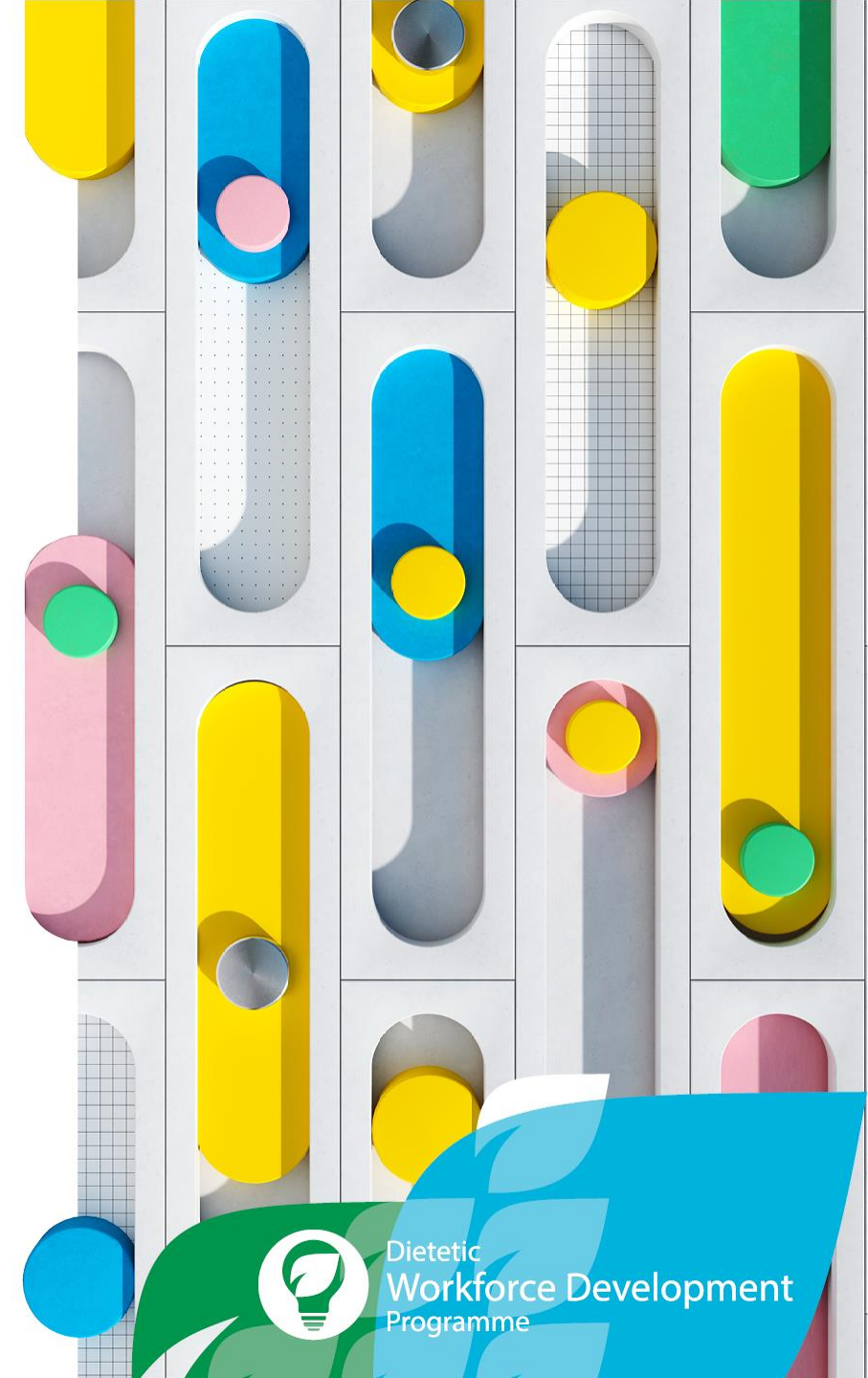


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Considerations for Practice

Tips for Individuals

- Ask at interview – do they offer preceptorship? What does this consist of?
- Ask your supervisor – what can they offer? If there isn't anything specific for Dietitians, is there an AHP or multi-professional programme you can join?
- Use the BDA Preceptorship Programme: [BDA Preceptorship Programme | British Dietetic Association \(BDA\)](#)

