TOWARDS
MATURITY

The Learning Landscape at

NHS

Health Education England

Non -managers

Insights to help you take
action where it matters

Contents

TOWARDS MATURITY

Your objectives

❖ Build digital capability and confidence

❖ Increase speed to competence

❖ Improve adoption of learning technologies

Respondent profile

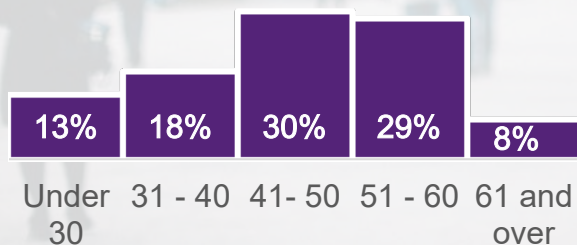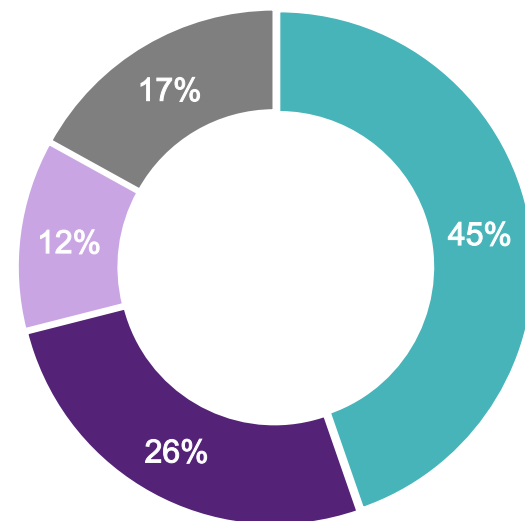**72%** Full-time staff

Postgraduate **50%**

Female **79%**

64% Over 5 years in the NHS

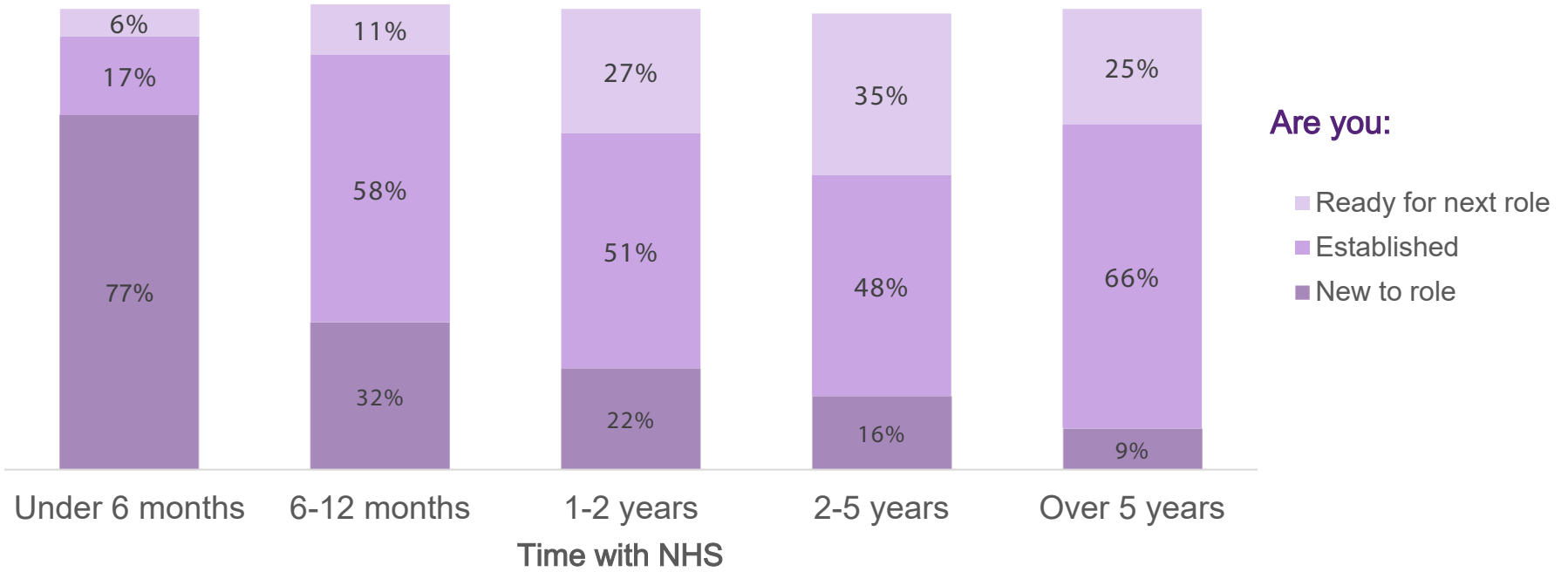| Under 30	31 - 40	41- 50	51 - 60	61 and over
13%	18%	30%	29%	8%

1,604 NHS staff surveyed between 6 Jul - 30 Sep 2017

725 Non-managers
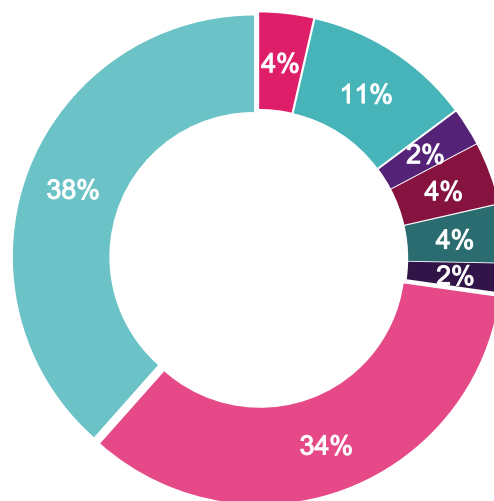
- Ambulance Service
- Allied Health
- Doctor/Medicine
- Health Science
- Therapy
- Pharmacy
- Nursing
- Wider Healthcare Team
- North
- South
- Midlands
- London and Southeast

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Time with NHS

Are you:

- Ready for next role
- Established
- New to role

Time with NHS	Ready for next role	Established	New to role
Under 6 months	6%	17%	77%
6-12 months	11%	58%	32%
1-2 years	27%	51%	22%
2-5 years	35%	48%	16%
Over 5 years	25%	66%	9%

Workforce stability

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Current learning landscape

We consider how staff members currently
learn what they need to do their job

TOWARDS
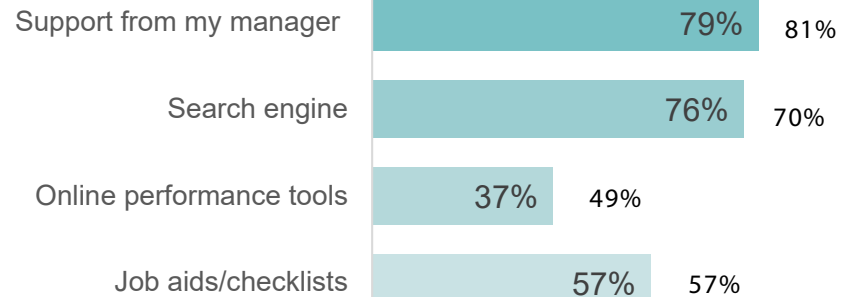MATURITY

What methods are staff finding most useful?

