



Eastwood Park in the UK

# IFHE 2014 - Succession Planning & Workforce Development in Healthcare Engineering & Estate Management

# John Thatcher

Chief Executive Officer at Eastwood Park

Leading Eastwood Park for over 20 years both from within the NHS and, since a management buy-out in 2003, as a private limited company

A qualified Engineer, Teacher and Manager. Amongst his qualifications he has a Master's Degree in Education and is a Chartered Fellow of the Chartered Institute of Personnel and Development.

Awarded Honorary Membership of City & Guilds of London Institute for his work in qualification development and quality assurance.



# Eastwood Park

**A specialist residential training and conference centre with unique healthcare engineering training facilities**

**Based on a 220 acre site located in the South West of England**

**An established business with over 40 years' experience (Formerly part of the NHS)**

**Providing over 100 different healthcare engineering and estates courses all delivered by 'industry' experts**

**With a significant number of International training and development projects undertaken in many parts of the world**



Eastwood Park in the UK



# The presentation aims to:

## **address succession planning and workforce development in these key areas:**

- Promoting healthcare engineering & estates management careers
- Attracting new talent
- Developing new and existing staff
  - Commissioning provision
  - New delivery models
- The structure needed for career progression and staff retention
- Meeting the challenges going forward

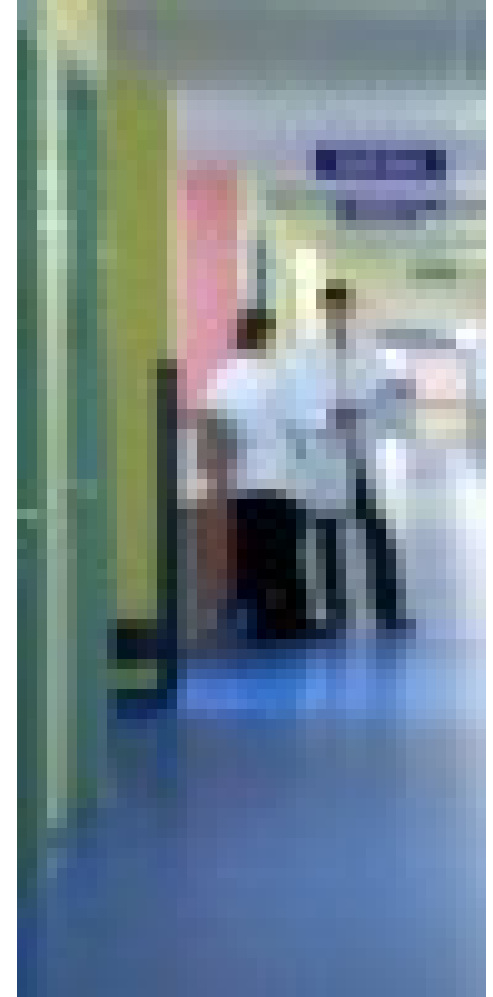
Hopefully providing some tactics and insights for each area



# The challenges

**Healthcare Engineering & Estates departments are facing a number of challenges and concerns including:**

- A continuous loss of expertise
- A generally aged existing workforce
- Ever tightening budgets
- Technological developments
- Multi-skilled and Specialist roles
- Subcontracting policies
- Strategic projects
- Etc, etc



# Promoting healthcare engineering and estates management careers

## **We need to extend the limited pool of potential new talent by:**

- encouraging the uptake of science and technology related qualifications at local schools and colleges
- articulating healthcare engineering and estates management as potential careers
- engaging young people and adults to get them involved
- reaching the potential pool of talent through appropriate media



