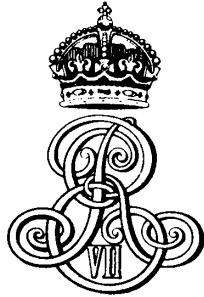


KING EDWARD'S HOSPITAL FUND FOR LONDON



KING'S FUND COLLEGE

**GRADUATE ADMINISTRATIVE TRAINING
IN THE
FOUR THAMES & WESSEX REGIONS**

**Report of a workshop
held at the King's Fund College
23 and 24 January 1979**

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GRADUATE ADMINISTRATIVE TRAINING IN THE FOUR THAMES & WESSEX REGIONS

REPORT OF A "WORKSHOP" HELD AT THE KING'S FUND COLLEGE

23RD AND 24TH JANUARY 1979

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1. BACKGROUND AND AIMS OF THE WORKSHOP

The King's Fund has played a prominent part in graduate administrative training in the NHS, going right back to the very beginning of the National Training Scheme (NTS) which was run by the King's Fund for the NHS.

In recent years there has been considerable discussion about how the NTS has been run and how it might evolve in the future and this discussion has gathered momentum through the NSC's Consultative Document on the Recruitment and Career Development of Administrators.

Over the past eighteen months Regional Supervisors responsible for organising the NTS in the four Thames and Wessex Regions have met regularly at the King's Fund to work on ways of improving the current scheme. At the same time, in various places experimental work has been done in developing new ways of training graduates for NHS administration. It was therefore felt to be worthwhile to bring together the results of the various pieces of work which had been done and test out the ideas with a group of senior administrators who had both a keen interest and involvement in the NTS. A two-day workshop was therefore run with the following objectives :-

1. To examine the expectations of prospective employers of National Trainees in the five Regions in relation to competence in managerial skills and knowledge of health services and assess these expectations against the objectives for the scheme already developed.
2. Given these objectives, to discuss methods of implementation, particularly for the period following the "Cook's Tour", with the aim of developing a common but flexible approach in the five Regions, which can be linked in the most effective way with contributions of the KF College and professional study requirements.

3. To discuss present methods of assessing the progress of trainees and their adequacy with a view to formulating a more standard appraisal method.
4. To examine relationships between the preceptors and the regional supervisors and ways of ensuring fulfilment of the general objectives of an attachment, and an understanding of the expectations of the trainees and the training scheme, the preceptor's own role, and the key result areas from a successful attachment. This might include a formal commitment between preceptor and regional supervisor, which would recognise the general importance of the preceptor's role and provide incentives to participate in the scheme.
5. To examine different approaches to graduate training in a comparative framework, viz. Birmingham, South East Thames, IPM/BACIE and King's Fund, and to discuss the potential for a more inter-disciplinary approach.
6. To produce a set of working documents which can be used to strengthen the working of the NTS in the Thames and Wessex Regions and which can contribute to the debate on the future development of graduate administrative training in the NHS.

2. CHAIRMAN'S INTRODUCTORY REMARKS

In opening the seminar, John Hoare (Regional Administrator, Wessex RHA and Chairman of the NSC's Working Party on the Recruitment and Career Development of Administrators) said that he welcomed the opportunity to share in these discussions.

The NTS was coming under closer scrutiny and it was due for a major review. Despite some initial criticisms of the scheme on publication of the Working Party's Consultative Document, there had subsequently been very strong support for retention of the scheme.

There was however a need to understand clearly the position of national trainees and what should be done with and for them. In that the NHS recruits very senior officers from within there was a need to train administrators adequately for top posts. This entailed a high degree of commitment by senior officers, not only to the training scheme but also to management development and appraisal generally.

3. IMPROVEMENTS TO THE PRESENT NTS

a) A more structured approach to the present NTC

Vivien Drakes (Regional Supervisor, North West Thames RHA) introduced her paper which followed work done with her Regional Supervisor colleagues and King's Fund tutors in defining, in behavioural terms, the skills, knowledge and experience expected of trainees coming off the training scheme. This was now structured to fit in with the major elements of the scheme as laid down by the National Staff Committee.

In discussion it was accepted that the "structured approach" represented a major improvement towards the running of the scheme and with amendments should be used and made available to preceptors and trainees in the five Regions. A number of minor changes were suggested and these have been incorporated to form Appendix B of this report.

