



Paramedic Foundation Preceptorship

Our vision of Paramedic Foundation Preceptorship is that: *All new paramedic registrants will be supported in the transition from learner to independent practitioner with a structured programme of support.*

In December 2023 we shared our vision for a new, inclusive and candidate led approach to what is currently known as the NQP (Newly Qualified Paramedic) period. In the preceding months the Health and Care Professions Council (HCPC) and NHS England had published their guidance, this has informed our continued work in this area.

The HCPC Principles for Preceptorship are designed to support registrants at any key transition stage in their career, be that at the point of first registration, returning to practice following time away (or coming from outside of the UK), or at key points of career transition.

The NHS England Allied Health Professional (AHP) Preceptorship Standards and Framework compliments the HCPC Principles and has been designed as part of the ambition to ensure sustainable future staffing and improve patient care. Good quality preceptorship was identified in the NHS England Long Term Workforce Plan as key to supporting staff to integrate into their places of work as well as positively impacting staff retention.

Whilst mindful of the drivers outlined above, from a paramedic profession perspective we are keen to ensure an accessible and inclusive programme for preceptorship that is fit for purpose, meaningful for registrants, but also something that recognises the individual and their needs at the centre.

We surveyed United Kingdom NHS ambulance trusts in 2024 to ascertain the current approach to preceptorship, the findings of which were fascinating. The responses suggested that all trusts do something slightly different in terms of initial induction, but all responding

trusts felt it necessary to cover clinical content that is a core expectation of a registrant. The rationale for this is that with the large number of pre-registration programmes now available for UK learners, inconsistency between graduates with regard to their knowledge and capabilities is considerable. This is reported to be greatest when a graduate moves to a new location following completion of their qualification (and does not seek employment with the Trust partner of their education provider). This is something that we are keen to better understand, our work to publish the Curriculum for Paramedics 6th Ed is key in reducing unwarranted variation between paramedic programmes and our new endorsement process will further underpin this into the future.

A key recommendation of the current NHS Employers 'Newly Qualified Paramedic Consolidation of Learning Programme' is a period of supervised practice whilst working with a senior paramedic (300 hours). Current programmes range from zero to 300 hours. This supervision is intended to ensure confidence during transition and ensure familiarisation with employer specific approaches and processes.

The College of Paramedics are continuing work on a framework and programme for preceptorship that is complimentary and enabling to the main employer, UK NHS ambulance trusts. This work is being progressed in partnership with lead representatives of NENAS (the National Education Network for Ambulance Services). Of course the output will be applicable for all employers of paramedics and more importantly available and accessible for all paramedics.

The first phase of this work sees multiple Task and Finish groups taking forward specific elements of the project. All of the outputs will amalgamate to create a Development Needs Assessment for new registrants. In the coming months we will be developing the following areas:

- Learning Style Assessment
- Confidence / Anxiety Inventory
- Career Goals and Aspirations Assessment
- Physical and Mental Wellbeing Assessment
- 360-Degree Type Feedback
- Situational Judgement Tests (SJT)
- Resilience and Coping Strategies Inventory
- Reflective Practice Journals

Collectively these individual components will inform individuals of their personal areas of growth and challenge, each area will be explored using a simple survey which upon completion will create a bespoke report that the individual can appraise with their preceptor/supervisor. The preceptees will be advised on the activities and CPD that suits their personal preferences.

The assessments can be retaken to monitor progress throughout the preceptorship period.

In addition to the Development Needs Assessment we will continue to add CPD and e-learning resources to the current provision to underpin the programme.

If you would like to know more or get involved with this workstream please get in touch:

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