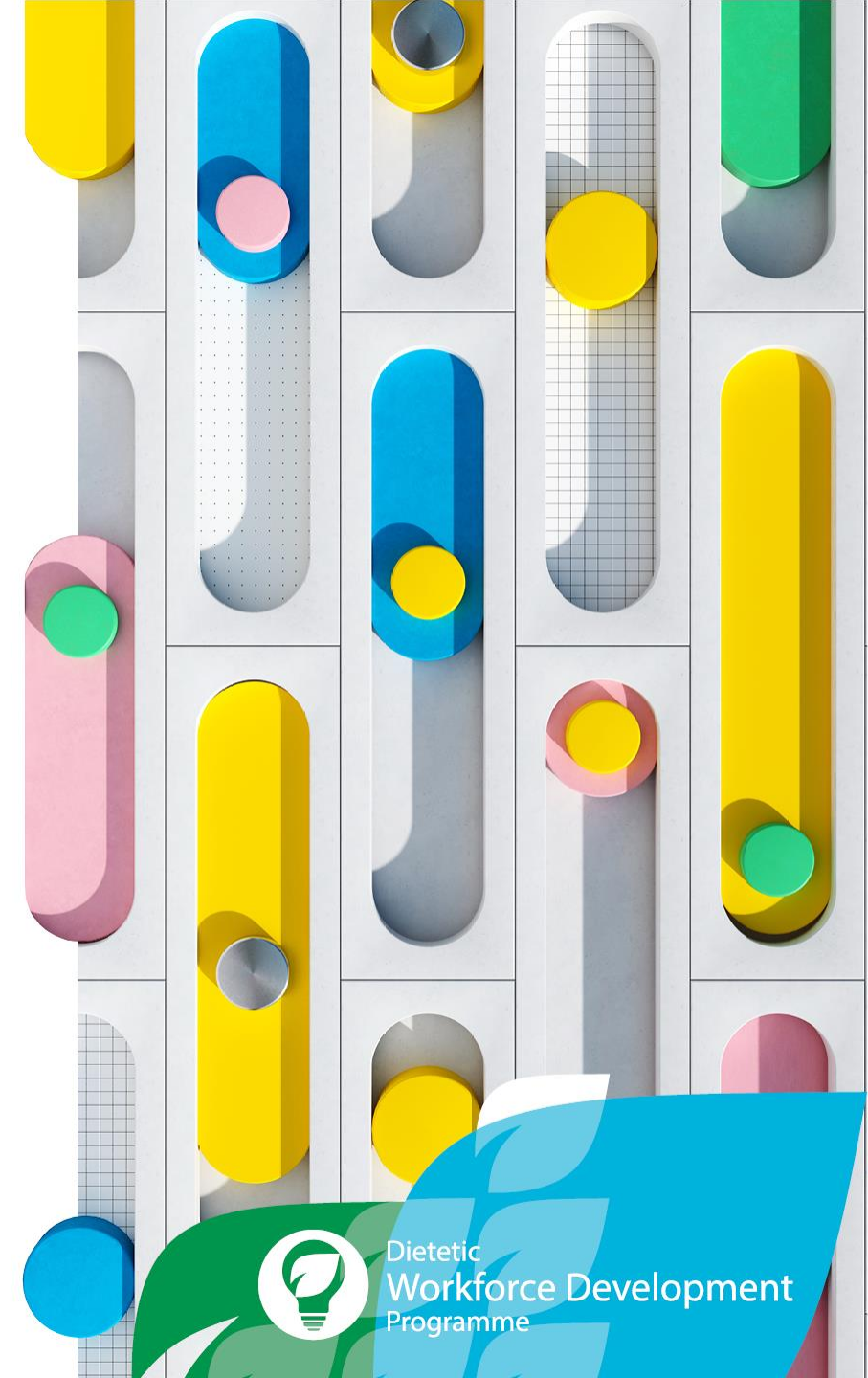


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Considerations for Practice

Tips for Supervisors/Organisations

- Link with other AHPs/nurses in your service or organisation – is preceptorship already available that Dietitians can access?
- Link with your local AHP Faculty – stay up to date with National Updates
- Use the Preceptorship resource for AHPs in MH/LD/ED