Two items of major concern were also identified which needed more detailed consideration, namely

- i The pattern of the initial "Cook's Tour"
and
- ii The final year GA attachment.

b) Trainee Assessment

The attached document (Appendix C) by Alison Welch, Regional Supervisor, Wessex RHA, was accepted as a basis for improved assessment of trainees with the following comments :

- i) The emphasis should be on "Action Plans" agreed at regular intervals between trainee and preceptor to specify new learning objectives for the trainee.
- ii) The value of self-assessment by trainees is recognised as trainees need to identify and solve their own problems.
- iii) There are dangers of too frequent assessment.
- iv) Assessment needs to be improved alongside improved staff appraisal.

c) Role of Preceptor - Guidance Document

The Role of the Preceptor was discussed based on a discussion document (in amended form, Appendix D). In discussion the following points emerged :

- The document helps the relationship between supervisor and preceptor in that roles are more clearly defined.
- There is a lack of commitment of chief officers in many cases - the roles of chief officers need to be clearly defined and agreed with preceptors.
- Preceptors need more training.
- There are unclear guidelines to Preceptors as to what is happening to trainees at KF College and elsewhere.

- KF College does have a briefing day for preceptors of the initial attachment - this needs to be extended to preceptors of later attachments
- Crux of matter is the need to obtain commitment of chief officers - these issues should be discussed at RA/AA/DA meetings.
- As routine, a programme should be submitted for each attachment which can then be monitored.
- Regional Supervisors need positive support by their senior officers.
- Chief officers should be actively involved in training of trainees. Chief officers ought to see trainees as well as the preceptor.
- One of the key criteria in selecting preceptors should be - what is the preceptor doing for career development and appraisal of his/her own staff?
- It would be of help for the supervisor, plus college tutor to visit Districts before attachments and agree standards.
- Trainees should benefit from attachments and departments should benefit from trainee being there.

d) Cook's Tour

There was considerable discussion about the form of the "Cook's Tour" which forms the first four to six months of the training scheme. One of the syndicate groups questioned the validity of the Cook's Tour in its present form, in particular, the necessity for trainees to spend time in practically all departments in the District. It was important for trainees to have a good understanding of the social fabric and structure of the organisation; they should have intellectual stimulation from the first day of the scheme and have working attachment of sufficient length to enable them to win commitment and acceptance of the staff they are working with.

This would entail fewer but longer attachments where the trainees could work over a period of time, but where their work would take them into other departments in the District.

The workshop as a whole felt unable to go into this issue in the depth required but welcomed experiments in one or two Regions along these lines as a basis for comparison and evaluation.

e) Final Year GA Attachment

At present there are a number of problems associated with the final year which need further deliberation. The aim of the attachment is to give the trainee real GA level responsibilities under supervision to ensure that he or she is able to take up a full GA or SA post without undue supervision at the end of the scheme. The dilemma is that if the trainee makes good progress, he or she is able to compete successfully for full GA or SA posts before completion of the final year and this can cause operational problems for the District concerned if the trainee leaves. One answer is to build into the final year sufficient learning opportunities and responsibilities (e.g. involvement in management "political" processes at a senior level) to make it more attractive for the trainee to stay, but there still remains the question of how much flexibility to build into the final year and whether or not it is more reasonable to talk of a 27 month or 15 month training scheme.

John P Ranken
Senior Tutor
King's Fund College

February 1979

APPENDIX A

A MORE STRUCTURED APPROACH TO THE PRESENT NTC

A common problem frequently expressed by trainees, preceptors and supervisors in recent months, is that they are not sure what the trainee is supposed to learn, either during a specific attachment or by the end of their training, and how this learning can be facilitated.

The attached paper is an initial attempt by tutors at the King's Fund College, and supervisors associated with the College to define areas of learning. These areas of learning have, on this paper, been fitted into the programme of training currently operating in the North West Thames Region. They arose partly from information gathered about the expectations of employers of people in a variety of GAA posts.

What benefits might accrue from a definition of common learning objectives for all trainees?

- (a) Trainees, preceptors, supervisors and college tutors would all be aware of and agreed about what the trainee should be achieving.
- (b) Trainees' common and individual needs could be more clearly identified, and a programme designed to meet these needs.
- (c) Assessment of trainees could take place against clearly defined goals.
- (d) There could be greater cohesion between on-the-job and off-the-job training.
- (e) Trainees should be adequately equipped for their first post.

What has not so far been done is to express these learning "objectives" in qualitative or quantitative terms, e.g. how much knowledge should a trainee have of procedures, legislation, etc. at different stages of training? What level of interviewing skills should the trainee possess? The objectives might therefore be expressed as follows:

"By the end of the training period the trainee will have sufficient knowledge of Whitley Council Conditions of Service to be able to find the answer to queries from staff, draw up a Contract of Employment, etc."

"By the end of the training period the Trainee will be able to recruit, interview for, select and appoint to a post".

