

The role of HEIs in supporting recruitment/preceptorship

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ARMING LEADERS TO SUPPORT THEIR STAFF
**RECRUITMENT AND DEVELOPMENT
STUDY DAY 2024**



Leonardo Royal Hotel Birmingham, B1 2HQ



Wednesday, 20th March 2024



Definitons

Recruitment is the process of actively seeking out, finding and hiring candidates for a specific position or job. The recruitment definition includes the entire hiring process, from inception to the individual recruit's integration into the organisation

Preceptorship – a period of structured support provided to qualified professionals at key moments of career transition. This includes joining the workforce for the first time, returning to work after a long period away, working in the UK for the first time, taking up a new role, or moving to a new organisation, to give them confidence to act as an autonomous practitioner

Interviews and Assessments

- Whether suitable for the job --assessment of existing skills, knowledge, this is an obligation for public and professional protection.
- A good fit for your organisation/department
- Interviewed /assessed in a holistic way - i.e. competencies should not be simplified and reduced to lists; rather the whole professional performance of the individual's abilities should be analysed.
- Important to identify existing skills/ any gaps-- -It is important to have systems of support in place to develop/enhance skills

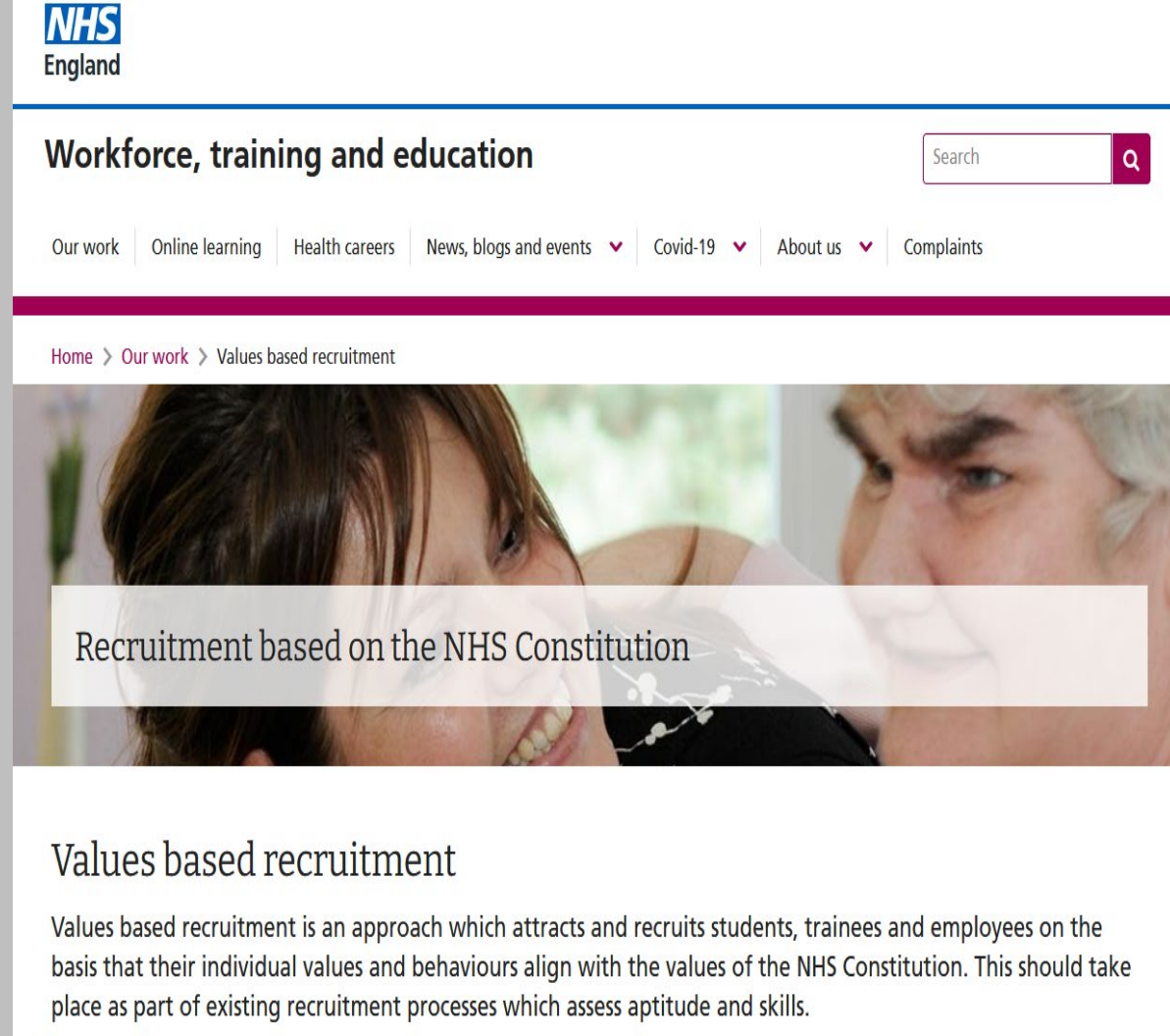
Values-based recruitment

VBR explores

- different styles and probing interview techniques to assess a candidate's values and behaviours
- real-life examples to explore a new approach to constructive conversations

VBR can be delivered in several ways, for example through:

- pre-screening assessment
- values based interviewing techniques (role play, written responses to scenarios)
- assessment centre approaches