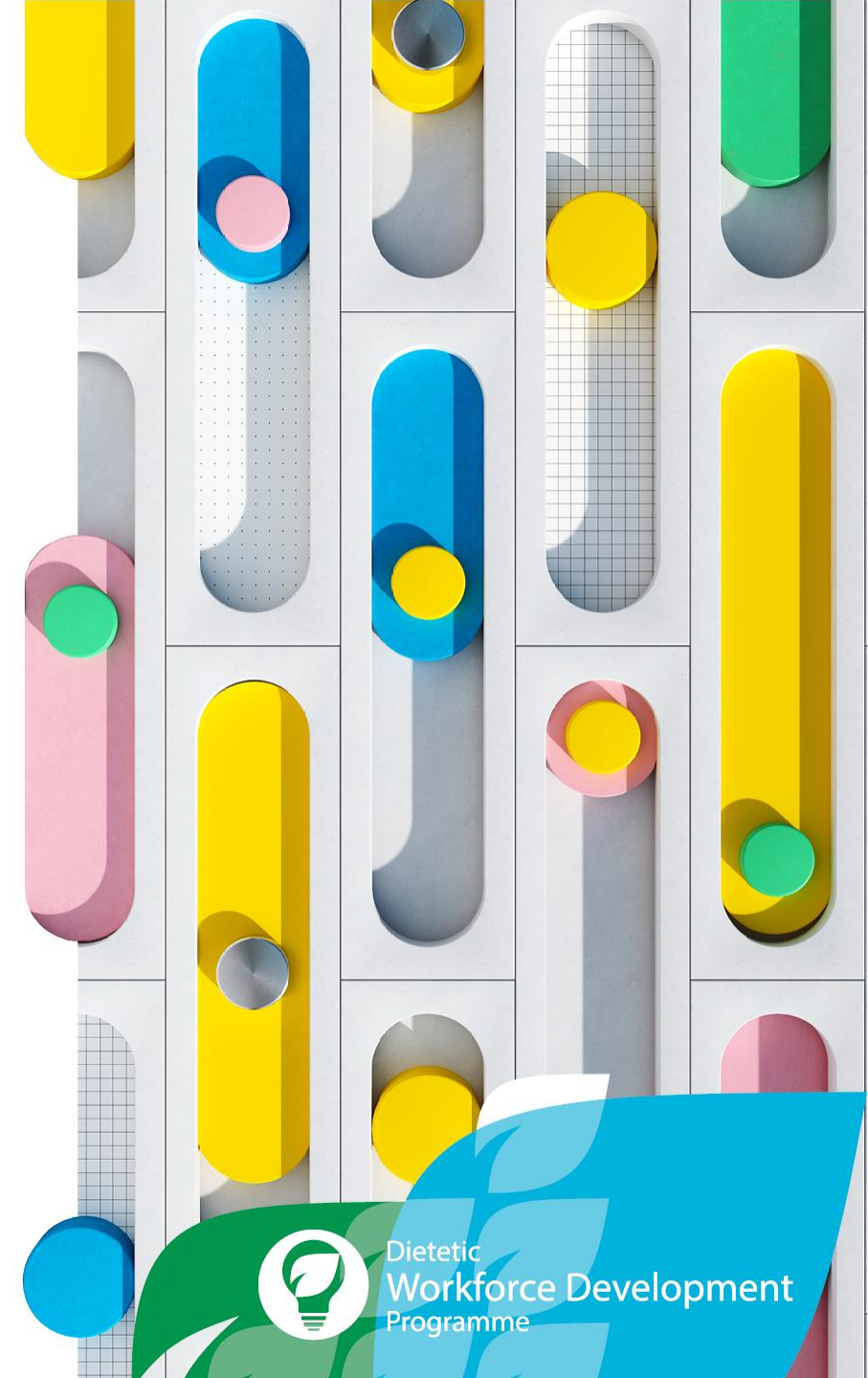


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Considerations for Practice

Tips for Supervisors/Organisations

- Access the e-learning for health module on preceptorship for further information: [Preceptorship - elearning for healthcare \(e-lfh.org.uk\)](https://www.bda-uk.org/e-learning-for-healthcare)
- Support your staff to use the BDA Preceptorship Programme: [BDA Preceptorship Programme | British Dietetic Association \(BDA\)](https://www.bda-uk.org/preceptorship-programme)