(These are examples only)

WORKSHOP ON GRADUATE ADMINISTRATIVE TRAINING IN THE FOUR THAMES
AND WESSEX REGIONS : 23rd and 24th January 1979

APPENDIX A

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The following questions therefore need to be answered :-

- (1) What should be the common learning objectives of the training scheme?
- (2) How can the training scheme be organised to meet these objectives?

V L Drakes
January 1979

| TIMING | OBJECTIVE | TRAINING AT COLLEGE | TRAINING IN ATTACHMENT | TRAINING IN PROFESSIONAL QUALIFICATIONS | OTHER MEANS |
|---------------|--|---|--|---|--|
| "Cook's Tour" | <u>SKILLS</u> Communication Oral Listening Written <u>KNOWLEDGE</u> Whitely Council information Procedures :- Admission Discharge Deaths Patients' property Major Accidents Fire/evacuation Complaints Statutory Mtgs Violent Behaviour Community Health Procedures Hazard Warning Supplies Departmental Structure & Make-up of NHS | Introductory Course: e.g. Introductions, oral reports on visits Communications Exercise Basics of administrative writing Introductory Course Handouts McCarthy Report Examples in College Library from a number of Districts Introductory Course: Organisation Developments since 1948 | Tutorial sessions with pre- ceptor - giving accounts of depts visited, problems encountered etc. A detailed diary should be kept during this period Assessment by preceptor of understanding of discussions. Initial project for College Skills of social integration Preparation by trainee for each part of Cook's tour To discuss and see in operation. Practical appli- cation by trainee where pos. | IHSA Health & Social Services | Trainee to seek opportunities for public speaking paper |

| TIMING | OBJECTIVE | TRAINING AT COLLEGE | TRAINING IN ATTACHMENT | TRAINING IN PROFESSIONAL QUALIFICATIONS | OTHER MEANS |
|---------------------------|----------------------------|---|---|---|-------------|
| First District Attachment | <u>SKILLS</u> | | | | |
| | Written | Continued development of communication skills. Review Course and Background Course : Reports Letters Agendas Minutes | Continued development of communication skills. Minuting Meetings Arranging Meetings Drafting letters, reports Attending & analysis formal meetings (incl Local Authority) Critical analysis of minutes | | |
| | Oral | Presentation of Projects, etc. | Project which requires trainee to present orally findings and proposals, and win commitment | | |
| | Numeracy | Statistics | Project at District level to include a quantitative element. | IHSA Statistics | |
| | Analytical Problem Solving | Case studies & exercises Role & Organisational analysis | Practical project work (incl implementation) Analysis of Agenda items, budgets, plans, problems, roles. Discussion with preceptors of District problems. | | |
| | Group Skills | Syndicate work | Participation and observation in team-working | | |

| TIMING | OBJECTIVE | TRAINING AT COLLEGE | TRAINING IN ATTACHMENT | TRAINING IN PROFESSIONAL QUALIFICATIONS | OTHER MEANS |
|--|---|---|---|--|-----------------|
| First District Attachment (Continued) | <u>KNOWLEDGE</u> Legislation | Laws applying to NHS Employment Legislation Trainees to compile dossiers of legislation case notes etc | Case studies - discussion with preceptor/DPO Mental Health Act - attach- ment to mental illness illness units Involvement in actual admin- istration wherever possible. | IHSA Law Paper | Law/IR Journals |
| | IR Procedures Discipline Appeals Grievance Consultation Facilities for Trade Unions | Broad principles in Background Course | Observation, and practical application where possible in Personnel Department Practical experience of recruitment, discipline and negotiations necessary for later GA post. | IHSA Law IHSA Personnel Management | |
| | Personnel Procedures | | ditto | | |
| | DMT Policies | Examples in College Library | Attendance at Meetings Minutes "Political" implications of minutes | | |
| | CHC Policies & Procedures & rel. with DMT | | Attendance at Meetings and observation Discussion with preceptor and CHC Secretary | | |

| TIMING | OBJECTIVE | TRAINING AT COLLEGE | TRAINING IN ATTACHMENT | TRAINING IN PROFESSIONAL QUALIFICATIONS | OTHER MEANS |
|-----------------|--|---|--|---|-------------|
| Area Attachment | Financial Procedures | Broad framework | Attachment to DFO salaries & wages resource allocation management accounting how to make a financial submission Observation & practical work where possible | IHSA Public Finance Paper | |
| | Planning | | How to make a Planning submission Involvement in commissioning a project if possible | | |
| | <u>SKILLS</u> (Higher standards will now be set) | Continued development of communication skills | Continued practice in developing skills as previously stated : Meetings Projects Reports Oral presentation Analysis of problems | | |
| | Organisation of time and work | Film "Use of Time" Skills in organising time e.g. regular review, daily priorities | Attachment to one department for sufficient time to involve the trainee in both immediate and long term tasks. | | |
| | <u>KNOWLEDGE</u> Functions Organisation & Structure of AHA | | Discussions with preceptor and members of ATO Relationships with Region/DHSS | | |
| | Statutory Mtgs | | Attendance at ATO/AHA mtgs | | |

