



Introduction

;OPZ KVJ\TLU[WYV]PKLZ H N\PKL [V [OL \ZL VM WYLJLW[VYZOPW ^P[OPU 7YVZ[OL[PJZ
HUK 6Y[OV[PJZ" [OL HPTZ VM Z\JO H WYVNYHT HUK [OL WV[LU[PHS ILULÄ[Z
7YLJLW[VYZOPW PZ KLÄULK HUK KPZJ\ZZLK ^P[O ZWLJPÄJ YLMLYLUJL [V 7YVZ[OL[PJZ
HUK 6Y[OV[PJZ 9VSLZ HUK YLZWVUZPIPSP[PLZ HYL KL[HPSLK HUK H [VVSRP[PZ WYV]PKLK
^P[O H MYHTL^VYR HUK Z\WWVY[PUN KVVVTLWU[MZOPW V OLSW KLSP]LY WY
WYVNYHTZ
(S[OV\NO IHZLK VU [OL 5H[PVUHS 7YLJLW[VYZOPW .\PKLSPULZ MVY 5L^S` 8\HSPÄLK
5\YZLZ 4PK^PMLZ HUK (/7»Z [OPZ KVJ\TLU[^HZ KL]LSVWLK I` [OVZL ^VYRPUN
^P[OPU 7YVZ[OL[PJZ HUK 6Y[OV[PJZ MVY [OVZL ^OV ^VYR ^P[OPU WYVZ[OL[PJZ HUK
VY[OV[PJZ
-VY ZVTL WYLJLW[VYZOPW TH` IL H UL^ JVUJLW[^OPSL V[OLYZ ^PSS IL MHTPSPHY

Context within the NHS

The NHS Constitution or England

The use of preceptorship is widely

ZLLU HJYVZZ [OL 5/: HUK P[Z \ZL

HZ H ^H` LTILKKPUN WLYZVUHS [ZPZ[PUKP]PK\HSZ PU [OL WVZ[

KL]LSVWTLU[H[[OL ILNPUU]NURZ[YH[PVU [YHUZP[PVU WOHZL

VM JHYLLYZ PZ SPURLK JSVZLS`LV\UP]LYZP[` HUK

commitments within the NHS WYVMLZZP VUHS ^VYRPUN

JVUZ[P[\PVU (SS WYV]PKLYZ HUJL JSPUPJHS ZRPSSZ

VM OLHS[OJHYL ^P[OPU [OLWVM LZZP VUHS ILOH]PV\YZ HUK

HYL VISPNLK [V JVUMVYT [Y[OLJ[P]L WYHJ[P]L

JVUZ[P[\PVU PUJS\KPUN JVTTLYJPHS

WYV]PKLYZ VM ^OPJO [OLYL`PKLLWYW[VYZ ^VYRPUN ^P[O

7YVZ[OL[PJZ HUK 6Y[OV[PJZ]L^S` X\HSPÄLK 7YLJLW[LL»Z

The NHS commits:

‘..to provide all staff with personal development, access to appropriate education and training for their jobs, and line management support to enable