# Promoting healthcare engineering and estates management and recruiting new talent

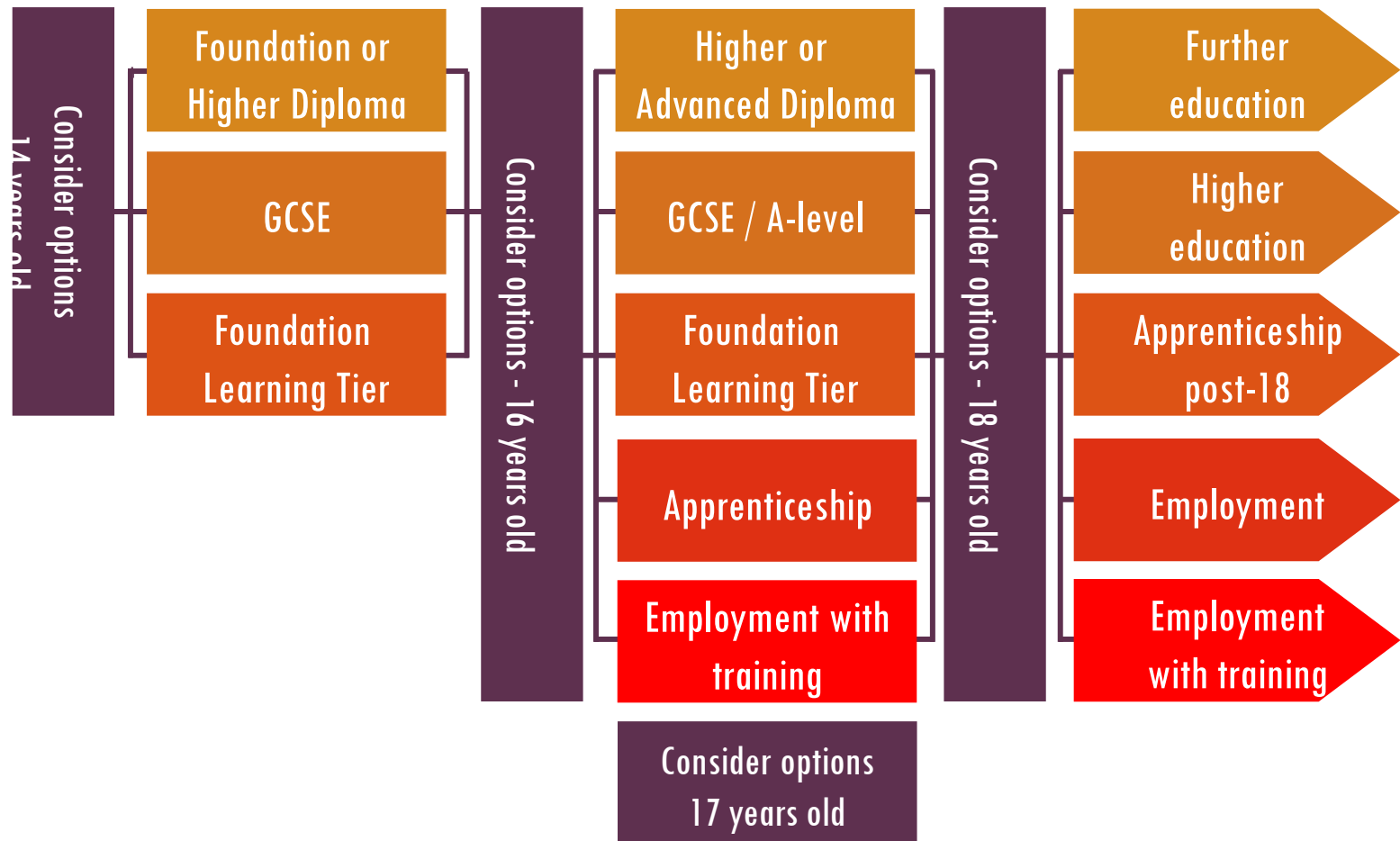
## Points to Consider:

- Strategic workforce planning to identify future staffing needs
- Linking with local schools and colleges
- What resources do you have to promote career opportunities?
  - Do these encourage those under represented in the industry?
- Targeting your recruitment campaigns
- Consider all media: social media, print, web, job fairs, workplace 'tasters' etc