| TIMING | OBJECTIVE | TRAINING AT COLLEGE | TRAINING IN ATTACHMENT | TRAINING IN PROFESSIONAL QUALIFICATIONS | OTHER MEANS |
|--------------------------------|--|--|---|---|-------------|
| Area Attachment (Continued) | Complaints Procedures FPC Procedures Ambulance Service | | Visit to FPC Visit to Ambulance Service if not already done | | |
| Region | Planning - Cycle - Capricode <u>KNOWLEDGE</u> Structure Organisation & functions Relationships with Areas Management Services Capital Planning Strategic Planning | Broad framework Broad framework | Attachment to planning dept Strategic and operational planning Practical work in collating information & making planning submission Discussions with Regional officers Attendance at Regional/Area officers meetings where appropriate Attendance at RTO/RHA mtgs | | |
| Short Working Attachment | To be agreed for Trainee | | This attachment can be designed to meet specific needs, e.g. to give the trainee insight into Regional variations in Health Care provision; to provide experience in a specific function (Personnel, Supplies, Planning, Long Stay, Community); to provide learning opportunities missed elsewhere. | | |

| TIMING | OBJECTIVE | TRAINING AT COLLEGE | TRAINING IN ATTACHMENT | TRAINING IN PROFESSIONAL QUALIFICATIONS | OTHER MEANS |
|------------------------------|--|---|--|---|-------------|
| GAA Post | <u>SKILLS</u> Managerial Interviewing & selection | Exercises on Background Course | Interviewing and selecting staff | | |
| | Disciplinary interviews | ditto | | | |
| | Counselling negotiating | ditto | If appropriate involvement with negotiations over shifts holiday cover, etc. | | |
| | Leadership | Theory of Supervision | A job with real responsibility for staff. | | |
| | | Action-Centred Leadership Motivation, etc. | Taking responsibility for groups, e.g. induction courses. | | |
| | Use of Secretary | Exercises Films | Practical application | | |
| | Dealing with the public and press Team Working | Exercises in Background Course | Complaints, press, information, patients' relatives Involvement with Working Teams. | | |
| On-Going Throughout Training | <u>SKILLS</u> Interpersonal | Skilled Tutorial help in Group Dynamics | Support and guidance from preceptor, supervisor. | | |
| | Self-Starting | Organising own work programme Target Setting | Preceptor's encouragement Trainee taking more responsibility for own training. | | |

| TIMING | OBJECTIVE | TRAINING AT COLLEGE | TRAINING IN ATTACHMENT | TRAINING IN PROFESSIONAL QUALIFICATIONS | OTHER MEANS |
|--|--|--|---|---|--|
| On-going throughout training (Continued) | <u>KNOWLEDGE</u> Organisation structure Working relationships "Climate" Environment in which NHS operates Guidelines/Priorities Circulars/Current Information Knowledge of work of each part of NHS Use and application of management information including technological developments | In Introductory and Background Course Formal/Informal Orgs Org analysis Background of group dynamics as applied to working groups Criteria for diagnosing "climate" Economic constraints Local Authority CHCs Health Service Studies Proj. Introductory Week : Sources of Information Syndicate Clubs Health Service Studies General introduction within the context of management services | In each Dept. and in each attachment, preceptor important in helping to distinguish between formal and informal structures. Throughout training preceptor to assess trainees understanding Assessment and analysis with preceptor Power Structure Analysis of Community served by District/Area Discussions with preceptor How applied in each attachment Access to information in all attachments Inclusion on circulation lists Seeking out less well known parts of Health Care provision Application to be assessed within each department and good practice identified | IHSA Organisation & Management | Reading - Journals Media "Public Image" of NHS Week's attachment to DHSS Professional journals |

| TIMING | OBJECTIVE | TRAINING AT COLLEGE | TRAINING IN ATTACHMENT | TRAINING IN PROFESSIONAL QUALIFICATIONS | OTHER MEANS |
|--|--|---------------------------|---|---|-------------|
| On-Going Throughout Training (Continued) | <u>ATTITUDES</u> Self-confidence Interest/commitment Initiative & Awareness | Review Course Discussions | Practice of skills Preceptor's support Feedback to trainee on performance Commitment demonstrated by preceptors and other officers should help to keep trainee committed. Counselling by Preceptor/Supervisor Encouragement by Preceptor Self-programming | | |
| N.B. It is recognised that "attitudes" are difficult to define, and even more difficult to change. | | | | | |

