

SEEDA NHS Programme Case Study

1. *Name of activity* **Context Developing English / Maths**
2. *Source of information / more information from* Jane Mossman, Context Programme Manager, Basingstoke College of Technology jane.mossman@ntlworld.com
3. *Date of information* 26 April 2005
4. *Client organisation* North Hampshire Hospital Trust, Basingstoke (single site District General Hospital). The North Hampshire Hospital Trust came into being on 1 April 1994 and now serves a population of approximately 280,000. It is one of the biggest employers locally, with some 2,500 staff and an annual budget of £96 million. It has around 480 beds and provides a range of acute and specialist health services on an in-patient, daycase and out-patient basis.
5. *When it began* September 2004
6. *Where it happens* North Hampshire Hospital Trust, Basingstoke
7. *How long it lasts (for participants)* 32 hours (two hours a week for 16 weeks)
8. *Who participates* Management, supervisory and operative level staff from ancillary and support departments
9. *Who initiated it* **Context Developing English / Maths** was initiated by three organisations: North Hampshire Hospital Trust (NHHT)'s HR / T&D department, Hampshire Isle of Wight Workforce Development Confederation (HloW WDC) and Basingstoke College of Technology (BCOT).
- BCOT's workplace basic skills team has been working with NHHT's training dept since 2001. This work has included BCOT providing regular informal consultancy for NHHT training dept on issues relating to staff development.
- HloW WDC promotes 'Growing the Workforce' as part of its 'Working Together, Working Differently' strategy. In response to this agenda, NHHT is offering Health Care Assistants (HCAs) Open University (OU) Nursing courses and (Health Care Sector) Foundation Degree courses. Following liaison with the HloW WDC-funded Lifelong Learning Advisor based at NHHT, Context NHS decided to arrange a meeting with tutors from Southampton and Portsmouth Universities and also the OU coordinator from the NHHT, to discuss the stipulation of the Nursing and Midwifery Council (the governing body for qualified nurses) that each course participant have a minimum level 2 qualification in both literacy and numeracy.
- In consequence of this consultation, BCOT was invited, as part of the course interview process (led by the Trust's OU coordinator and the Trust's Training and

Education manager) to carry out initial and diagnostic literacy, English language and numeracy (LLN) assessment for any course participant not holding a level two LLN qualification. These participants were then offered the opportunity to attend a contextualised course to develop their English and/or maths.

Advice and guidance was offered within each interview, with a Link to Learn Advice and Guidance REV 3 (recording the advice and guidance provided in order to claim LSC funding) completed for each interviewee. BCOT, having achieved the Matrix standard, is able to provide a full IAG service where required.

Following analysis of the diagnostic screening, BCOT produced a report for the OU coordinator with developmental recommendations for each participant. The OU coordinator fed back the individual's diagnostic results along with skills development recommendations to each participant. Subsequently, two courses in Maths development and one in English development were arranged to start a couple of weeks later.

These courses were offered to other client groups at the NHHT, including the Facilities areas. Several staff indicated an interest in developing their skills, and a training needs analysis was carried out for each of these staff to diagnose their LLN needs in the context of their work roles.

10. How many times it has happened

There have been five runs of this activity

11. What its function is

This activity represents innovation to support NHHT comply with HloW WDC policy around lifelong learning and the Skills Escalator policy developed in response to directives from Hampshire Isle of Wight Strategic Health Authority (HloW SHA). This activity has enabled skills development and progression, supporting HCAs to become fully qualified nurses, thus helping the NHHT to meet its business plan targets. Each participant worked towards Adult Literacy and/or Numeracy qualifications, depending on their identified needs. An advice and guidance exit interview was carried out at the end of each course, identifying each participant's achieved learning outcomes, future learning goals and opportunities. The activity helps to inform the individual's personal development plan during appraisal, and in most cases leads to individuals continuing either with their vocational training (OU nursing), or further LLN training.

At an organisational level, the activity also met targets within Improving Working Lives (IWL). The NHHT considers that staff feeling valued and being offered training and support to progress improves their workforce retention rates; an issue in the North of Hampshire, where there is virtually no unemployment.