90% of staff in the Benchmark find working in collaboration with other team member essential or very useful

*Figures next to the graph represent the average of a sample of 10,000+ learners who took part in the Learning Landscape study between April and June 2017

SOCIAL

Method	Benchmark	Average
Working in collaboration with other team members	90%	91%
Support from my mentor/coach/buddy	64%	70%
Internal networks and communitites	68%	49%
Internal NHS documents	52%	57%

WORK

Method	Benchmark	Average
Support from my manager	79%	81%
Search engine	76%	70%
Online performance tools	37%	49%
Job aids/checklists	57%	57%

FORMAL

Method	Benchmark	Average
Classroom courses	73%	63%
Formal education courses (e.g. College-based)	65%	52%
Live online learning (e.g. virtual classroom, webinar)	41%	44%
Games and simulation	25%	29%

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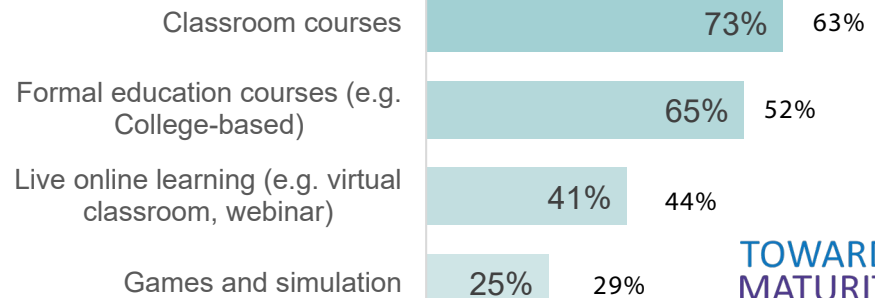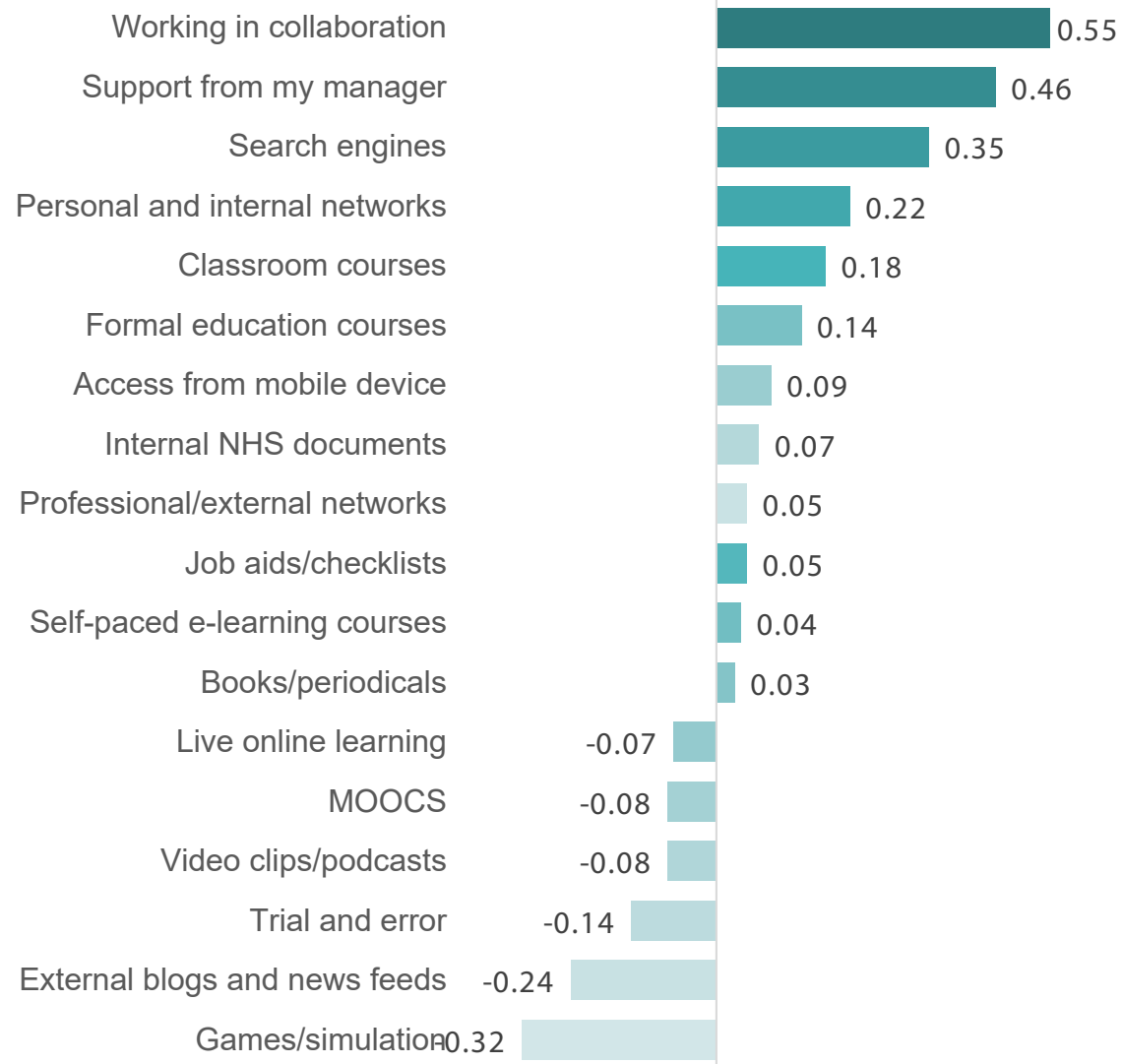
What would they find useful, if available?
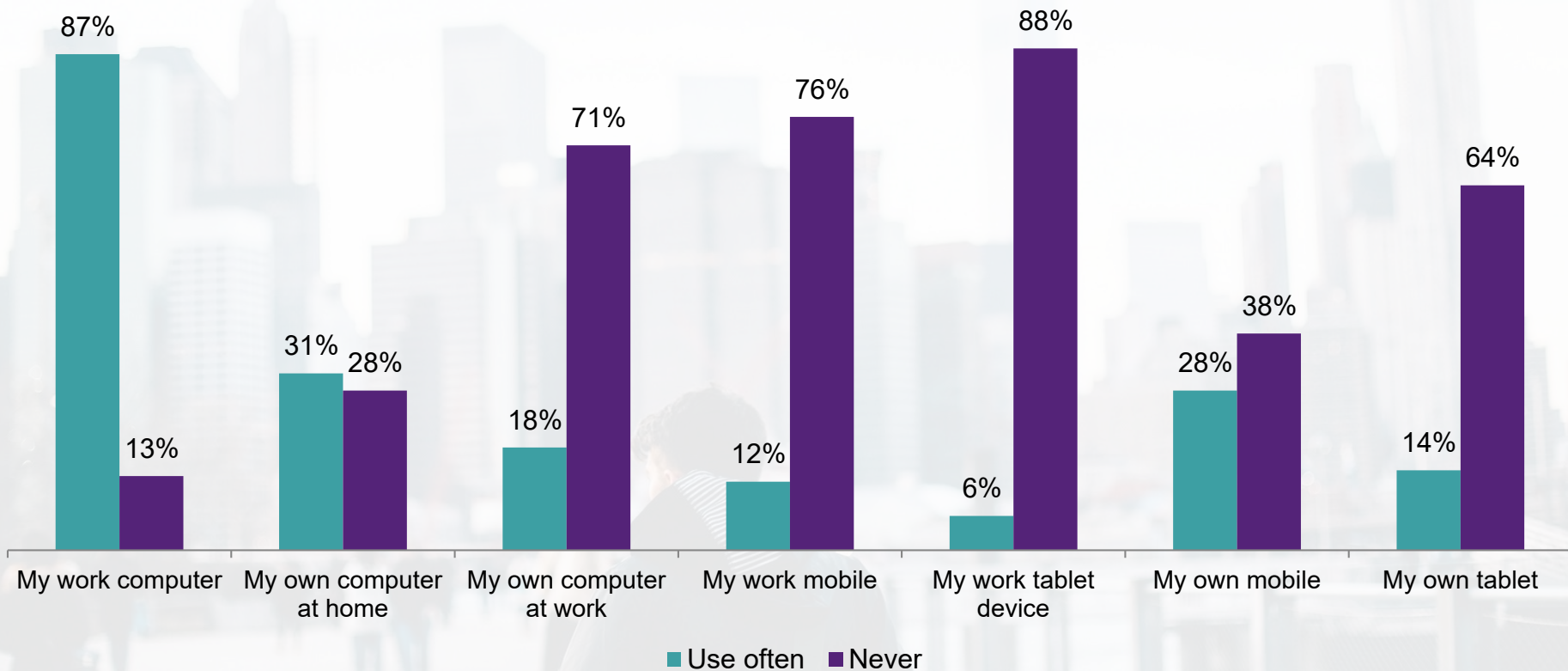
NHS staff *would* find support from mentor, coach, or buddy useful if available *compared* to benchmark average (17% vs 12%)

