

NHS Scotland Academy Annual Review

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Part 1

NHS Scotland Academy Programme Review

Introduction

All externally accredited NHSSA programmes undergo annual external review by their accrediting bodies. Internal programmes are also reviewed annually to maintain high standards in educational governance and quality assurance.

Our internal reviews follow a structured format:

- Introduction and background to the programme/commission
- Assurance: Delivery, Attendance and Organisation
- Assurance: Competency Frameworks and Accreditation
- Evaluation and Enhancement
- Teaching and Learning Approaches and Feedback

This report summarises programme performance and outcomes using data from Power BI dashboards, learner and supervisor surveys, and service feedback at 6 and 12 month intervals.

It will never be possible to attribute all development of individual learners to NHSSA as we are one part of the learning and workplace environment and there are factors beyond our control and remit that effect an individual's performance.

NHSSA Programme portfolio includes a range of programmes at different stages in the annual review process, but all are subject to ongoing quality review and continuous improvement.



Equality, Diversity and Inclusion

Our education design and assessment strategy is created with best practice inbuilt, aimed at eliminating differential attainment by any characteristic(s).

As the evidence base for best practice grows, we will update our design and assessment tools accordingly. We are conscious that we cannot fully mitigate the impact on an individual from the environment in which they live and work, but we can provide a psychologically safe space in which to learn, and in which to explore the impact negative interactions have on us all.

All NHS Scotland Academy programmes are built on principles of ally-ship, civility, and empathy. Our [inclusive learning policy](#) is published on our website.

Our resource on Cultural Humility is designed to promote self-awareness of power dynamics and is expected to have a significant impact in years to come.

Context.

Purpose of NHS Scotland Academy

The NHS Scotland Academy (NHSSA) is a partnership between NHS Golden Jubilee and NHS Education for Scotland. It was launched in October 2021 to offer accelerated training for a wide range of health and social care roles and professions.

The Academy provides an opportunity for staff to improve their skills in specific areas, using residential, distance and simulated learning. It offers attractive training programmes linked to recruitment and career progression.

The Academy draws on the strengths of both parent organisations. It uses both the state-of-the-art clinical and simulation facilities, and patient waiting lists, at NHS Golden Jubilee and the educational expertise and technology-enabled learning offered by NHS Education for Scotland.

The Academy is supporting NHS Scotland to develop additional capacity and new capabilities. It adds to existing educational programmes and responds to evolving and emerging workforce needs. By addressing recruitment gaps and training needs, it helps ensure the health and social care workforce is prepared for future needs in Scotland.

Learning Design in NHS Scotland Academy

NHS Scotland Academy uses the NHS Scotland Academy Learning Design Roadmap (SALDR), which is used when we have a clear and credible specification of the programme needs and the expectations of commissioners (i.e., after Business Cases have been approved and funding secured). This helps to ensure that service and learner needs are met as specified. SALDR is a 2-session, collaborative, team based, development workshop.

This workshop has been designed to facilitate development of a robust, learner-centred, outcomes focussed curriculum for NHS Scotland Academy Programmes. By the end of the second session, the programme team have completed a roadmap (plan) for either a full programme, or block within a programme, according to the purpose of the SALDR.

SALDR is adapted from similar roadmaps including ELDeR by the University of Edinburgh, and CAleRO by the University of Northampton, both of which are based on Professor Gilly Salmon's Carpe Diem 5 Stage Model.

SALDR also uses the Scottish Credit and Qualifications Framework Domains and Level Descriptors. The domains are:

1. Knowledge and understanding (mainly subject based)
2. Practice (applied knowledge and understanding)
3. Generic cognitive skills (e.g. evaluation, critical analysis)
4. Communication, numeracy and IT skills
5. Autonomy, accountability and working with others

The SALDR process includes an appropriate mix of people in the design team. This includes:

- A learner representative
- Reality checkers from at least 2 directorates in NES if possible
- Subject experts
- Critical friends (employers, service users, peers from other subject areas, support staff)

It also uses any learner feedback that may be available from previous iterations.

The SALDR itself was approved for use by the NES EQC on 15 September 2022.

It has been used in development of all new programmes, and for review of existing programmes, and is a useful tool in the quality management of NHSSA's work.

Assessment strategy for NHS Scotland Academy

NHS Scotland Academy Programmes accelerate learning and advance key skills within a supportive and facilitative learning environment. Our ability to assess learner knowledge and skill development must be occupationally relevant and must incorporate industry-relevant standards.

In this dynamic landscape of accelerated learning the alignment of diverse assessment methodologies is essential to ensure effective evaluation of learners' capabilities and to meet the accelerated pace and demands of our programmes.

Each assessment method employed serves a unique purpose, contributing to a holistic evaluation process that emphasises not only the acquisition of knowledge but also its application, critical analysis, and real-world relevance.

NHS Scotland Academy aligns the assessment methodologies closely with the programme's objectives and the unique needs of accelerated learners. We employ a wide range of assessment methodologies which have been tested for validity and reliability by Royal Colleges, Higher Education Institutions, and other partners in the skills sector.

Methodologies we use include direct observation of practice (DOPs), which serves as a potent assessment tool, offering real-time insights into learners' application of knowledge and skills.

This recognised approach not only provides immediate feedback but also fosters experiential learning, a cornerstone of accelerated programmes, by immersing learners in authentic, hands-on experiences that enhance retention and mastery of skills.

Complementing direct observation, the integration of professional organisation work-based learning competencies into assessment frameworks (Association for Perioperative Practice, Perioperative Care Collaborative, NES, Institute of Biomedical Science) ensures alignment with industry standards and expectations.

These competencies serve as a benchmark for evaluating learners' readiness in the workplace, covering a range of essential and extended knowledge and skill areas specific to their field of practice.

By incorporating these competencies into our assessments, accelerated learning programmes not only validate learners' proficiency but also enhance their employability, providing tangible evidence of their readiness to excel in their field of practice.

Case-based discussions facilitate deep learning by encouraging learners to analyse real-world scenarios, apply theoretical knowledge, and propose solutions, thereby honing critical thinking and problem-solving abilities.

This approach not only reinforces conceptual understanding but also cultivates analytical skills, creativity, and adaptability, which are essential attributes for success in the rapidly evolving health and social care environment.

Critical reflections serve as a complementary assessment tool, prompting learners to engage in metacognitive processes that enhance their self-awareness and learning autonomy.

Through structured reflection activities, learners evaluate their own learning experiences, identifying key insights, challenges, and areas for growth. This process not only strengthens their ability to self-regulate their learning but also encourages continuous improvement and lifelong learning, considered an essential mindset for contemporary healthcare.

Poster presentations offer a unique opportunity for learners to demonstrate their understanding, creativity, and communication skills in a visual format. By requiring learners to distil complex concepts and research findings into concise and engaging posters, educators can assess their ability to effectively communicate ideas to diverse audiences which is an essential skill in professional contexts.

Poster presentations foster collaboration, peer feedback, and public speaking skills, further enriching the learning experience and preparing learners for success in their future careers.

Finally, multiple-choice question examinations (MCQs) serve as a valuable method for assessing foundational knowledge and facilitating quick and effective feedback. These are thoughtfully integrated into our assessment frameworks, with multiple-choice questions providing an efficient means of evaluating learners' grasp of essential concepts, identifying knowledge gaps, and guiding instructional decision-making.

The alignment of diverse assessment methodologies is critical to the success of our accelerated learning programmes. By leveraging these methodologies educators can comprehensively evaluate learners' capabilities, foster deep learning, enhance critical thinking, and prepare learners for success in our rapidly evolving clinical environments.

Learning Environment for NHS Scotland Academy

NHS Scotland Academy has a Skills and Simulation Centre within NHS GJ that is equipped to the highest standards of learning technology and simulation equipment suitable for all our current programmes.

The centre features a cutting-edge theatre simulation suite equipped with high-fidelity mannequins representing adults, children, and infants. This versatile theatre space can be transformed into various clinical settings, enhancing the realism and flexibility of our training programmes.

The centre includes a versatile training room that can function as a debriefing space. This room allows learners and faculty to observe simulations in real-time, fostering an immersive and collaborative learning environment.

The centre is used for skills and drills stations, immersive simulation, and hosting masterclasses and non-technical skills courses. We also have access to the excellent facilities in the Golden Jubilee Conference Hotel.

NHS Scotland Academy has 2 clinical endoscopy rooms within the endoscopy suite in the new surgical centre. These are equipped to a high specification of imaging with video links to our co-located endoscopy classroom.

This enables supervision to be provided remotely, but with the supervising clinician able to quickly step in when required. The video can also be securely transmitted to the main auditorium in the hotel, and this has made it possible for us to run learning events, using live patients in real-time in the two rooms, to up to 90 endoscopists and colorectal surgeons. The quality of this learning environment has changed what is possible and speaks loudly to the endoscopy workforce that they are valued.

NHS Scotland Academy has 3 clinical ultrasound rooms located within the radiology department in NHS Golden Jubilee. These are also equipped to a high specification, and their location in a planned care setting enables a calm learning environment conducive to quality teaching and learning.

The ability to scan and report without interruption ensures learners can follow through each scan, reporting and maximise the learning from each procedure. The co-location of the team also facilitates the learning of non-technical skills and a whole-team approach.

NHS Scotland Academy's footprint in NHS Golden Jubilee is completed by a small amount of office space with hot desks bookable by up to 6 team members a day to facilitate occasions where collaborative working is essential.

NHS Scotland Academy uses the clinical skills centre in the Royal College of Physicians and Surgeons of Glasgow for the few occasions where we need to use animal tissue in our Surgical First Assistant programme, and we use the Clinical Skills and Anatomy Centre in the University of Glasgow for programmes requiring cadaveric donors.

We have less control over the quality of the physical learning environment in our 'spokes' and we work pragmatically with partners and collaborators throughout Scotland to ensure each learning environment is as good as possible.

We place the learner at the centre of the digital learning environment we create for all our programmes. To do this, we use the many tools available to us within NES, and we use appropriate learning platforms to ensure timely user-focused delivery of our programmes.

These platforms also provide functionality for supervisors and faculty to monitor learner engagement and progress, supporting effective oversight and enabling alignment with accreditation requirements including dashboards and progress-tracking features and learner feedback that contribute to quality assurance processes.

Development of NHS Scotland Academy Educators

NHS Scotland Academy has been established at speed with significant recruitment of new staff members. We often recruit educators directly from clinical practice settings, which helps to ensure a staff body with current clinical skills and knowledge, these individuals are often experts in their field of practice.

These individuals often have limited background in educational delivery and do not have clinical teaching experience that extends beyond workplace learning.

The Academy programmes are reliant on our educational team to design, develop, and deliver intensive, accelerated learning through a variety of different teaching modalities, and it is essential to have a workforce with this capability.

NHS Scotland Academy has created our faculty development programme to introduce the new educator to basic principles of clinical teaching with the purpose of facilitating programme design and delivery within the Academy and beyond.

This is achieved through introduction to the educational theory that drives programme design and delivery, with practical introductions and examples of how this theory can be put into practice.

The programme has been developed by a team of educationalists with extensive experience in the design and delivery of clinical education and many years of experience in helping others achieve the same.

Our Academy structured programme brings together the key aspects of educational theory, digital learning, and technology, and developing skills in simulated practice, all of which enhance effective teaching practice.

Understanding educational theory provides educators with a solid foundation for designing, developing, and implementing effective teaching practices and enables our faculty to make informed decisions about curriculum development, instructional strategies, and assessment methods based on evidence and best practices.

Investing in faculty development allows our educators to continuously improve their teaching skills and stay updated on advancements in educational research, technological advancements, and best practices

The programme consists of 2 parts:

- Part 1 is a 3-day introduction to education in Health and Social Care with curated reading and exploring supplemented by interactive workshops on clinical teaching, simulation and digital learning, and
- Part 2 is a 2-day programme developed in collaboration with the Scottish Centre for Simulation and Human Factors, focusing on simulation as an educational tool. Please see appendix 1 for further detail of this programme.

For medical programmes, Upskilling and Train the Trainer courses are run for potential faculty members as part of our recruitment strategy.

NHS Scotland Academy ultrasound trainers have all completed the Higher Education Institute Glasgow Caledonian University or Cumbria Ultrasound Assessors Course to enable them to perform staged and final practical assessments for learners.

New faculty who teach on the pharmacy clinical skills days do not need to be involved with learning design as they deliver set content created for them. There is a programme in place to support their delivery style, including shadowing, peer observation and feedback, and learner feedback, which is essential to this process.

The Academy's faculty development programme encourages educators to reflect on their teaching practices, beliefs, and assumptions. Through reflection and peer review, educators gain insight into their teaching effectiveness, identify areas for growth, and make intentional changes to improve student learning outcomes. Each educator receives formal feedback on their teaching at least once a year, supporting their appraisal process.

Well-prepared and skilled educators have a significant impact on student learning outcomes, engagement, and overall satisfaction with educational experiences.

Assessing Impact of NHS Scotland Academy Programmes

Measures of success

The NHS Scotland Academy Annual Review processes contain available measures of success including engagement, completion rates, learner satisfaction, supervisor satisfaction, feedback from patients where appropriate.

Service Evaluations

Measuring service impact and evaluating our learning programmes is essential for informing decision making, demonstrating accountability, promoting continuous improvement, and ensuring that resources are effectively used and can demonstrate the return on investment to address the needs of stakeholders/sponsors and achieve the desired outcomes.

NHS Scotland Academy programmes incorporate impact and evaluation as a key design component of the SALDR. All our programmes, whether accelerated, immersion, online, and simulated practice seek to measure and evaluate the impact of the effectiveness of learning programmes and their impact on service delivery in the short, medium, and longer term.

Our evaluation processes align to the evaluative processes to the Kirkpatrick model, a recognised framework for evaluating the effectiveness and impact of training and learning programmes. The model provides a systematic approach which is incorporated into our feedback design, to ensure we gather comprehensive data on the effectiveness of our programmes. This allows us to make informed decisions about future investments in training and development initiatives.

Our accelerated training programmes source triangulated feedback data from learners, supervisors, service managers, and patients as applicable.

This data is captured after each learning experience from learners and supervisors at the end of the learning experience. It will then be gathered from service managers at 6 months and 12 months post-programme.

Collecting feedback from multiple sources or perspectives allows us to gain a comprehensive understanding of the training initiative and its impact on capability and capacity in the short, medium, and longer term.

This triangulation approach allows us to validate the findings, enhancing the credibility and reliability of the evaluation process.

Our structured evaluation processes serve as a quality assurance mechanism, ensuring that our programmes meet established standards of excellence. By regularly assessing our performance and outcomes, NHS Scotland Academy continuously assesses the quality of our programmes, highlighting areas of excellence, identifying areas where quality may be lacking, and implementing measures to address any deficiencies.

This approach enables us to adapt accordingly, whilst responsive to changing circumstances, emerging trends, and new challenges.

Measuring our service impact and evaluating our learning programmes is essential for determining whether our efforts are achieving the desired results as well as identifying areas for improvement.

Data collated from evaluation enables NHS Scotland Academy to make evidence-based decisions regarding resource allocation, programme modifications, and strategic planning. This ensures that resources are directed towards initiatives that produce the greatest impact and align with our organisational goals.

Through our transparent reporting of our achievements, outcomes, and impact, we can demonstrate accountability to our stakeholders/sponsors.



Part 2

Annual Review of Programmes

National Endoscopy Training Programme (NETP)

The educational governance of all elements of the NETP is met, in part, by our achievement of maintaining our status as a Royal College of Physicians Joint Advisory Group on GI endoscopy (JAG) accredited training centre. This accreditation is not easy to gain, and is renewed annually.

As part of this accreditation we participate in the training centres governance group (the Federation of Regional Training Centres) meetings and support the Federation in the timely delivery of courses matched against demand both locally and nationally. We also fully engage with the quality assurance of the faculty and all courses provided as defined by JAG. Detail of the standards can be [found on the JAG website](#). A number of our senior faculty also sit on JAG working groups reviewing and developing course materials for implementation across the UK.

In addition to assessment by JAG, the awarding of external Continued Professional Development (CPD) credits by the Federation of the Royal Colleges of Physicians in the UK, speaks to the quality of our courses.

Continuing Professional Development (CPD) Directors and subject specialists assess each course as part of the CPD credit-rating process. Most courses are accredited in a group award submitted by JAG, with centres submitting their course content, programmes and faculty biographies for review. Our ENTS (endoscopy non-technical skills) course has been accredited for CPD points directly.

The purpose of this report update is to provide assurance that appropriate educational governance is in place for our courses so we will avoid the distraction of reporting on activity but for context, in the annual year 2024/25, we provided training for:

- 69 people on upskilling courses in colonoscopy
- 28 people on upskilling courses in upper GI
- 27 people on polypectomy improvement skills
- 76 People on Endoscopy Non-Technical Skills courses
- 24 people on Train the Colonoscopy Trainer courses
- 47 people who received required immersion training
- 66 people have completed Basic Colonoscopy Skills
- 24 people have completed Basic Upper GI skills
- 121 attended an Upper GI online training event
- 75 attended a polypectomy training event

Please note these figures include estimated attendance at courses at ELCH (East Lothian Community Hospital) or Dundee Surgical skills Centre as there is no overview of JAG bookings available and centre leads do not have resource to provide regular attendance updates.

Learner feedback:

28 of the 47 immersion residents completed the feedback form. The 28 had completed 1680 (average 60 each) procedures and 787 (average 28) Direct Observation of Procedural Skills (DOPS) during the training.

