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EXECUTIVE SUMMARY

From July 2015 NHS Education for Scotland (NES) coordinated a demonstrator project to enable NHS Boards to focus on the implementation of the Business and Administration (B&A) Education Pathway. The project focused on the impact of work-based learning for staff members. The Education Pathway was the starting point for all of the Boards, as staff members and their managers selected qualifications that it identified.

The B&A demonstrator project supported a total of 82 staff members in 8 NHS Boards to undertake qualifications or parts of qualifications. 28 participants provided evaluative feedback at the end of the project.

Summary profile of the participants

There was a broad range in participants' length of service with NHS, with some having worked for the organisation for up to 30 years; however, most participants had been in their current job for under five years.

All participants were AfC Pay Band 3 or above, with most respondents in Pay Band 4 or above.

A minority of participants had line management responsibility, and a small handful were studying for a qualification outwith the bounds of this project.

Impact from the perspective of participants

Participants identified a number of impacts on themselves and their work. We have identified the top three, where participants said they felt:

82.1% encouraged to reflect on the way they work

78.6% encouraged to support other people to learn or undertake training

75% confident that they are working in the "right way"

By undertaking a qualification, almost all participants said there had been a positive change in either their working practices or their approach to career progression.

Impact from the perspective of managers

Managers identified positive changes, for example:

- staff members' interest in/willingness to put learned theory into practice
- more confidence in a staff member in implementing change
- specific skills, such as accuracy in work.

Participants' motivation for taking part

The most popular (**top three**) reasons participants gave for participating in the project were:

- to help in my current job
- to gain confidence in my abilities
- to strengthen skills in my team

The qualifications participants completed

Participants undertook a range of qualifications, including:

- SVQs in Business and Administration at SCQF levels 5 and 6
- units of the SVQ in Healthcare Support Work at SCQF level 6
- Chartered Institute of Personnel and Development (CIPD) and Institute of Leadership and Management (ILM) qualifications

Overall, the participants were positive in their views on the qualification or unit and on the support they received from their learning provider, with compliments and thanks offered to individual learning providers and assessors.

Challenges identified

Challenges that participants identified related mostly to time and workload. Some of these challenges appeared to be due to changes in workplace priorities or structures.

Overall impact

It would appear that managers thought the qualification/unit to be clear, appropriate, relevant and achievable by their staff members.

26 of the 28 participants (**92.9%**) said that they would recommend the qualification/unit they undertook to others.

Overall conclusions

1. There is clear evidence across all responses of very positive impact on participants and their departments/services from undertaking qualifications/parts of qualifications.
2. There is evidence of increased interest among some participants for taking part in further learning and in supporting colleagues to do the same.
3. The qualifications (or parts thereof) were identified and selected using the Education Pathway for Business and Administration, which provides a clear framework for identifying appropriate and relevant learning opportunities for staff. This led to almost all of the qualifications selected to be relevant and appropriate for the staff member's role and development.

“ I feel that this qualification has demonstrated that I have the appropriate skills, experience, confidence and patience. ”

“ The qualification has made me a more confident leader with those around me. ”

“ I have a more positive attitude towards my role and understand where I fit in the organisation. ”

“ I realised that I was part of a team and the importance of team work. ”

“ Has built my confidence in knowing what I am doing right. ”

From participants of the B&A Demonstrator Project

INTRODUCTION

Section 1

Background and context

In July 2015, NHS Education for Scotland (NES) sought applications for funding from NHSScotland (NHS) Boards for a 'demonstrator' project relating to the Business and Administration (B&A) Education Pathway. This funding was originally designed to enable Boards to focus on the implementation of the Education Pathway and to examine the impact of this implementation, with a view to planning how to sustain its use in the future. In due course, the focus of the project moved onto the impact of work-based learning for staff members. The Education Pathway was, however, the starting point for all of the projects: staff members and their managers selected qualifications that were identified on the Education Pathway.

Relationship to the Estates and Facilities demonstrator project

A parallel project focused on demonstrating the impact of the Education Pathways for Estates and Facilities. A separate evaluation report describes that project and evaluates its impact. A joint executive summary draws out findings from both the Business and Administration and Estates and Facilities demonstrator projects.