Some of the Facilities participants had been signposted towards the courses during appraisals, in order to develop their written work and improve the level of

communication within certain job roles. Their involvement in training has helped to support Agenda for Change and to redefine their job roles, at a time when individuals need to become more autonomous and flexible in the workplace.

This activity has led to a further activity, defining those stages within the Health Care Assistant's career path where LLN training needs analysis would support higher level progression / vocational training. The aim is to integrate these assessment tools, which BCOT are developing with contextualised materials, and train the appropriate NHHT staff to carry out the initial assessment. This process would then become sustainable within the NHHT.

12. Who its clients are

At NHHT the activity has been authorised by the trust's Training and Education Manager. The trust's WDC-funded Lifelong Learning Advisor and its OU coordinator serve as points of contact. The activity relies on the support of Ward Sisters and Facilities managers and supervisors. The activity is funded by SEEDA (all project infrastructure costs), the LSC (mainstream FE funding for guided learning hours and qualifications) and NHHT (in kind for staff release). It aims to change the behaviour of the HCAs and facilities staff participating in the activity. It aims to benefit participants, Ward and Facilities managers and patients.

13. How it relates to the client organisation's business objectives

The provider (BCOT) sees the activity as partly aligned with the client (NHHT)'s business strategy, action plan and CHAI performance indicators; discussion between provider and client indicates that the client recognises this alignment.

14. How it relates to the client organisation's HRM systems and practices

The provider (BCOT) sees the activity as aligned with the following client HRM systems and practices

Activity	Aligned	Recognised by client	Evidence of client recognition
Recruitment / selection	Fully	Yes	Written
PDP creation	Fully	Yes	Written
KSF PDR	Fully	Yes	Written
Health & Safety	Partly	Yes	Written
Equality and Diversity	Fully	Yes	Written
Team working	Partly	Yes	Written
Performance appraisal	Fully	Yes	Written
Quality assurance	Fully	Yes	Written
Job-related training	Fully	Yes	Written
Continuous improvement	Fully	Yes	Written
Communication	Fully	Yes	Written
Employee involvement	Partly	Yes	Oral
Job challenge / autonomy	Partly	Yes	Written / Oral
Job security	Fully	Yes	written
Career development	Fully	Yes	Written / Oral
Work-life balance (IWL)	Fully	Yes	Written / Oral

15. What the activity consists of

This activity includes

- referral / signposting and qualified IAG
- formal and informal formative assessment; formal summative assessment (via national SfL tests, taken by all participants)
- off-the-job, tutor-led, curriculum-based, group literacy and numeracy learning with qualification outcomes, delivered both in work and in participants' own time (group size varies from 6 to 9 participants)

Arising from this activity, BCOT is (i) identifying key points within the HCAs' career pathway when LLN screening would be appropriate (e.g. induction, pre NVQ training and pre OU Nursing training); (ii) developing contextualised screening materials for use at these points; (iii) designing a referral system (iv) training appropriate NHS staff to administer the screening and referral system.

16. How the activity is evaluated

BCOT evaluates **Context Developing English / Maths** as follows.

1. Response to the activity from participants is evaluated by:

- Student Course Review and Evaluation (Student CRAE)

Response to the activity from **Context Developing English / Maths's** other stakeholders (NHHT's WDC-funded lifelong learning advisor and its Training and Education Manager) is evaluated by:

- Employers' Course Review and Evaluation (Employer CRAE) and
- feedback during *Context NHS* steering committee meetings (these meetings include representatives from NHS trusts involved in the Context NHS programme)

2. Gains from the activity for participants are evaluated by:

- Student Course Review and Evaluation
- Advice and Guidance Exit Interviews
- Adult Literacy / Numeracy Qualifications

Gains from the activity for NHHT's WDC-funded lifelong learning advisor and its Training Manager and Education are evaluated by:

- Employers' Course Review and Evaluation and
- feedback during *Context NHS* steering committee meetings; also
- the lifelong learning advisor discusses the courses with the line managers and staff; she also attends the line managers' meetings focussed on training. She receives the feedback and then includes this in the Employer's CRAE (Course Review and Evaluation). She also meets with the Context Programme Manager two or three times a week to monitor and evaluate the courses.