A selection of their comments are:



“Absolutely brilliant week!”

“Fantastic experience recommended by multiple other colleagues and did not disappoint.”

“The trainers, the endoscopy suite staff and the whole team involved in arranging this are exceptional. This was by far one of the most productive and useful weeks in my training.”

“This was an excellent week! Unit ran very efficiently, trainers all approachable - incredibly valuable week (we should be doing this in Edinburgh too!)”

“Just wanted to say a massive thank you to all involved in organising and teaching in my 2weeks. Absolutely invaluable experience. Very appreciative of the opportunity. So, thanks to all involved.”

Impact:

Over 750 individuals have taken part in the NETP programme since its inception. We note that the training programme is only one part of the solution to improve outcomes: investment by a number of Health Boards and Scottish Government in newer generation endoscopes and processors is also an essential component in reaching the outcomes we seek.

The new NETP training centre at the Golden Jubilee opened late 2024 and is proving a great success with both courses and immersion being evaluated positively.

East Lothian began to deliver courses in September 2024 adding to training capacity across Scotland and The Surgical Skills Centre in Dundee have now updated their programmes, adopting the NETP plans and working seamlessly as part of the team.

In 2024 we launched the Upper GI Best Practice programme that has proven to be extremely popular and, although formal evidence will not be available for some time, anecdotally the learning from this has improved patient diagnosis and treatment intervention.

The colonoscopy improvement programme has been running now for over two years and has had a significant impact on patient outcomes (evidenced in recent audit) and is likely to have saved approximately 1500 repeat appointments as completion rates have improved.

Both Basic Colonoscopy Skills and Basic Upper GI skills have been updated to incorporate all of the new teaching from best practice, thus training both experienced and those new to endoscopy in best practice theory and techniques.

Competency Framework:

The training needs of Consultants are likely to reference JAG standards and are established via the statutory appraisal process and agreed with their appraiser/Responsible Officer.

Our learners in medical or surgical training programmes will be using the e-portfolio for their curriculum, which states the assessments (i.e. for immersion training that will be the number and type of DOPS) required.

The curriculum is set by the Royal Colleges in conjunction with the General Medical Council. Basic skills courses are mandatory for gastroenterology residents, with upper GI having to be completed by end of ST5 to allow progression to ST6, but for surgical residents this is not mandated in curriculum but is essential for most NHS Scotland Boards on appointment as consultant. Learners in SAS grade posts may also be working to the training curricula using the CESR route to become a consultant.

Non-medical endoscopists use NES frameworks, alongside the JAG standards and DOPS, and have well-established career pathways and the NES NMaHP Acute team have recently published the [new non-medical endoscopist career development framework 2024](#).

National Assistant Practitioner (Endoscopy) Programme

NHS Scotland Academy developed this programme to help facilitate the accelerated development of HCSWs (Health Care Support Workers) currently operating at career level 2 to career level 4.

This is done through facilitating knowledge, skills, and competence in the delivery of safe, effective, compassionate, patient-centred care in the endoscopy environment. This is a role that can be developed at pace by adopting a blended learning constructivist learning approach.

The educational aims for the National Assistant Practitioner (Endoscopy) are:

- To promote the development of HCSW career level 4 to contribute to current and future healthcare demands associated with endoscopy care.
- To support the accelerated development of knowledge, capabilities, and essential clinical skills of HCSWs to career level 4, to care for people across the endoscopy environment.
- To promote the development of values consistent with their role functioning (HCSW career level 4) within mixed disciplinary teams.

The programme is a 7-day hybrid course comprising online digital resources delivered via the TURAS and JETS (JAG Endoscopy Training Scheme) Workforce ENDO1 ELfH (eLearning for Health) platforms, which are accessed independently by learners, accompanied by 3 face-to-face learning days including simulated practice and 4 days of online teaching.

All the online resources provide preparatory and post-session work for each session and can be re-accessed at any time.

The module titles are:

- **Introduction to the Programme**
- **Anatomy and Physiology**
- **Quality and Communication**
- **Safety, Risk, Principles of Care in the Endoscopy Environment**
- **Simulated Practice and Consolidation.**

Numbers enrolled were lower than anticipated which created an opportunity to open to Registered Nurses who were new to endoscopy as the Foundations of Endoscopy Practice. The registered practitioner completes all of the online learning and 6 study days alongside the Healthcare Support Workers (HCSW), but does not complete the SVQ element of the programme.

Competency Framework:

Learners enrolled in the Assistant Practitioner programme should have completed the **Mandatory Induction Standards for Healthcare Support Workers** as well as compulsory basic training during their board induction programme. This is completed before the commencement of the Assistant Practitioner (AP) Programme.

Endoscopy units each have their internal competencies which must be achieved by the individual to be deemed competent for independent practice; however, each endoscopy unit should now be moving over to the standardised JETS workforce competencies which the learner completes as part of this course.

The Scottish Vocational Qualifications (SVQ) framework and Proof Positive E-Portfolio are used for Assistant Practitioner (Endoscopy) learners to evidence their learning and competence throughout the course. Our dedicated NHSSA SVQ assessors visit learners in practice, conduct DOPs, and help facilitate reflection on practice/learning.

The learners are assessed on SVQ competencies to complete the AP programme and should be signed off competent on basic and some therapeutic Endoscopy skills via JETs workforce by the end of the 12 months.

The JETs competencies are assessed by their employing endoscopy units. Sign-off is dependent on the types of procedures learners can gain practice in. For this reason, we advise they continue with some therapeutic skill practice and sign off after the 12-month term but should be well on their way to completion.

For the SVQ itself, learners must submit evidence towards 5 endoscopy-specific SVQ units and 3 mandatory SVQ units. This evidence can be gathered through DOPS (Direct Observation of Procedural Skill), reflection and expert witness statements.

Foundations of Endoscopy Practice

The annual review process in 2023 proposed an interprofessional learning opportunity with Registered Nurses new to endoscopy practice. This concept was approved, and the first cohort of the Registered Nurses, Foundations of Endoscopy Practice Programme commenced in October 2023.

This programme is integrated with the Assistant Practitioner Programme, building on teamwork, collaboration, effective communication, non-technical skills development, and human factors. The Registered Nurses complete online contextualised learning on Turas Learn, undertaking the ELfH JETS Endo 1 and completing 5 taught study days over a period of 12 weeks.

This is an educational programme that aligns with the JETS Endo 1 competencies. JAG has mandated that all nursing staff in accredited endoscopy units complete ENDO1, aiming for completion by 2025.

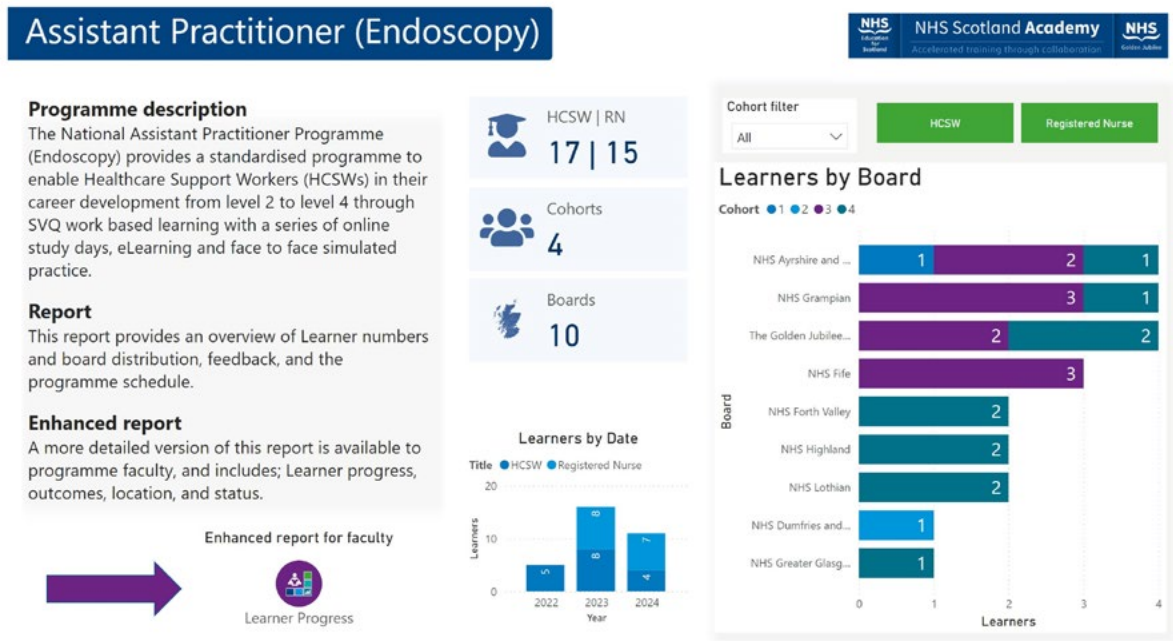
We have delivered our interprofessional programme to 17 HCSWs and 15 Registered Nurses new to endoscopy practice across 10 NHS Boards.

Programme Review:

The most recent annual programme review was completed in September 2024 by an internal programme team member; supported by the educational resource developer; and peer-reviewed by a member of the NES team. The review can be accessed here:

[NHSSA Annual Programme Review Assistant Practitioner \(Endoscopy\) October 2024](#)

Before the annual review, feedback on the format, content, and use of the resources was collated through our operational group, from a range of professional lead members, as well as learner and mentor course feedback post-programme sessions. All feedback was considered during the review process.



Assistant Practitioner Learner feedback:

A selection of comments include:



“Getting experience with endoscopy equipment in a non-stressful situation is valuable.”

“The workshops were beneficial, giving you hands-on experience with the endoscopy equipment in a safe space.”

“I found the infection control and decontamination section very useful.”

“Really thorough programme. I felt more empowered to question my endoscopists and learn in practice.”

“Content was good and very relevant to my role, good to learn new ways of doing things too.”

“The workshops were by far the most valuable. Scenarios and intense situations are very helpful to learn what to do and especially what not to do.”

Service Manager Feedback for the Assistant Practitioner programme will be collected at 6 and 12 months post completion of the 12-month SVQ component.

Foundations of Endoscopy Practice Learner Feedback:

A selection of comments include:



“Really good programme, learned a great deal.”

“The team were great, very approachable and supportive with any questions.”

Foundation of Endoscopy Practice Service Manager feedback:

A selection of comments include:



“The programme has been great for our area; learners are well supported and the team fully accessible and helpful.”

“Nothing more you could add, good course.”

“The right level of technical skills content delivered...”

The programme was rated 4.40 out of 5 by service managers.

Responses show that learners and service managers feel there is favourable learner development and a positive impact on clinical practice from learner participation.

Surgical First Assistants Programme

The NHS Scotland Academy Accelerated Surgical First Assistants (SFA) programme is the first national SFA training programme in Scotland and the only one in the UK to follow an accelerated delivery pattern (34 weeks) or include the extended skills as standard.

The programme is externally accredited by Glasgow Caledonian University for 40 credits at SCQF (Scottish Credit Qualification Framework) Level 10; therefore, we incorporate the University requirements into the educational governance of this programme, including an annual audit by a team from the University each year, with the next audit due shortly.

The programme is also accredited and approved for continuing professional development credits by both the Royal College of Physicians and Surgeons of Glasgow and the Royal College of Surgeons Edinburgh.

The programme is for practitioners working at career level 5/6 Registered Nurse or ODP (Operating Department Practitioner) who are experienced within perioperative practice.

The programme has been delivered twice, with 14 learners completed, the third cohort is almost complete with 5 learners, and the fourth cohort has just commenced in January 2025 with 4 learners.

This programme delivers:

Accelerated training

Significant reduction in training time (from 12-18 months at an HEI in England to 34 weeks) via specially designed programme targeted at adult, professional learners.

Workforce development

Essential workforce development through 'Once for Scotland' approach, delivering trained SFAs to clinical areas and increasing overall workforce skill level via accredited AfPP (Association for Perioperative Practice) portfolio development.

Guaranteed learner support

Pre-requisites ensure enhanced learner mentorship and support for work-based learning, access to clinical experience and protected learning time. Access to Academy educators, fully contextualised learning resources and support.

Extended skills

Included as standard via fully mapped, bespoke competency framework and delivered through comprehensive skills and simulation workshop programme.

Enhanced assessment

Robust, enhanced assessment portfolio including enhanced work-based skill assessment through

competencies, Direct Observation of Practice (DOPS), Case Based Discussion, and critical reflective practice.

Professional development

Ensures additional skills training and access to work- based development difficult to access as an individual learner. Peer review and development of professional values and critical mindset through application.

Career progression

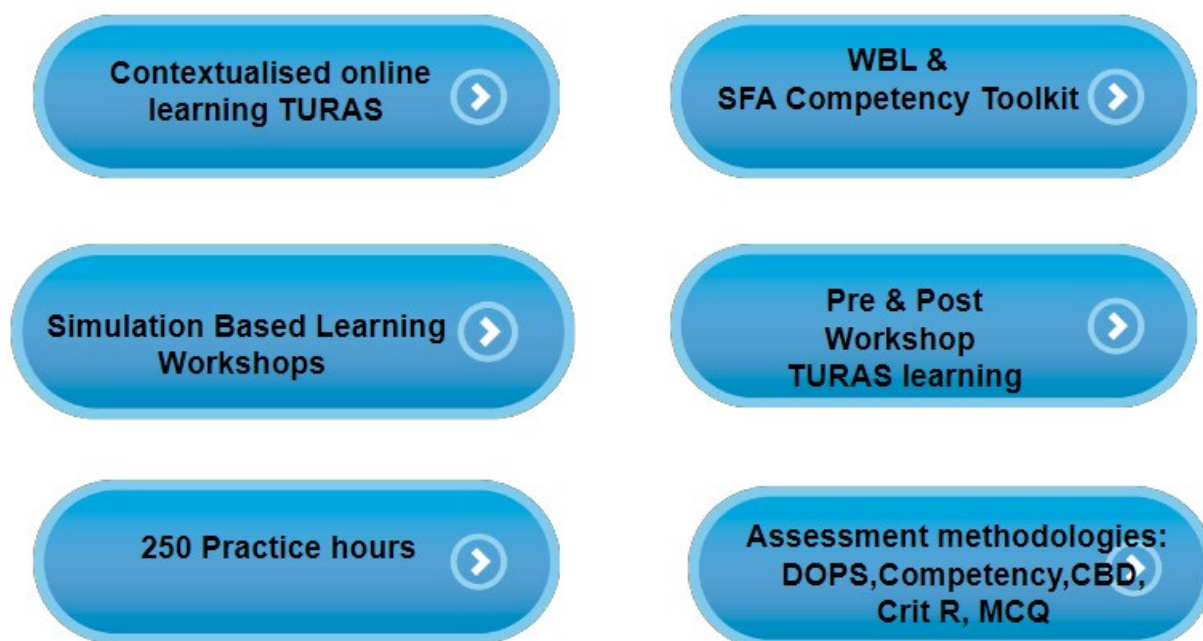
Supports career progression through completion of a comprehensive portfolio of evidence required for practice as SFA and application to SFA roles. Foundations for evidencing revalidation and registration requirements through e-portfolio/logbook.

Learning outcomes:

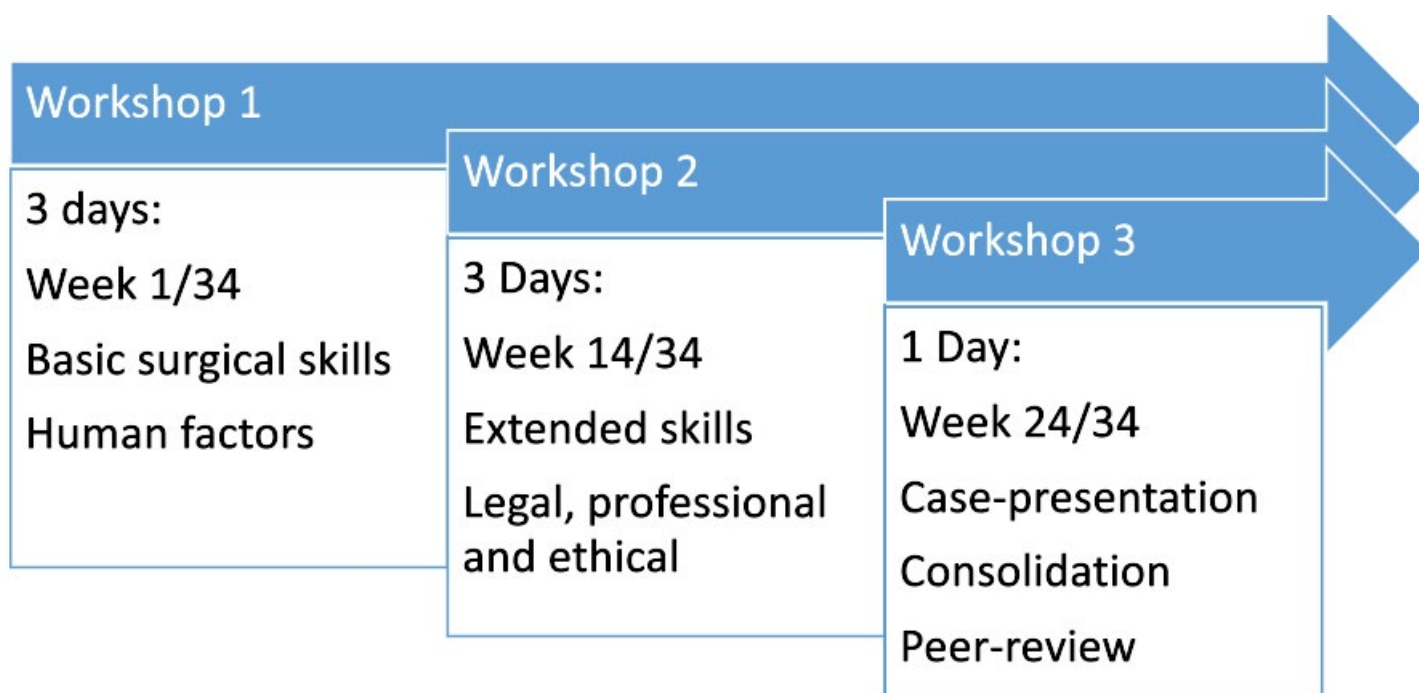
By the end of the Surgical First Assistant Programme and on completion of the Surgical First Assistant Competency e-portfolio, the learner is able to:

- Demonstrate an in-depth of knowledge, understanding and application of the range of psychological and sociological factors that may influence effective communication within the multi-disciplinary peri-operative environment to ensure safe and effective person-centred practice.
- Establish a critical understanding of a range of legal, ethical, and professional principles governing the role and scope of practice of the surgical first assistant.
- Demonstrate knowledge, understanding and application of a range of surgical skills and techniques that contribute to effective care of the surgical patient.
- Critically apply knowledge and understanding of the physiology of wound healing including wound drainage, prevention of wound contamination and surgical dressings for effective care of the surgical patient.
- Apply knowledge and understanding of the aetiological classification of disease and disorders of tissue growth and demonstrate application of the principles of safe tissue handling.