Aims within Prosthetics and Orthotics

. 7Y]PKL H Z[Y\J[\YLK Z\WWVY[

MYHTL^VYR MVY UL^S` X\HSPÄLK

7YVZ[OL[PZ[Z HUK 6Y[OV[PZ[Z

[ZPZ[PUKP]PK\HSZ PU [OL WVZ[

YHUZP[PVU [YHUZP[PVU WOHZL

VM JHYLLYZ PZ SPURLK JSVZLS`LV\UP]LYZP[` HUK

WYVMLZZP VUHS ^VYRPUN

JVUZ[P[\PVU (SS WYV]PKLYZ HUJL JSPUPJHS ZRPSSZ

VM OLHS[OJHYL ^P[OPU [OLWVM LZZP VUHS ILOH]PV\YZ HUK

HYL VISPNLK [V JVUMVYT [Y[OLJ[P]L WYHJ[P]L

JVUZ[P[\PVU PUJS\KPUN JVTTLYJPHS

WYV]PKLYZ VM ^OPJO [OLYL`PKLLWYW[VYZ ^VYRPUN ^P[O

7YVZ[OL[PJZ HUK 6Y[OV[PJZ]L^S` X\HSPÄLK 7YLJLW[LL»Z

. 7Y]PKL PUKP]PK\HSZ ^P[O H ^H` [V

KLTVUZ[YH[L JVTWL[LUJL PU [OL

7 6 *HYLLY -YHTL^VYR N\PKL

HUK /*7* YLX\PYLTLU[Z

. 7Y

+LWHY[TLU[VM /LHS[O

;OPZ PZ M\Y[OLY KLTVUZ[YH[LK ^P[O

[OL /*7* :[HUKHYKZ VM 7YVÄJPLUJ`

which highlights the need for lifelong

SLHYUPUN HZ HU VISPNH[PVU

HCPC Standards of Prof ciency for

Prosthetists and Orthotists

1a.8 understand the obligation to

– understand both the need to keep skills and knowledge up to date and the importance of career-long learning

/*7*

Roles Within Preceptorship

Emma

Current Preceptee

0 HT H YLJLU[NYHK\H[L MYVT [OL <UP]LYZP[` VM
 :HSMVYK HJOPL]PUN H -PYZ[PU 7YVZ[OL[PJZ HUK
 6Y[OV[PJZ :OVY[S` HM[LY JVTWSL[PUN T` KLNYLL 0
 ILNHU ^VYRPUN MVY 6[[VIVJR HZ HU 6Y[OV[PZ[
 +LZWP[L OH]PUN WYL]PV\ZS` ZWLU[`LHYZ ^VYRPUN
 PU [OL 5/: HZ H 7O`ZPV[OLYHW` (ZZPZ[HU[HUK
 7O`ZPV[OLYHW` ;LJOUPJHS 0UZ[Y\J[VY 0 ^HZ PUP[PHSS`
 HWWYLOLUZP]L HIV\ [T` ÄYZ[JSPUPJHS YVSL

+ \Y PUN T` PUK\J[PVU H[6[[VIVJR 0 ^HZ LUYVSSLK VU[V [OLPY 7YLJLW[VYZOPW
 :JOLTL ;OL HPT VM [OPZ ZJOLTL PZ [V LHZL [OL [YHUZP[PVU MYVT Z[\KLU[[V
 JSPUPJPHU

;OL ZYLW[VYZOPW :JOLTL PZ H Z[Y\J[\YLK `L[ÄL_PISL WYVJLZZ PU]VS]PUN
 YLN\SHY YL]PL^Z ^P[O T` 7YLJLW[VY [OL 3LHK 6Y[OV[PZ[H[[OL *LU[YL
 + \Y PUN [OLZL TLL[PUNZ T` WYVNYLZZ PZ HZZLZZLK HUK 0 HT HISL [V
 KLTUVZ[YH[L T` JVTWL[LUJ` I` TLL[PUN ZL[VIQLJ[P]LZ)LPUN HISL [V
 HJ[P]LS` WHY[PJPWH[L PU [OLZL YL]PL^Z HZSV HSSV^Z TL [V [HRL YLZWVUZPIPSP[`
 MVY T` V^U KL]LSVWTLU[I` YLÄLJ[PUN VU T` WYHJ[PJL HUK ZL[[PUN UL^
 NVHSZ

;V KH[L T` L_WLYPLUJL VM [OL 7YLJLW[VYZOPW :JOLTL OHZ ILLU H WVZP[P]L
 VUL (Z H NYHK\H[L \UKLY[HRPUN T` ÄYZ[JSPUPJHS YVSL [OL Z\WVY[0 OH]L
 YLJLP]LK OHZ PUJYLHZLK T` JVUÄKLUJL HUK HSSV^LK IL [V ILJVTL TVYL
 H\ [VUVTV\Z PU T` WYHJ[PJL 0 HT SVVRPUN MVY^HYK [V JVU[PU\ PUN [V KL]LSVW
 HZ HU 6Y[OV[PZ[V]LY [OL P&ÄU ð € [! € ° ` J° \$P à ° ð 0 @ ° « 555E[ZÄÐ 0 LZPP Ä 0 ° 0 € P 3H•s4%W3BSTP ApplicationThe two most commonly described

HJ[p0

OH [P"Stö0YHJ V P SP Ä ° 5E[•€Ä 0n 30Ä0°`0HJ SP0p`¥ @`%7W2€ @ Ä30Ä5°•€ ÄÄ 0n €P° SP3 c`@`Ä 0 P0@ Ä0...E[•0 `PK SPæVTV
 OHP€Ä 0 µ•à€0° SS0Ä 0° à€•K [VZ PU T0F0` VT•Y^HYH0@@` VV0àHP` ;HJ[p SP €°H@0` • •€ • •v"€sK 0ð P 00 µ•à€ •à€0° 0HJ[p •€•à€ °HV