3. Behavioural changes in participants resulting from gains from the activity are evaluated by

- Student Course Review and Evaluation
- case studies

Behavioural changes in other stakeholders (line managers) resulting from gains from the activity are evaluated by

- Employers' Course Review and Evaluation

4. The impact of behavioural changes on the NHHT is evaluated through

- BCOT's project manager's report
- Employers' Course Review and Evaluation

NHHT evaluates **Context Developing English / Maths** as follows.

1. Response to the activity from participants is evaluated by

- PDR, appraisal, student CRAE results, oral feedback from participants

Response to the activity from line managers is evaluated by

- Feedback at facilities management meetings, informal feedback from Ward Sisters

2. Gains from the activity for participants are evaluated by:

- Exam results, more flexibility from participants (as evidenced by them changing job roles), oral feedback from participants, participant requests for further training

Gains from the activity for line managers and Ward Sisters are evaluated by:

- Oral feedback from line managers and Ward Sisters, individually and at meetings, indicating that they consider staff better equipped for their job roles

3. Behavioural changes in participants resulting from gains from the activity are evaluated by

- PDPs, appraisals, oral comments from students, case studies
- Feedback to Training and Education Manager on training at line manager / Ward Sister meetings

4. The impact of behavioural changes on NHHT is evaluated through

- Progression of HCAs into nursing roles
- Line manager reports of enhanced staff confidence / self esteem, motivation
- Improvements in staff retention

The impact of behavioural changes on other stakeholders (patients) is evaluated through

- patient surveys using CHAI indicators

17. The activity's cost

BCOT invested

<i>For</i>	<i>Practitioner hours</i>	<i>Admin hours</i>
<i>Activity development</i>	32	4
<i>Activity delivery</i>	32	8
<i>Post-delivery of activity</i>	10	4
Total	74	16

Other costs for BCOT included

<i>Item</i>	<i>Cost</i>
<i>Travel for meetings, delivery</i>	£217
<i>Photocopying, paper, printing</i>	£60
<i>Level 4 FENTO standards Soton Univ</i>	£550
Total	£827

NHHT invested

<i>For</i>	<i>Management hours</i>	<i>Staff hours</i>
<i>Participation in activity</i>	n/a	160
<i>Administration of activity</i>	20	n/a
<i>OU co-ordinator / OU tutor meetings</i>	5	n/a
Total	25	160

Other costs for NHHT included

<i>Item</i>	<i>Cost</i>
Consumables	£20
Total	£20

18. Measuring outcomes

BCOT set their own financial target for **Context Developing English / Maths** (related to cost recovery and general BCOT overheads)'s outcomes as follows. BCOT, SEEDA and the LSC set targets related to **participation and qualification outcomes**. BCOT use the Employer Course Review and Evaluation and the Context Programme Steering Committee to monitor other outcomes (such as improved performance, motivation, progression onto other courses).

NHHT recognise the external funding BCOT attract for the activity as a return on their investment of staff release time. Examination results (in Adult Literacy, Adult Numeracy, enabling students to progress to OU Nursing courses and Foundation degree courses in Nursing) provide another outcome measure, and can be related to targets set by the Nursing and Midwifery Council. The Context Programme also offers English to support vocational NVQs and essay writing skills for nurses to produce portfolios for a variety of modules, such as plaster work. Participation, line managers' feedback and staff progression are all treated as outcomes for the HloW WDC (The lifelong learning advisor reports learner participation and achievement to the WDC.)

19. Return on investment

BCOT measure RoI in terms of the activity's ability to pay for itself and contribute to BCOT's overheads. NHHT do not measure RoI. The funding bodies (SEEDA, LSC) calculate RoI in terms of participation and qualification achievement