Programme framework:



Delivery:



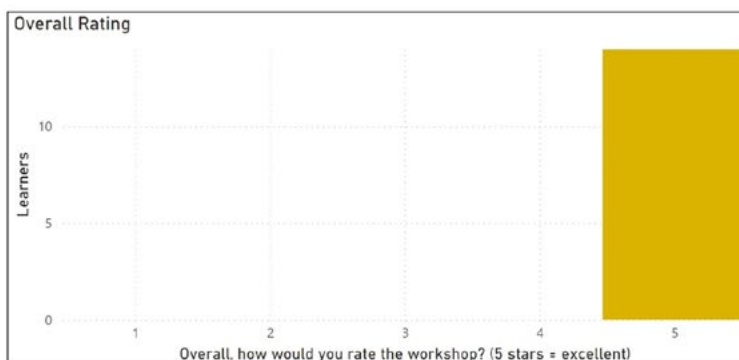
Workshops 1 and 2 are delivered in person, with workshop 3 delivered online.

14
Learners

Statement	Agree	Strongly Agree
The catering, refreshments and facilities were excellent	7.14%	92.86%
The environment was good for learning		100.00%
The equipment and resources provided at the workshop met my learning needs	7.14%	92.86%
The faculty were friendly and approachable ²		100.00%
The faculty were knowledgeable and able to answer my questions ²		100.00%
The faculty were supportive and facilitated my learning ²		100.00%
The venue was comfortable and well serviced ²		100.00%
The workshop will help me to complete the SFA competencies	7.14%	92.86%
The workshop content was relevant to my SFA training		100.00%
Total	2.38%	97.62%

Rating of components (out of 5)

Component	4	5
Day 1: Patient Positioning	14.29%	85.71%
Day 1: Surgical site/skin preparation and draping	7.14%	92.86%
Day 1: Surgical Wound Care	7.14%	92.86%
Day 1: Urethral Catheterisation		100.00%
Day 2: Assisting with surgical haemostasis	7.14%	92.86%
Day 2: Principles of Minimal Access Surgery and Camera holding		100.00%
Day 3: Human factors and the SFA role	7.14%	92.86%
Day 3: Introduction to Turas and ePortfolio	21.43%	78.57%
Introduction to the workshop and objectives		100.00%
Q and A and course close		100.00%
Total	6.43%	93.57%



Competency Framework:

This programme is aligned to the Perioperative Care Collaborative (PCC) (2018) position statement, Transforming Nursing, Midwifery and Health Professions' (NMaHP) Roles (CNOD, 2018), Nursing, Midwifery & Allied Health Professions Development Framework (NES, 2021) and uses the core Surgical First Assistant Competency Toolkit (AfPP, 2014) for the preparation and development of experienced perioperative Registered Nurses (RN) and Operating Department Practitioners (ODP) in Scotland.

Feedback from learners:

A selection of comments include:



“This course is exactly what I was looking for and will enable me to progress in my SFA career.”

“Very informative and pitched at the right level. The sessions were relaxed, and everyone was encouraged to participate. The teaching facility and simulation lab was outstanding.”

“The repeated practicing of skills will allow me to be a more confident, competent SFA practitioner in the clinical setting.”

“All members of the faculty were brilliant. They created a fun, informative, and truly supportive teaching environment...”

“The consolidation of surgical skills will encourage me to be a more confident practitioner.”

Clinical Supervisor Feedback:

A selection of comments include:



“ I think the programme is great and I have already approved another ANP to attend.”

“The programme was very streamlined and easy to follow. The competencies were easily applicable to daily working tasks.”

Impact of programme:

We request feedback from service managers on completion of the programme and follow up after 6 months and then after 12 months. Cohort 2 Learners have now completed, and we have recently piloted a new qualitative feedback model. We are pleased that 14 learners have completed the programme and are now working as SFAs in a diverse range of specialties.

A selection of comments from service are:



“Having another qualified SFA has eased staffing concerns. The accelerated Academy programmes on the whole have helped my department immensely.”

“SFA was able to gain qualification earlier than expected. The practical elements were very good and extremely beneficial.”

“The SFA programme has significantly accelerated the development of learners’ competencies. Having a structured programme in place has been hugely beneficial, especially in overcoming the challenge of finding assessors.”

“The SFA programme has been successful, with learners enjoying the course and gaining valuable experience.”

“Learners have been able to use their skills in the workplace from day one, thanks to consistent practice and exposure to different specialties.”
confident practitioner.”

“Having learners on the programme has improved the overall workforce capability within theatres, as team members pass on their knowledge and reflect on their own practice.”

All service managers agreed the programme had increased learner competence in the workplace

All service managers would recommend this programme to other learners within their department

Responses show that service managers feel there is favourable learner development and a beneficial impact on their service provision in terms of increased workforce capability, adaptability, and resilience within their theatre departments as a direct result of programme participation.

Programme Review:

The second annual programme review was completed in April 2024 and is available at [NHSSA Annual Programme Review SFA March 2025](#)

This programme enables acceleration of completion of the NHS Education Scotland (NES) Core Competency Framework for Anaesthetic Practitioners, to increase workforce capacity across National Treatment Centres (NTCs) and other theatre environments, in delivering planned/elective perioperative care. Anaesthetic Practitioners are one of several priority roles for development at scale to support this need.

Work-based learning is already in place in NHS Boards using the NES Core Competency Framework for Anaesthetic Practitioners on its own. However, extensive discussion with Stakeholders highlighted widespread and significant delays, beyond the recommended 6-12 months, in competency completion throughout Scotland.

This 24-week workshop-based programme aims to support the accelerated completion of the Core Competency Framework through the development and assessment of key knowledge and skills.

Collaboration with NHS Boards has identified aspects of the core competencies as 'high impact and low exposure'. These are the elements that are hard to gain exposure to in the clinical environment and are therefore identified as rate limiting in the completion of the core competency training. These 'high impact and low exposure' competencies were targeted as the key focus of the programme.

The NHSSA supports NHS Boards by facilitating more rapid development through a simulation-based education approach, thus ensuring that learners can meet essential requirements and that the full range of competencies is completed in a shorter time.

Learning outcomes:

The educational aims are:

- Support increased capacity and diversification of the non-medical surgical workforce in support of the NTC programme.
- Promote the development of Anaesthetic Practitioners to help meet current and future healthcare demands.
- Support accelerated development of the knowledge, essential and extended clinical skills of Anaesthetic Practitioners across Scotland.
- Support the development of personal and professional values consistent with the Anaesthetic Practitioner role within the perioperative team.
- Elevate the over-all level of skill and experience within the perioperative workforce, producing Anaesthetic Practitioners capable of mentoring and supporting future trainees, and supporting alternative career pathways into Anaesthetic Practitioner roles and beyond.

Activity:

Anaesthetic Practitioner

National Perioperative Training Programmes

Programme description

The AAP Programme accelerates the formative development and assessment of Anaesthetic practitioners in NHS Scotland over a 24-week period. The programme consists of 8 one day workshops mapped to competencies, focusing on 17 "High Risk – Low Exposure" scenarios within anaesthetics

Report

This report provides an overview of Learner numbers and board distribution, feedback, and the programme schedule. An **enhanced version** of this report is available to programme faculty, and includes; Learner progress, outcomes, location, and status.



Anaesthetic Practitioner

Learners

62

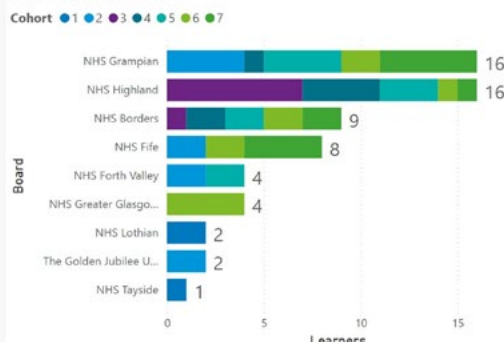
Awaiting start: --
Completed: 36
In progress: 24
Did not complete: 2

Cohorts

7

Latest start date:
03/03/2025
Boards: 9

Learners by Board



Competency Framework:

The [NES Core Competency Framework for Anaesthetic Practitioners \(2022\)](#) sets out the core competencies that registered nurses preparing for the role of an Anaesthetic Practitioner must complete in NHS Scotland to ensure that they are equipped with the knowledge and skills to work at a minimum level of competency.

The NES Competency framework document, on which the programme is structured, was updated in 2022.

The NES Core Competency Framework for Anaesthetic Assistants (2022) came into effect in

December 2022 and replaced the NES Core Competency Framework for Anaesthetic Assistants (2018).

As a result of this, a full mapping exercise was carried out to ensure that there were no substantive changes to the competencies upon which the programme was written.

Although minor changes to wording were made in some of these competencies, there was no requirement to change the indicative content of any of the workshops and the programme as delivered remains unchanged, as evidenced in full in the programme curriculum mapping document.

Feedback from learners:

A selection of comments include:



“I learnt so much on this workshop and had the opportunity to put this into practice in a safe and non-judgemental environment. I feel more confident going into practice...”

“I am thoroughly enjoying every aspect of my learning on this course.”

“This has helped me be more prepared for unexpected airways.”

“Going over spinals and the different drugs used for anaesthesia in pregnant patients was valuable.”

“From February when I felt that I knew nothing to now is night and day. My colleagues at work have told me it is noticeable that I have grown in confidence, and many of those comments have come from anaesthetists.”

“I know I now have the skills to do my job and that my colleagues will be there to guide me in more challenging circumstances, and that is down to the course providing us with a safe place to learn our skills.”

Feedback from mentors/supervisors:

A selection of comments include:

The comments from mentors/supervisors regarding all components of the programme are overwhelmingly positive. Mentors/ supervisors feel that the programme has a beneficial impact on the workforce and clinical practice. Some feedback comments include:



“I like the online competencies as this saves time and allows flexibility to meet unrestricted.”

“Now that I have supported 4 learners through the programme and the fact that they were all at different levels of years of nursing experience & skill set. This course is very well planned & set out, giving the learners the best possible experience.”

Impact of programme:

In line with all NHSSA Peri-operative portfolio programmes, service manager feedback is sought at 6 and 12 months post programme through the administration of a 6 monthly rolling feedback request with service managers asked to complete for all programmes used by their department in the last 12 months.

Some service manager comments are detailed:



“The programme has allowed the workforce to have a clear career development pathway, allows additional capacity for increase in theatre activity. This has supported an ongoing reduction in the long waiting lists that have been created due to pressures on theatres.”

“Increased the flexibility of workforce and increased skills in department.”

“The fact that it fast-tracks staff in 6 months. It can take other staff about 12 months or more to complete anaesthetics otherwise.”

“The programme has helped in making the learning process more efficient.”

All service managers would recommend this programme to learners within their department

All service managers agreed that the programme increased learner competence in the workplace

Responses show that service managers feel there is favourable learner development and a beneficial impact on their service provision in terms of increased workforce capability, flexibility, and resilience and an overall positive impact on clinical practice within their departments as a direct result of programme participation.

Programme Review:

The annual review of this programme was published in September 2024 and is available at: [NHSSA Annual Programme Review Anaesthetic Practitioner Programme Sept 2024](#)

This programme aims to equip registered nurses, new or returning to perioperative practice, with core knowledge, skills, and attributes necessary for delivering safe and person-centred perioperative care. By exploring wider roles and responsibilities, the learner will have the opportunity to demonstrate proficiency in practice and contribute to multi-disciplinary team working.

The overarching educational aims are:

- To foster the continuous development of registered nurses in meeting current and future healthcare demands in perioperative care.
- To support the development of knowledge, capabilities, and essential clinical skills for caring across diverse perioperative contexts.
- To promote the development of values consistent with registered nursing practice, fostering competence, confidence, and compassion within interdisciplinary teams.
- To promote independent, resilient practitioners who, as critical thinkers, appreciate the complexity of perioperative practice and apply evidence-based approaches.

The programme aims to significantly enhance workforce capacity within the perioperative setting, focusing on planned/elective perioperative care delivery.

The curriculum targets the delivery of safe and effective perioperative care. It emphasises the completion of programme-related competencies grounded in theory and evidence-based practice. The curriculum covers pertinent themes/topics essential for the development and proficiency of perioperative nurses.

Designed for career level 5 registered nurses, the content of the programme aligns with the Career Development Framework for Perioperative Nursing, Midwifery, and Health Professions (NMAHP) Workforce (NHS Education Scotland (NES) 2020), the NMAPH Development Framework (NES, 2021), and Scottish Credit Qualifications Framework (SCQF) level 10 descriptor aspirations. The introduction of the Assistant Perioperative Practitioner (APP) Programme has seen the integration of the APP Learner into the Foundations of Perioperative Practice (FPP) delivery element of the programme, fostering interprofessional learning and development within the cohorts.

Programme delivery focuses on three distinct areas of practice:

Block 1- Preoperative content such as preparing theatre.

Block 2- Intraoperative Surgical content such as Draping, Moving, Handling and Positioning of the unconscious patient.

Block 3 - Post-surgical content such as Development of A-E and SBAR scenarios within Simulation space

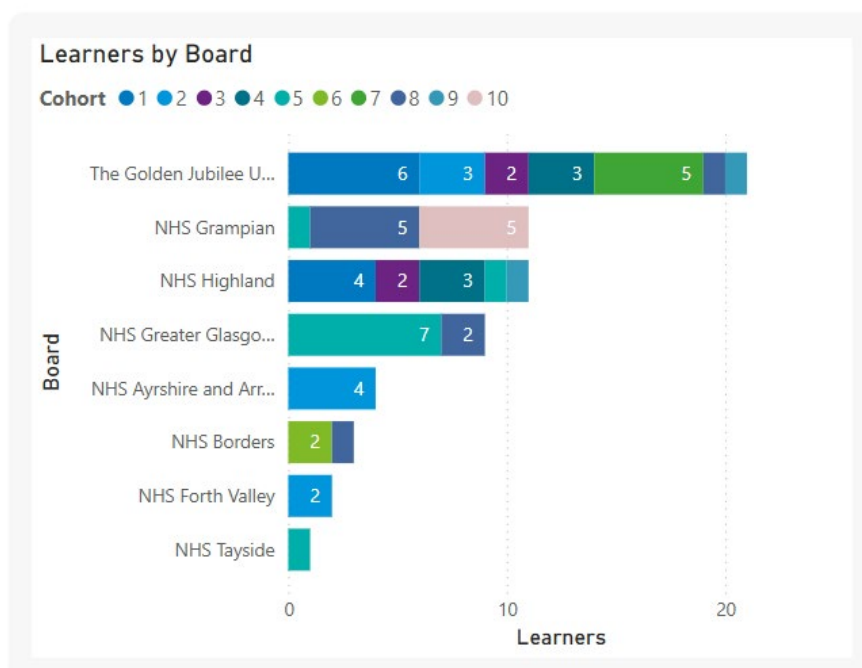
Additional Applied Learning Days allow learners to explore case studies of common surgical specialties, developing critical thinking and problem-solving skills.

The NHSSA Foundations of Perioperative Practice is an accelerated, comprehensive 31-week programme structured into 3 blocks of 3 days each, spaced monthly over 3 months. These are supplemented by 4 online applied learning days over the subsequent 4 months, designed to enhance problem-solving and critical thinking skills.

The current delivery integrates inter-professional learning through including participants enrolled in the Assistant Perioperative Practitioners SVQ programme. This approach has proven to be both efficient and effective. Enhancing teamwork, collaboration, and problem-solving skills. This programme adheres to AfPP standards for perioperative practitioners, employing an electronic competency portfolio. Learners receive pre- and post-online learning via the TURAS Learn platform. Each learner is assigned a dedicated NHS Board supervisor for support throughout the programme.