The screenshot shows the NHS England website. At the top left is the NHS England logo. The main heading is "Workforce, training and education". To the right is a search bar. Below the heading is a navigation menu with links: "Our work", "Online learning", "Health careers", "News, blogs and events", "Covid-19", "About us", and "Complaints". Below the navigation menu is a breadcrumb trail: "Home > Our work > Values based recruitment". The main content area features a large image of two people smiling, with a white text box overlaid that reads "Recruitment based on the NHS Constitution". Below the image is the section title "Values based recruitment" and a paragraph of text: "Values based recruitment is an approach which attracts and recruits students, trainees and employees on the basis that their individual values and behaviours align with the values of the NHS Constitution. This should take place as part of existing recruitment processes which assess aptitude and skills."

Can you tell me about a time when you have had to handle a complaint, or dissatisfied customer/service user with a difference of opinion?

- *How did you react?*
- *What was the outcome?*
- *What would you do differently if faced with a similar situation in the future?*

Describe a time when you found yourself being challenged to work outside your comfort zone?

- *How did that come about?*
- *What did you learn from this?*
- *Is there anything you would do differently?*

Tell me about when you last asked for feedback on your own performance?

- *Who did you ask?*
- *How did you respond to the feedback?*
- *What did you do as a result of receiving that feedback?*

Can you tell me about a time when you experienced a setback?

- *What did you learn?*
- *What changes did you make as a result?*

Given what you know about this role, can you tell me how you believe it contributes to patient care or the experience of other service users?

- *What other aspects of the role do you feel are important?*
- *Do you believe there are other aspects of the role which are more important than this?*

Can tell me about a time when you have had to deliver a difficult message at work?

- *How did you approach this?*
- *What was the reaction to your message?*
- *If required to communicate a difficult message again, what would you do differently?*

Tell me about a time when you have had to work with colleague(s) who have very difference views from you.