Net Usefulness

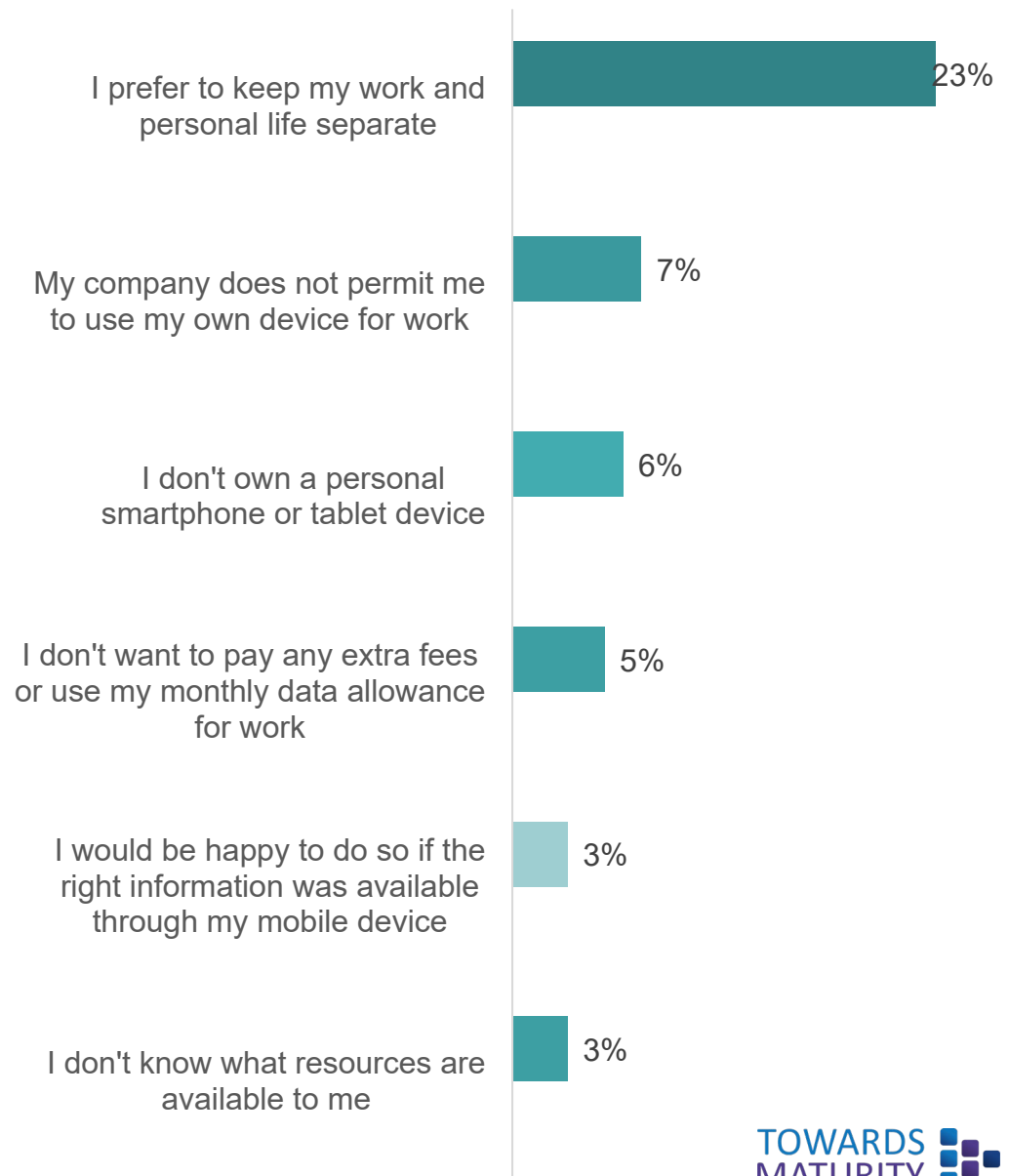|	
Working in collaboration	0.55
Support from my manager	0.46
Search engines	0.35
Personal and internal networks	0.22
Classroom courses	0.18
Formal education courses	0.14
Access from mobile device	0.09
Internal NHS documents	0.07
Professional/external networks	0.05
Job aids/checklists	0.05
Self-paced e-learning courses	0.04
Books/periodicals	0.03
Live online learning	-0.07
MOOCS	-0.08
Video clips/podcasts	-0.08
Trial and error	-0.14
External blogs and news feeds	-0.24
Games/simulation	-0.32

What technology do staff use to access resources to help them do their job?

6% of staff do not own a smartphone or tablet device

Category	Use often	Never
My work computer	87%	13%
My own computer at home	31%	28%
My own computer at work	18%	71%
My work mobile	12%	76%
My work tablet device	6%	88%
My own mobile	28%	38%
My own tablet	14%	64%

■ Use often ■ Never

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What prevents them from using their own devices for learning?

64% of staff use their own devices to access knowledge and information

I prefer to keep my work and personal life separate — 23%

My company does not permit me to use my own device for work — 7%

I don't own a personal smartphone or tablet device — 6%

I don't want to pay any extra fees or use my monthly data allowance for work — 5%

I would be happy to do so if the right information was available through my mobile device — 3%