Teaching and learning are supported through a combination of classroom-based theoretical sessions, complemented by immersive simulations, skills, and drills, and reflective exercises. Learners' competencies are evaluated in practice by supervisors, with 3 identified portfolio checkpoints and reflective activities.

Activity:



Two FPP/APP interprofessional cohorts are delivered per annum.

Teaching and Learning methods:

The programme adopts a constructivist approach to accelerate learning, encouraging both learners and faculty to leverage their clinical and non-clinical experiences for further skill and knowledge development.

Various educational teachings are employed, including discussion, demonstration, case-based examples, practical skills sessions, and simulation, to cater to different learning styles.

This multifaceted delivery aligns with the extensive work-based components of the programme and correlates with assessment styles used by supervisors to determine learner competency. The faculty adopts a relaxed yet professional approach to learning, actively supporting learners by facilitating discussions on practice-based activities and experiences. They provide a psychologically safe environment for learning, sharing, and reflection.

Competency Framework:

The programme curriculum has drawn on the expertise offered by NHS Scotland Academy, Development Team/Clinical Education Team and expert representation from across NHS Scotland Boards via the Stakeholder Reference Group.

This work has been informed through a wide range of existing evidence-based perioperative literature and educational frameworks, including the [National Core Curriculum for Perioperative Nursing](#) (Association of Perioperative Practitioners (AfPP) 2017), [Core Competency Curriculum Perioperative Nursing](#) (European Operating Room Nurses Association 2019), AfPP Standards and Guidance documents, [Refreshed Core Competencies for Anaesthetic Assistants](#) (NES 2020) and the [Career Development Framework for the Perioperative Nursing, Midwifery and Allied Health Professions \(NMAPH\) Workforce](#) (NES 2020).

The programme competencies are presented in an online competency e-portfolio mapped to Key Sections 1 and 2 of the AfPP National Core Curriculum for Perioperative Nursing competency statements.

Feedback from learners:

A selection of comments include:



“It was useful for me as a NQN (newly qualified nurse) with very little peri-op experience as it helped consolidate my learning by getting to feel the instruments and understand what they were used for in clinical practice. The human factors session was incredibly important and will factor into my reflections.”

“Bridged the connection as to why we do things in the perioperative environment.”

“The simulation sessions were very realistic and good for exposure to real-life experience and how we could deal with it.”

“I found the online material very helpful and informative to help my learning in practice and while at the in-person classes.”

“It was helpful to look at different techniques for the same procedure in depth because I feel I now understand the operation better and will be better prepared when this case pops up and I’m scrubbing for it.”

“I found it useful to research a surgery that I was not as familiar with and discuss the benefits/disadvantages of certain things pertaining to the surgery.”

“Every aspect was so educative.”

Feedback from mentors/supervisors:

Many supervisors support multiple undergraduate and post-graduate level learners and often over protracted timelines. Managing multiple competency systems from several education providers to support and assess learners for competency sign-off can be incredibly demanding, particularly in high-pressure clinical environments. Consequently, supervisors can perceive the adoption of a new system as challenging. Hence, our adoption of the NHS e-portfolio for the Foundations of Perioperative Programme was grounded in consistency and familiarity.

Impact of programme:

In line with all NHSSA Peri-operative portfolio programmes, service manager feedback is sought at 6 and 12 months post-programme through the administration of a 6-month rolling feedback request where service managers are asked to complete for all programmes used by their department in the last 12 months.

Feedback has been overwhelmingly positive from service managers regarding the impact of the programme on learners, workforce development, and service delivery. All responding service managers would recommend the programme and welcomed the increased flexibility and capacity of the workforce created by the programme.

A selection of comments are detailed:



“The accelerated programme has provided my member of staff with good underpinning knowledge of the theatre environment, anatomy, and physiology. The importance of asking ‘Why?’ we do things. I believe this has been a huge help in her development. The structure of the course has vastly improved the learning experience and the level of competence.”

“Every member of my team that have attended a course at NHSSA have been extremely competent, and this is a huge credit to your team and the individuals themselves.”

ALL service managers agreed that the FPP programme has made a positive impact on the learner’s capability in the perioperative environment

ALL service managers agreed that the FPP programme has made a positive impact on the learner’s early integration into the workforce

Programme Review:

The annual review of this programme is available at:

[NHSSA Annual Programme Review Foundations of Perioperative Practice Programme March 2025.](#)

This programme is designed for career level 2 and 3 Health Care Support Workers (HCSW) working in the perioperative environment, providing the opportunity to accelerate learning and skills development to a career level 4 Assistant Perioperative Practitioner. The content of the programme aligns with the Career Development Framework for Perioperative Nursing, Midwifery, and Health Professions (NMaHP) Workforce (NHS Education Scotland (NES) 2020), the NMaHP Development Framework (NES, 2021), and Scottish Credit Qualifications Framework (SCQF) level 7 Descriptor.

It is a “Once for Scotland” programme aimed at the progression of Perioperative Assistant Practitioners (Band 4, SCQF Level 7), structured around the SVQ framework and incorporating additional learning activities to address the unique responsibilities of the Perioperative Assistant Practitioner role. Assessment for the programme is undertaken by SVQ assessors within the NHS Scotland Academy, helping to reduce the assessment burden on theatre departments across NHS Scotland whilst increasing capability through the Assistant Perioperative Practitioner. This programme enables Band 2 and 3 HCSWs to progress into a scrub role to support surgical delivery.

Designed to be completed within 1 year, the Assistant Perioperative Practitioners programme (APP) has been integrated into the delivery of perioperative care alongside the Foundations of Perioperative Practice programme. This combination fosters interprofessional learning and development within the NHS Scotland Boards.

The programme design promotes a widening participation approach and supports progression onto a pre-registration programme if desired.

Teaching and Learning methods:

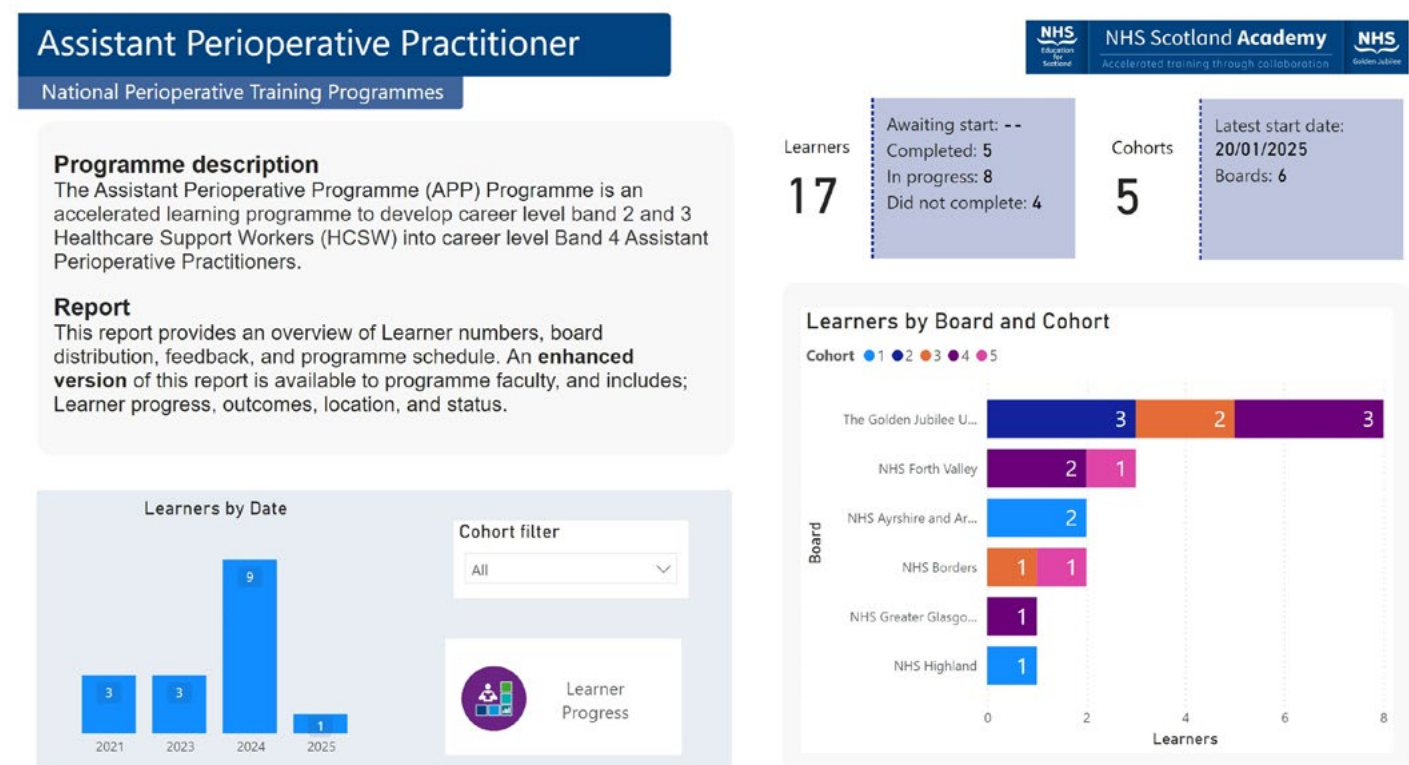
The programme is delivered through a comprehensive blend of face-to-face instruction, simulation-based training, and online modules. The use of andragogical (adult education) principles recognises the unique needs of adult learners, core delivery focuses on 3 distinct areas of practice over 3 blocks of learning:

4 Applied Learning Days allow learners to explore case studies of common surgical specialities, developing critical thinking and problem-solving skills.

The overarching educational aims are:

- Support increased capacity and diversification of the non-medical perioperative workforce through delivering this accelerated national workforce programme.
- Promote the development of the Assistant Perioperative Practitioner to help meet current and future healthcare demandsSupport accelerated development of the knowledge and essential clinical skills of APPs across Scotland
- Support the development of personal and professional values consistent with the APP role as part of the perioperative team
- Elevate the level of skill and experience within the perioperative workforce, producing APPs that can practice at an enhanced career level to increase the capability and capacity within the wider perioperative team, supporting alternative career pathways into APP roles and beyond

Activity:



Competency Framework:

Delivery of the SVQ activity focuses on the completion of the 8 SVQ (SCVQ Level 7) units and work-based competencies evidenced via proof positive e-portfolio mapped by the NHSSA SVQ Assessor and Internally Verified by the GJNH SVQ Centre. This is facilitated by direct observation in practice by the NHSSA Assessors within the learners' home NHS Board, as well as professional conversations, reflective accounts, and expert witness testimonies facilitated by the NHSSA.

Learner Feedback:

A selection of selected comments are detailed:



“The simulation sessions were very realistic and good for real life experience and how we could deal with it.”

“Attending this workshop influences my practice by participating in the activities it gives you the chance to learn new skills, better my performance.”

“It helps me to learn from others, and the simulation allows me to understand things that can naturally occur during operation and how to manages it when it does.”

Supervisor feedback:

Many supervisors have supported learners for an extended period, encompassing both undergraduate and postgraduate levels. Managing multiple systems from several education providers to support and assess learners for competency sign-off can be demanding, particularly in high-pressure clinical environments. The supervisors within the boards have welcomed the addition of our tripartite meetings.



“The tripartite meetings have been a great addition to the course on cohort 4, as it has allowed for supervisor, learner and assessor to meet and discuss expectations from the start.”

“The course has accelerated the learning of my staff member. Has given them confidence to question practices and shown them the importance of research and continual professional development.”

Impact of the programme:

Service Manager Feedback:

A selection of comments are detailed:



“An external NHSSA SVQ assessor is highly recommended...I know from previous experience, providing a suitably skilled internal SVQ assessor has been a huge challenge and lack of availability has been detrimental to training staff. This either prevented us in offering the training or extended the period of time to gain the qualification. It is also extremely difficult to arrange time out of theatre for any SVQ trained staff. Completing the course within a 12-month expected timeframe is a massive advantage. An external assessor also offers consistent practice nationwide.”

“Every member of my team that have attended any of the courses at NHSSA have become extremely competent, and this is a huge credit to your team and the individual learners themselves.”

Responses show that service managers feel there is favourable learner development and a beneficial impact on their service provision in terms of increased workforce capability, flexibility, and support. The programme is seen to have a positive impact on clinical practice within their departments as a direct result of learner participation.

Programme Review:

The annual programme Review can be found here: [NHSSA Annual Programme Review APP September 2024](#)

The review was conducted by the internal programme education team and externally reviewed by external educators and the Principal Educator. This review process allows us to uphold programme integrity and currency and ensure the currency of resource content. Online resources undergo periodic updates to reflect evolving practices and guidelines.

National Decontamination Science (CDU) Workforce Training Programme

The NHS Scotland Academy is offering a new accelerated online education and training programme for career level Band 2-4 Decontamination Technicians recently employed in Central Decontamination Units (CDU).

The Workforce Training Programme is for career level Band 2 – 4 Decontamination Technicians who are recently employed (less than 24 months) in a Central Decontamination Unit environment. It consists of theoretical content designed to support and enhance the practical competency training that Decontamination Technicians receive in their CDUs.

Teaching and learning methods:

Learners benefit from access to a bespoke, interactive digital learning package that introduces them to and expands on theoretical concepts that support their work in a CDU setting.

The programme of study is designed to allow Decontamination Technicians newly appointed to roles in CDUs to study at a pace and at an academic level that is suited to their needs through a spiralled curriculum and paced pedagogical approach.

On completion of the programme, the learner will receive a qualification accredited at Scottish Credit and Qualifications Framework (SCQF) level 6.

The accelerated programme is composed of 4 units containing 5/6 individual modules and runs across 44 weeks. It is delivered via the learning platform Moodle and has a curriculum which covers the core theoretical knowledge a Health care scientist needs working in a CDU. It is designed to support the practical competency training they receive in-house.

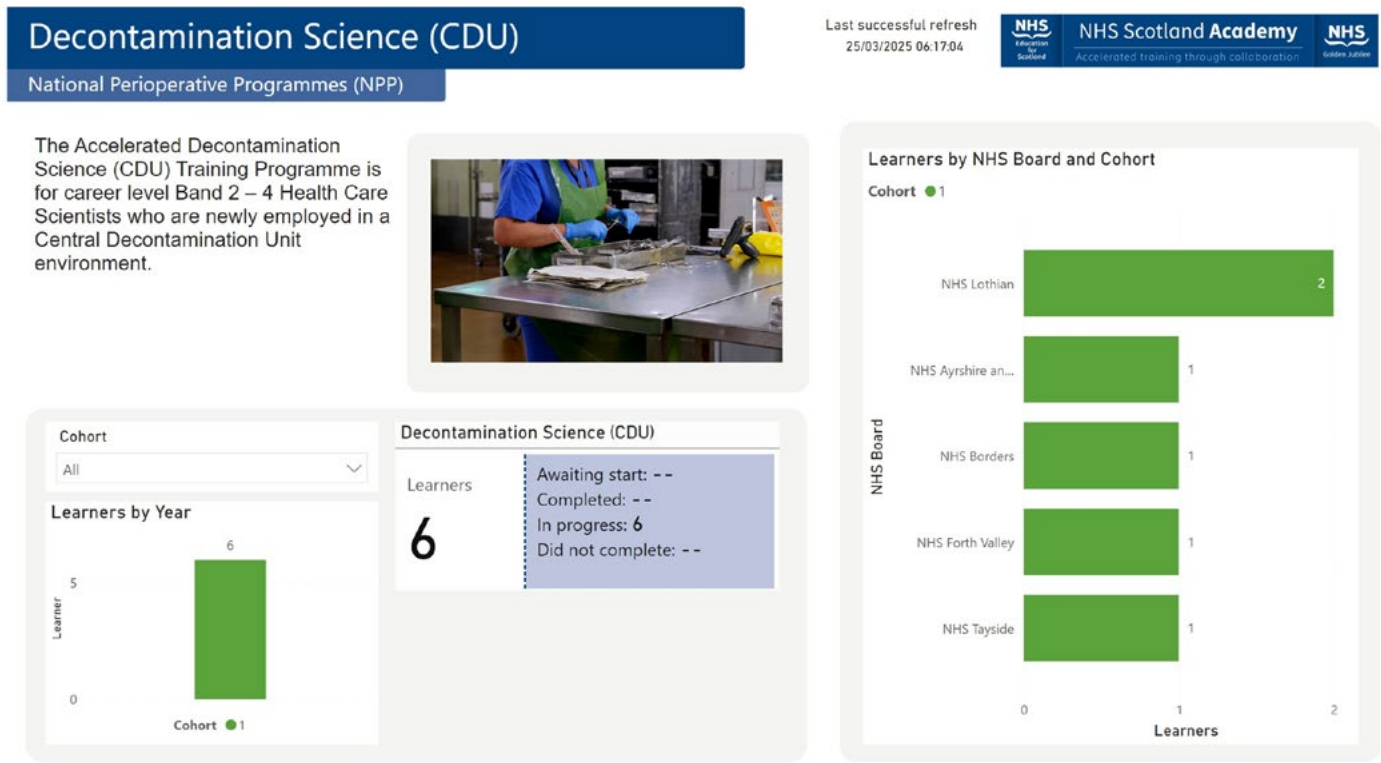
The core knowledge covered in the programme includes:

- Microbiology
- Infection prevention and control
- Health and safety
- Cleaning and decontamination
- Packaging
- Sterilisation
- Storage and Distribution
- Decontamination facility design

- Quality assurance and documentation

Activity:

The programme launched in February 2025 with 6 learners drawn from CDUs across NHS Scotland. The next cohort will launch in July, and recruitment is underway.