Participating NHS Boards and staff members

The B&A demonstrator project planned to support 82 staff members in 8 NHS Boards to undertake qualifications or parts of qualifications, as follows:

NHS Board	Qualifications, or parts of	Number of participants anticipated
NHS Borders (2 projects)	Project 1: Chartered Institute of Personnel and Development (CIPD) Level 3 Foundation Certificate in Learning & Development Practice	2
	Project 2: SVQ Business & Administration at SCQF level 6	3
	Project 2: SVQ Assessor's Award (L&D9)	1
NHS Education for Scotland (NES)	SVQ Business & Administration at SCQF level 5 and 6	11
NHS Fife	Institute of Leadership and Management (ILM) Leadership & Management	7
NHS Forth Valley (2 projects)	Project 1: PDA Customer Service at SCQF levels 5 and 6	20
	Project 2: SVQ Business & Administration at SCQF levels 5 and 6	6
	Project 2: SVQ Assessor's Award	2
NHS Golden Jubilee	ILM Level 3 Award in Coaching & Mentoring	11
NHS Orkney	CIPD Level 3 Foundation Certificate in HR Practice – Employment Law	1
	SVQ Business & Administration at SCQF levels 5 and 6	4
NHS Shetland	1 unit of SVQ Healthcare Support Worker at SCQF level 6 (Unit: Contribute to the effectiveness of teams at SCQF level 6)	10
NHS Tayside	SVQ Business & Administration at SCQF level 5	4

In addition to focusing on the delivery of qualifications, three Boards planned to promote the Education Pathway among colleagues across their Board, as follows:

- NHS Fife planned to run roadshows in three locations across Fife.
- NHS Golden Jubilee planned to run Education Pathway awareness sessions.
- NHS Tayside planned to run roadshows in three locations.

This evaluation measures impact at the end-point of delivery of the projects. Most staff members who were working towards a qualification, or part of a qualification, had completed it by the end of January 2018.

NES asked project leads to circulate end-point questionnaires to staff members and to managers/supervisors of staff members for completion and return by 31st January 2018. NES invited project leads to amend language within the questionnaires to tailor them for staff members who had undertaken particular qualifications, or parts of qualifications. This rewording would ensure that respondents saw the questionnaires as relevant to their individual or local circumstances.

NHS Board	Qualifications, or parts of	Number of participants anticipated	Number of questionnaires received from participants
NHS Borders (2 projects)	Project 1: Chartered Institute of Personnel and Development (CIPD) Level 3 Foundation Certificate in Learning & Development Practice	2	2
	Project 2: SVQ Business & Administration at SCQF level 6	3	0
	Project 2: SVQ Assessor's Award (L&D9)	1	1
NHS Education for Scotland (NES)	SVQ Business & Administration at SCQF level 5 and 6	11	5
NHS Fife	Institute of Leadership and Management (ILM) Leadership & Management	7	5
NHS Forth Valley (2 projects)	Project 1: PDA Customer Service at SCQF levels 5 and 6	20	0
	Project 2: SVQ Business & Administration at SCQF levels 5 and 6	6	2
	Project 2: SVQ Assessor's Award L&D11	2	0

NHS Board	Qualifications, or parts of	Number of participants anticipated	Number of questionnaires received from participants
NHS Golden Jubilee	ILM Level 3 Award in Coaching & Mentoring	11	0
NHS Orkney	CIPD Level 3 Foundation Certificate in HR Practice – Employment Law	1	1
	SVQ Business & Administration at SCQF levels 5 and 6	4	3
NHS Shetland	1 unit of SVQ Healthcare Support Worker at SCQF level 6 (Unit: Contribute to the effectiveness of teams at SCQF level 6	10	7
NHS Tayside	SVQ Business & Administration at SCQF level 5	4	2

Structure of this report

We present our analysis of questionnaires from participants and line managers in Section 2, Measuring the impact of the Business and Administration Demonstrator Project, below.

We have also identified some additional impacts in this section.

We present our conclusions in Sections 3.

Finally, we offer a range of quotations from staff members' responses in Appendix 2.

Our approach to analysis

Our findings are based on quantitative and qualitative data gathered from the 28 end-point questionnaires, received from staff and their line managers/supervisors.