I don't know what resources are available to me — 3%
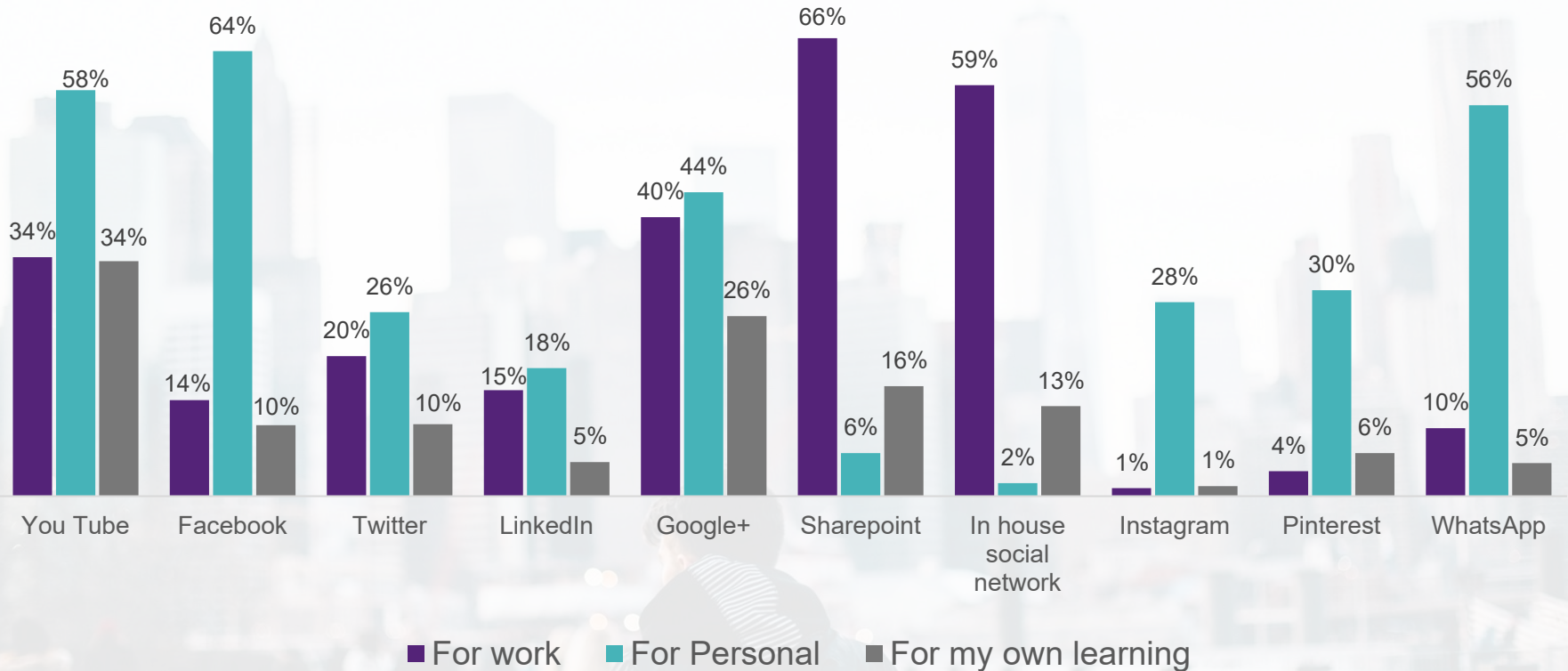
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Apps: what are they downloading for work?

28% do not download apps onto their business device

31% do not download apps onto their personal device

Education and training	36%
Social networking	28%
Books or magazines	18%
Pod or videocasts	15%
General news and information	14%
Business news and information	14%
Productivity tools	13%

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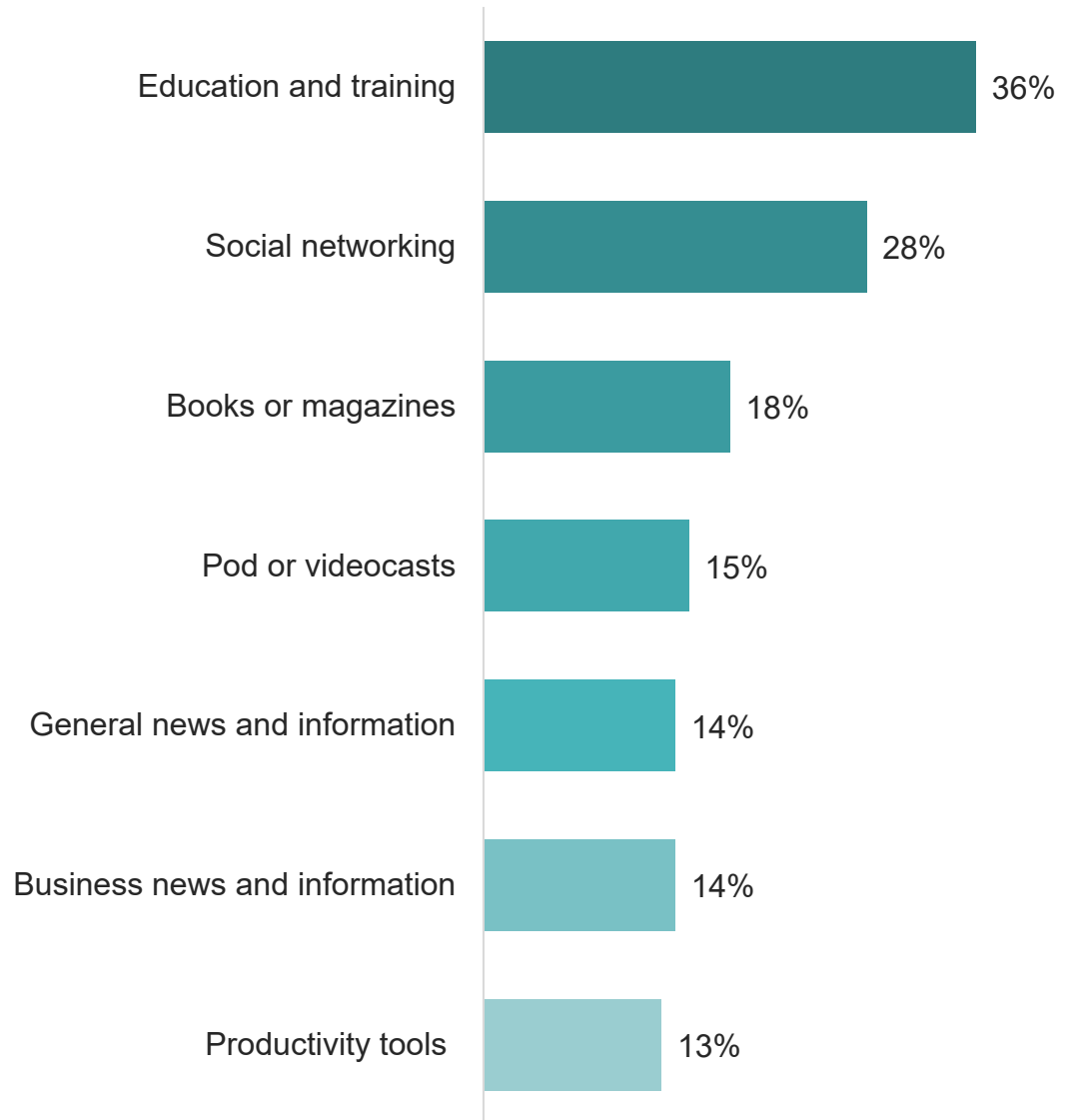
How do staff use social networks?

For work · **For Personal** · **For my own learning**

46% are motivated by technologies that enable them to network and learn with others

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60%

of staff would recommend online/digital learning to others

Your Net Promoter Score

0.12

(Benchmark 0.02)

I would recommend online learning to others as a result of my own experience

Who is MOST likely to make recommendations?

0.27 Those aged 31-40

0.24 Those 1-2 years in current role

0.19 Those in Health Science

Who is LEAST likely to make recommendations?
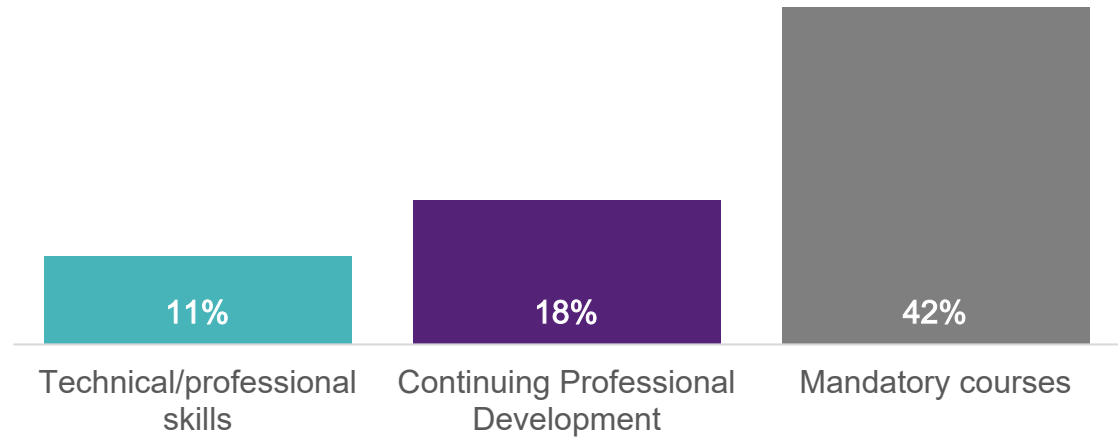
-0.14 Ambulance Service

-0.05 Those aged 51-60

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Courses studied

What skills are staff studying, where, and are these being applied?