Programme Review:

The first annual programme review will be conducted in early 2026 and will be supported by our internal team, Learning Resource Manager, National Services Scotland, and NHS Education for Scotland Antimicrobial Resistance and Healthcare Associated Infection (ARHAI).

Cataract surgery is one of the most successful surgical procedures delivered across NHS Scotland, with a high safety profile and positive outcomes for patients.

Demand for cataract surgery has increased due to changing demographics. In response, it has been recommended that High Volume Cataract Surgery (HVCS) be adopted as a delivery model.

In HVCS, a minimum of 8 procedures are performed per core 4-hour session (NHS Executive 2000).

To support roll-out of the model, the CfSD developed two key documents: [Improving the delivery of cataract surgery in Scotland: A blueprint for success](#) and [Improving the delivery of cataract surgery in Scotland: Blueprint toolkit](#)

The blueprint recognises that the development of specific career pathways, training, education and upskilling team members maximises overall productivity. It also supports the growth of specialised, well-coordinated, teams and outlines the clear roles, responsibilities and goals that are needed in fast paced, high-volume lists.

Workforce development through education and training, has therefore been identified as one of the key enablers of the HVCS model. The blueprint recommends 10 steps to success; step 7 of this process is to Create a High Performing Team. Each of the steps share equally important overlapping principles which should be included when implementing the model at service level.

NHS Scotland Academy has produced High Volume Cataract Surgery learning resources to support the operationalisation of **'Step 7 Create a High Performing Team'** by providing clinical team members with resources to enable educational skill development in specific areas. The resources were launched in July 2024.

Teaching and learning methods:

There are 4 online digital learning resources on TURAS learn. The 4 units take approximately 1 hour each to complete. The NHS Education for Scotland Nursing, Midwifery and Allied Health Professions (NMAHP) Post Registration Development Framework supports the development of core knowledge, skills and behaviours for all NMAHPs across levels of practice 5-8 and enables profession specific and specialist knowledge, skills and behaviours to be added. The framework can be used to ensure that learning from this resource for Units 1-3 is applied in practice at the appropriate level.

The Units are as follows:

UNIT 1 Consent:

This unit provides information on the process for marking the operative site prior to cataract surgery and the professional and legal frameworks underpinning it for registered team members.

Learning Outcomes:

1. Understand the legal and professional frameworks that underpin the skin-marking process in a peri-operative setting.
2. Recognise professional roles and responsibilities in the skin marking process in a peri-operative setting.
3. Apply legal and professional principles of skin marking in a peri-operative setting.

Unit 2 Marking the Skin:

This unit provides information on the process for marking the operative site prior to cataract surgery and the professional and legal frameworks underpinning it. This unit is aimed at registered team members.

Learning Outcomes:

1. Understand the legal and professional frameworks that underpin the skin-marking process in a peri-operative setting.
2. Recognise professional roles and responsibilities in the skin marking process in a peri-operative setting.
3. Apply legal and professional principles of skin marking in a peri-operative setting.

Unit 3 Prepping and Draping:

This unit provides information on the process for prepping and draping the surgical site prior to cataract surgery and the professional and legal frameworks underpinning it. This unit is aimed at registered team members.

Learning Outcomes:

4. Understand the legal and professional frameworks that underpin the prepping and the draping process in a peri-operative setting.
5. Recognise professional roles and responsibilities in the prepping and the draping process in a peri-operative setting.
6. Apply legal and professional principles of prepping and draping in a peri-operative setting.

Unit 4 Eye Drop Administration:

This unit provides information on eye drop administration and the professional and legal frameworks underpinning it. This unit is aimed at unregistered team members career level 2-4.

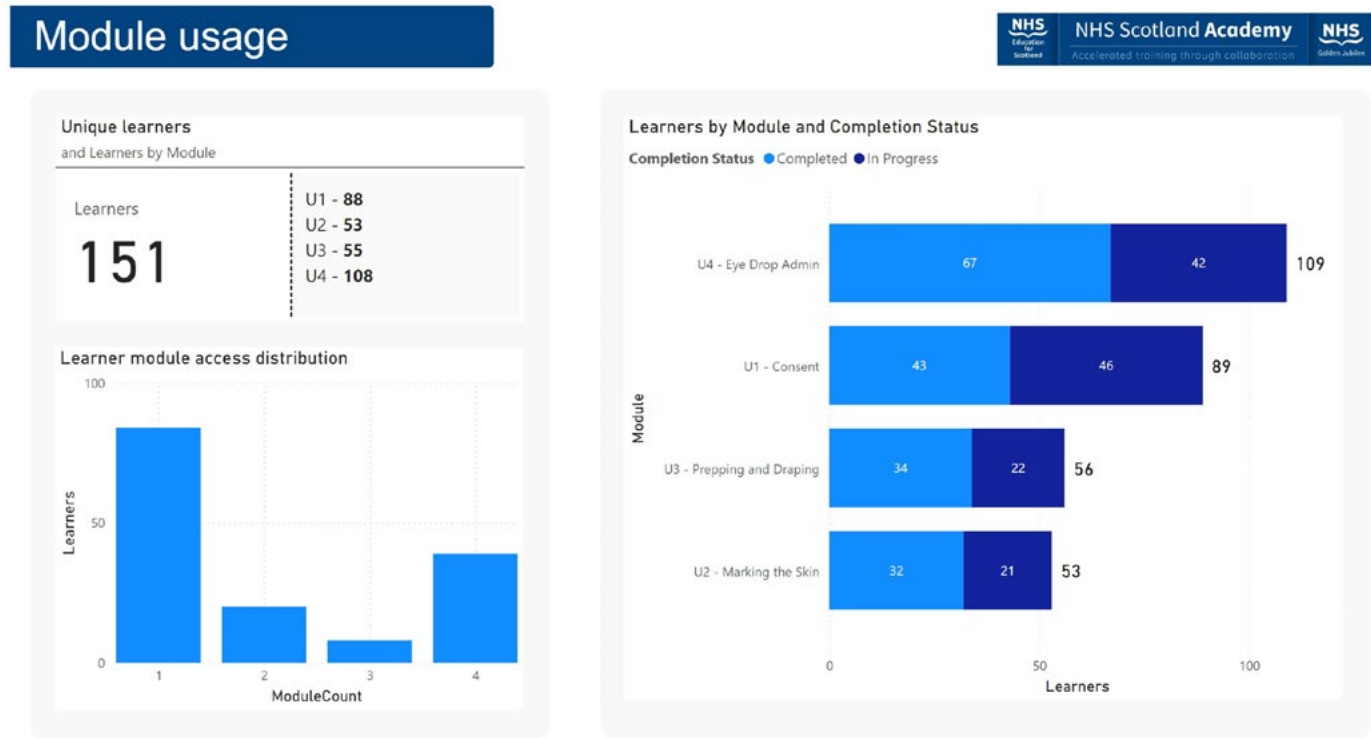
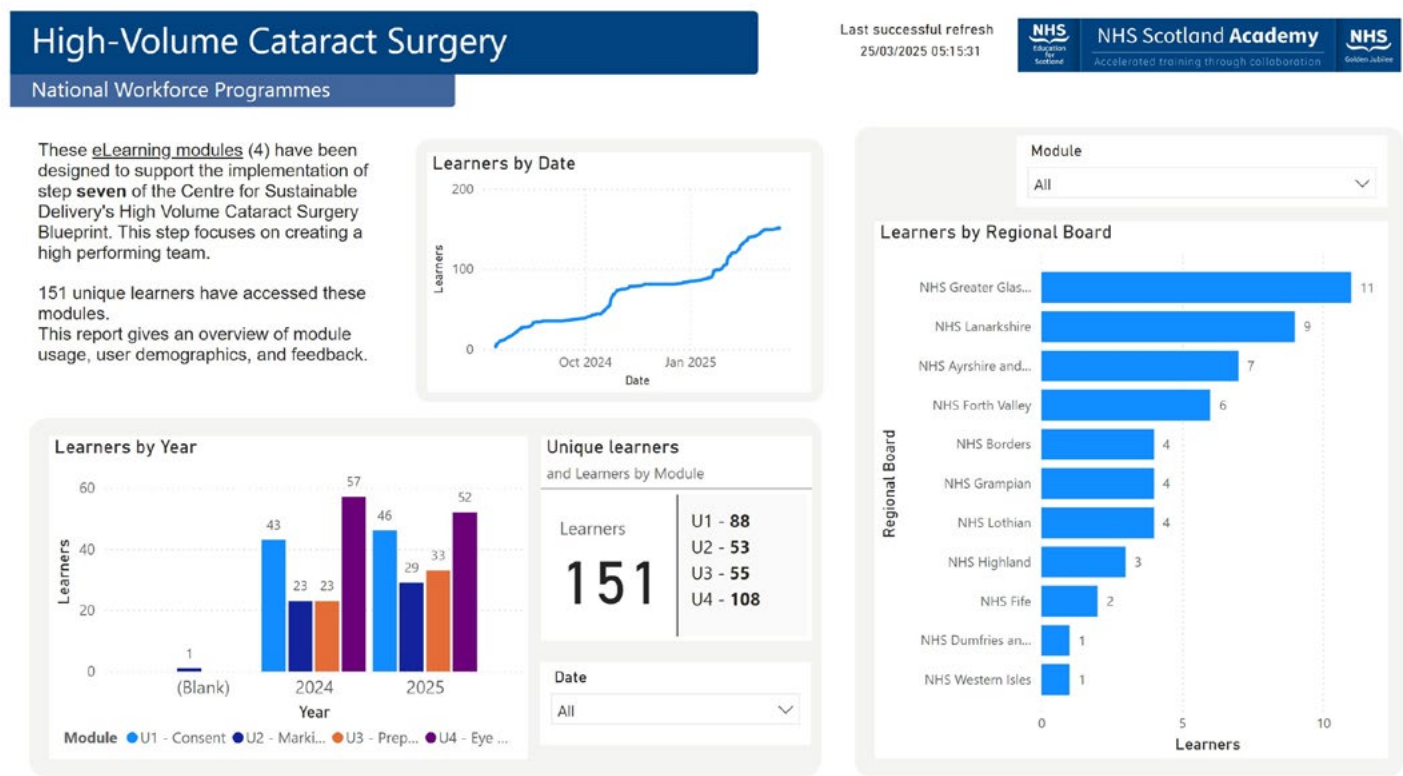
Learning Outcomes:

1. Understand the legal and professional frameworks that underpin eye drop administration in a peri-operative setting.
2. Recognise professional roles and responsibilities in the eye drop administration in a peri-operative setting.
3. Apply legal and professional principles of eye drop administration in a peri-operative setting.



Activity:

Learner activity since the launch in July has been encouraging as illustrated below



Learners have been drawn from a variety of sectors and organisations as illustrated below

Learners by Sector and Organisation

Sector	Learners
Care homes, care at home, and day care in Scotland	32
GP practices in Scotland	1
Higher and Further Education in Scotland	3
NHS Boards in Scotland	115
Private Healthcare in Scotland	1
Total	151

Learner Feedback:

A selection of comments is illustrated in the figure below

Learner feedback (draft)

Feedback collected on completing each module. A rating and comment can be left. The Learner has the option to not leave a rating, so **ratings of 0 are ambiguous** and comments alongside often indicate positive ratings.

[Detailed feedback.](#)

Module	0	3	4	5
U1 - Consent	5	1	2	3
U2 - Marking the Skin	6	2	2	
U3 - Prepping and Draping	4	2	1	
U4 - Eye Drop Admin	9	5	17	
Total	24	1	11	23

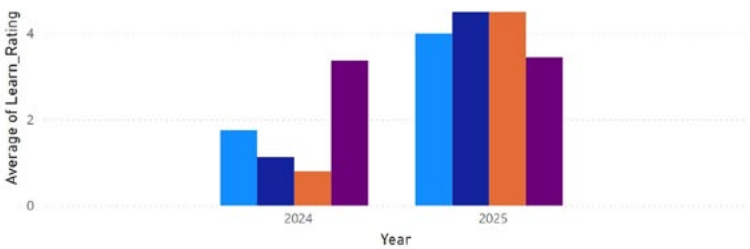


Year, Quarter, Month, Day	Module	Learn_Rating
All	All	All

Date	Module	Comments	Rating
19/03/25	U4 - Eye Drop Admin	Highly recommended course. I have learned alot and will apply it in practice	5
17/03/25	U4 - Eye Drop Admin	Great	4
17/03/25	U1 - Consent	Very good and lots of detail for comparison	4
17/03/25	U2 - Marking the Skin	very informative	4
24/02/25	U4 - Eye Drop Admin	I am currently a Band 2 Nursing Assistant and waiting to start my new Band 3 post. This module has provided me with accurate knowledge on Eye Drop Administration before commencing my new position.	0
14/02/25	U4 - Eye Drop Admin	Very interesting and informative training	4
20/01/25	U4 - Eye Drop Admin	good	0
25/12/24	U4 - Eye Drop Admin	Very good course which gives me a greater insight on	5

Average Rating by Year and Module

Module ● U1 - Consent ● U2 - Marking the Skin ● U3 - Prepping and Draping ● U4 - Eye Drop Admin



Programme Review:

A comprehensive programme review will be undertaken in July 2025 to assess the relevance, uptake, integrity and impact of the learning resources.

Accelerated Institute of Biomedical Science (IBMS) Registration Training Portfolio

The programme has been designed and developed by NHSSA as a 'Once for Scotland' accelerated approach in collaboration with stakeholders including professionals from NHS laboratories, Higher Education Institutes (HEIs) and the Institute of Biomedical Science (IBMS).

This programme supports non-applied BSc route biomedical science graduates to complete the IBMS Registration Training Portfolio (RTP) Version 5.0, in partnership with their employing laboratories.

The main objective of the programme is to facilitate the accelerated completion of the IBMS RTP, demonstrating acquisition of knowledge, skills, and competence at the appropriate level to successfully register as an HCPC professional Biomedical Scientist.

It is the first national programme to support completion of the IBMS Registration Training Portfolio in Scotland. It will support employers and NHS Boards by making it easier for biomedical graduates of the non-applied route to complete their portfolio at an accelerated rate, apply for IBMS verification and gain the award of the IBMS Certificate of Competence, which is required for registration with HCPC.

Learners work in partnership with the designated Training Officer/Training Manager in their own laboratories together with the NHSSA Biomedical Science Programme Senior Educator, to develop an individualised training plan that best supports their learning needs.

The combination of evidence gained from completion of the programme and within the laboratory setting, will be uploaded to the learners' digital portfolio, using the OneFile platform.

This programme is the first national Biomedical Scientist IBMS RTP training programme in Scotland which has been endorsed by the IBMS.

The overarching NHSSA educational aims of the programme are to:

- Support increased capacity and diversification of the Biomedical Scientist workforce.
- Relieve the training burden of non-applied graduates from laboratory services; thereby reducing inequalities in the current recruitment and employment model.
- Support accelerated development of knowledge and clinical skills of Biomedical Scientists across Scotland.
- Support the development of personal and professional values consistent with the Biomedical Scientist role within NHS Scotland.
- Elevate the overall level of skill and experience within the Biomedical Science workforce, producing Biomedical Scientists capable of mentoring and supporting future trainees, and supporting alternative career pathways into Biomedical Science roles and beyond.

Teaching and Learning Methods:

Completion of the NHSSA components of this accelerated programme take place over a 12-week period on a 2-day per week work release basis (11 synchronous teaching days). The aim is for all laboratory-based components to be completed within the candidate's 12-week board induction period, enabling a substantive accelerated completion of the NHSSA component and a significant reduction in current reported completion timelines of 12-18 months.

The programme uses a hybrid, synchronous and asynchronous and workshop-based delivery with emphasis on professional conduct and performance. This learner-centred model uses digital access to learning resources, tools, activities, and templates with a work-based learning model. This allows study to be accommodated around clinical laboratory commitments and completed flexibly, at a pace suited to the individual learner.

Programme delivery is based on the following framework:

- Contextualised synchronous and asynchronous online learning delivered through the digital platforms; Turas, Moodle, OneFile and O365 TEAMS
- Directed independent study
- Provision of toolkits and templates to support development of portfolio evidence
- Clinical learning in the laboratory facilitated by the Laboratory Training Officer/Manager 5 • Completion of evidence related to specific sections of the IBMS RTP and associated clinical practice.
- HCPC Standards of Proficiency for Biomedical Scientists focus on technology and digital skills, leadership, service user engagement and health, wellbeing and maintaining fitness to practice.

Activity:

The programme launched in October 2024 with 5 learners and cohort 2 has recently commenced with another 5 learners.

Biomedical Science

National Workforce Programmes (NWP)

Last successful refresh
25/03/2025 05:10:32

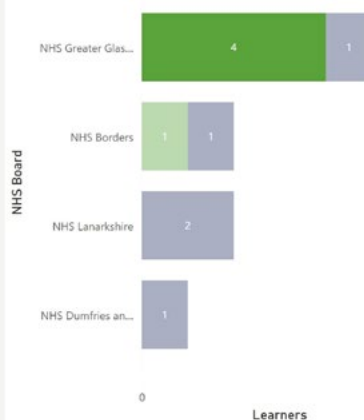


The Biomedical Science programme will facilitate the accelerated completion of the IBMS RTP by supporting trainees in demonstrating their knowledge, skills, and competence at the appropriate level to successfully apply to register with the Health and Care Professions Council (HCPC) as a Biomedical Scientist.