The completed questionnaires provide data relating to a range of qualification levels and qualification types undertaken through different modes of delivery (for example, delivered with support of a local learning provider or at a distance).

We have approached our analysis by treating the range of evaluative data as a whole, as this evaluation is not about the impact of individual qualifications on individual members of staff in different areas or jobs or grades. Instead it is about the impact on a number of staff members of work-based or work-related learning, inspired and supported by the Education Pathway.

MEASURING THE IMPACT OF THE B&A DEMONSTRATOR PROJECT

Section 2

28 of the 82 participants who took part responded to end-point questionnaires. We present a profile of this group below. We also provide a list of participants' job titles/roles in Appendix 1.

Profile of the participants

1. Participants' length of service with NHS

At the time of their response, participants told us that they had worked for NHS for the following lengths of time:

Number of years	Responses
under 1	0
1 to 3	1
4 to 5	6
6 to 10	9
11 to 20	6
21 to 30	6
more than 30	0

All participants had worked for NHS for between 1 and 30 years, with a fairly even spread of lengths of service across this range, with the most common choice 6 to 10 years (9 out of 28 responses, or 32.1%)¹.

2. Participants' length of time in their current job

Participants had been in their current jobs for the following lengths of time:

Number of years	Responses
under 1	4
1 to 3	5
4 to 5	8
6 to 10	6
11 to 20	3
21 to 30	2
more than 30	0

¹ It is not possible to provide a mean average length of service as the optional ranges are of different sizes.

No participant had been in their current job more than 30 years. Most of the participants had been in their job for under 5 years (17 of 28 responses, or 60.7%). Only 5 of the 28 participants (17.9%) had been in their current job for 11 years or more.

3. Agenda for Change (AfC) Pay Band

AfC Pay Band	Responses
2	0
3	9
4	15
5 or above	4

All participants were in AfC Pay Band 3 or above, with a majority (19 of 28, or 67.9%) in Pay Band 4 or above.

4. Responsibility for line management

9 of the 28 participants (32.1%) who responded had responsibility for line managing other staff members. 1 respondent had responsibility for 80 staff members, which was an anomaly in the data with the other 8 having responsibility for between 1 and 6 members of staff.

5. Participants who were studying for another qualification

6 of the 28 respondents (21.4%) told us that they were studying for a qualification outwith this project. 4 of the 6 named the qualification, all of which appear to be focused on workplace skills (for example, the Scottish Improvement Skills course).

Summary profile of the participants

There was a broad range in participants' length of service with NHS, with some having worked for the organisation for up to 30 years; however, most participants had been in their current job for under five years.

All participants were AfC Pay Band 3 or above, with most respondents in Pay Band 4 or above.

A minority of participants had line management responsibility, and a small handful were studying for a qualification outwith the bounds of this project.

Participants' and managers' responses

We received questionnaire responses from 11 managers of participating staff members. These 11 managers came from 4 of the 8 participating Boards.

Most of the 11 managers (9) line managed only one member of staff, with the other two managing 3 and 4 members of staff respectively.

The data we have received from managers does not equate well to the range of participating staff members who responded. We have therefore chosen to treat the managers' feedback holistically, providing a general insight into their points of view. However, these general insights cannot be taken as applying across all participating staff members and participating Boards.

We provide managers' insights at the end of each of our analysis sections below.

(a) Participants' overall motivation for taking part

26 participants identified their single most important reason for participating from a list of options in the questionnaire:

Motivation	Responses
to help in current job	7
to strengthen skills in my team	5
to help me find a new job	0
to show me I can still learn	1
to gain confidence in my abilities	7
manager asked/told me to	0
don't want to change jobs but qualification might be useful in the future	4
own interest or enjoyment	1
other	1

(b) Participants' views on the qualification or unit

1. Understanding of the aims and structure

- 23 of the 28 respondents (82.1%) agreed or strongly agreed that they understood the aims and structure of the qualification they were working towards.
- 3 (10.1%) said that they neither agreed nor disagreed, while 2 (7.1%) said that they disagreed.

2. Understanding of how the qualification/unit fitted with their work

- 26 of the 28 respondents (92.9%) agreed or strongly agreed that they could see how the qualification/unit fitted with their work.
- 1 (3.6%) neither agreed nor disagreed; 1 (3.6%) disagreed.