# Recruiting young people – Their options in the UK:

## Choices in education and training from age 14 to 19





# Pre-apprenticeships & Traineeships

**Pre-apprenticeships (16 - 18 yrs) and Traineeships (16 – 23 yrs) provide 'entry into work' programmes of shorter durations that encourage new entrants and the unemployed to:**

- acquire wider employability skills
- gain a real insight into being part of the workforce
- transition to an apprenticeship or a job



# Training and qualifying new entrants

**Apprenticeships, which contain knowledge and competence-based qualifications, prepare new entrants for a specific trade. Note:**

- The educational levels of apprenticeships have been extended
- The age range of apprentices is now broader
- A real alternative to traditional academic routes
- Apprentices can learn and earn and contribute!
- Grants are available for employers and 'hosts' for apprentices aged 16 – 24 years



# Levels of apprenticeships

**There are three levels of Apprenticeship available for those aged 16 and over:**

- **Intermediate Level Apprenticeships**

Includes a work-based learning qualifications such as a Level 2 Competence Qualification, Functional Skills and, in most cases, a relevant knowledge-based qualification.

- **Advanced Level Apprenticeships**

Includes a work-based learning qualification such as a Level 3 Competence Qualification, Functional Skills and, in most cases, a relevant knowledge-based qualification.

- **Higher Apprenticeships**

Includes a work-based learning qualifications such as a Level 4 Competence Qualification, Functional Skills and, in some cases, a knowledge-based qualification such as a Foundation Degree



# Training and qualifying new entrants

**However there are challenges in designing and delivering apprenticeship frameworks in healthcare engineering and estates**

*"I suggest the sector needs to encourage and support the development of appropriate frameworks and not shoe-horn healthcare engineering apprentices into generic engineering programmes that do not develop the specialist skills and knowledge required".*





# Training and qualifying new entrants – Points to consider

## Ensure that:

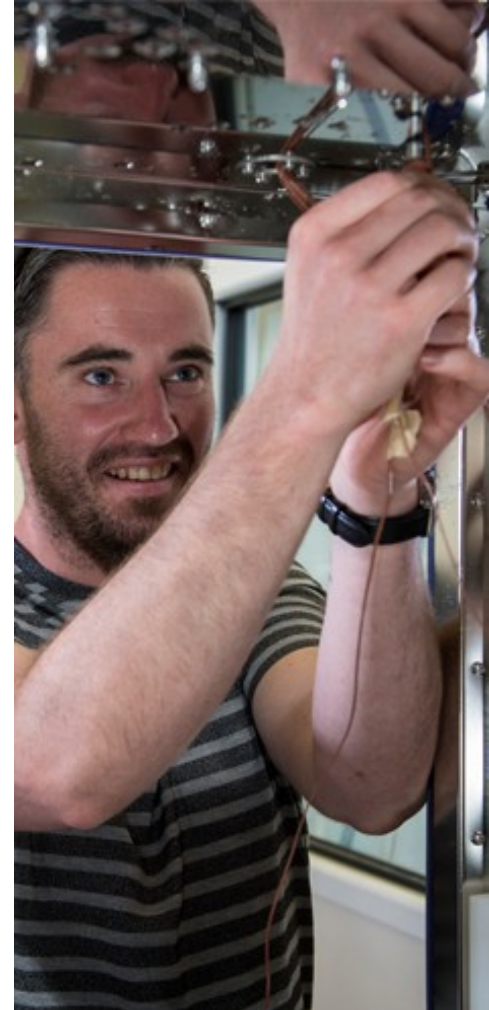
- Future staffing needs are determined
- Job-roles are mapped to appropriate qualifications
- Training needs are identified in relation to the required job competencies
- Pre-apprenticeships, Traineeships and/or Apprenticeships are used, at all levels.
- Appropriate training and educational provision is Identified, commissioned & evaluated