Learners by NHS Board and Cohort

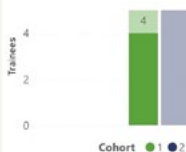
Cohort ● 1 ● 2



Cohort

All

Learners by Year



Biomedical Science

Learners

4

Awaiting start: --
In progress: --
Completed: 4
Did not complete: --

Programme Review:

The relevance, integrity, and impact of the programme will be assessed during the annual programme review to be completed in October 2025.

NHS Scotland Academy helps provide pharmacists who have completed their Independent Prescribing qualification with the skills and confidence to begin prescribing, with the aim of reducing pressure on GP services and increasing local access to care in communities across Scotland.

The University of Dundee have a contract from NES to deliver clinical skills days, and they outsource the provision of these days throughout Scotland, with the vast majority of activity being delivered by NHSSA.

Educational governance of this programme sits with the University of Dundee, who are accountable to NES for the delivery of the contract. The NHSSA team have influenced the content and structure of the days to ensure they meet the needs of learners.

As a GP-lead project, it has been particularly useful to have input from our Lead Pharmacist and Associate Postgraduate Dean into the programme review processes within the University.

The programme consists of 4 modules; all delivered in person:

- Module 1: Foundations of Clinical Communication
- Module 2a: Basic Examination skills part 1
- Module 2b: Basic Examination skills part 2
- Module 3: Application of Clinical Skills

In total, we have had 916 learners attend skills days, with 352 learners attending between 1 January and 31 December 2024. These 352 learners attended 936 modules between them.

Feedback from learners:

223

Responses

Module

☐ 1

☐ 2a

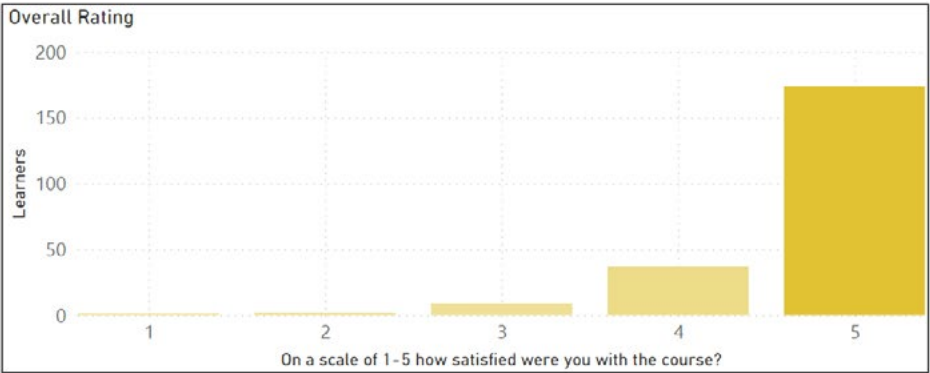
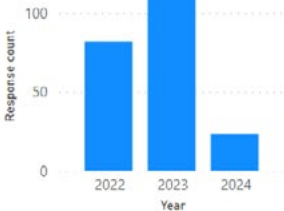
☐ 2b

☐ 3 CCC

☐ 3 LTC

Question	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
This course was relevant to my professional practice	0.89%	0.89%	2.22%	20.89%	75.11%
This course has improved my clinical skills	0.89%		4.89%	18.22%	76.00%
The venue and learning environments were accessible and comfortable	0.44%	0.44%	2.22%	17.78%	79.11%
The teaching sessions were well organised and well facilitated			2.22%	15.56%	82.22%
The learner packs provided were useful and helped support my learning	0.89%	0.89%	12.89%	31.11%	54.22%
I was clear about the intended learning outcomes of the day		0.44%	1.78%	15.56%	82.22%
I had sufficient access to equipment for practical sessions		0.44%	1.78%	14.22%	83.56%
I felt comfortable and engaged in discussions and felt there was sufficient opportunity to ask questions	0.44%	1.33%	0.44%	13.78%	84.00%
I am more confident about my clinical skills for having attended	0.44%	0.44%	3.11%	18.67%	77.33%
Facilities for rest breaks at the venue were satisfactory		0.44%	0.89%	13.33%	85.33%
Communication about the course was clear and information was provided in a timely manner		2.22%	2.22%	22.67%	72.89%
At the end of the day I was confident that I had met the intended learning outcome		0.44%	3.11%	18.22%	78.22%
The layout of the rooms/ learning environment was suitable for the purpose of the learning provided		0.89%	1.33%	16.89%	80.89%
Total	0.31%	0.68%	3.01%	18.22%	77.78%

Feedback responses by year



Impact of programme:

In the longer term, it may be possible that the impact of this programme could be measured by analysing the increase in prescribing by people who have attended this programme after completing their IP (Independent Prescriber) qualification.

The days delivered by NHS Scotland Academy are part of the wider commission run by NES through the University of Dundee, and we are aware it was commissioned partly in response to data that people who had completed the IP qualification and were able to prescribe were not doing so.

A joint research proposal has been submitted to the University of Dundee Ethics Committee, and when approved, will enable us to assess what skills are being used and the frequency of use by people who have completed the clinical skills days.

This programme is an online digital resource delivered via the TURAS platform, which can be accessed independently and asynchronously by learners.

The resource consists of 3 resources specifically for Nurse Educators- adult nursing, mental health nursing, and midwifery.

There are 3 specific resources for adult nursing, mental health nursing, and midwifery for internationally educated candidates undertaking the NMC Test of Competence. There is no time limit for completion, and module progress can be saved and picked up for completion later.

We designed the NMC OSCE Preparation Programme to support workforce capacity by providing educational resources for NHS Scotland health boards recruiting internationally educated nurses and midwives.

Internationally educated nurses and midwives (IENs and IEMs) need to complete the NMC Test of Competence (ToC) to become registered in the UK (United Kingdom). The NMC ToC consists of two parts: the Computer-Based Test (CBT) and the Objective Structured Clinical Exam (OSCE).

The CBT is usually completed in the candidate's home country and the OSCE is completed in one of 5 test centres within the UK.

The NHS Scotland Academy digital resources are designed to complement those provided by the NMC test centres and those provided by boards, HEIs, and private providers. This includes a programme of simulation-based learning and a mock exam to prepare IENs and IEMs for the NMC OSCE.

The NHSSA Educators' Resource prepares NHS health board nurse educators who are supporting or delivering OSCE preparation for candidates.

The module titles are:

- **OSCE Preparation for Nurse Educators**
- **OSCE Preparation for Nurse Learners (Adult Nursing)**
- **OSCE Preparation for Nurse Learners (Adult Mental Health Nursing)**
- **OSCE Preparation for Midwifery, and Cultural Humility**

The module on Cultural Humility was developed in response to demand and is reported on in a separate section, below.

The OSCE resources have been well used within a range of sectors and organisations nationally, including health boards, social care providers, higher education institutions (HEIs), public health, and private healthcare organisations. User and stakeholder feedback has been highly positive.

Activity:

OSCE Resources

National Workforce Programmes (NWP)

The NWP OSCE (Objective Structured Clinical Examination) programme supports boards who have recruited nurses from outside the UK, by helping with preparation for NMC OSCEs. The aim is help nurses to gain registration so they can practice independently as quickly as possible.

This support takes the form of learning modules tailored for NMC adult nursing, midwifery, and mental health OSCEs.

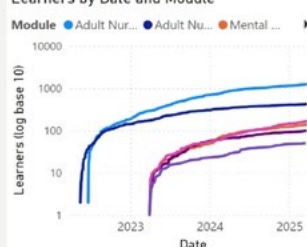
Unique learners and Learners by Module

Learners

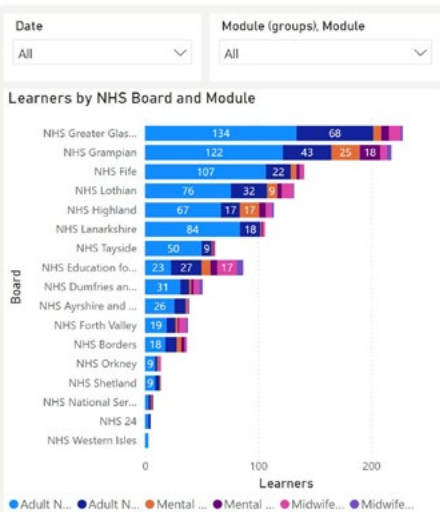
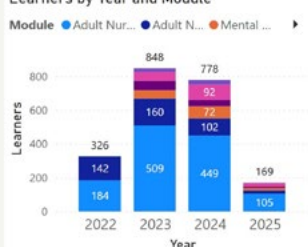
1691

Adult: 1247
Midwifery: 166
Mental Health: 136
Adult (Educators): 423
Midwifery (Educators): 50
M-Health (Educators): 99

Learners by Date and Module



Learners by Year and Module



The educational resources have seen a consistent increase in usage across a range of sectors and organisations at a national level. The Adult Nursing resources have had substantial engagement from Health Boards, Social Care Providers, Higher Education Institutions (HEIs), Public Health Entities, and Private Healthcare Organisations.

The Mental Health Nursing and Midwifery modules, while also experiencing a steady increase in usage, have reported lower engagement numbers. This trend aligned with the international recruitment figures for these fields, indicating a correlation between recruitment and resource utilisation.

Feedback from users and stakeholders has been overwhelmingly positive, reflecting the high quality and impact of these resources.

Video Content:

The resources include in-house produced video content, which continue to be a cornerstone of the programme's educational offerings. The latest usage data evidence a significant increase in video engagement, with the total number of video plays reaching 8,400, and the cumulative viewing time extending to 36 days and 18 hours.

This marks a substantial increase from the previous year's total of 2,389 plays and 180 hours of viewing time.

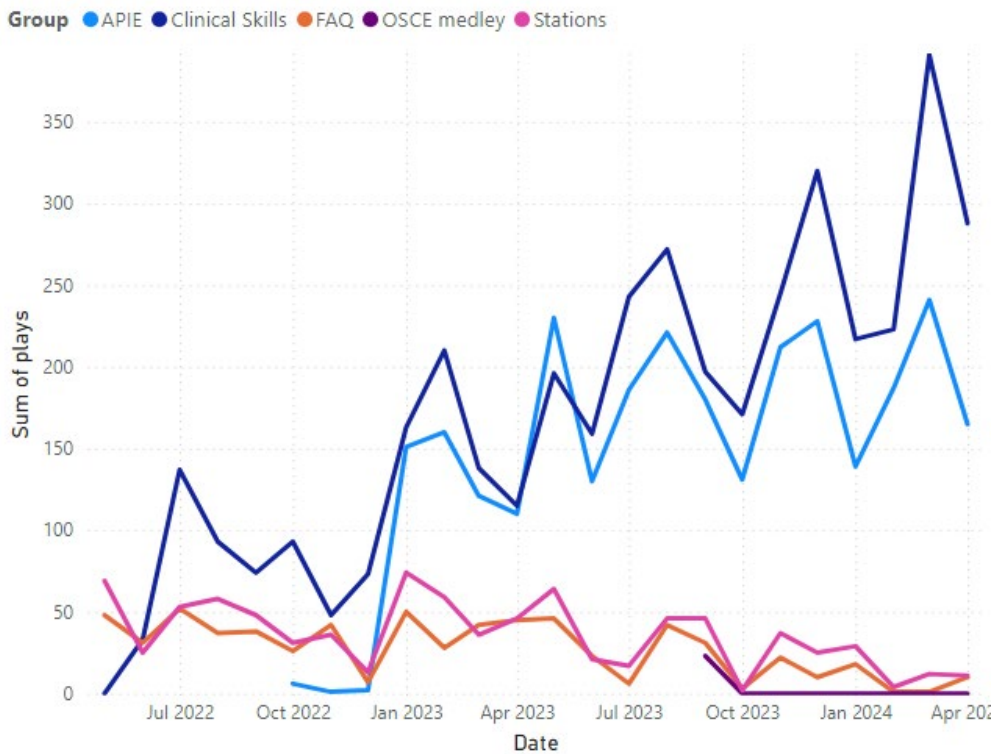
Among the 42 resources available, the most widely accessed video is the Assessment Station, which accounts for 999 plays. This is also the longest video resource, running for 21 minutes.

The overall playback rate for all videos stands at 79%, which is indicative of user engagement.

Engagement levels are noteworthy given that industry benchmarks, such as those reported by Guo et al. (2014), indicate a median engagement time of 6 minutes for videos up to 40 minutes in length, with a noted decline in engagement as video duration increases.

Sustained viewing and engagement can be useful benchmarks of relevance, quality and value, and effectiveness for learners.

Plays per month



Competency Framework:

The programme is not linked to a competency or formal accreditation framework. IENs (Internationally Educated Nurses) completing the programme are pre-registered nurses up until the point of successful pass at NMC OSCE.

The programme is designed to prepare IENs for assessment of competency during OSCE rather than being a means of assessment. Although there is no formal assessment process for the programme, there is a multiple-choice quiz at the end of each resource to support identification of areas of strength and future learning needs.

Quizzes require an 80% percent pass rate and can be taken as many times as required to achieve a pass. Learners can repeat quizzes and modules as many times as they wish which offers an opportunity to review, reflect and address individual learning needs.

Learner and Educator Feedback:

Feedback from learners and educators on the digital learning resources has been overwhelmingly positive. Most learners, 77%, strongly feel that their knowledge of the 10-station OSCE has increased, with 68% also reporting a boost in confidence for simulation-based learning. Educators' responses were similarly favourable, with 47% acknowledging an enhanced understanding of the OSCE and 56% confirming they are likely to use the resources for teaching. The instructional videos were highlighted as particularly beneficial, with requests for more interactive

content such as clinical skills stations and additional quizzes to further engage with the material.

It is important to note that these statistics primarily reflect the usage and feedback from Adult Nursing resources. While themes of positive impact and increased confidence are mirrored in the disciplines of Midwifery and Mental Health, the lower usage rates of these resources have resulted in a comparatively smaller pool of feedback. Nonetheless, the trends suggest that these resources are as effective in enhancing learners' and educators' experience and proficiency when utilised.

A selection of learner comments are detailed:



“Useful and impressive course”

“Wonderful module, nurse educators should also complete both modules”

“I have the confidence to do my OSCE after watching videos of NMC Midwifery Preparation for OSCE”

Responses show that learners and educators consider the resources beneficial to their preparation and development for NMC OSCE.

Programme Review:

The annual review is available at: [NHSSA Programme Review NMC OSCE Prep May 2023-2024](#).

The programme was reviewed by NHSSAs internal team and peer-reviewed by three members of the OSCE Resource Development Group, experts from Yeovil's OSCE training centre and a NES Principal Educator for NMAHP.

Throughout the 2023 – 2024 period, additional content and digital enhancements were introduced. These were vetted for relevance and accuracy by the NES digital review process and the NES Infection Prevention and Control (IPC) team.

In preparation for the annual review, stakeholder feedback on the resource format, content and utility was collated through professional networks including the NHSSA OSCE team meetings and OSCE Resource Development meetings, which include membership from a range of board and professional leads.

User survey data was also reviewed via the TURAS reporting system. This determined the decision-making process for amending resources and including additional content based on a gap analysis and recommendations from stakeholders and users.

Cultural Humility

The resource aims to promote cultural humility within health and social care, fostering an inclusive and respectful environment for staff, patients, clients, residents, and service users. This aligns with the NHS Scotland Academy's (NHSSA) strategic goals of addressing workforce needs, promoting innovation, and enhancing education and training.

Scotland's diverse, multi-cultural society is reflected in the NHS Scotland workforce, which includes a higher proportion of minority ethnic groups compared to the general population.

The recruitment drive of Internationally Educated Nurses (IENs) and Allied Health Professionals (AHPs) highlighted challenges and issues such as language barriers, cultural differences, and cross-cultural miscommunication, which had the potential to affect staff wellbeing and patient safety.

These gaps underscored the need for a comprehensive resource on Cultural Humility. Initially focused on the lived experience of internationally educated health and social care professionals, the resource evolved to be applicable to everyone across health and social care, representing cultural humility in all aspects of diversity.

The resource is delivered via the TURAS platform, consisting of three learning units and a supplementary resource pack aimed to support learners reflect on their interactions with others and incorporate cultural humility values and behaviours into their workplaces.

Learners can access the resource independently and asynchronously. The units are detailed below and take approx. 1 hour and 45 min in total to complete. However, there is no time limit on the resource completion and module progress can be saved and picked up at a time to suit the learner.

Resource units:

- Unit 1: Introduction to reflection and core concepts
- Unit 2: Cultivating an inclusive workplace
- Unit 3: Acting as an ally

Activity:

Cultural Humility

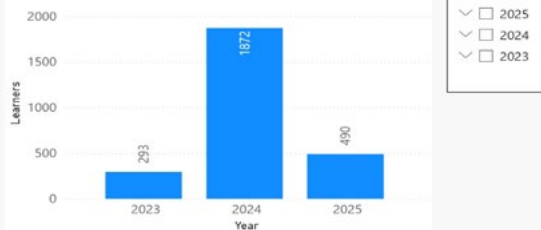
National Workforce Programmes

This eLearning module has been designed to support the development of positive cultural humility values, attitudes and behaviours in the health and social care workforce in Scotland. This is an important introductory learning resource for building a culturally humble workforce.