3. Ability to find evidence needed from their work

- 27 of the 28 respondents (96.4%) agreed or strongly agreed that they were able to find evidence they needed for the qualification/unit from their work.
- 1 (3.6%) disagreed.

4. Ability to find the time to complete the qualification/unit

- 18 of the 28 respondents (64.3%) agreed or strongly agreed that they were able to find the time to complete the qualification/unit.
- 4 (14.3%) disagreed or strongly disagreed. 6 (21.4%), a significant proportion, neither agreed nor disagreed.

5. Ability to get support needed to complete the qualification/unit

- 25 of the 28 respondents (89.3%) agreed or strongly agreed that they were able to get the support they needed to be able to complete the qualification/unit.
- 2 (7.1%) neither agreed nor disagreed, 1 (3.6%) disagreed.

Managers' perspectives

10 of the 11 managers (90.9%) agreed that they understood the qualification/unit's aims and structure. 1 (9.1%) neither agreed nor disagreed.

All (100%) 11 managers either agreed or strongly agreed that they could see how the qualification/unit fitted with their staff members' work.

10 of the 11 managers (90.9%) agreed or strongly agreed that their staff member(s) was/were able to find the evidence they needed from their work, with 1 (9.1%) neither agreeing nor disagreeing.

All managers agreed that their staff member(s) was/were able to find time to complete their qualification/unit, and all managers felt that their staff member(s) was/were able to get the support they needed to complete it.

Discussion

Overall, the participants were positive in their views on the qualification or unit.

The statement against which responses were least positive (though still with 64.3% strongly agreeing or agreeing) related to participants' ability to find time to complete the qualification or unit. In clarifying their negative responses, participants made statements such as those below:

- the workplace didn't provide the time needed in order to complete the qualification in the time.
- With an increased workload and loss of my line manager, it became difficult to get time away from work to deal with the SVQ.
- My previous Line Manager was very clear that I was allowed 2 hours per week for study time during work hours ... but when I changed job, I wasn't able to attend every week – approx 1 in 3 ...
The bulk of my studying was done at home in the evenings.
- As we had recent staff changes finding the time to work on the unit within working hours was extremely difficult and I had to do the majority within my own time.

It would appear from these statements that where problems with time occurred it was often related to changes that took place in the workplace that impacted on prior arrangements, such as increases in workload, changes in staffing, or changed job circumstances.

From the managers' perspective, it would appear that managers deemed the qualification/unit to be clear, appropriate, relevant and achievable by their staff members. Managers did not provide particular elaboration on reasons why, but we can conclude that for learners and managers the experience was mainly positive.

(c) Participants' views on the support they received from the learning provider

1. Perception of the assessor's understanding of the participant's job role and what he/she is required to do

21 of the 28 respondents (75%) agreed or strongly agreed that their assessor understood their job role and what they were required to do.

4 (14.3%) said that they neither agreed nor disagreed, while 2 (7.1%) disagreed and 1 (3.6%) strongly disagreed.

2. Perception that the assessor provided advice and guidance that were needed for the participant to complete the work

26 of the 28 respondents (92.9%) agreed or strongly agreed that their assessor provided the advice and guidance they needed.

1 (3.6%) disagreed, 1 (3.6%) strongly disagreed.

3. View of the appropriateness to them of the learning resources

21 of the 28 respondents (75%) agreed or strongly agreed that the learning resources were appropriate for them.

(21.4%) neither agreed nor disagreed, 1 (3.6%) strongly disagreed.

4. View that the assessor found time to support the participant and answer queries

23 of the 28 respondents (82.1%) agreed or strongly agreed that their assessor found time to support them and answer queries.

(10.7%) neither agreed nor disagreed; 1 (3.6%) disagreed; 1 (3.6%) strongly disagreed.

5. View that the participant was able to get support required from the learning provider to complete the qualification/unit

22 of the 28 respondents (78.6%) agreed or strongly agreed that they were able to get the support required from the learning provider to complete the qualification or unit they were working towards.

(14.3%) neither agreed nor disagreed; 1 (3.6%) disagreed; 1 (3.6%) strongly disagreed.