# Transferrable skills from outside the sector

**Healthcare organisations can recruit new talent through the educational or apprenticeship routes or develop existing talent within the sector but they can also:**

- Contract-out the service/project to the private sector
- Find transferrable skills from outside the healthcare sector.
  - The Pharmaceutical and MOD sectors can provide valuable skilled resources
  - However robust development plans are crucial to bring recruits up to speed quickly with their NHS counterparts.
- Interim 'casual/freelance' appointments can be made to immediately fill short term gaps, cover workload peaks or for one-off capital programmes
- Healthcare organisations need to be flexible in their approach



Acknowledgement: Neil Fineberg, Finegreen Associates

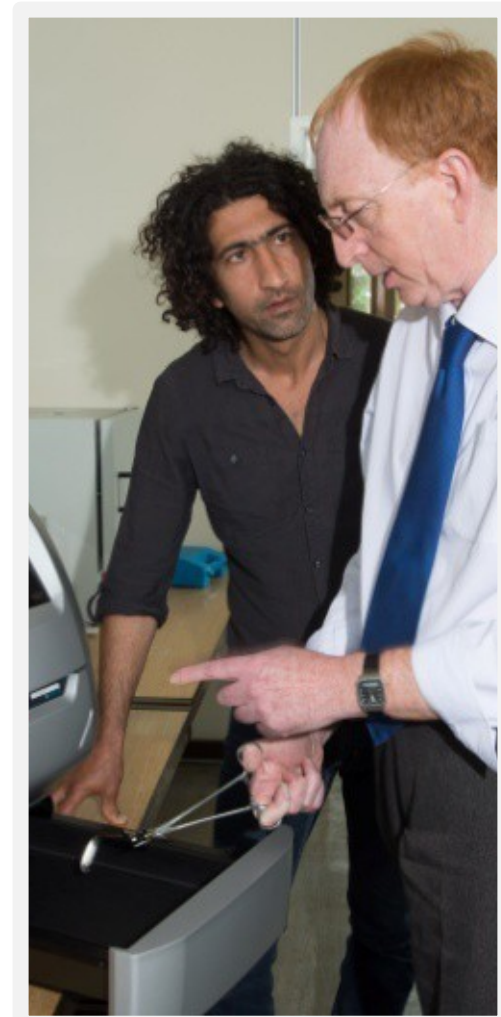
# Continuous development for existing staff

**The organisational and people development cycle should address:**

- Technical updating requirements
- Familiarity with emerging technologies
- Compliance issues
- Developing a wider skill-base
- Developing specialisms etc.

**And include:**

- Robust review and appraisal systems
- Assessment of associated competences
- Departmental and personal development plans



# Continuous development for existing staff

**Some form of Blended Learning, that mixes educational and vocational routes through working in partnership with an external accredited specialist educational provider, should be considered and include a mix of:**

- On-line learning
- Other distance learning modes
- Short courses
- Secondments
- On-the-job training
- Work/Job experience
- Work-based projects
- Mentoring, etc....