2645

Learners

Learners by Year



Completion Status

All

NHS

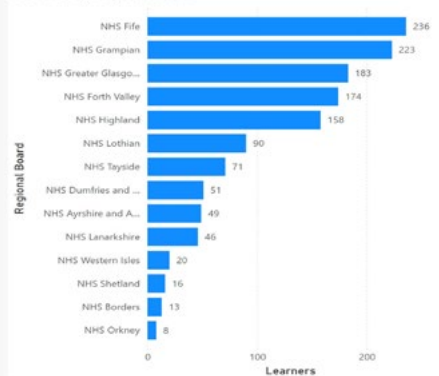
NHS Scotland Academy

Accelerated Learning through Collaboration

NHS

NHS Scotland

Learners by Regional Board



Engagement:

One measure of engagement that we use across all NHSSA programmes is the percentage of videos viewed: the industry average is 54%, and NHSSA average is 82.89%.

The videos in our cultural humility resource are some of our longest, which would lead us to expect a lower completion rate, but this module is achieving an average completion rate of 93%, which provides assurance that the resources are engaging the learners and holding their interest.

This is not mandatory EDI training, but entirely voluntary to complete.

The substantial shift toward higher understanding ratings post-completion supports the resource's effectiveness in enhancing cultural humility. While self-reported data may have biases, it offers valuable insights into learners' perceptions.

In the absence of quizzes or assessments, self-reporting encourages reflection, helps identify trends, and provides immediate feedback for content adjustments.

Video Engagement:

The resource includes in-house produced video content featuring stories of lived experiences. These videos are fundamental to the integrity of the resource and have been highlighted as a positive and impactful element by learners. Qualitative feedback from learners frequently requests more videos, emphasizing their value in enhancing the learning experience.

Analysis of learner engagement data indicates that the video content within the resource has been particularly engaging. There is a noticeable drop-off in the number of video plays as learners progress through the units as follows:

Percentage Drop-off:

- From Unit 1 to Unit 2: 38.3%
- From Unit 2 to Unit 3: 18.6%

Despite this drop-off, the completion rate for learners who remain active is relatively unchanged, indicating sustained engagement.

The high engagement metrics for the videos suggest that the content is both relevant and valuable to learners. The sustained viewing rates and high completion percentages are strong indicators of the quality and effectiveness in conveying key concepts of cultural humility.

Competency Framework:

The Cultural Humility digital resource is not linked to any specific competency or formal accreditation framework. There is no formal assessment. The resource supports principles of reflective practice and contributes to Continuing Professional Development (CPD), and annual appraisals, aligning with NHS Scotland's vision of continuous learning and improvement. It also supports reflective practice aligned to professional regulation (i.e. revalidation processes).

Learning from the resource aligns with:

- **NES Strategic Plan 2024/2025:** supports NES goals of fostering a skilled, inclusive workforce, delivering high-quality education, and promoting well-being and professional growth.
- **Knowledge and Skills Framework (KSF):** applicable to all NHS roles, with six core dimensions relevant to cultural humility.
- **Professional Codes of Conduct:** emphasises respect, dignity, and person-centred care.
- **NHS Scotland's Values and Competency-Based Selection Framework:** aligns with values and competencies for staff selection.
- **Equality Act 2010:** ensures equitable and inclusive care.
- **SSSC Continuous Professional Learning Process:** supports ongoing professional development and reflective practice.

Feedback from learners:

Learners have the option to leave a rating and feedback comments. The figure below illustrates learner comments; however, it is important to note that some learners do not leave a rating, resulting in several ratings of 0. However accompanying comments of ratings of 0 predominantly indicate positive feedback.

Date	Comments	Rating
31/10/24	Did this course on the back of attending a nhs black history meeting, some helpfull resources in here to assist with reflection on my own practise/conduct/thinking	▲ 4
30/10/24	great learning resource really made me think and reflect	▲ 5
26/10/24	Helpful to understand concept of intersectionality	▲ 5
18/10/24	Really enjoyed this course and really gave me food for thought.	▲ 5
09/10/24	very informative	▼ 0
03/10/24	I found the learning on reflection very educational and I formative. Helps me within my role now when looking at care and support I provide as sometimes we can get it wrong therefore need to reflect on one's work practice	▼ 0
28/09/24	good	▲ 5
27/09/24	Educational	▼ 0
24/09/24	In depth explanation of what cultural humility is and how we can put it into practice at work and outside work.	▲ 4
23/09/24	Enjoyed this module.	▼ 0
23/09/24	very informative	▼ 0

Impact of programme:

Learners found several aspects of the resource particularly useful. Reflective activities, such as the Privilege Wheel and videos, were highly appreciated for helping learners introspect and understand their biases.

Personal stories and videos made the content more relatable and engaging, while practical examples and real-life scenarios were beneficial for understanding the application of cultural humility in the workplace.

Learner self-reported understanding

Learners self-reported their understanding at the beginning of the resource and the end. The diagram below illustrates the significant improvement in understanding of cultural humility among learners before and after completion.

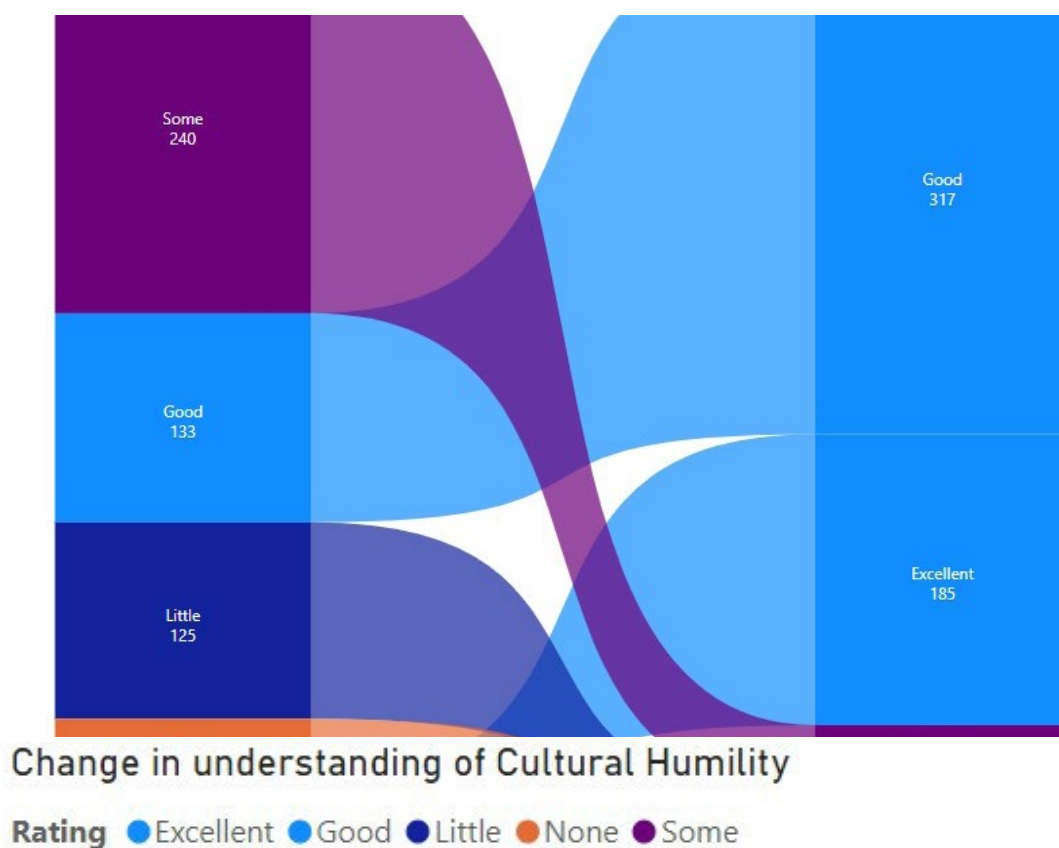


Figure: Changes in understanding before and after the resource

The substantial shift toward higher understanding ratings post-completion supports the resource’s effectiveness in enhancing cultural humility. While self-reported data can have biases, it offers valuable insights into learners’ perceptions. In the absence of quizzes or assessments, self-reporting encourages reflection, helps identify trends, and provides immediate feedback for content adjustments.

Programme Review:

The programme review can be located here: [NHSSA Cultural Humility Annual Programme Review November 2024](#)

The programme was reviewed by internal team members and supported by the Education Resource Developer and Specialist Lead for Social Care. Prior to the annual review, learner feedback on the format, content, and utility of the resources was collated and considered.

Feedback was also gathered during the 2023/24 review period from the Cultural Humility stakeholders’ group via quarterly engagement meetings.

Preparing for work in health and social care in Scotland

This NHS Scotland Academy pre-induction resource was published in winter 2021. The programme is a digital resource delivered via the TURAs platform, which is accessed independently and asynchronously by learners.

The resource consists of 10 modules, which can be completed individually or in their entirety, depending on individual learning needs. Modules can be accessed in any order.

There is no time limit for completion, and module progress can be saved and picked up later.

The module titles are:

- **Who's who in Health and Social Care**
- **Personal Care**
- **Continence and Catheter Care**
- **Nutrition and Hydration**
- **Clinical Observations**
- **Acutely Unwell Patients**
- **Bed Making**
- **Comfort and Care Rounds**
- **Introduction to Skin Care; and Introduction to Palliative and End of Life Care**

There is an additional section entitled **Non-Technical Skills** containing links signposting learners to several relevant educational resources on TURAs delivered by NHS Education Scotland (NES) and the Scottish Social Services Council (SSSC) digital platform.

The resource also provides links to the Technology Enabled Care, Digitally Enabled Workforce resource, and the TURAS Realistic Medicine and Values Based Health and Care resources.

The resource has had consistently high usage from a range of sectors and organisations nationally, including health boards, social care providers, higher and further education institutions, GP surgeries, community pharmacies, hospices and third and voluntary sectors. User and stakeholder feedback has been highly positive.

Activity:

Preparing for work in Health and Social Care

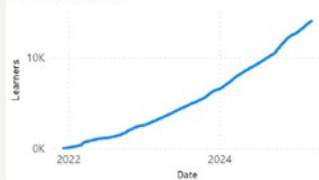
National Workforce Programmes

This collection of introductory resources is aimed at support workers who are starting work in health and social care in Scotland. They are intended to support those who have little or no previous experience working in the health and social care sector.

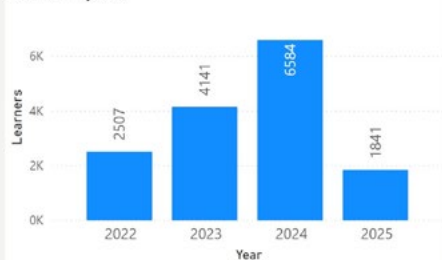
14012 learners have accessed these modules.

This report gives an overview of module usage, user demographics, and feedback.

Learners by Date

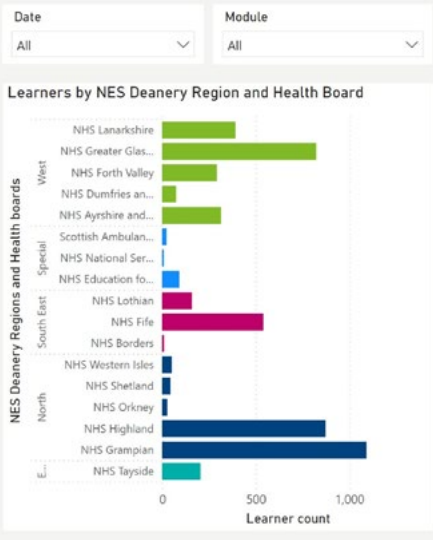


Learners by Year



Unique Learners

14012



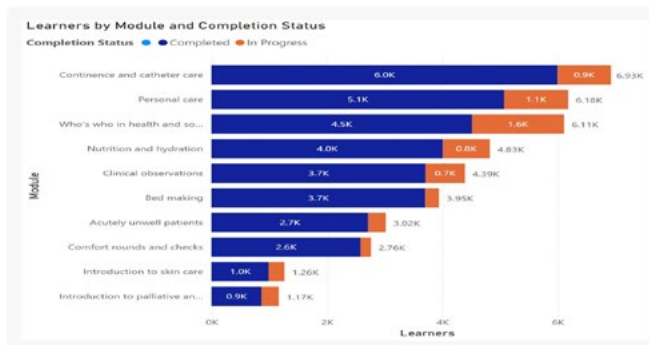
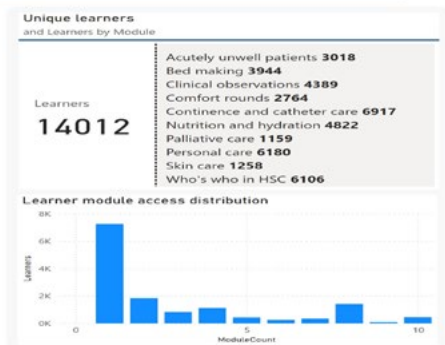
The largest number of learners were from Care Homes, Care at Home, and Day Care (4970); followed by NHS Boards (4958), Higher and Further Education Institutions (1835), and Health and Social Care Partnerships (920). The majority were based in Scotland with 28 international learners also recorded. The highest number of learners were affiliated with NHS Grampian (1058), followed by NHS Highland (861), NHS Glasgow and Clyde (813), and NHS Fife (536).

The most accessed modules were:

- **Continence and Catheter Care** (6765)
- **Personal Care** (6075)
- **Who's who in Health and Social Care** (6027)
- **Nutrition and Hydration** (4733)
- **Clinical Observations** (4326)
- **Bed Making** (3875)
- **Acutely Unwell Patients** (2980)
- **Comfort and Care Rounds** (2717).

The figure below shows the number of learners by module, including completion status.

Module usage



Competency Framework:

The programme is intended as a precursor to formal induction programmes provided by employers and is not intended to replicate workstreams and educational resources specifically supporting induction requirements for those working in health and social care at entry level.

It is not formally linked to a competency or formal accreditation framework since recruitment into entry-level health and social care support roles is not aligned to a particular qualification, and learner baseline knowledge and skills are varied and not consistently determined.

Once in employment, healthcare support workers employed in boards, will complete the Mandatory Induction Standards for Healthcare Support Workers during the 3-month induction period.

Although there is no formal assessment process within the programme, there is a multiple-choice quiz at the end of each of the modules and some reflective activities that can be completed independently. Quizzes require an 80% percent pass rate and can be taken as many times as required to achieve a pass. Learners can repeat quizzes and modules as many times as they wish, which offers an opportunity to review, reflect and refresh learning and address individual needs

Learner feedback:

Learner feedback has been consistently and proportionately positive. Learners are encouraged to provide ratings for each module on a scale of 1-5 based on overall satisfaction. Most respondents scored the highest rating of 5 (very good), with 4 (good) ranking next. Although 17.1% scored 0, the accompanying comments were positive, which is indicative of learners overlooking the completion of the rating option rather than dissatisfaction with the resource.

Module	0	1	2	3	4	5
Acutely unwell patients	109	6	4	23	95	357
Bed making	117	7	11	51	115	475
Clinical observations	134	5	6	53	131	592
Comfort rounds and checks	74	1	7	35	81	289
Continence and catheter care	192	8	16	70	166	716
Introduction to palliative and end of life care	43		1	4	30	153
Introduction to skin care	45	1	2	4	32	157
Nutrition and hydration	154	5	3	50	133	475
Personal care	220	5	11	51	147	664
Who's who in health and social care	164	4	9	50	163	584
Total	1252	42	70	391	1093	4462

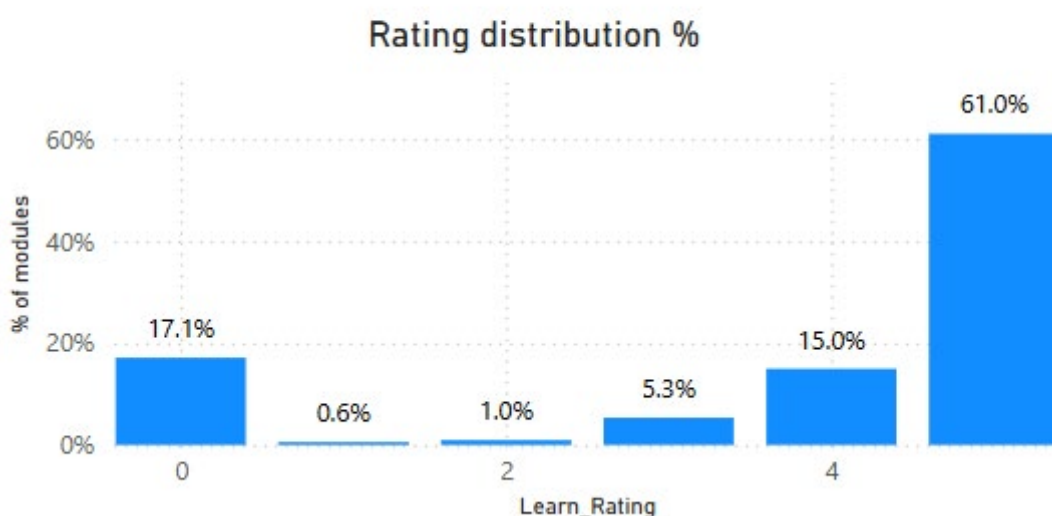


Figure: Overall Module Rating Distribution 1-5

In addition to ratings, learners are encouraged to provide qualitative feedback. Qualitative feedback has been very proportionately positive; a selection of examples include:



“Good examples of how someone should be cared for in simple terms.”

“The course was well structured to give a clear idea of personal care to be provided in Nursing Home as well as video contents also very useful.”

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The two newly developed modules (included in Annual Review processes for the first time) have also received positive qualitative feedback from learners since their introduction.

