

BACKGROUND

From late 2014, NHS Education for Scotland (NES) and Health Facilities Scotland (HFS) sought applications for funding from NHSScotland (NHSS) Boards for a ‘demonstrator’ project relating to the Estates and Facilities (E&F) Education Pathways. The E&F demonstrator project involved 33 staff members in 6 Boards undertaking qualifications. A significant proportion of the participants had management experience, often line managing high numbers of staff.

The qualifications most staff worked towards were:

				
SVQ in Facilities Services	SVQ in Teambuilding	SVQ in Facilities Management	SVQ in Management	Assessor Workplace Competence Using Direct & Indirect Methods
AT SCQF LEVEL 5	AT SCQF LEVEL 5	AT SCQF LEVEL 7	AT SCQF LEVEL 7	AT SCQF LEVEL 8

PARTICIPANTS’ MOTIVATION FOR TAKING PART

The three most popular reasons participants gave for participating in the project were:

		
TO STRENGTHEN SKILLS IN MY TEAM	MANAGER ASKED OR TOLD ME TO	TO HELP IN MY CURRENT JOB

IMPACT FROM THE PERSPECTIVE OF PARTICIPANTS

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



CONFIDENT THAT THEY ARE WORKING IN THE “RIGHT WAY”



ENCOURAGED TO SUPPORT OTHERS TO MAKE CHANGES TO THE WAY THEY WORK

Additionally, participants said they now felt:



ABLE TO QUESTION THE WAYS THINGS ARE DONE AND TO SUGGEST IMPROVEMENTS



ABLE TO MANAGE CHANGE IN THE WORKPLACE



ABLE TO UNDERSTAND WORK SYSTEMS

IMPACT FROM THE PERSPECTIVE OF LINE MANAGERS

Line managers made reference to staff members:



BEING MORE POSITIVE IN THEIR ACTIONS



HAVING BETTER UNDERSTANDING OF WHY THEY DO A PARTICULAR JOB



HAVING MORE CONFIDENCE NOW
Line managers identified increased confidence as the most important change in staff

IMPACT FROM THE PERSPECTIVE OF SENIOR MANAGERS

Senior managers said that as a result of the experience of staff members undertaking qualifications in this project, they planned for other staff to undertake qualifications in the future. They offered positive examples of impact as follows:



INCREASED AWARENESS OF THE PURPOSE OF A ROLE WHEN BEING ASKED TO UNDERTAKE CERTAIN RESPONSIBILITIES AND TASKS, WHICH LED TO THE EASIER IMPLEMENTATION OF CHANGE



THE STAFF MEMBER HAS SET AN EXAMPLE TO OTHERS THAT IT CAN BE DONE



IMPROVED FEEDBACK FROM PATIENTS/VISITORS AND STAFF

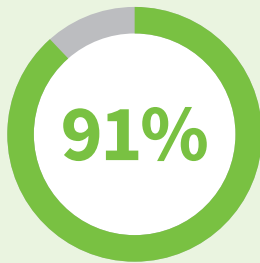


CHALLENGES IDENTIFIED:

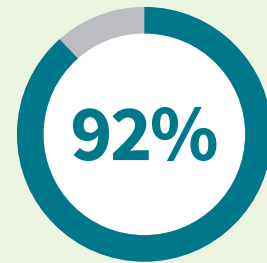
There were challenges for a number of participants with finding time to complete qualifications, but this is in line with concerns for other work-based learning projects.

OVERALL IMPACT

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



91% OF PARTICIPANTS SAID THAT THEY WOULD RECOMMEND THE QUALIFICATION TO A COLLEAGUE



92% OF LINE MANAGERS SAID THAT THEY WOULD RECOMMEND THE QUALIFICATION TO STAFF

OVERALL CONCLUSIONS



The qualifications had a positive impact on participants and their departments/services.



There is evidence of a shift towards a learning culture in the participating Boards, with increased interest among some participants for taking part in further learning, in supporting colleagues to do the same, and in taking on new roles and responsibilities.

QUOTES FROM PARTICIPANTS OF THE E&F DEMONSTRATOR PROJECT

“
Understanding work
systems made me
even less [reliant] on
management.”

“
Gave me the confidence to
support domestic assistants
who are now completing their
SVQ2 and I am now doing the
assessors qualification.”

“
Gave me more confidence in dealing with other departments,
supporting staff with problems involving working practices.”

“
Encouraged me to do more
learning to help me be the
best I can be in my job role and
supporting of others.”

“
I feel more
confident to voice
my opinion.”

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