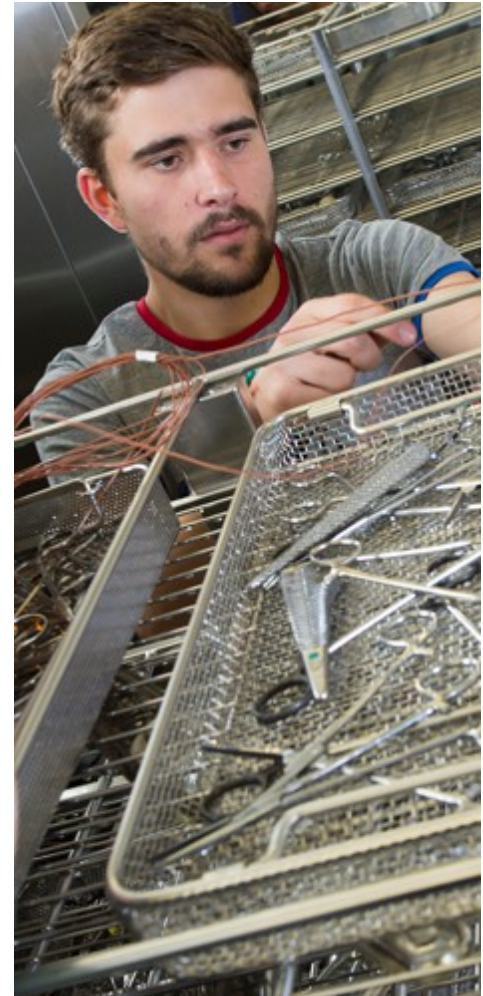




# A blended learning example: Foundation Degree in Medical Technologies

**Eastwood Park's Foundation Degree in Medical Technologies has various healthcare engineering and support services pathways available.**

- It enables full-time employees to become full-time students whilst undertaking their studies in tandem with their job.
- A 'blend' of learning approaches is used including work-based activities, on-line learning, work-based projects, weekend courses and assessment centres
- This level 5 Foundation Degree allows access to related BSc Honours Degree top-up programmes and then to potential Masters and Phd qualifications.



# Appropriate staff development

**Securing appropriate education provision can be challenging due to:**

- the variety and complexities of career frameworks
- associated job roles
- professional registration requirements
- compliance requirements
- the specialist nature of the required skill-sets
- the relatively small number of learners within a single organisation

**There are a number of solutions :**

- Develop internal learning opportunities
- Outsource the whole requirement
- Use a CPD-based approach
- Use a blend of learning opportunities
- Etc....

**Always implement robust quality assurance and evaluative processes to confirm that the training provided has been effective.**



# A National Training Centre for Healthcare Engineering and Estate Managements?

Decontamination & Infection Control

Medical Gases

Healthcare Facilities Management

Medical Equipment

Lift Safety & Servicing

Water Safety

Fire Safety

Environment Management

Heat, Vent, Air-con & Refrigeration

Electrical (HV & LV)

Contract Management

Health & Safety

Clinical Waste Management

Laundry Management

Trainer & Assessor Training



Kingston University London



The Institute of Physics and  
Engineering in medicine



# Appropriate staff development – Points to consider

## Ensure that:

- there is a departmental training plan and that all staff have a personal development plan related to it
- training/educational provision is fit for purpose
- training/educational provision is quality assured and evaluated to ensure it delivers what's needed.

## any development is:

- linked to compliance to Approved Codes of Practice, etc.
- delivered using nationally accredited programmes, ideally using National Occupational Standards (NOS).

*If NOS are not available, then work with Awarding and Professional bodies to develop them.*





# Career progression, job roles, qualifications, professional bodies and trade organisations

## **Pulling it all together**

- Training and accreditation is required for competence and compliance that is recognised in escalating roles such as that of the Competent Person, Authorised Person and Authorising Engineer
- Career progression is normally linked to memberships of professional and regulatory bodies with their own professional standards and membership criteria
- These bodies relate to National Councils which set the professional standards and requirements for professional registrations leading to Eng Tech, IEng and CEng (for engineer technicians, Incorporated Technicians and Chartered Engineer respectively)