Examples include:



Introduction to Skin Care

“Very interesting.”

“[Good for] knowing how to handle pressure sore.”

“Great to understand and be user-friendly.”

“Interesting and useful course...”



Introduction to Palliative and End-of-Life Care

“The course was very informative.”

“Good information on supporting individuals who are end of life.”

“Brilliant, user friendly, and clear to understand.”

Programme Review:

The annual review is available at: [NHSSA Annual Programme Review Preparing for Work in HSC March 2025](#)

The programme review was conducted by internal programme team members, supported by the Education Resource Developer, and peer-reviewed by members of the NES Social Care Directorate team and SSSC.

NHS Scotland Academy implemented the National Ultrasound Training Programme (NUTP) in November 2022.

Traditionally trainee sonographers would be enrolled in a postgraduate qualification in Medical Ultrasound at a Higher Education Institute (HEI) that provides a Consortium for the Accreditation of Sonographic Education (CASE) accredited master's level course. Trainees would learn in their home board with a named mentor and access to other sonographers for support.

This work-based ultrasound learning has been the model in NHS Boards since ultrasound training inception. However, it was recognised that this model raises several issues with capacity, patient numbers and possible delays in training due to the practicalities and patient access opportunities involved in training to be a sonographer.

The programme is based in the 3 Academy Ultrasound rooms within the Golden Jubilee University National Hospital (GJUNH), with the academic component of the training unchanged and delivered by the HEI provider.

NUTP provides sonographers with five, one-week blocks of focused, accelerated training over the academic year, working in conjunction with their local mentor in their permanent placement.

Using dedicated training lists on live patients, learners are taught knobology, practical scanning, and reporting skills.

Access to the NUTP is available to all trainee sonographers across Scotland in year one of their general medical and gynaecology training.

In year 2 of their academic course trainees select a specialist area of dedicated training, within NUTP, we can facilitate training in ear, nose, and throat (ENT), transvaginal imaging (TV), and carotid doppler.

In addition to sonographer training, NUTP has successfully incorporated Radiology Year 1 residents during the HEI academic break (July-Sept). These learners are provided with a 1-week block to accelerate their learning in the basics of ultrasound scanning. The Gynaecology residents are given 3 days of immersive training focusing on transabdominal and transvaginal pelvic scanning.

This development has maximised the teaching and learning impact of the NUTP through the efficient utilisation of capacity. The impact of training resident radiology doctors in training has been substantial and has positively affected capacity in home Boards.

In 2024, NUTP delivered a series of 6 one-day Masterclasses designed to support specific areas of sonography practice that would benefit from an intensive focused approach, combining both theory

and practical application through simulated practice to build mastery. These were focused on upper and lower DVT (Deep Vein Thrombosis) and Gynaecology and attracted 129 learners from mixed disciplines.

The NHS Scotland Academy NUTP model supports NHS Boards by facilitating more rapid development through a practice-based education approach, thus ensuring that learners can meet essential requirements and that the full range of competencies is completed in a shorter time.

The overarching educational aims are:

- Support increased capability of trainee sonographers
- Promote the development of sonographers to help meet current and future healthcare demands
- Support accelerated development of the knowledge, essential, and extended practical skills of sonographers across Scotland
- Support the development of personal and professional values consistent with a qualified sonographer
- Introduce ultrasound to Radiology residents and other relevant residents such as Gynaecology
- Upskill existing sonographers

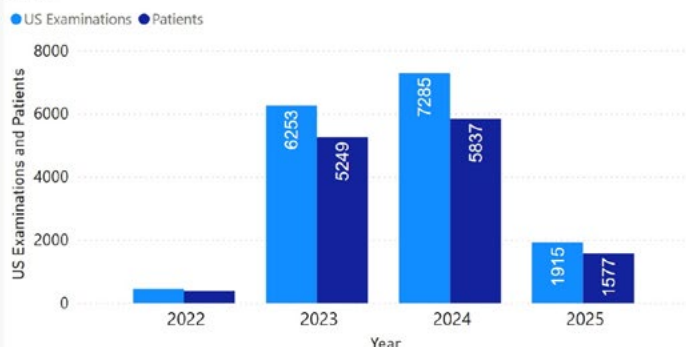
Activity:

US Examinations

Examination data comes from Radiology Information System (RIS). Patients sometimes have multiple examinations performed in one attendance. New data now captures time weighted examinations (or number of hours performing scans) and did not attend (DNA) rates per exam and board.

RIS recorded 15897 examinations completed, 689 (4.15%) examinations were recorded as DNA. 13045 patients attended, 574 (4.21%) of all patients booked in were recorded as DNA.

US Examination and Patients
by Year



Date control

12/10/2022 31/12/2030



US Examinations

15897

Exam. time (hr): 5,558.7
Exam. DNA: 689 4.15%
Exam. DNA (hr): 237.3

Patients

13045

DNA Patients: 574 4.21%

Health board	US Examinations	Exam. DNA %	Patients
NHS Ayrshire and Arran	953	3.25%	815
NHS Borders	5		4
NHS Dumfries and Galloway	2		1
NHS Forth Valley	1375	2.96%	1106
NHS Grampian	260	2.26%	173
NHS Greater Glasgow and Clyde	6469	4.23%	5375
NHS Highland	47		35
NHS Lanarkshire	5972	4.66%	4908
NHS Lothian	672	3.86%	519
The Golden Jubilee University National Hospital	142	2.74%	109
Total	15897	4.15%	13045

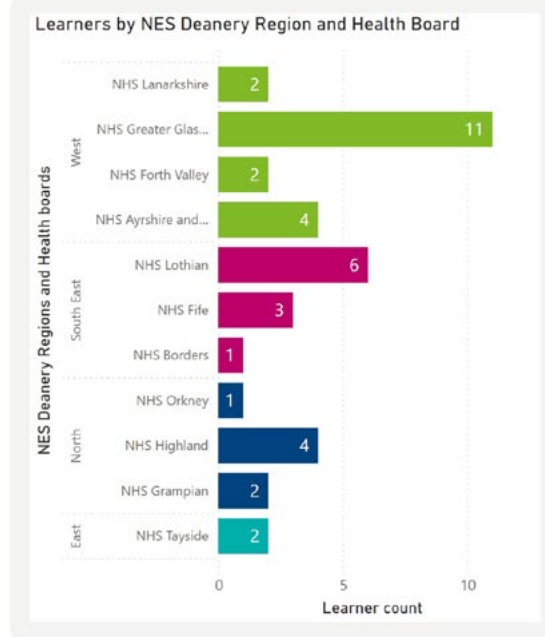
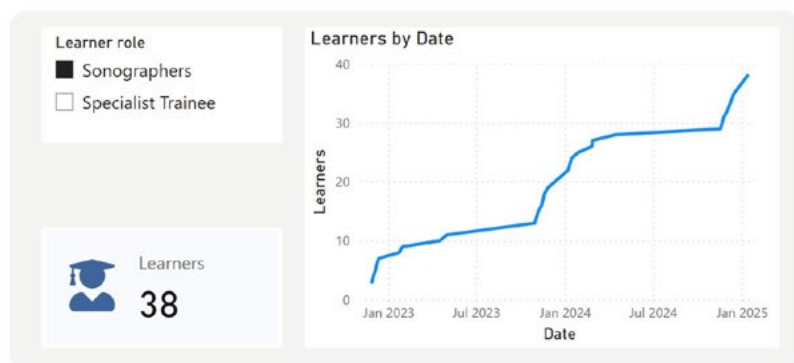
National Ultrasound Training Programme

Programme description

The National Ultrasound Training Programme (NUTP) aims to increase ultrasound capacity in NHS Scotland by supporting Boards to train ultrasonographers through a hub and spoke approach and use of dedicated practice educators, in partnership with Glasgow Caledonian University.

Report

This report provides an overview of Learner numbers and board distribution, patient numbers, and patient satisfaction feedback.



Radiology and Gynaecology Residents

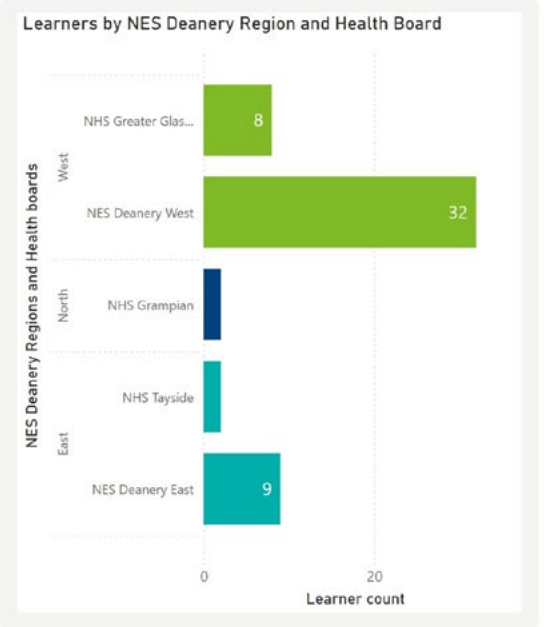
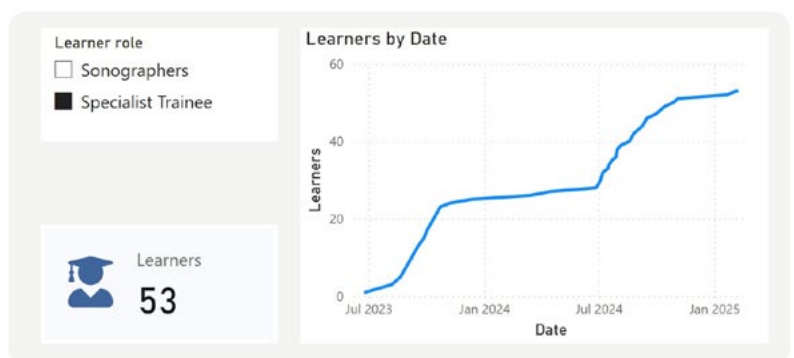
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Interprofessional Masterclasses

Masterclasses

A number of one day, immersive masterclasses have been developed by the programme in response to the needs of learners. These events encompass all aspects of a specific area of ultrasound expertise to include clinical presentation and scanning technique. All events feature practical scanning and delivered to multidisciplinary learners from across Scotland.

event_name	event_date	Delegates
Gyn Masterclass	20 September 2024	23
DVT Lower Limb	16 September 2024	20
NUTP - Upper limb DVT Masterclass	17 June 2024	23
NUTP - Lower limb DVT Masterclass	04 June 2024	15
DVT Upper Limb Masterclass	09 May 2024	17
NUTP - Gynaecology Immersive Masterclass	09 May 2024	31
Total		129

del_attendance
yes

Delegates

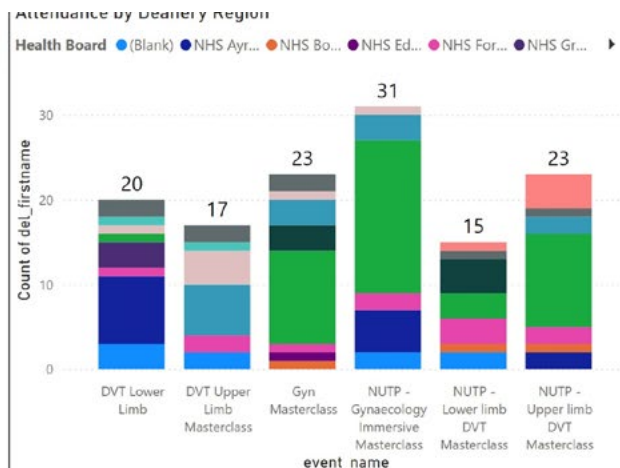
NUTP

129

Events

NUTP

6



NES Deanery	Health Board	Delegates
East	NHS Tayside	9
North	NHS Grampian	8
North	NHS Highland	3
North	NHS Orkney	7
South East	NHS Borders	2
South East	NHS Lothian	3
Special	NHS Education for Scotland	7
Special	The Golden Jubilee University National Hospital	1
Total		129

Competency Framework:

The competency of the learners (sonographers) is assessed by the local boards, in line with their CASE-accredited ultrasound course.

The local mentor will conduct staged assessments for each of the 5 competencies required. Faculty at the NUTP provide feedback to local mentors after the learners attend; this coordinated feedback loop ensures that the learner experience is optimised and that there is no fragmentation of the learner experience.

A final assessment of competency is conducted at the end of the academic year, which incorporates all the required practical elements. This assessment can be conducted by one of the NUTP Faculty or by another external examiner deemed suitable by the HEI.

Radiology and Gynaecology Residents are assessed by DOPS, which are included in their portfolio.

NUTP directly liaises with mentors and clinical supervisors through feedback and the completion of evaluation forms. Face-to-face meetings are also conducted with each sonographer mentor to enable an open dialogue regarding the training provided and ensure a collaborative and coordinated approach through establishing a meaningful learner-centred relationship.

Competency issues/concerns are addressed directly, and a coordinated plan with the mentor or clinical supervisor is developed as appropriate.

Impact of the programme:



To ensure programme relevance and assure the quality of the programme, targeted feedback and evaluation were gathered from the following groups via Microsoft Forms:

- Trainee Sonographers
- Mentors/Assessors
- Service Managers
- Radiology and Gynaecology Residents
- Training Programmes Directors
- Patients.

Patient feedback:

It is essential that our NUTP service is patient-centred and focuses on the patient experience. Feedback and evaluation on the acceptability and quality of the programme were sought from all patients attending the service following their ultrasound procedure.

The delivery of education during the scanning process did not appear to be regarded as anything other than a positive by patients who commended the service, and the workforce involved. NUTP consistently achieves 100% patient satisfaction with the service received.

Selection of comments detailed below for all groups:



“Excellent experience.”

“Very reassuring, professional and friendly.”

“Friendly and polite staff.”

“Brilliant.”

“The staff were very welcoming and friendly and explained the process thoroughly and talked through it with me along with explaining what they were looking for from the trainee.”

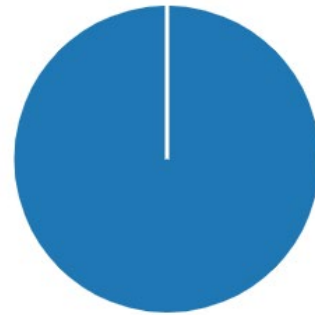
Sonographer Learner feedback:

Sonographer learner feedback was collected at the end of their accelerated period at the Academy. Data and a selection of comments are detailed:

Do you think NUTP accelerated your learning in ultrasound?

[More Details](#)

● YES	8
● NO	0
● Maybe	0



“Really enjoyed my 5 weeks at the academy. It really helped me improve my scanning skills and confidence. All the staff that work there are so knowledgeable, friendly and welcoming.”

“I had an excellent experience at NUTP. The service really helps trainee sonographers by providing a less hectic scanning environment with lists that are well-structured and allow adequate time to learn, compared to NHS Training lists. The team are extremely helpful and supportive, and knowledgeable. They gave me such confidence in my abilities and provided a warm and welcome environment to work in. I look forward to returning this year for general US scanning.”

Mentor/assessor feedback:



“Our trainee benefitted from having additional training by very experienced sonographers and it helped to ensure capacity wasn’t reduced too significantly by the extended appointment times required to provide quality training in-house.”

Service Manager feedback:



“Being able to scan full lists (patient) when the trainee is at the Academy increased capacity for the board.”

Training Programme Director feedback:



“This has been an incredibly helpful, useful and positive experience. All trainees loved their time at NUTP, they felt really welcomed and the training was of high standard. The team have been awesome to work with, enthusiastic, approachable and so helpful.”

“Excellent feedback from all the trainees who attended, much appreciated.”

Learner feedback from residents:



“I found the non-judgemental environment very helpful to work in, and everyone who is supervising just wanted us to get better, and it showed.”

“Genuinely one of the best training opportunities I have been given as an O&G trainee. Thank you!”

“The training I received at NUTP was exceptional. I achieved all my learning objectives and some and thoroughly enjoyed my time there. I would recommend.”

“Really excellent opportunity, thank you!”

- All learners reported they would recommend a colleague
- All learners reported they would return for further training
- All learners reported they are very satisfied with the training on offer

Quality:

As part of the NUTP commitment to enhancement, a quality improvement project is underway to establish a more robust way of justifying ultrasound requests from boards across Scotland to align with the British Medical Ultrasound Society Justification Guidelines.

This project aims to improve the patient journey including waiting times, improve the quality of requests, and ensure patients receive the correct examination.

Efficiency:

Patient-focused booking has also been introduced to reduce the ‘did not attend’ (DNA) rate at the GJNH, as non-attendance reduces training capacity by creating a shortfall in the number of scans the learners perform. An illustration of the positive impact this improvement initiative has had is provided below.

Month	DNA Rate
September 2022	6.6%
February 2023	4.8%
March 2025	4.21%

Reduction in waiting times:

This report is to give assurance that appropriate educational governance is in place, but also to illustrate the impact on the 13045 people who have had access to an ultrasound procedure because of the investment in this programme.

The number of people scanned in Boards throughout Scotland has also increased, as Boards have been able to schedule full lists when their learners were being supervised by the NUTP team, and both the number of scans and quality of scanning and reporting will have increased in all Boards as a result of this programme.

In summary, more professionals are now able to scan safely and confidently across more specialties and Boards throughout Scotland because of this programme.

Programme Review:

The annual review of this programme is available at: [NHSSA Annual Programme Review NUTP Dec 2024](#)



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