6. View on the means of seeking extra help (if required) from the learning provider

24 of the 28 respondents (85.7%) agreed or strongly agreed that they knew how to get extra help if they needed it.

2 (7.1%) neither agreed nor disagreed, 1 (3.6%) strongly disagreed, 1 (3.6%) said that they did not know.

7. View on the ease of use of the system for recording evidence and accessing resources

19 of the 28 respondents (67.9%) agreed or strongly agreed that the system for recording evidence and accessing resources was easy to use.

(25%) neither agreed nor disagreed, 1 (3.6%) disagreed, 1 (3.6%) said that they did not know.

8. Perception of the speed with which the learning provider responded to requests for help

21 of the 28 respondents (75%) agreed or strongly agreed that the learning provider responded quickly to requests for help.

3 (10.7%) neither agreed nor disagreed; 1 (3.6%) disagreed; 3 (10.7%) strongly disagreed.

Managers' perspectives

Managers were not asked specifically for their views on the support provided by the learning provider. However, they were asked for their views on support that their staff members received in general. 11 of 11 managers (100%) agreed that their staff members were able to get support they needed to complete the qualification/unit.

Discussion

The participants were mainly positive in their views on the support they received from their learning provider, with compliments and thanks offered to individual learning providers and assessors.

It is important to note that different learning providers supported learners in different Boards, or for different qualifications/units. It is clear from the qualitative data that while most participants experienced positive support from learning providers, there were significant problems with one learning provider in particular. Comments included differences in approaches from individual assessors who both worked for this learning provider. Two participants said that their requests for help, especially through emails, received only a limited response, "if at all". Respondents say that the learning provider told them that the particular Health Board had not paid for support as part of the assessment service.

d) Participants' views on the impact the experience had had on the way they worked or felt about their work

1. Perception of the impact of the qualification/unit on how far the participant feels encouraged to reflect on the way he/she works

23 of the 28 respondents (82.1%) agreed or strongly agreed that they felt that completing the qualification/unit encouraged them to reflect on the way they work.

5 (17.9%) said that they neither agreed nor disagreed.

2. Perception of the impact of the qualification/unit on how confident the participant feels that they are 'working in the right way'

21 of the 28 respondents (75%) agreed or strongly agreed that they felt more confident that they were 'working in the right way'.

5 (17.9%) said that they neither agreed nor disagreed, while 1 (3.6%) disagreed and 1 (3.6%) did not know.

3. Perception of the impact of the qualification/unit on the participants' confidence to contribute in meetings

13 of the 28 respondents (46.4%) agreed or strongly agreed that they felt more confident to contribute in meetings.

12 (42.9%) said that they neither agreed nor disagreed, while 2 (7.1%) disagreed and 1 (3.6%) didn't know.

4. Perception of the impact of the qualification/unit on whether they feel encouraged to make changes to the way they work

19 of the 28 respondents (67.9%) agreed or strongly agreed that they felt encouraged to make changes to the way they work.

(28.6%) said that they neither agreed nor disagreed, while 1 (3.6%) disagreed.

5. Perception of the impact of the qualification/unit on whether they feel encouraged to suggest improvements to the way things are done in their teams/departments

18 of the 28 respondents (64.3%) agreed or strongly agreed that they feel encouraged to suggest improvements to the way things are done in their teams/departments.

8 (28.6%) said that they neither agreed nor disagreed, while 1 (3.6%) disagreed and 1 (3.6%) didn't know.

6. Perception of the impact of the qualification/unit on feeling able to take on more responsibility

11 of the 28 respondents (39.3%) agreed or strongly agreed that they felt the qualification/unit allowed them now to take on more responsibility.

10 (35.7%) said that they neither agreed nor disagreed, 3 (10.7%) disagreed and 4 (14.3%) didn't know.

7. Perception of the impact of the qualification/unit on feeling encouraged to support other people to learn or undertake training

22 of the 28 respondents (78.6%) agreed or strongly agreed that they felt encouraged to support other people to learn or undertake training.

5 (17.9%) said that they neither agreed nor disagreed, while 1 (3.6%) didn't know.