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Courses

Top 3 courses studied

Technical/professional skills	Continuing Professional Development	Mandatory courses
11%	18%	42%

On average, non-managers invest **3 hours** per week on their learning and development

How did colleagues study?

Classroom	42%
Online	18%
Blend	39%

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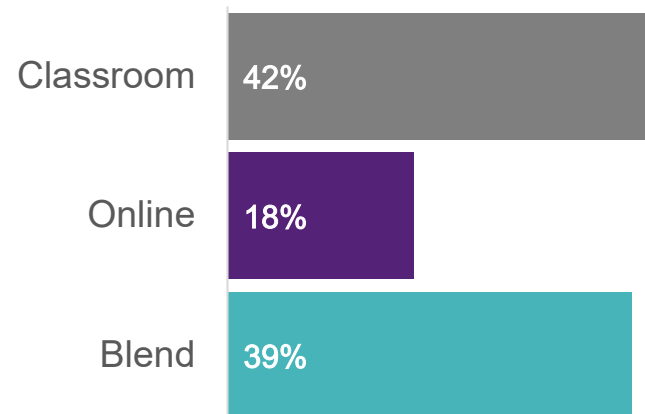
% of those that applied learning in the workplace based on delivery method

Online: 67%

Classroom: 81%

Blended: 86%

TOWARDS MATURITY
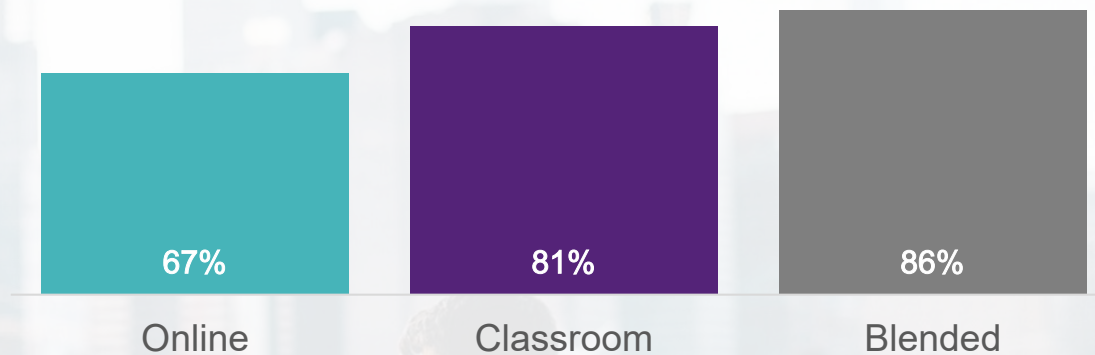
Motivations and Barriers

What is motivating staff to do their best?
What is stopping them?

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WHAT MOTIVATES STAFF TO LEARN ONLINE AT WORK?

90% want to keep up Continuous Professional Development
85% to complete mandatory learning for compliance purposes
65% to be able to do my job faster and better
61% for general career progression
57% to improve my qualifications
49% just for personal development, I like to learn
46% to keep up with technology
41% to meet deadline
34% to be eligible for promotion
32% to enable me to earn more money
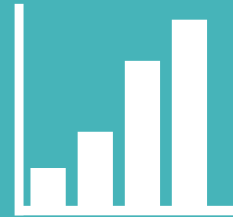
54%
FEEL IT IS EASY TO CONTRIBUTE IDEAS IN THE WORKPLACE

74%
ARE WILLING TO SHARE WHAT THEY KNOW

WHAT ABOUT THEIR PERSONAL MOTIVATIONS?

79% just for personal development, I like to learn
47% to keep up with new technology
48% to improve my qualifications
46% to keep up with Continuous Professional Development
42% for general career progression
33% to be able to do my job faster and better
26% to enable me to earn more money
22% to be eligible for promotion
16% to meet deadline
11% to complete mandatory learning

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What's stopping staff from learning?