GRADUATE TRAINING IN
THE THAMES AND WESSEX REGIONS

TRAINEE ASSESSMENT

A paper for the King's Fund
College Workshop of
23rd and 24th January 1979

Alison M Welch
Senior Training Officer
Wessex RHA

December 1978

WESSEX REGIONAL HEALTH AUTHORITY

T R A I N E E A S S E S S M E N T

This paper has been produced for the King's Fund College Workshop on Graduate Training in the Thames and Wessex Regions: to be held on the 23rd and 24th January 1979.

This is a working document intended primarily to promote discussion on trainee assessment at the Workshop, but also to serve as a guide to all involved in the assessment procedure.

1. WHY ASSESS?

The process of assessment set out in this paper is designed to meet five objectives:-

- 1.1 To ensure that the trainee gains the maximum possible benefit from the training scheme.
- 1.2 To tailor the scheme to fit the development needs of the trainee where appropriate.
- 1.3 To remedy problems experienced or caused by the trainee.
- 1.4 To re-assess the validity of the guidelines set by the National Staff Committee, and the objectives for the scheme.
- 1.5 To ensure that the National Health Service gains the maximum possible return from its investment in the training scheme.

2. AIMS OF ASSESSMENT

The National Administrative Training Scheme is a unique medium for providing young administrators with the skills, knowledge and expertise to progress to senior management posts within the National Health Service.

Acceptance onto the scheme implies not only the achievement of a high academic standard but also the inherent ability and potential for progression. Recognition and acceptance of these implications steers anyone involved in the assessment of National Trainees towards being a counsellor and helper rather than judge: a role of releasing and developing potential.

In this respect, assessment must be a continuous process throughout the length of the training scheme.

Assessment is not primarily a judgment of the selection process. In the majority of cases it must be accepted that the suitability of the trainee for the scheme has already been determined and therefore is not in question.

A trainee's achievements are largely dependent upon the opportunities offered to him* and the motivation of those organising the scheme. In this respect assessment cannot review the trainee's standard of performance without equally reviewing the contribution made by all those involved in the scheme.

However assessment is the process of developing the individual, and in this role the assessor behaves as a catalyst; drawing out and stimulating the trainee to an increased state of self-awareness. The trainee should become more conscious of his situation and needs - identifying and accepting his problems, finding and "owning" the solutions. This awareness in turn should stimulate meaningful, problem-solving discussions with the assessor.

The prime purpose for assessment is to identify the emerging development needs of the trainee and to meet these needs, where possible, by a local restructuring of the scheme. The training period needs to retain a degree of flexibility to cater exclusively for the individual trainee in post. The overall objective of the scheme being to equip the trainee with the tools of management and the knowledge, skills and expertise for advancement. Ultimately, to produce capable, senior management.

Hence the aims of assessment can be summarised as follows:-

- (i) The promotion of counselling, problem-solving discussion.
- (ii) Increased self-awareness on the part of the trainee.
- (iii) The promotion in the trainee of a self-help attitude.
- (iv) The development of the trainee.

* for "him" read him/her

METHODS OF ASSESSMENT

| METHOD | CONDUCTED BY | FREQUENCY | STYLE/APPROACH | ACTION TRAINEE | | ACTION ASSESSOR | |
|---------------------------------|--|---|---|--|---|---|---|
| | | | | BEFORE ASSESSMENT | AFTER ASSESSMENT | BEFORE ASSESSMENT | AFTER ASSESSMENT |
| IMMEDIATE ATTACHMENT ASSESSMENT | Head of Department and trainee | At the end of each departmental attachment | Discussion - exchange of ideas | 1. Written report on attachment 2. preparation for verbal feed back to Head of Department | Arrange return visit to dept. where necessary | No written assessment. Verbal feed back to trainee and preceptor | Restructure content of attachment where necessary |
| FREQUENT ASSESSMENT | Preceptor and Trainee | Weekly | Counselling / Problem-solving | 1. Submit attachment reports. 2. Complete "self-assessment" sheet. | Follow up on action plan agreed in discussion | Prepare for discussion. Be familiar with programme of achievements and objectives | Produce action-plan as a result of discussion for both trainee and yourself |
| PERIODIC ASSESSMENT | Regional Supervisor and Trainee | Every two months | Counselling / Problem-solving | 1. Submit attachment reports. 2. Complete "self-assessment" sheet | Follow up any agreed action plan | Prepare for discussion. Be familiar with programme of attachments and objectives See preceptor | See preceptor where necessary. Produce action plan for trainee and yourself where necessary |
| SELF ASSESSMENT | Trainee | Prior to discussions with preceptor and regional supervisor | Self-appraisal | Complete "self-assessment" sheet | Produce own action-plan | N/A | N/A |
| ACADEMIC ASSESSMENT | Preceptor Regional supervisor Kings Fund tutor | N/A | Project work Essays Practical exercises | Discussion with party concerned. | Discussion with party concerned. | N/A | N/A |