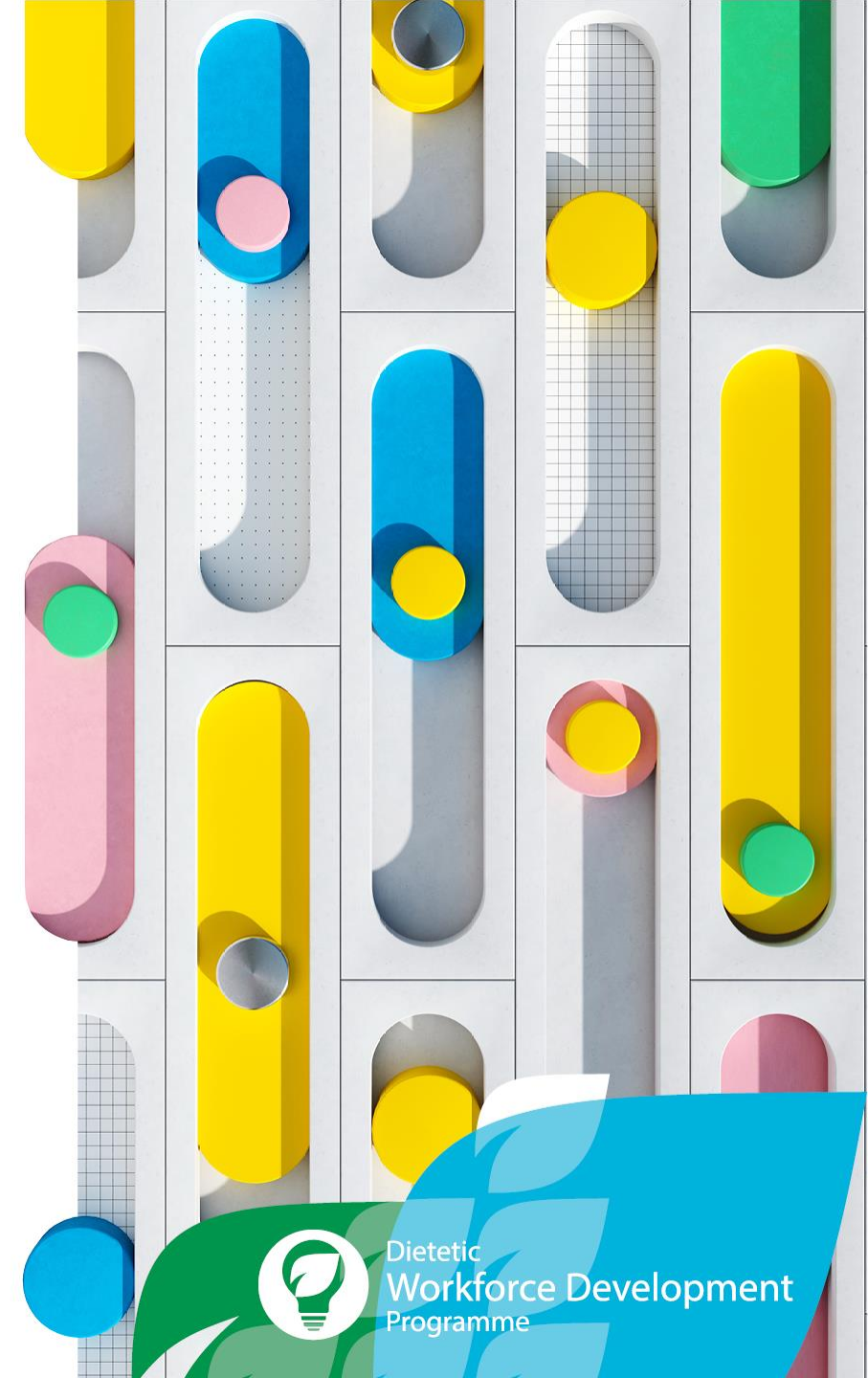


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Considerations for Practice

Tips for Universities

- Encourage your students to complete the Step to Work programme before they start their first post as a Dietitian: [Step to Work - elearning for healthcare \(e-lfh.org.uk\)](http://e-lfh.org.uk)



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Considerations for Practice: Reflective questions



What or who can support me to overcome barriers?