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€ •à€Z0

Y €°AX0F0` pY^H[[p SäSP LJ€ F0` ° [QX L0F0 7O P0`N °Ä6 0p•`Pp€•à€€ SQ`-...0ÖSÄ W °F 0àY cHJVU P # 0 @ 0 P< ° 0S`V>[Zu Äô 0°pF4€ `P0ç 0SL 0€



Although the two groups of

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ZLWHYH[L [V WYV]PKL H TVYL \ZLY
MYPLUKS` MUYTH[[OL JVTWL[LUJLZ HYL
PU[LYSPURLK *SPUPJHS ZRPSSZ ^PSS VUS` IL
LUOHUJLK [OYV\NO [OL \ZL VM WLYZVUHS
KL]LSVWTLU[ZRPSSZ ^OPJO PU [\YU HYL
VUS` \ZLM\S ^OLU [OL` OH]L JVU[L_]

The Preceptorship
Development Cycle

;OL SLHYUPUN WYVJLZZLZ PU]VS]LK
PU SLHYUPUN K\YPUN WYLJLW[VYZOPW
HYL JVTWSL_ HUK PU[LYSPURLK ;OL
LUL [N#tÅ°Z P LSH[L_ ;OL L JVTN+V\ZL ZLJUKZ ON*HU€À00 °ĐĀđ0€P 0Đ€P°Đ€

KL]]VP0 à V SZ + ` O@[O\ÀLJLZZLU 4 N 0À¥À€°Āđ ZLJU^OPUN WYLSSPSSZ ^OL`
HYL 0 ĀNā P
H YT*,K`JàK^` LUR 0QÀœĐH]ĩ ĀÍ V\NàK^ PLH[°0à ĀP••0°V\NO K€UN WK 0 P00 0
HLJUKZ°Z +Z H LV]V U^] `K^PZLK 0 Ā 0Pà0p•LNLPW*YVPUN WYVSPAÍ KN*HVPUN
HPđUŌ¥ Ā0 *S*SLURLK h UN WYLSSP PS €`Đ LV] •đĀuPđ PđUĐp• K\ •@00P0¥P°

OLSWZ H WYLJLW[LL [V \UKLYZ[HUK
OV^ [V THRL SVN PJHS YLZ WVUZPISL
KLJPZPVUZ ^OLU L]PKLUJL PZ SPTP[LK
;OPZ PZ [OL IHSHUJL IL[^LLU YPNV\Y
HUK YLSL]HUJL [OH[JVT LZ ^P[O
L_WLYPLUJL
;OLYL PZ H [OLVY`)V`K -HSLZ
[OH[YLÄLJ[PVU JHU SP P# '0p™ ÄÇ)\$ p!X@0•LÄEàVN^•LÄ...•M'LL^P]K PJK€

Methods of Learning

Preceptor Support

,UZ\YPUN [OH[YLZV\YJLZ PUJS\KPUN
 ;OL [OPYK WHY[` PU [OL [PTL HYL THKL H]HPSHISL IYPUNZ H MHY
 PZ [OL LTWSV`PUN VYNHUPZHPVUZ`OVSP OVVK VM Z\JJLZZ
 HYL YLX\PYLK [V Z\WWVY[IV[O [OL
 WYLJLW[VY HUK WYLJLW[LL [OYV\NOV\I
 [OL WYVJLZZ 4VYL [OHU [OPZ [OL
 OH]L H YLZWVUZPIPSP[` [V LUZ\YL
 [OL X\HSP[` VM [OL WYVJLZZ HUK
 [OL WYLWHYH[PVU VM IV[O WHY[PLZ [V
 LTIHYR \WVU P[

Investment in this process is

YLHSPZLK PU Z[HMM YL[LU[PVU PTWYV]LK
 V\JVTTLZ HUK H KLTVUZ[YH[PVU VM [OL
 LTWSV`LY»Z JVTTP[TLU[[V SLHYUPUN
 ;OL [`WLZ VM Z\WWVY[YLX\PYLK MVY
 [OL 7YLJLW[VY ^LYL PKLU[PÄLK I` [OL
 5H[PVUHS 9LMLYLUJL .YV\W