3. DEVELOPMENT OF METHODS OF ASSESSMENT

3.1 IMMEDIATE ASSESSMENT

3.1.1 Purpose

- (i) For the trainee to discuss the value of the attachment and to assess the knowledge and skills gained.
- (ii) For the trainee to identify areas insufficiently covered in the time available and opportunities denied.
- (iii) The clarification of any areas of difficulty.
- (iv) The opportunity for the trainee to utilise interpersonal skills to promote a frank interchange of ideas and perceptions.

3.1.2 For the head of department to assess the value and suitability of his department's contribution to the trainee. Useful also for the identification of any gaps in the trainee's knowledge which may be filled at a later date.

3.1.3 Style/approach - A joint discussion between the head of department and the trainee at the end of each attachment. The length and depth of the discussion to be determined by the head of the department in the light of time available, the length of the attachment and the extent of the trainee's interest.

3.1.4 Action. The trainee should prepare for the discussion by producing a written report (this may take the form of a daily diary) the contents of which must be open to the head of department.

3.1.5 It should not be necessary for the head of department to produce a written assessment. Verbal feedback to the trainee and the preceptor should suffice.

3.2 FREQUENT ASSESSMENT

3.2.1 Purpose

- (i) To jointly discuss the value of the weeks attachments and the knowledge, skills gained by the trainee.
- (ii) To stimulate the trainee into identifying his own strengths and weaknesses and into the acceptance of his problems and the "ownership" of their solutions.
- (iii) For Trainee and Preceptor to jointly identify the development needs of the trainee, and the subsequent local adaptation of the scheme (where possible) to meet these needs.
- (iv) For the preceptor to help the trainee to fit his fragmented view of the health industry into the context of the National Health Service as a whole.
- (v) To examine the objectives of the scheme and the trainees fulfillment of these objectives.
- (vi) To agree action plans for both the trainee and the preceptor.
- (vii) To provide a forum for work, administrative and personal problems to be resolved and to give the trainee a regular, consistent point of contact.

3.2.2 Style/Approach A problem-solving, counselling type discussion initiated by the preceptor on a weekly basis.

3.2.3 Action The trainee to prepare for the discussion by completion of the "self-assessment" sheet (see appendix) and submission of the attachment reports. Preparation by the preceptor including an awareness of the areas to be covered in the discussion and the objectives to be fulfilled.

3.2.4 The preceptor should produce the agreed action plans for both the trainee and himself after the weekly assessment.

3.3 PERIODIC ASSESSMENT

3.3.1 Purpose

- (i) To summarise the outcomes of the Frequent Assessments to brief the Regional Supervisor on progress to date.
- (ii) To discuss the developmental needs of the trainee and in particular those that lie outside the responsibility of the preceptor - e.g. external courses.
- (iii) For the regional supervisor to be aware of possible friction or difficulties arising between the trainee and the preceptor.
- (iv) To agree, where necessary, an action plan for both the trainee and the Regional supervisor.
- (v) To discuss any work, administrative, and personal matters outside the jurisdiction of the preceptor.

3.3.2 Style/Approach A problem-solving, counselling type discussion between the trainee and the Regional Supervisor once every two months.

3.3.3 Action The trainee to prepare by completion of the "self-assessment" sheet and submitting his attachment reports. The Regional Supervisor by familiarising himself with the trainee's programme of attachments and by discussion with the preceptor.

3.3.4 The Regional Supervisor should produce the agreed action plans where necessary.

3.4 SELF ASSESSMENT

3.4.1 Purpose

- (i) To assist the trainee in the identification of his problems and the resolution of those problems.
- (ii) To lead the trainee to a state of greater self-awareness and self-knowledge.

3.4.2 Style/Approach Self-appraisal.

3.4.3 Action Completion by the trainee of the self-assessment sheet designed as a guide to the activity of self-appraisal.

3.5 ACADEMIC ASSESSMENT

3.5.1 Purpose

(i) Valuable in assessing the depth of the trainees understanding of the Health Service.

