**CapitalAHP Preceptorship: The Domains of Learning**

The following is are the core learning domains for Capital organisations to use to inform preceptee development whilst completing their preceptorship period. These Domains have been agreed by the five Integrated Care System (ICS) Faculties across London.

The domains are a combination of the HCPC standards[[1]](#footnote-1) and the CaptialNurse Domains (CapitalNurse Preceptorship Framework) to reflect both AHP-only and joint AHP-Nursing programmes across the region. Each AHP Professional Body’s preceptorship or Newly Qualified competencies have been mapped against this framework for those offering both multi and uni-professional programmes.

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| **Domain** | **HCPC standards** | **Expected Learning – Behaviours and Outcomes**  | **Resources to support learning** |
| **Clinical Practice** |  |
| *Clinical* *Effectiveness* | **Standard 1, 2, 3 6, 7 & 8****Standard 4, 5, 6, 7, 11, 12, 13, 14, 15**Standard 4 | * Delivering person-centred, safe and effective care
* Assessing and managing risks in delivering safe effective care to patients
* Maintaining own skills and competence.
 | [Flying Start – Clinical Practice Unit](https://learn.nes.nhs.scot/2057/flying-start-nhs/flying-start-nhs-clinical-practice-unit)[Effective Practice Module](https://healtheducationengland.sharepoint.com/%3Ap%3A/g/Comms/Digital/EQBoi4euQExPk1vxbSELgyYBjgX1s6wUhtd26x1ZnoPn0g?e=KyNy8m)[Clinical Practice Module](https://healtheducationengland.sharepoint.com/%3Ap%3A/g/Comms/Digital/Edk6DcMNv2tLn3tEAez5xpEBD082JyeshE7F6qDVu0nzUA?e=b9vAl4) |
| *Safety*  | **Standard 6, 7 & 8****Standard 1, 2, 5, 6, 7 12, 14** | * Reducing the risk of harm and ensuring the best possible health outcomes for those receiving care
* Understanding risks and safe levels of staffing
* Understanding the appropriate policies
* Practice in an open and inclusive way
* Demonstrates understanding of how to raise concerns and challenge any form of discrimination, bullying or violence (NHS People Promise/HCPC)
 | [Safe Practice Module](https://healtheducationengland.sharepoint.com/%3Ap%3A/g/Comms/Digital/EUuYjdPjnotNktI-0CDD8fkBHVrVL0idIVGr6RA4a-W-Dg?e=LGZksX)[KSF Core Health, Safety and Security](https://www.msg.scot.nhs.uk/wp-content/uploads/KSF-Handbook.pdf)[NHS People Plan](https://www.england.nhs.uk/ournhspeople/) |
| *Inter-professionalism* | **Standard 2, 4****Standard 8** | * Working effectively as part of a team to achieve value-added patient, staff and organisational outcomes
* Working with colleagues and other multi (inter)-disciplinary professionals to provide a cohesive approach to patient care
* Understanding the components of effective teamwork.
 | [KSF Core Equality and Diversity](https://www.msg.scot.nhs.uk/wp-content/uploads/KSF-Handbook.pdf)[London’s Workforce Race Strategy](https://www.england.nhs.uk/london/our-work/equality-and-inclusion/london-workforce-race-strategy/)[NHSE Equality and Inequalities Hub](https://www.england.nhs.uk/about/equality/equality-hub/) |
| *Communication* | **Standard 2 & 10****Standard 7** | * Sharing of health and care related information between multi (inter)-disciplinary professionals and those in their care with both participants as sources and receivers. Information may be verbal or non-verbal, written or spoken
* Understanding techniques to facilitate courageous conversations
* Understanding ways of managing conflict, taking ownership and using effective communication in difficult situations.
 | [Communication Module](https://www.hee.nhs.uk/sites/default/files/documents/Acclerated%20Preceptorship%20-%20Communication.pdf)[KSF Core Communication](https://www.msg.scot.nhs.uk/wp-content/uploads/KSF-Handbook.pdf) |
| **Facilitating Learning** |
| *Facilitation of learning* | Standard 8 | * Creating an environment for learning and engaging in teaching and assessment
* Learning with and from others, teaching others to improve patient care and collaboration
* Understanding each other’s professional roles and their contribution to the patient journey
* Actively reflecting on positive and difficult situations and learning from these to improve practice
* Providing AHP preceptees with the opportunity to reflect on their practice, individually and with peer support.
 | [Flying Start – Facilitating Learning Unit](https://learn.nes.nhs.scot/1927/flying-start-nhs/flying-start-nhs-facilitating-learning-unit)[KSF Core Personal and People Development](https://www.msg.scot.nhs.uk/wp-content/uploads/KSF-Handbook.pdf) |