8. Perception of the impact of the qualification/unit on feeling able to do things they would previously have left to their manager or supervisor

11 of the 28 respondents (39.3%) agreed or strongly agreed that they felt able to do things they would previously have left to their manager or supervisor.

9 (32.1%) said that they neither agreed nor disagreed, while 5 (17.9%) disagreed, 1 (3.6%) strongly disagreed, and 2 (7.1%) didn't know.

9. Perception of the impact of the qualification/unit on feeling ready to consider applying for a higher-level job

15 of the 28 respondents (53.6%) agreed or strongly agreed that they now felt ready to consider applying for a higher-level job.

7 (25%) said that they neither agreed nor disagreed, while 5 (17.9%) disagreed, and 1 (3.6%) didn't know.

10. Perception of the impact of the qualification/unit on feeling ready to consider doing further learning at a higher level

17 of the 28 respondents (60.7%) agreed or strongly agreed that they felt ready to consider doing further learning at a higher level.

8 (28.6%) said that they neither agreed nor disagreed, while 2 (7.1%) disagreed, and 1 (3.6%) didn't know.

11. Perception of the impact of the qualification/unit on feeling more able to understand the 'bigger picture' and reasons "why we work the way we do"

14 of the 28 respondents (50%) agreed or strongly agreed that they were more able to understand the 'bigger picture' and reasons "why we work the way we do".

11 (39.3%) said that they neither agreed nor disagreed, while 2 (7.1%) disagreed and 1 (3.6%) didn't know.

12. Perception of the impact of the qualification/unit on feeling able to contribute to the improvement of NHSS services locally

15 of the 28 respondents (53.6%) agreed or strongly agreed that they now felt able to contribute to the improvement of NHSS services locally.

10 (35.7%) said that they neither agreed nor disagreed, while 2 (7.1%) disagreed and 1 (3.6%) didn't know.

This analysis of the data shows that the top three impacts identified by participants were as follows. They felt:

- encouraged to reflect on the way they work (82.1% agreed or strongly agreed)
- encouraged to support other people to learn or undertake training (78.6% agreed or strongly agreed)
- confident that they are working in the "right way" (75% agreed or strongly agreed)

Managers' perspectives

The 11 managers who responded provided feedback that largely mirrored the distribution of the participants' data, but with fewer disagreements with statements: they were more likely to agree or neither agree/disagree with statements.

Managers provided qualitative feedback relating to specific examples of ways in which staff members' working practices had changed in positive ways, with one exception where a manager had not perceived change in practice as they felt the qualification had not 'stretched' the staff member.

Managers made reference to:

- staff members' interest in/willingness to put learned theory into practice
- more confidence in a staff member in implementing change
- specific skills, such as accuracy in work
- confidence in using skills (for example, problem solving)
- confidence and willingness to take on new tasks and improve processes
- proactivity in the workplace, including participation in meetings and making suggestions for improving processes/practices
- supporting colleagues to learn (for example, a Modern Apprentice)
- willingness to stretch oneself
- confidence in managing/leading others
- reconception of a job as a career
- increased sense of own contribution
- increased willingness to work as part of a team.

We provide direct quotes from managers in **Appendix 2**.

Discussion

Participants provided a wealth of qualitative feedback that in some ways demonstrated that perhaps impacts were more valuable than the quantitative scores give credit to. By undertaking a qualification, almost all participants said there had been a positive change in either their working practices or their approach to career progression.

We have recorded a number of examples of participants' own statements in relation to these positive changes in **Appendix 2**.

(e) Whether participants and managers would recommend work-based Learning

26 of the 28 (92.9%) participants said that they would recommend the qualification/unit they undertook to others. 2 (7.1%) did not know whether they would recommend it. 10 of the 11 managers responded to this question; one missed it out. All 10 (100%) would recommend the qualification/unit to other staff, for a range of reasons, including that:

- a theoretical understanding is always helpful for people in managerial roles
- it can increase flexibility, professionalism, ownership and quality of work
- it provides staff with an excellent opportunity for skills they already have to be recognised officially
- it can open doors to continued learning and opportunities which they may otherwise not be aware of
- it would be very beneficial to anyone who is not confident in their own abilities, providing them opportunities to see the good in the work they are doing.