Training

. :\WLY]PZPVU ZRPSSZ
 . ;YHPU [OL [YHPULY
 . 7YHJ[PJL HZZLXZVYH[PVUWY
 . *7+ ZWLJPÄJJ [W]WYZ
 . .P]PUN HUK]PUN MLLKIHJR
 . (J[P]L SPZ[LUPUN ZRPSSZ
 . 4V[P]H[PVUHS ZRPSSZ
 . -HTPSPHYPP[` ^P[O /*7*
 Z[HUK]WM WYHJ[PJL

Time

. ;PTL I\PS[PU[V KHPS` ^VYRPUN MVY
 WYLJLW[VYZOPW HJ[P]P[PLZ
 . 9LK\JLK ^VYRSVHK
 . KH` [YHPUPUN JV\YZL SPURLK
 to universities
 . 7V[LJ[LK [PTL

Other

. ,UZ\YYH[PV VM Z[HMM [V Z[\KLU[Z
 . ,UZ\YSL]LSZ VM Z\WLY]PZPVU
 HY HWWYVWYPH[L
 . (JJLZZ [V Z\W]W]M]P]L]X Y
 -PN\YL 7 6 >VYRMVYJL ,K\JH[PVU
 WYVQLJ[YLMLYLUJL NYV\W 1\S`
 O[PZ PTWVY[HU[[OH[[OL YVSL VM [OL
 WYLJLW[VY IL NP]LU YLJVNUP[PVU HUK
 HKLX\H[L Z\WWVY[VY [OLYL PZ H YPZR
 [OH[7YLJLW[VYZ ILJVTL ^LHY` HUK
 I\YULK V\ 4HJRPU :[\K]H

The Preceptee

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;OL WYLJLW[LL PZ L_WLJ[LK [V IL HU
HJ[P]L WHY[ULY PU [OL WYLJLW[VYZOPW
WYVJLZZ` ;OL` HYL L_WLJ[LK [V
WYLWHYL M VY VIZLY]LK WYHJ[PJL YLÅLJ[
VU [OLPY HJ[PVUZ HUK [OLU KL]LSVWLK
ZVS\[PVU [V [OLPY SLHYUPUN ULLKZ PU
WHY[ULYZOPW ^P[O [OL WYLJLW[VY
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Training Required

- . 7LYZVUHS KL]LSVWTLU[
 - WSHU JVTWSL[PVU
- . -HTPSPHY P[` ^P[O)(76 HUK
 - /*7* Z[HUKZY
- . 9LWVY[^YP[PUN
- . 9VSLZ VM J DW[WY
 - HUKUW@ZÖ[Uç`Đ@TÀ• ð@ @0@TÀĐàR ~€0'5\$t=
- . 7YZLU[H[PVU ZRPSSZ
- . 7VY[MVSPV KL]LSVWTLU[
- . *HLY MYHTL^VYR
- . 4HUKH[VY` [YHPUPUN
- .

Advice to Preceptees

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(K]PJL [V 7YLJLW[LL»Z ^HZ WYV]PKLK I` [OL 5H[PVUHS 9LMLYLUJL .YV\W!
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Months 8 to 12

;OL VIZLY]LK WYHJ[PJL ZLZZPVUZ
OLSW [V KL]LSVW JVTWL[LUJL HUK
JVUÄKLUJL PU JSPUPJHS HYLHZ ^P[O
[OL Z\WWVY[VM YLÄLJ[P]L WYHJ[PJL
HUK V[OLY L_WLYPLUJLZ ;OL ÄUHS

four m004B0003005700590048004A00n the preceptorship process, w401 -20.7021561 71wl893 Tm <004030003003B004F004C000300C4005500orship