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| **Leadership** |
| *Professionalism &**Integrity* | Standards 1, 3, 4, 5, 6, 7, 8 & 9Standard 1, 2, 4, 5, 6, 7, 8, 10, 11 Standard 1 | * Demonstrate a strong sense of professionalism
* Understand range and remit of roles and scope of own responsibility
* Understand professional accountability surrounding delegation and delegate appropriately to those who have knowledge, skills and experience needed to carry out work safely and effectively
* Keep relationships with service users and carers professional
* Able to demonstrate an open and inclusive attitude to ensure all people feel valued by demonstrating an understanding of diversity and encouraging and celebrating it (NHS People promise).
 | [Flying Start – Leadership Unit](https://learn.nes.nhs.scot/1928/flying-start-nhs/flying-start-nhs-leadership-unit)[Professional Practice Module](https://healtheducationengland.sharepoint.com/%3Ap%3A/g/Comms/Digital/EWn1XofRTIJDtzofx12rBjoBiG3MEk5F2b5_Uca8Wt6UhA?e=Jj9bHA)[KSF Core Quality](https://www.msg.scot.nhs.uk/wp-content/uploads/KSF-Handbook.pdf)[KSF Core Equality and Diversity](https://www.msg.scot.nhs.uk/wp-content/uploads/KSF-Handbook.pdf)[HEE Diversity and Inclusion Strategy](https://www.hee.nhs.uk/our-work/diversity-inclusion/diversity-inclusion-our-strategic-framework-2018-2022)[NHSE Equality and Inequalities Hub](https://www.england.nhs.uk/about/equality/equality-hub/)[CAHP EDI](https://www.hee.nhs.uk/our-work/capitalahp#edi) |
| *Development of self* | Standard 9Standard 10 & 11Standard 1, 2 & 3 | * Help self and others to identify learning needs and opportunities to achieve agreed goals
* Take an active part in own professional, personal and clinical development with PDR in place and planned learning activities
* Understand HCPC revalidation requirements
* Use emotional intelligence to promote good working relationships
* Identify support networks and how to access help
* Find ways to manage stress and develop resilience.
 | [Reflective Learning Module](https://healtheducationengland.sharepoint.com/%3Ap%3A/g/Comms/Digital/EXzfT61keDxDm-876fecKzoBxEO7YE2RF4ka0OKd2wpyEA?e=x1lWF9)[KSF Core Personal and People Development](https://www.msg.scot.nhs.uk/wp-content/uploads/KSF-Handbook.pdf)[NHS People Plan](https://www.england.nhs.uk/ournhspeople/)[NHSE Supporting our NHS People](https://www.england.nhs.uk/supporting-our-nhs-people/)[NHS London Leadership Academy Coachinf and Mentoring](https://www.leadershipacademy.nhs.uk/programmes/coaching-and-mentoring/) |
| *Career Development* | Standard 9Standard 1 | * Understand the need to maintain high standards of personal and professional conduct
* Understand both the need to keep skills and knowledge up to date and the importance of career-long learning
* Understand the importance of participation in training, supervision and mentoring.
 | [NHS People Plan](https://www.england.nhs.uk/ournhspeople/)[AHP Educator Career Framework](https://www.councilofdeans.org.uk/ahp-framework/)[Critical Care AHP Career Deveolopment Framework](https://ics.ac.uk/resource/ahp-professional-development-framework.html)[AHPs Deliver – Implementation Srategy](https://www.england.nhs.uk/ahp/the-ahps-strategy-for-england-22-27/individual-level/)Professional Bodies |

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| **Research and QI** |
| *Research and Evidence* | Standard 11, 12, 13  | * Contributing to the body of AHP knowledge and using evidence to inform safe and effective practice
* Understanding quality measures i.e. KPIs, friends and family, patient experience
* Seeking out ways to develop and improve quality of practice and care
 | [Flying Start – Evidence, Research and Development Unit](https://learn.nes.nhs.scot/2055/flying-start-nhs/flying-start-nhs-evidence-research-and-development-unit)[NHSE Research and Innovation Strategy](https://www.hee.nhs.uk/our-work/allied-health-professions/enable-workforce/allied-health-professions%E2%80%99-research-innovation-strategy-england)[Council for Allied Health Professions Research (CAHPR)](https://cahpr.csp.org.uk/about-cahpr)[National Institute for Health and Care Research](https://evidence.nihr.ac.uk/)[London Leadership Academy](https://london.leadershipacademy.nhs.uk/)[KSF Core Service Improvement](https://www.msg.scot.nhs.uk/wp-content/uploads/KSF-Handbook.pdf)[KSF Core Quality](https://www.msg.scot.nhs.uk/wp-content/uploads/KSF-Handbook.pdf) |

1. Domains are informed by HCPC’s Standards of conduct, performance and ethics, Standards of proficiency and Standards of continuing professional development [↑](#footnote-ref-1)