52% lack of time for self -study
40% lack of somewhere appropriate to study
40% unreliable IT infrastructure, bandwidth, or firewall problems
39% lack of, or unsuitable IT equipment
38% uninspiring learning content
24% current online learning is not relevant to my needs
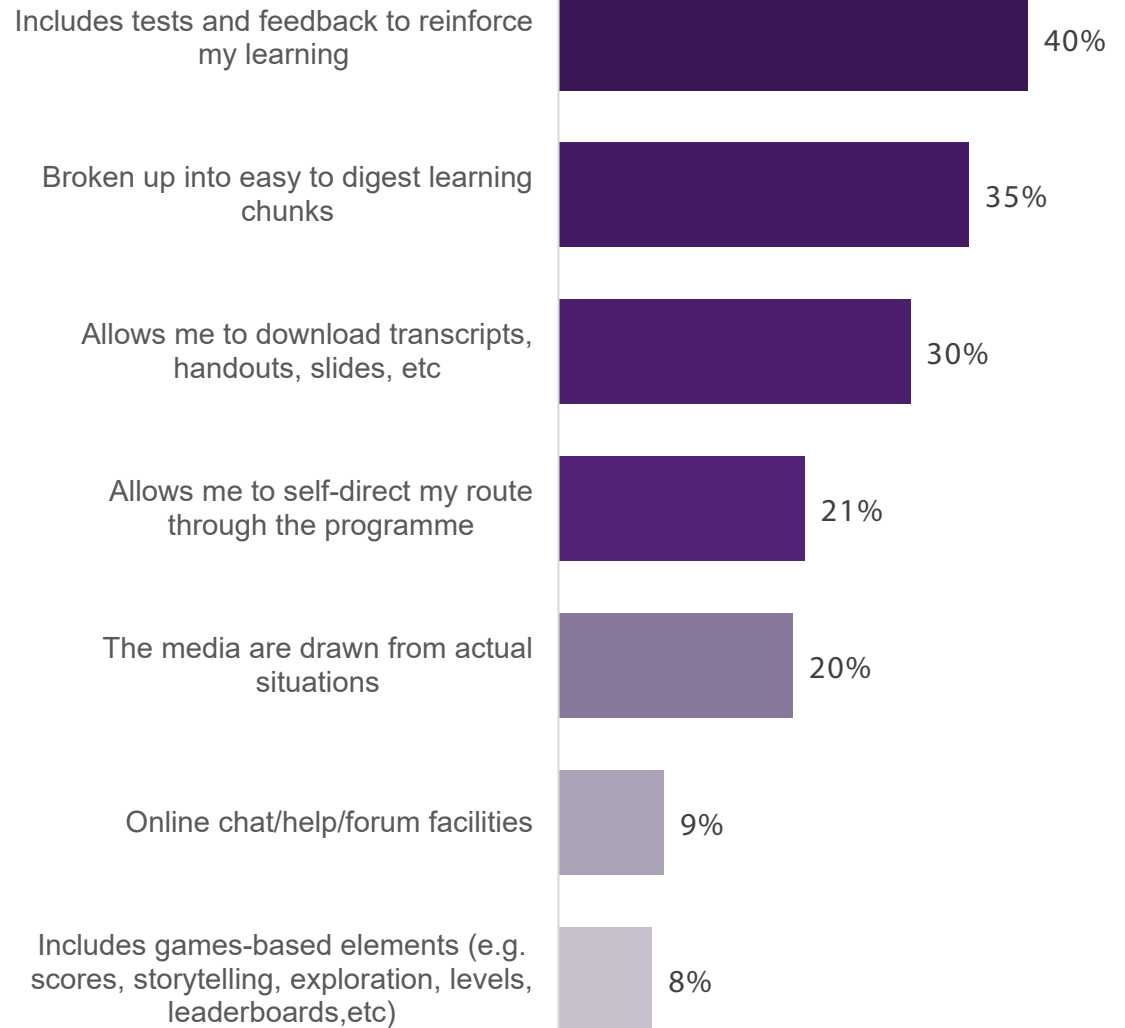22% I can't find what I need
19% learning objectives not made clear
21% lack of support, advice and encouragement from manager
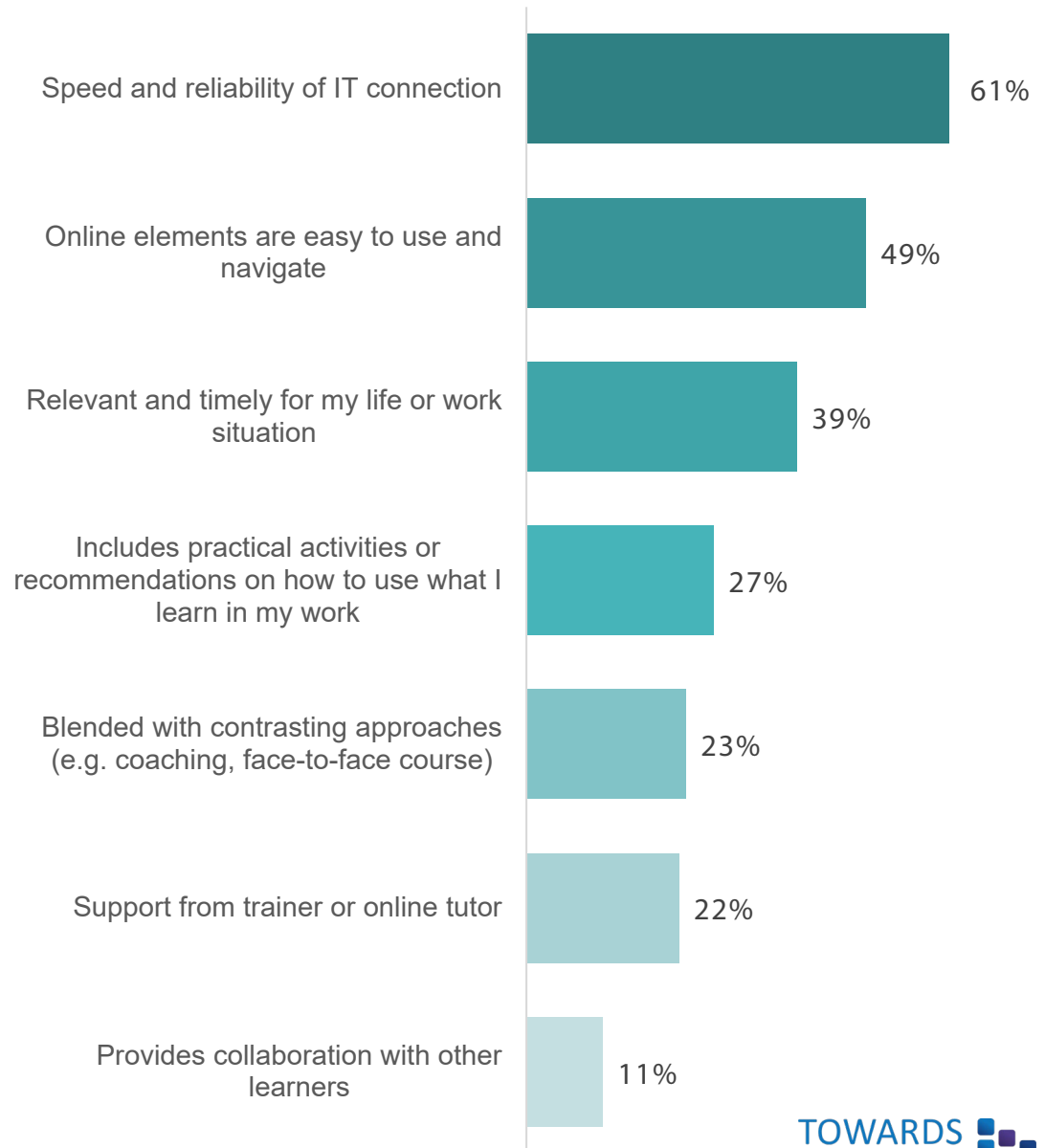13% none of the above

38% UNINSPIRING
LEARNING CONTENT

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Factors that contribute to a smooth learning experience

These are related to online experience

Includes tests and feedback to reinforce my learning — 40%

Broken up into easy to digest learning chunks — 35%

Allows me to download transcripts, handouts, slides, etc — 30%

Allows me to self-direct my route through the programme — 21%

The media are drawn from actual situations — 20%

Online chat/help/forum facilities — 9%

Includes games-based elements (e.g. scores, storytelling, exploration, levels, leaderboards,etc) — 8%

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Factors that contribute to a smooth learning experience

These are related to the general learning experience

Factor	Percentage
Speed and reliability of IT connection	61%
Online elements are easy to use and navigate	49%
Relevant and timely for my life or work situation	39%
Includes practical activities or recommendations on how to use what I learn in my work	27%
Blended with contrasting approaches (e.g. coaching, face-to-face course)	23%
Support from trainer or online tutor	22%
Provides collaboration with other learners	11%

