

Joint Executive Summary based on separate evaluations of the **Business and Administration** and **Estates and Facilities** Education Pathways Demonstrator Project.



## INTRODUCTION

In 2018 NHS Education for Scotland published evaluation reports relating to demonstrator projects that implemented the Education Pathways for Business and Administration and for Estates and Facilities. This executive summary pulls together common findings from the two evaluation reports. These findings apply to both of these projects and to other similar projects to implement work-based learning in NHS Boards.

## FINDINGS FROM THE DEMONSTRATOR PROJECTS



- Work-based learning had positive impacts for individuals at **all stages of their career**, irrespective of their length of service in the NHS or how long they had been in a particular role.



- Work-based learning had positive impacts for those individuals **who had supervisory or line management responsibilities**, as well as for staff members who did not supervise or manage others.



- The Education Pathways were useful for staff members and managers in helping them to identify relevant learning opportunities at appropriate levels.



### Key impacts for participants were that work-based learning:

- encouraged reflection on the way they worked
- encouraged them to support others to learn or undertake training
- made them feel confident that they were working in the right way.



### Managers identified that participants were:

- more willing to put learning into practice
- more confident implementing change
- more proactive.



### The Education Pathways contributed to the development of a learning culture within Boards. They:

- encouraged learning and further learning
- ensured that staff members were working towards qualifications that would make a positive impact on the individual, their work and their workplace
- inspired staff members to encourage and support their colleagues in work-based learning.



## LESSONS LEARNED

1. Boards found value in building local capacity for supporting future work-based learning, for example, by ensuring some staff members undertook assessor qualifications so they could assess internally in future.
2. Time was an issue for many participants, with allocated time for learning often conflicting with other workplace priorities and changes in structures and teams.

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