(f) Suggestions by participants for changing the delivery/assessment of the qualifications

The participants were asked what they would change about the experience of undertaking a qualification/unit. They offered constructive suggestions that could be of benefit in the future delivery/assessment of the specific awards. However, as this report evaluates staff members' experience of undertaking work-based learning, inspired by the Business and Administration Education Pathway, we have not included these recommendations here.

(g) Challenges identified

Very few negatives emerged during the project. Participants and managers have emphasised positives throughout their feedback. There were challenges for a small number of participants with finding time, especially where work circumstances or context changed during the course of the project. However, all of these participants managed to overcome the time challenges they faced.

The only real negative was around the perceived lack of support from one learning provider.

There is a disconnect between the overall original purpose of the project, which was to implement and sustain the Business and Administration Education Pathway, and the evidence produced to inform this evaluation. The evidence we have is largely focused on the impact of qualifications, or parts of qualifications, rather than on the impact of implementing and sustaining the Education Pathway.

CONCLUSIONS

Section 3

- 1.** There is clear evidence across all responses of very positive impact on participants and their departments/services from undertaking qualifications/parts of qualifications.
- 2.** There is evidence of increased interest among some participants for taking part in further learning and in supporting colleagues to do the same.
- 3.** The qualifications in all but one or two cases were stated to have been the correct “fit” for the staff member’s role and stage of career development. This is possibly because these qualifications (or parts thereof) were identified and selected using the Education Pathway for Business and Administration, which provides a clear framework for identifying appropriate and relevant learning opportunities for staff.

APPENDICES

Section 4

Appendix 1: Participants' job titles/roles

- Business Support Manager
- Lead Administrator
- Medical Education Services Manager
- Cashier/Supervisor
- Estates Officer
- Admin Support Coordinator,
- Secretary/Receptionist
- Integrated Care Funds Manager
- Corporate Communications Assistant
- Receptionist
- Quality Management Administrator
- Estates Administrator
- Medical Records Officer
- PA to Dental Service
- PS to Consultant Anaesthetists
- Senior Public Health Administrator
- Admin Assistant to Primary Care
- Public Health Secretary and PA to Director of Pharmacy
- Occupational Health Admin Technician
- Admin Assistant/Medical Secretary
- PA/Business Support Officer
- Visiting Consultant Secretary

Appendix 2: Evidence of impact from participants and managers

Impact statements from participants

Participants made the following statements in their questionnaire responses. We have made some of the statements more concise and removed any names or other potential identifiers. We have not amended or paraphrased any of these quotations:

Statements about supporting colleagues and other staff members:

The assessor award helped me to support NHS staff with their own qualifications.

I have offered a basic IT training for staff as a lot of our processes are changing and going electronic.

I don't have a lot of experience of line management, but the qualification has made me a more confident leader with those around me.

Statements about taking on increased responsibility:

Through doing the qualification I have been given the task of facilitating eLearning at Corporate Induction. I am also mentoring Project Search Interns who are on work placement in my department.

Statements about ambition to gain a higher-level job:

If a higher-level job was available and I had the correct skill set I would not hesitate in applying for it.

In time, would like to become a Line Manager or have more responsibilities. I feel that this qualification has demonstrated that I have the appropriate skills, experience, confidence and patience.

[The qualification] made me consider applying for a higher-level job as I feel I have gained confidence and more experienced in Business and Admin.

Statements about gaining specific skills that can be applied immediately:

Course has given me the tools to deal with a difficult member of staff in the most effective and appropriate way. Has built my confidence in knowing what I am doing right.

I have implemented a new system for on call claims for dentists and nurses which is paper-lite. Made me feel more confident that I'm working in the right way.

A much better understanding of the concept *[of]* 'Change Management'.

Our department was undergoing a huge managerial restructure which was often unsettling for the staff. The course helped me to look at the changes and how they would be achieved in a certain timescale and how to help staff deal with the many changes they were facing.

It has given me a better understanding of how things can work and encouraged me to use my initiative more in my own department. For example, I have updated our assessment packs with input from my Team Lead and other members of the team and intend to create a 'checklist' to go with it.

Statements about general increased aspiration:

I have a more positive attitude towards my role and understand where I fit in the organisation. I recently applied for a higher band with more responsibility and was delighted to be invited to interview – I may not have had the confidence to apply for this previously.