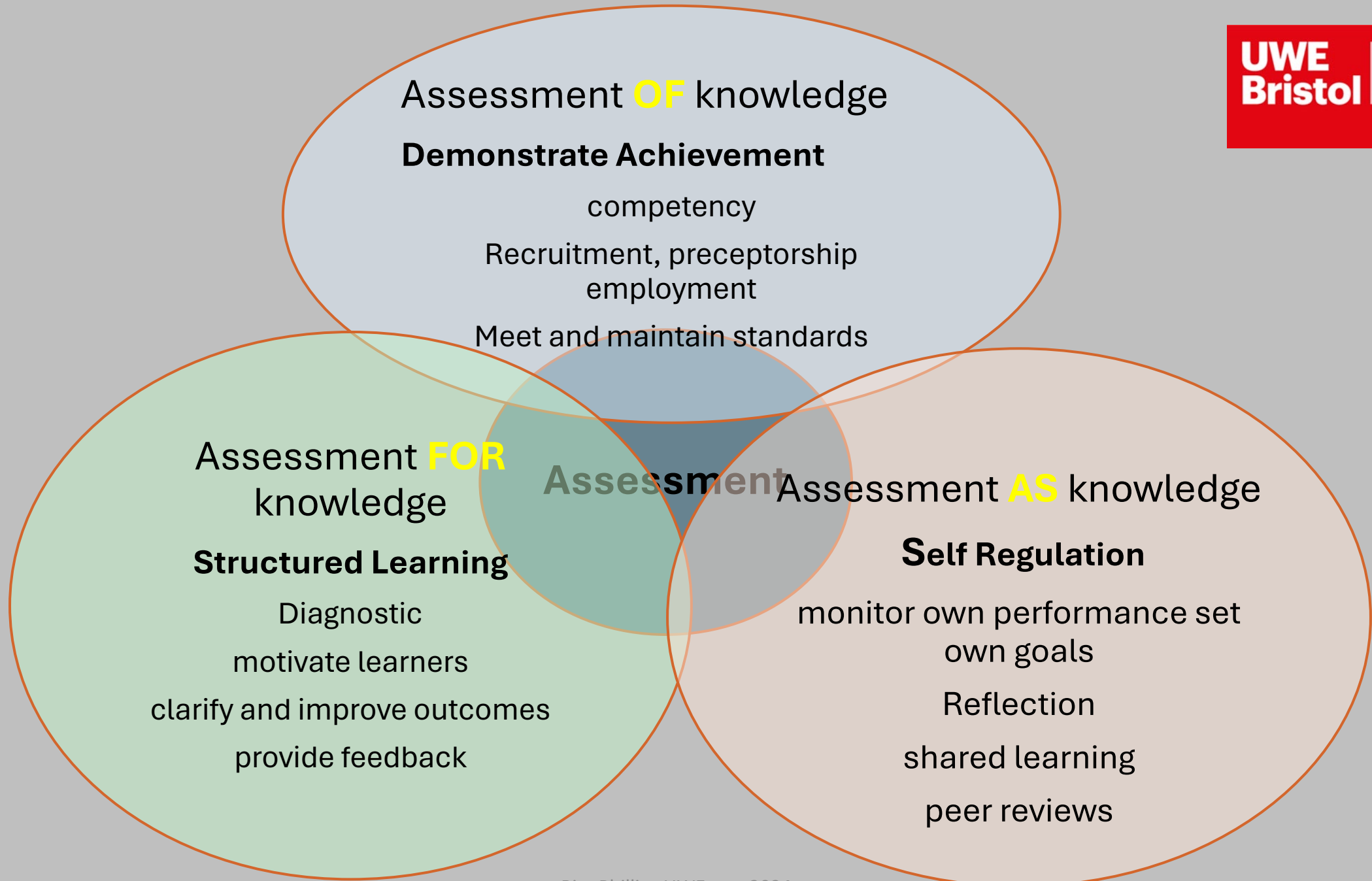
- *How did you build rapport/engage them in what needs to be done?*
- *What was the outcome?*

If I were a colleague who was struggling to make connections between my role and the service delivered, what would you say?