(ii) To prepare the trainee for writing reports, etc.

3.5.2 Style/Approach The more traditional approach to assessment taking the form of projects, as determined by the Kings Fund College, essays, set by the preceptor, and practical exercises, e.g. trainee presentations.

3.5.3 Action Discussion of completed projects, essays, etc. between trainee and parties concerned.

4. CONCLUSION

4.1 Assessment must be seen as a continuous process of guiding and developing the trainee through setting objectives and action plans.

4.2 Assessment must be an open process where criticisms, good and bad, are identified and agreed by the trainee and assessor together. A written record is unnecessary in this situation.

4.3 In order for assessment to be worthwhile both preceptors and trainees will require training in the following areas:

(i) An understanding of the purpose and objectives of the training scheme. The trainee gaining this as part of the Kings Fund introductory course and the preceptor by discussion with the Regional Supervisor.

- (ii) Potential preceptors must either have attended, or be prepared to attend, a counselling course before being accepted by the Region.
- (iii) Trainees must be made aware of the process of assessment they will undergo: its purpose and objectives. This could be incorporated into the Kings Fund introductory course.
- (iv) Specifically, trainees should be coached in
 - (a) conduct of a counselling session
 - (b) the purpose and completion of the self-assessment sheet.

4.4 The scheme of assessment suggested in this paper is intended to provide a systematic way of ensuring the proper development of the individual trainee. Some of what is suggested already occurs informally, but this new scheme:

- (a) identifies further key points of a trainee's progress through the Service at which assessment should be undertaken;
- (b) adds the new dimension of self-appraisal;
- (c) sets out a comprehensive scheme of assessment in a formal and structured way.

A.M. Welch
20th December, 1978.

SELF-ASSESSMENT SHEET

SEE REVERSE FOR FVBI ANATOMY NOTES

DEPARTMENTS

DATE

| ASSESSMENT AREAS | OBJECTIVES OF ATTACHMENT | STRENGTHS | WEAKNESSES | PROPOSED ACTION | RESULT OF ACTION |
|------------------|--------------------------|-----------|------------|-----------------|------------------|
| Knowledge | | | | | |
| Skills | | | | | |
| Performance | | | | | |
| Motivation | | | | | |
| Attitudes | | | | | |
| Relationships | | | | | |
| Other Factors | | | | | |

1. This form is for your personal use and need not be shown to your preceptor.
2. It is good discipline to complete the form before your weekly discussion with your preceptor.
3. Try to be as honest as possible with yourself in completing the form.

COMPLETION OF THE FORM

| Assessment Areas | Strengths | Weaknesses | Proposed Action | Result of Action |
|---|--|---|--|---|
| <p>1. Use self-questioning technique for all "assessment areas". Add any that you feel are missing.</p> <p>2. Under each heading ask yourself a series of questions.</p> | <p>1. Those aspects of "assessment areas" with which you are completely satisfied.</p> <p>2. Answers to your questions that require no further action.</p> | <p>1. Those aspects of "Assessment areas" with which you are not satisfied.</p> <p>2. A description of the problem and the reason for it.</p> | <p>1. The action you intend to take to rectify the problems listed under "weaknesses".</p> | <p>1. This section to be completed before filling in next "self-assessment" sheet.</p> <p>2. The results of the action taken by you to rectify your problems.</p> |
| <p>e.g. a) <u>"Knowledge"</u> Did I understand the dept.? Did I understand the management structure? Can I see where it fits into the N.H.S. etc.</p> <p>e.g. b) <u>"Relationships"</u> How did I get on with patients, public, staff? Could I relate to the staff at all levels?</p> | <p>e.g. a) <u>Knowledge</u> I fully understand the Dept., its management structure and where it fits into the N.H.S.</p> <p>e.g. b) <u>Relationships</u> I fitted easily into the Dept. and had good working relationships with all grades of staff.</p> | <p>e.g. a) <u>Knowledge</u> <u>Problem</u> - I did not fully understand the Dept. <u>Reason</u> - the attachment was too short.</p> <p>e.g. b) <u>Relationships</u> <u>Problem</u> - I could relate to the managers but not to the staff. <u>Reason</u> - I did not offer help to the staff preferring to chat to management therefore setting myself apart from the staff.</p> | <p>e.g. a) <u>Knowledge</u> I intend to return to the Dept. at a later date to cover the areas missed.</p> <p>e.g. b) <u>Relationships</u> In future I shall spend more time on the "shop floor" and less with the management.</p> | <p>e.g. a) <u>Knowledge</u> Returning to the Dept. satisfactorily cleared up misunderstandings that I had.</p> <p>e.g. b) <u>Relationships</u> Spending more time on the shop floor has not improved my relationship with staff. <u>Alternative reason for problem:</u> I am on occasions patronising towards staff - How can I change my attitude.</p> |

APPENDIX C

THE ROLE OF THE PRECEPTOR IN THE NATIONAL TRAINING SCHEME
A DISCUSSION DOCUMENT

Introduction

Attachments for trainees can arise either by the RHA approaching a particular Authority or by an Authority asking the RHA for a trainee when they consider they have a suitable attachment. In either case, it is for the RHA (usually the Trainee's Supervisor) to decide whether a particular attachment and a particular preceptor are appropriate in terms of the trainee's needs, and within the total framework of the 27 month training programme.