What is already available?



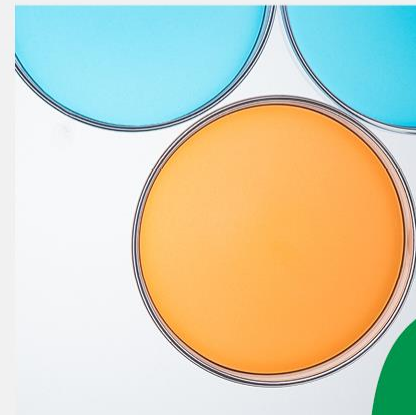
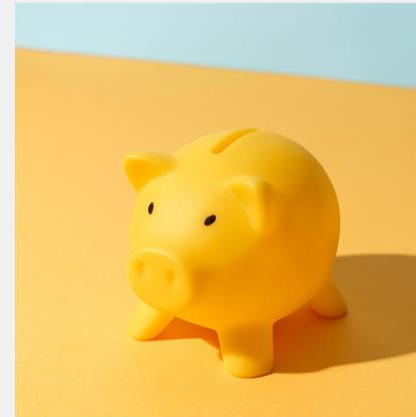
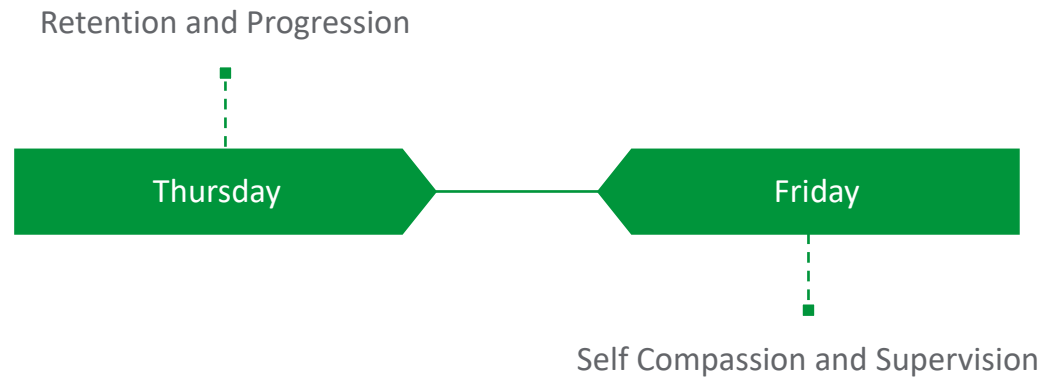
How can I ensure newly qualified staff have the time to access preceptorship and continued professional development opportunities?



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Mental Health Workforce Development

Webinar Series



Dietetic Workforce Development Programme

Thank you

Any questions?