

Introduction:

Workforce planning: There is a need to grow the workforce to meet current and future demand on services. Recruitment and retention of AHP's is therefore high on the agenda.

Current concerns: High leavers rates in the early career years (particularly year 1 post graduation) across professional groups.

Strategies to address: Preceptorship programmes to support the transition from student to new-graduate (flaky bridge). Preceptorship partnerships are a core aspect of preceptorship; and yet minimal consideration in practice or in research into understanding the role and needs of the preceptor. This project therefore seeks these critical insights into this supportive role.

The plan Vs the reality:

"Sometimes it's the journey that teaches you a lot about your destination" (Drake)



"The hardest assumption to challenge is the one you don't even know you are making" (Douglas Adams)

Baseline scoping review key findings:

"The path to innovation begins with curiosity" (Robert Iger)

Preceptorship:

Lack **robust systems** to easily identify new graduate AHPs in a timely way to support preceptorship enrolment process.

Lack **consistent multi-disciplinary input** into the design, implementation and evaluation of multi-professional preceptorship programmes.

Lacking high quality programme **evaluations** to capture wider impact of these programmes. Main focus of evaluation at present is around preceptee feedback.

Variability in programme content and set up – unclear which elements are the critical factors in programme set up / design to maximise benefits for participants.

Preceptor:

Lack of **evaluation** into the role, impact, and training / development needs of the preceptor within the context of preceptorship programmes.

Lack of **systematic research** specific to the role of the AHP preceptor.

Unwarranted variation in preceptor education, support and resource availability between trusts and between professional groups.

Lack of clarity as to who has over-arching responsibility to support the personal development of the preceptor.

Unwarranted variability in the eligibility criteria / pre-requisites to be a preceptor.

Preceptor research:

"Research if formalised curiosity. It is poking and prying with purpose" (Zora Neale Hurston)

Research goals:

To understand perceptions around the role of the preceptor within early careers preceptorship, and the views on current AHP preparedness for this role.

- Perceptions of the role of the preceptor within preceptorship;
- Perceptions of the level of preceptor preparedness for the role;
- Existing training and support available to support preceptor development;
- Identifying whether being a preceptor impacts the personal development of the preceptor.

Methods:

Theory informed online survey across multiple NHS trusts within the BOB ICS

Theoretical underpinning:

Normalisation process theory – a social theoretical framework that considers factors required for a successful implementation / integration of interventions, and therefore helping bridge the gap between research and implementation.

Findings:

The intention is that the findings will enable some clear recommendations when considering the co-design of an education package for preceptors.

This will consider both the educational material as well as wider organisational factors that impact on this. Rich insights from staff working across the region will help identify the required actions for addressing, and core themes for greater exploration as part of any future co-design process.

Next steps...

