

Demonstrating the value of the Business and Administration Education Pathway

Executive Summary

BACKGROUND:

From July 2015 NHS Education for Scotland (NES) coordinated a year-long '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.

PARTICIPANTS' MOTIVATION FOR TAKING PART:



The three most popular reasons participants gave for taking part 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
- CIPD and ILM leadership and management qualifications

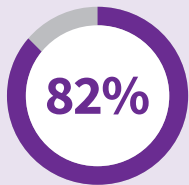


Overall, the participants were positive in their views on the qualification or unit and on the support they received from their learning provider, with compliments and thanks offered to individual learning providers and assessors.

IMPACT FROM THE PERSPECTIVE OF PARTICIPANTS

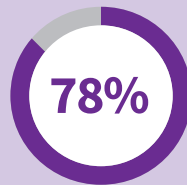
Participants identified a number of impacts on themselves and their work. We have identified the top three, where they said they felt:

Encouraged to reflect on the way they work:



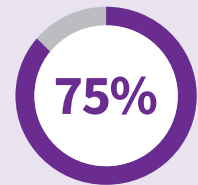
AGREED
OR STRONGLY AGREED

Encouraged to support other people to learn or undertake training:



AGREED
OR STRONGLY AGREED

Confident that they are working in the “right way”:



AGREED
OR STRONGLY AGREED

Almost all participants offered at least one positive example of a way that their working practices or their approach to their work and career progression had been changed for the good or encouraged by undertaking a qualification or unit.

IMPACT FROM THE PERSPECTIVE OF MANAGERS

Managers identified positive changes, for example:



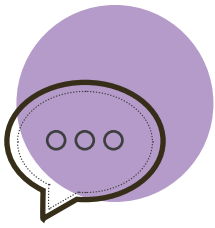
STAFF MEMBERS' INTEREST
IN/WILLINGNESS TO PUT
LEARNED THEORY
INTO PRACTICE



MORE CONFIDENCE IN A
STAFF MEMBER IN
IMPLEMENTING
CHANGE



SPECIFIC SKILLS, SUCH
AS ACCURACY
IN WORK

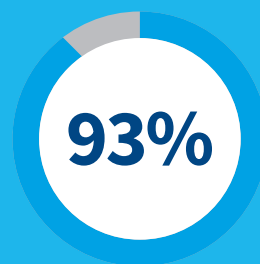


CHALLENGES IDENTIFIED:

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.



of participants 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 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.

QUOTES FROM PARTICIPANTS OF THE B&A DEMONSTRATOR PROJECT

“

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

“

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

“

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

“

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

“

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

Research undertaken on behalf of NHS Education for Scotland by Borge Consulting with **Daniel Sellers**