52%

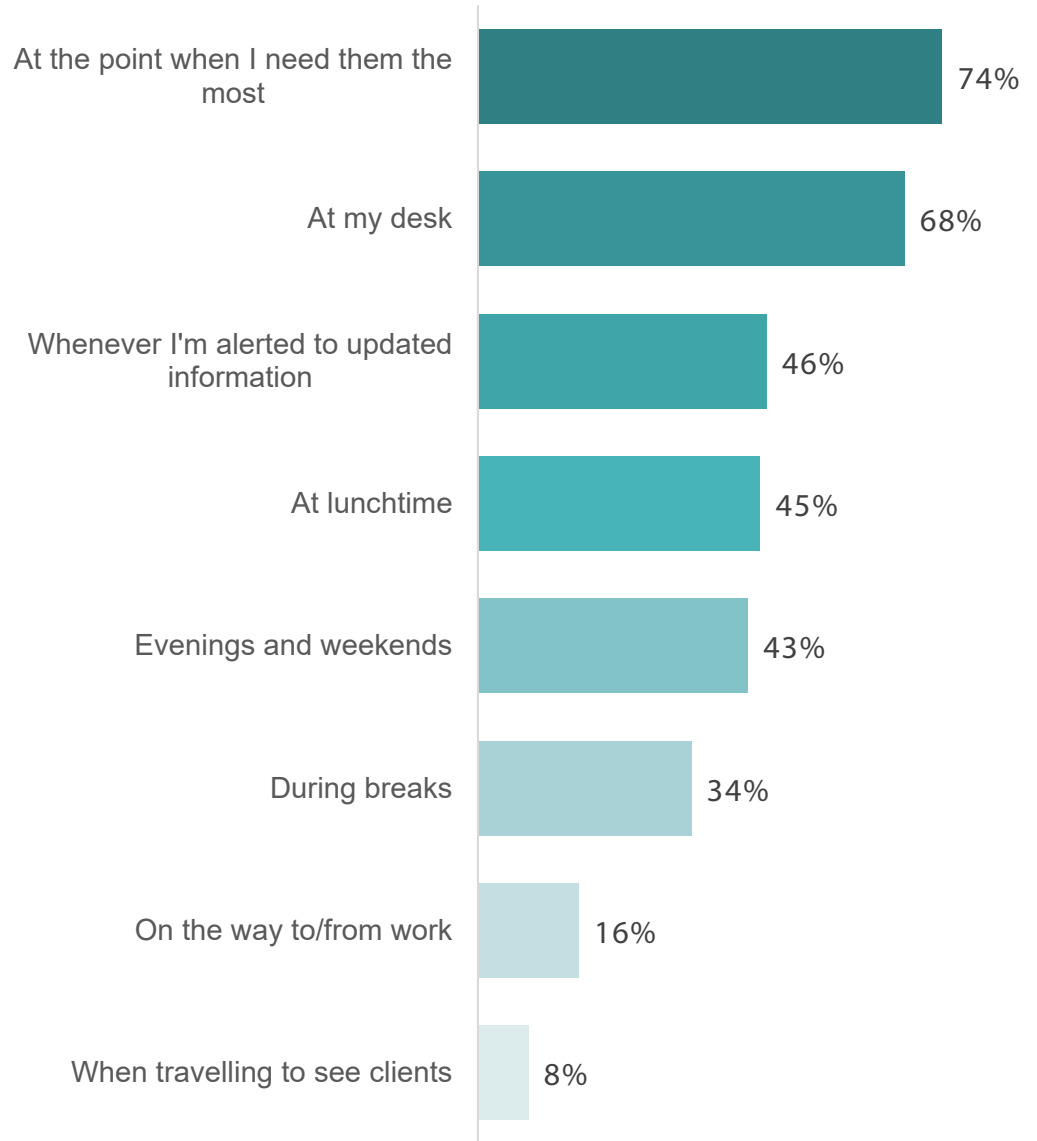of staff say they lack time for self -study

Benchmark : 55%

Accessing learning on the go

Who is most likely to respond to alerts from L&D?

58% Under 30's
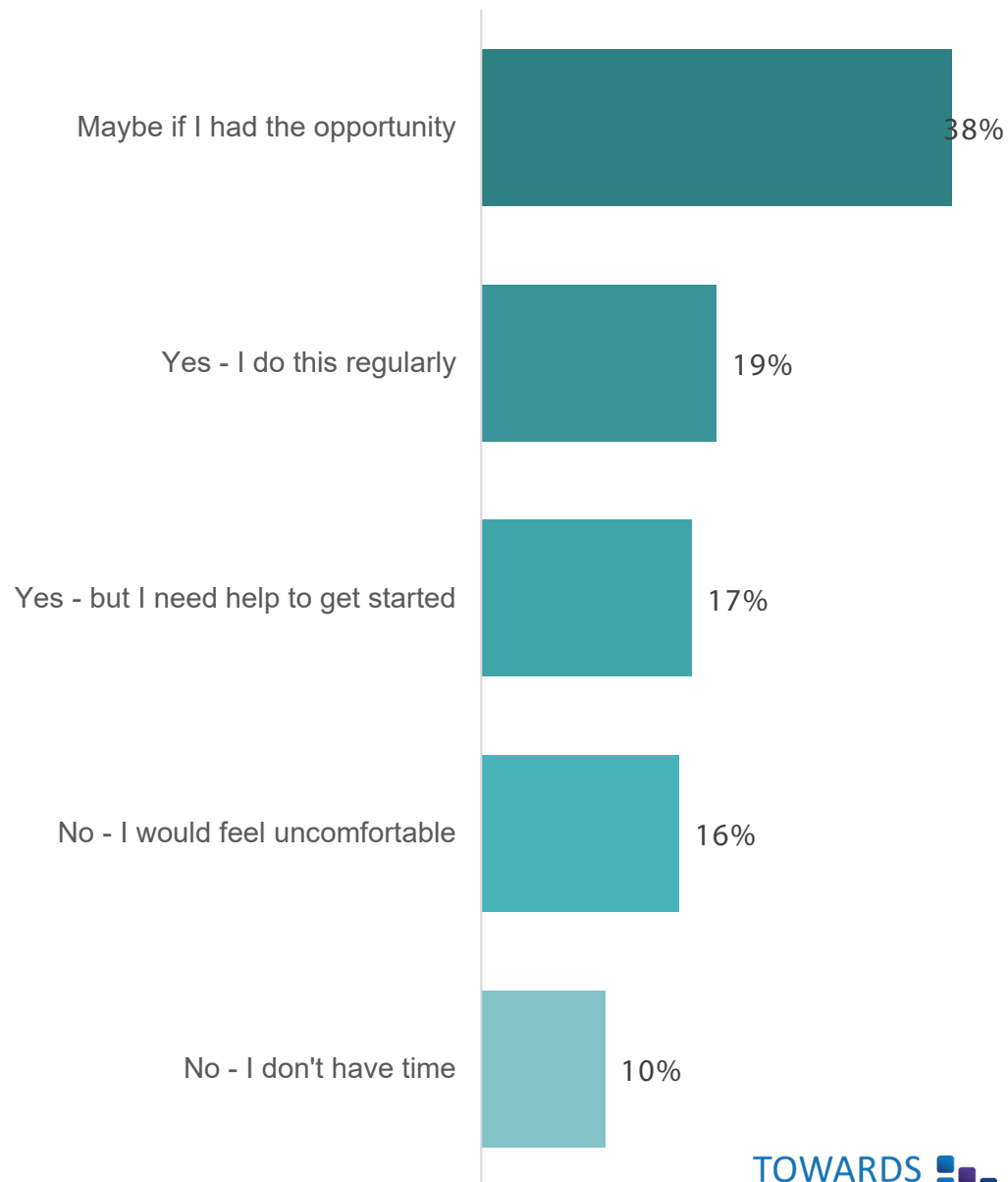61% Over 60's
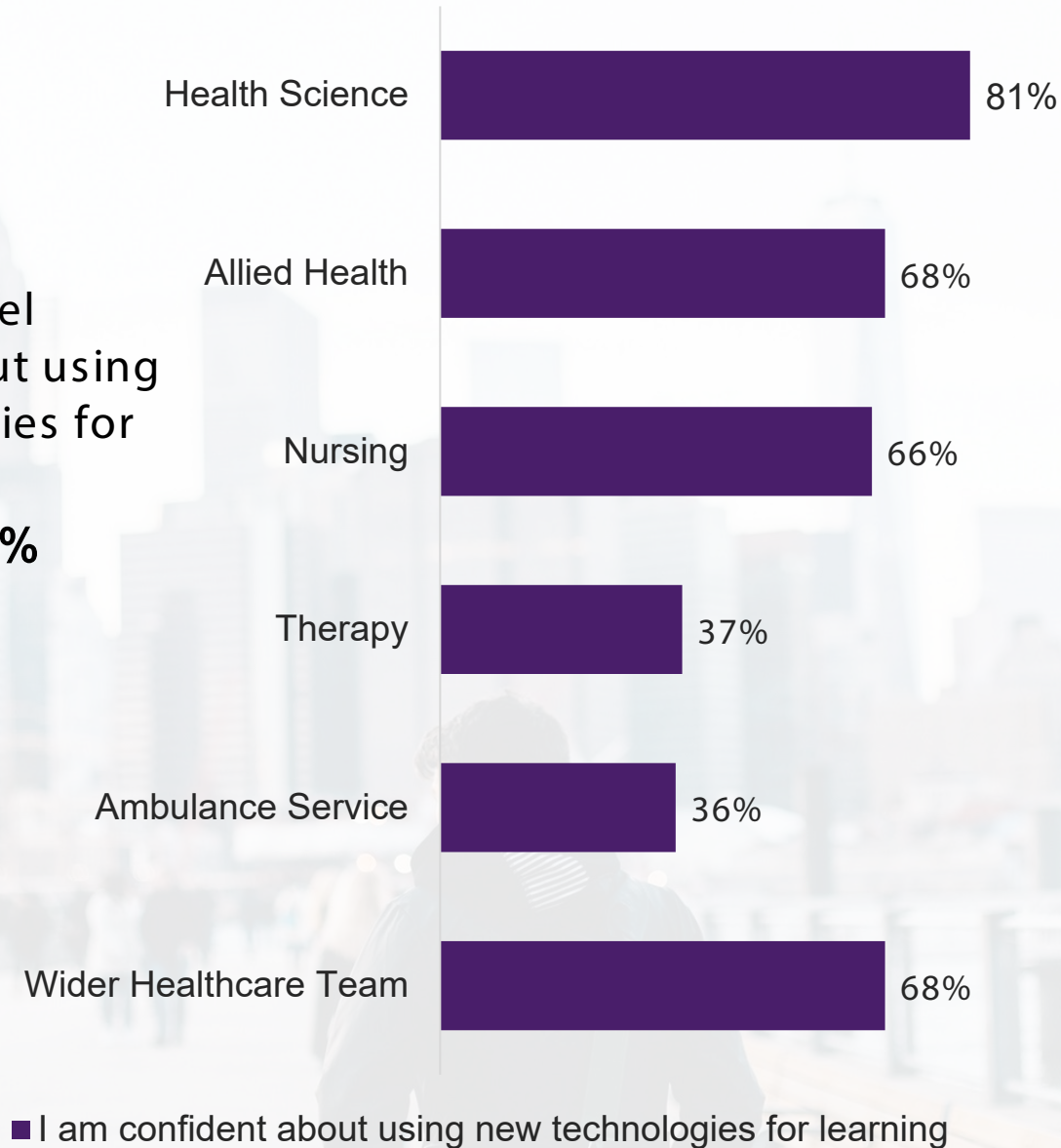
And least likely?
27% Ambulance Service