On doing this Unit I realised that I was part of a team and the importance of team work. It also made me realise the impact that frontline staff can have as the face/voice of the NHS as a whole, and how working as part of a team can streamline the service provided.

Statements about ambition to undertake further learning:

I have enquired ... and there would be an opportunity for me to do an SVQ 4 which again is work-based. When the time is right I may consider doing this.

It made me more confident to make suggestions. I am hoping to undertake my SVQ4 in the near future and completing this qualification has given me the courage to do it.

The unit has really made me feel more confident in my own ability to learn and further qualify as I currently have very little admin qualifications and worry that as time changes my job may change ... if I was to apply for another admin post I have no qualifications to back my ability and this would therefore make it difficult for me to gain another admin post.

On completing the *[qualification]* I realised that I had not set myself enough of a challenge and am now looking to apply for SVQ L4 training. Even with 25+ years of administration experience, you are never too old to learn or increase your knowledge base!

This has encouraged me to go on to further learning which will hopefully help to look at the way we work as a team in *[my department]* and benefit the NHS.

Impact statements from managers

Managers made the following statements in their questionnaire responses. We have made some of the statements more concise and removed any names or other potential identifiers. We have not amended or paraphrased any of the quotations.

“ Realising that admin work is a career choice and not just to ‘pay the rent’. ”

It will be an excellent addition to her qualification experience, giving her a solid foundation for continued career development.

“ It perhaps heightened their awareness of the contribution they make and encouraged them to think about the value of what they were already doing. ”

“ The boost to *[her]* confidence. ”

“ *[It has]* given them the confidence to participate in meetings and confidence when dealing with other line managers within the organisation. ”

“ My direct report is much more confident within her working environment since she undertook this training. I find that she listens and isn't afraid to question something if she does not think that it is correct or if she does not fully understand a directive. ”

“ The fact that they all worked together as a team. ”

“ Setting out daily and weekly work with junior members of staff and encouraging their work. ”

“ It has given her more confidence in being a manager. ”

“ Gaining confidence and worth, feeling more capable in her role and willing to stretch herself. ”

Case study of one participant from NHS Borders

Tell me a little bit about your job ...

I am a training administrator with the Training & Professional Development department in my Board. Prior to undertaking the qualification, my role was mainly administrative but I did also show staff how to use e-learning resources so I did support staff training to a certain extent.

Tell me about the qualification you studied for ...

I studied for the CIPD Level 3 Certificate in Learning & Development. I started in October 2015 and finished in March 2016. I attended four x 1 day workshops ran by DPG and delivered in Glasgow. The rest of the course was delivered online via webinars. It was a lot more work and study than I had anticipated and it was difficult at times juggling the work/family/study, but I really enjoyed the learning experience.

Tell me why you decided to undertake the CIPD Qualification ...

I really wanted to gain more confidence in my own abilities and build on the skill set I already had.

Has anything changed for you at work since completing the qualification?

I've always been a proactive person but now I would say I'm even more proactive. I have a much more solution-focused approach to the everyday challenges that I come up against at work. The qualification has built on the skill set I already had and has given me the confidence to:

- facilitate e-learning sessions at corporate induction
- design and facilitate ad hoc group exercises at corporate induction
- deliver a 'patient-story' talk at corporate induction (based on my experiences as a daughter of an elderly patient)
- deliver the 'patient story' talk at a training day for managers
- mentor Project Search Interns on work-placement
- Importantly, I now see that everyone has a valuable contribution to make to the organisation no matter where you work. On reflection, I would have liked to have started the course with some of the confidence I had at the end. At my first workshop, I questioned myself "Why am I here?"

What was the best thing about your experience?

The best thing for me was realising that I was not too old to study and learn, and the immense pride I felt when I successfully completed the course.

What's next for you?

Studying for the qualification has enabled me to see how my existing skills and knowledge can be further developed and allow me to progress whilst remaining within my department. If a higher-level job was available and I had the correct skill set, I would not hesitate in applying for it.

This resource may be made available, in full or summary form, in alternative formats and community languages.

Please contact us on **0131 656 3200** or email altformats@nes.scot.nhs.uk to discuss how we can best meet your requirements.

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