The suitabilities of the attachment and the preceptor are closely interwoven. This document aims to set out in a clear form what expectations the RHA has of the preceptor, and aims to clarify not only what he is supposed to do, but also the vital importance of this role in the training programme.

The outline below should be seen in the context of discussions about objective-setting and appraisal of trainees. It is therefore stated in fairly bald terms, and can no doubt be elaborated on in discussion.

Prior to the Attachment

1. The preceptor and the Supervisor will agree a statement of learning objectives for the trainee.
2. The Preceptor will provide a written statement of what the trainee will be expected to do, either in the form of an attachment programme, or a job description, or a list of projects to be undertaken, or a combination of these.
3. The preceptor will meet the supervisor and the trainee to ensure that all three are clear about the objectives of the attachment, and the proposed means of meeting them.

4. The preceptor will be provided with sufficient information about both the training scheme and the trainee (e.g. their educational background, previous training, particular interests, particular training needs).
5. The preceptor will ensure that any other officers to whom the trainee may be attached are fully briefed (this activity may continue during the attachment).

During the Attachment

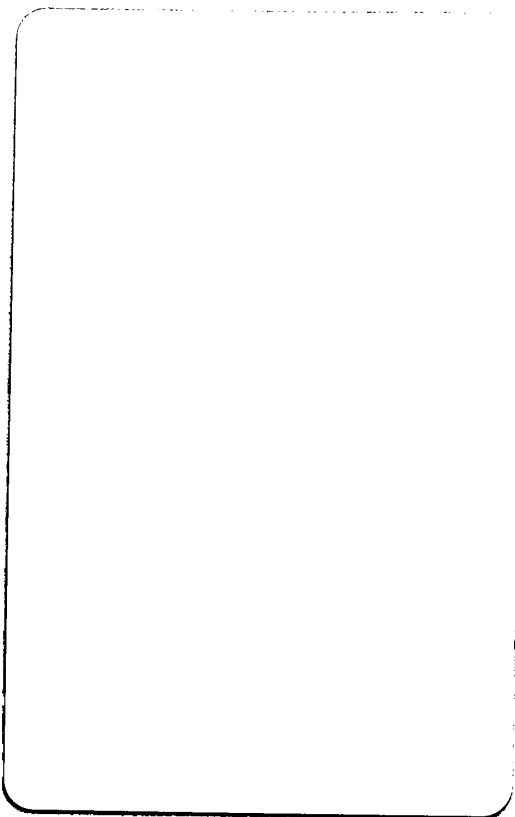
6. The preceptor will arrange to meet the trainee at regular intervals for the following purposes :-
 - a) To ensure that the programme/job is progressing as planned.
 - b) To assess the trainee's progress to date in achieving the stated objectives.
 - c) To agree any necessary amendments to the programme/job.
 - d) To provide the trainee with "tutorial" guidance on the NHS.
 - e) To counsel the trainee on personal or career problems if appropriate.

NB The frequency of these meetings may vary, but they must be regular, at fixed times, and long enough to achieve the above aims.
7. The preceptor will meet with the supervisor regularly (at 6-8 week intervals) to discuss with the supervisor the progress of the attachment in terms of (6.a-e). Any additional amendments to the programme will be agreed with the supervisor.
8. The preceptor will contact the supervisor immediately should any problem arise affecting the progress of the attachment, and appropriate action will be agreed between them.

9. The preceptor will provide the supervisor with such information as amendments to the programme, especially where the location of training is changed.
10. The preceptor will approve annual leave prior to notification to the RHA.
11. The preceptor will inform the RHA immediately of any disciplinary offence committed by the trainee.

At the End of the Attachment

12. The final date of the attachment will be agreed with adequate notice.
13. The preceptor will conduct and submit to the RHA an appraisal of the trainee. Sufficient time must be allowed for full discussion with the trainee.
14. If appropriate the preceptor, the trainee and the supervisor may review the attachment in terms of amendments for any subsequent trainees.



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