At the point when I need them the most — 74%

At my desk — 68%

Whenever I'm alerted to updated information — 46%

At lunchtime — 45%

Evenings and weekends — 43%

During breaks — 34%

On the way to/from work — 16%

When travelling to see clients — 8%

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Willingness to share

Are staff willing to use technology to share knowledge and help others learn?

19% of NHS team members do it regularly vs. 20% Benchmark

Maybe if I had the opportunity — 38%

Yes - I do this regularly — 19%

Yes - but I need help to get started — 17%

No - I would feel uncomfortable — 16%

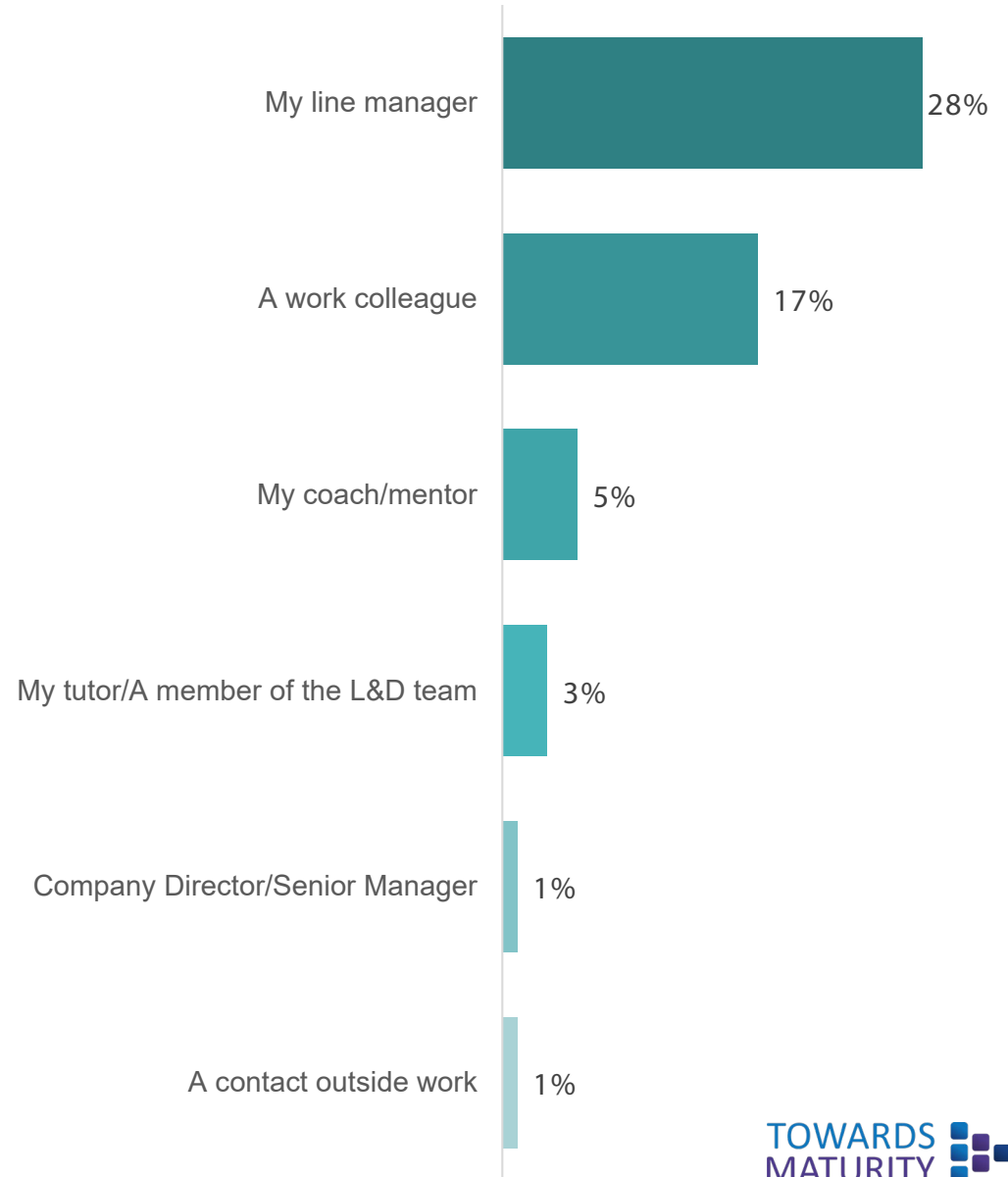No - I don't have time — 10%

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Managers

What are managers doing to help individuals
learn and be better at their job?

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Influencers

Who encourages individuals to get involved in learning?

My line manager	28%
A work colleague	17%
My coach/mentor	5%
My tutor/A member of the L&D team	3%
Company Director/Senior Manager	1%
A contact outside work	1%

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Are staff getting the support they need from their manager?

Manager	%		Individual
Make time for social and informal learning	68%	59%	My manager makes time for me to learn at work
Discuss learning and development needs	92%	62%	Agreed plans for ongoing development
Support team in the consolidation of learning	85%	51%	My manager supports me in the consolidation of learning

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