**What's required is clear career frameworks that embrace all of the above**



# Career progression, job roles, qualifications, professional bodies and trade organisations

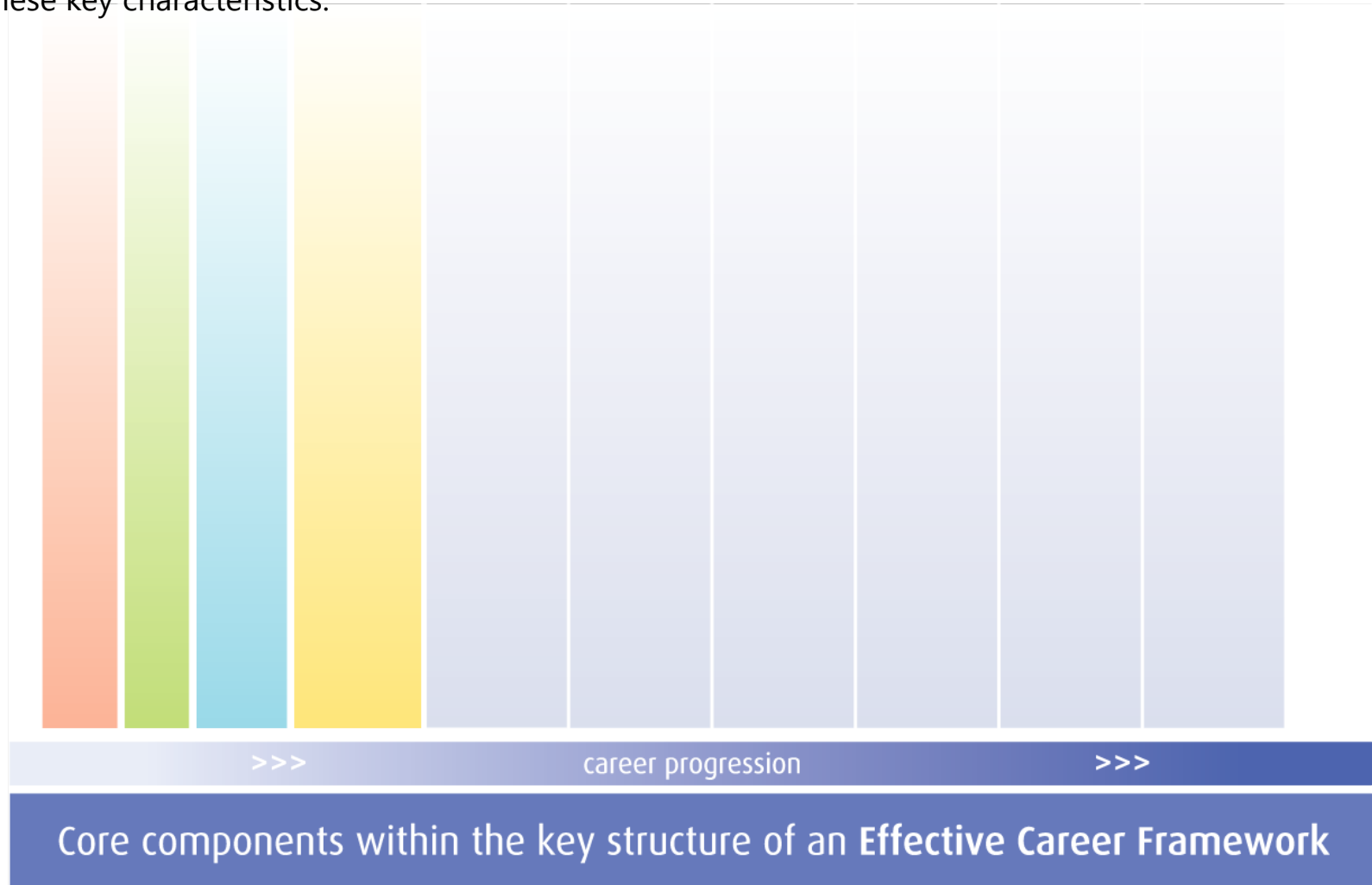
## **This all needs pulling together**

*"I suggest that we (healthcare employers, education and training providers, awarding organisations, professional bodies and councils) work together to provide and promote relevant and coherent career pathways, in healthcare engineering and estate management, that align job-roles in these areas with appropriate training, qualifications, membership levels and industry recognition at all levels".*



