# Principles for Experiential Learning

Aim - Every student pharmacist will receive equitable high-quality learning opportunities and support in every Experiential Learning provider across Scotland.

Principle One - Effective supervision

The student pharmacist will be aligned to a suitably trained and supported pharmacist facilitator

Principle Two – Appropriate, realistic workload and learning outcomes

The experiential learning provider will allow the student pharmacist to experience an appropriate breadth of patients and people to enable them to achieve the national harmonised learning outcomes. The student pharmacist will be supernumerary and not be an essential part of the core team delivering patient services

Principle Three - Support

There will be a positive learning culture in the experiential learning site. The team will be aware of their roles and responsibilities and will be committed to supporting the learning of the student pharmacist. The facilitator and team will be aware of the reporting pathways to raise concerns

Principle Four - Suitable learning environment

The experiential learning site will have the necessary facilities to support the student pharmacist’s learning

Principle five - Feedback

Feedback will form an integral part of experiential learning

Principle Six – Quality Management

The experiential learning provider will ensure the quality of the learning environment meets requirements

**Quality Management Process**

**NES, the University of Strathclyde and Robert Gordon University will work with Experiential Learning providers to achieve the principles and build quality management processes which are robust, consistent and transparent. Development of these processes will be led by NES and the universities in conjunction with stakeholders.**