- *How would you know I understood what you meant?*
- *What would you see?*

Recruitment

- Interviews strategies
- Involve both HEI and NHS partners in interviews.
- Consider a mix of technical, personality and experiential questions to help determine their level of skill, experience and their values
- Assessment tools --skills and gaps
- Tasks
- Reflections
- Own learning needs



Student preparation whilst at HEI

- Pre-Preceptorship –
- Expectations/encouragement
- Preparation
- Planning
- Link the Final assessment with action plan
- Post-qualification support

Preceptor preparation

- The pivotal role that preceptors play in the socialisation, teaching and assessing
- Suitably experienced, familiar with organisation's mission, vision and values and is willing to serve in the education and training
- Preceptorship is complex and multifaceted, and preceptors need training in preparation for their role in clinical practice environments
- The level and competence of the preceptor need to be ascertained, as does the time frame in which the preceptor should work with the preceptee.

Soft skills



teamwork



integrity



adaptability



professionalism



emotional intelligence



dependability



empathy



organization



**Commissioned by the Health and
Care Professions Council (HCPC)**

**Preparation for practice: The role of the
HCPC's standards of education and
training in ensuring that newly
qualified professionals are fit to
practise**

Soft skills are vital to employers, so much so that a recent survey by LinkedIn found that 92% of professionals believe soft skills are equally or more important than hard skills when it comes to hiring the right person for the job.

Developing soft skills

- Leadership and management
 - Professional issues
 - Governance
 - Communication and interpersonal skills
 - Cultural competence and cultural safety
-
- On line modules/charities
 - HEI Focused modules
 - <https://portal.e-lfh.org.uk/>
 - <https://learninghub.nhs.uk/>

Developing cultural competence

- setting projects/scenarios within real-world contexts
- peer learning, reviewing and reflecting on incidents
- social supports systems for transitions within their host communities.
- providing opportunities for intercultural learning both within and beyond the working and learning environment
- Working with a buddy, peers as a situated approach can support intercultural skills development
- Develop intercultural sensitivity--cultural awareness, critical incident and cultural misunderstanding

Further skills development

- Make use of University resources/library
- Critical thinking tools, reflection
- Masterclasses/modules to enhance skills
- Credit/non credit bearing courses
- Focussed modules eg leadership, communication, professional issues
- Work based learning modules

HEI support for Preceptorship

- Selection of preceptors
- Policies and guidance
- Job description
- Training and Monitoring
- Develop and maintain relationships with healthcare professionals and institutions
- Documentation/quality assurance
- Regular refresher course
- Set up networks for preceptors
 - Regular on line meetings
 - Interviews
 - Sharing of training resources

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Multi-Professional Preceptor e-Compendium

Multi-Professional Preceptor e-Compendium

- <https://learninghub.nhs.uk/catalogue/preceptor-e-compendium?nodeId=4695>

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Resources for Preceptees and Preceptors

The purpose of preceptorship is to provide support, guidance and development for all newly-registered practitioners to build confidence and develop full competence as they transition to autonomous professionals.

<https://workforceskills.nhs.uk/resources-for-preceptees-and-preceptors/>

Accelerated Preceptorship

The **Accelerated Preceptorship Guide** is for use with returners to practice, international nurses, registered nurses who have come through the nursing associate route and other healthcare professionals in certain situations. This is not intended to replace the preceptorship programme for newly qualified practitioners.

CapitalNurse Preceptorship Quality Mark

CapitalNurse has developed a Preceptorship Quality Mark for those organisations who meet 75 per cent of the standards set out in the **self-assessment framework**. The quality mark includes a logo which organisations can use on all preceptorship and recruitment material for two years, with the option to renew.

How to apply for the CapitalNurse Preceptorship Quality Mark

To apply, please complete the **self-assessment framework** and email: england.capitalnurse@nhs.net

If you have any queries, please email: england.capitalnurse@nhs.net

Beyond Preceptorship Framework

CapitalNurse has developed a **Beyond Preceptorship Framework** to look at the 12-24 months post-qualification period for newly registered nurses. The framework focuses on four main pillars and identifies different activities which fall within each category.

<https://www.hee.nhs.uk/our-work/capitalnurse/workstreams/preceptorship#:~:text=Preceptorship%20is%20a%20period%20to,from%20student%20to%20autonomous%20professio>

The role of HEIs in supporting recruitment/preceptorship

Thank you

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