00LPP@°LD°ÄÄ ðpL†pp•€ °Ä Ä 0p•€ ° Ä0
HUK V[OLY LP•Ä° @P äÄ0 Ä0M P]N Ä [[UELNUBL0V^S;KLN PPW UOLPTH[OL JL Q5%e!•Ð JL [S

Project Governance

Project Board

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;OPZ WYLJLW[VYZOPW N\PKL ZOWZMLU[ ^HZ Z\WWVY[LK I` H
KL]LSVWLK HZ WHY[ VM [OLYVQLZ[OLYHUK [OH[ JVTWYPZLK VM [OL
HUK 6Y[OV[PJ >VYRMVYJL)YHUKRZO (ZZVJPH[PVU MVY 7YVZ[OL[PZ[Z
,K\JH[PVU 7YVQLJ[ HUK PZUKLZFNOLK[Z [OL )YP[PZO /LHS[OJHYL
[V ^VYR HSVUNZPKL [OL 7YGHY(LZWJPH[PVU <UP]LYZP[` VM
-YHTL^VYR N\PKL HUK [OLHS MVYK HZ [OL ZVSL WYV]PKLY VM
,K\JH[PVU .\PKL WYL YLNPZ[YH[PVU 7 6 LK\JH[PVU
;OL Z[Y\J[\YL HUK X\HSP[ P\UNSHUK HUK /LHS[O ,K\JH[PVU
HYYHUNLTLU[Z MVY [OPZ 5WYVQLJ[PUVSKL YLZVUZPISL
. ( 7VQLJ[ )VHYK LK\JH[PVU MVY ,UNSHUK >HSLZ HUK
. ( 5H[PVUHSU9LMY\W 5VY[OLYU 0YLSHUK
;OL WYVQLJ[ IVHYK ^VYRLK [V Z\WWVY[
[OL WYVQLJ[ THUHNLY PU LUZ\YPUN [OH[
^VYR Z[YLHTZ ^LYL KLSP]LYLK VU
[PTL HUK [V ZWLJPÄJH[PVU ;OL IVHYK
LUZ\YLK [OH[ YPZRZ ^LYL THUHNLK
D°À àP °H[PVU MLMEVU )YRUCTKL THUHNLDKCIQLEHN@WYK [OH[ LDDK` V
)Y LJ[ IVHY;Añ " p†° @žĚ;Š@piâÂ ñ &.,91° @-...J à ĩî e à ZLK VM [OL

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Observed Practice Process Map

Preceptee - Observed Practice Preparation

Activity Selected for Observed Practice

Date for Observed Practice

What are the potential learning opportunities?

What preparation is required for the observed practice session?

Ref ective Practice Models - John's Model of Ref ective Practice

Description
>YP[L H KLZJYPW[PVU VM [OL L]LU[Z
>OH[HYL [OL RL` PZZ\LZ ^P[OPU [OPZ KLZJYPW[PVU [OH[0 ULLK [V WH`
Ref ection
>OH[HYL [OL RL` PZZ\LZ ^P[OPU [OPZ KLZJYPW[PVU [OH[0 ULLK [V WH`
>O` KPK 0 HJ[HZ 0 KPK&

H[[LU[PVU [V&
H[[LU[PVU [V&

Influencing Factors
>OH[PU[LYUHS MHJ[VYZ PUÅ\LUJLK T` KLJPZPVU THRPUN HUK HJ[PVUZ&
>OH[L_[LYUHS MHJ[VYZ PUÅ\LUJLK T` KLJPZPVU THRPUN HUK HJ[PVUZ&
>OH[ZV\YJLZ VM RUV^SLKNL KPK VY ZOV\SK OH]L PUÅ\LUJLK T` KLJPZPVU THRPUN HUK HJ[PVUZ&
(S[LYUH[P]L Z[YH[LNPLZ

Reflective Practice Models - Adkins and Murphy's Model of Reflection

Atkins, S. and Murphy, K. (1994) *Nursing Standard* 8(39) 49-56

Description
:HSPLU[,]LU[Z
2L` -LH[\YLZ
Analysis
OKLU[PM` 2UV^SLKNL
*OHSSLUNL (ZZ\TW[PVUZ
0THNPUL HUK L_WSVYL HS[LYUH[P]LZ

Evaluate

Reflective Practice Models - Gibbs Model of Reflective Practice

Description - >OH[/HWWLULK&

Feelings - >OH[^LYL ^V\ [OPURPUN&

Evaluation - >OH[^HZ NVVK HUK ^OH[^HZ IHK&

The Good

;OL)HK

Gibbs, G. (1988)

Record of CPD Activities

Preceptorship Task? Learning Objective		
+H[L	+L[HPSZ VM *7+ HJ[P]P[` HUK Z\WVVY	Aspects of Competences Exhibited
Aspects of which Competences were Exhibited?		
How have you benefited from this activity?		
How have service users benefited from this activity?		

Level 5 Practitioner Descriptor

Level 5 Practitioner Descriptor	

Level 5 Practitioner Competences