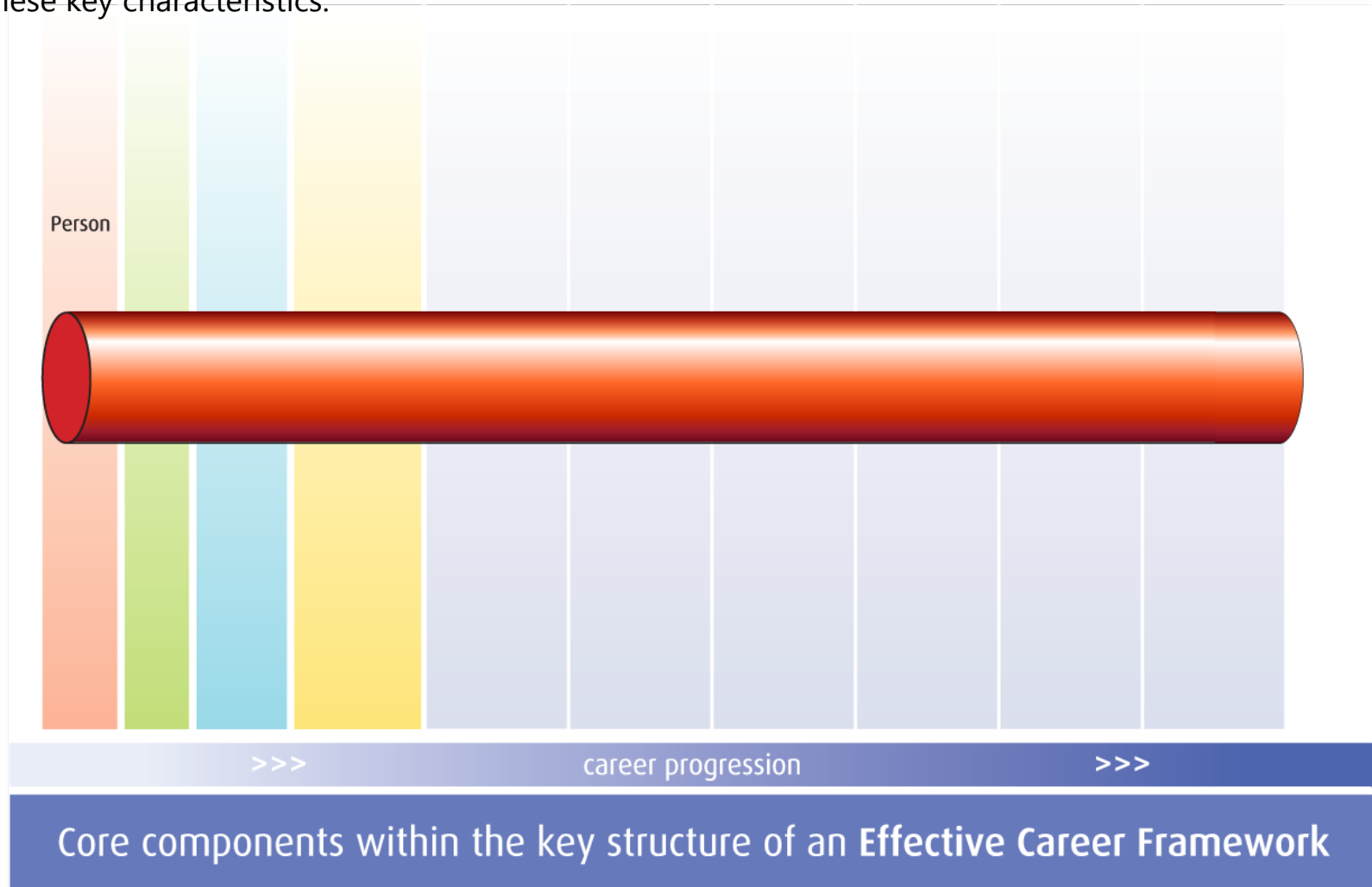
# Career Framework

**Comprehensive career frameworks need to be designed for each role** containing as a minimum these key characteristics.



# Career Framework

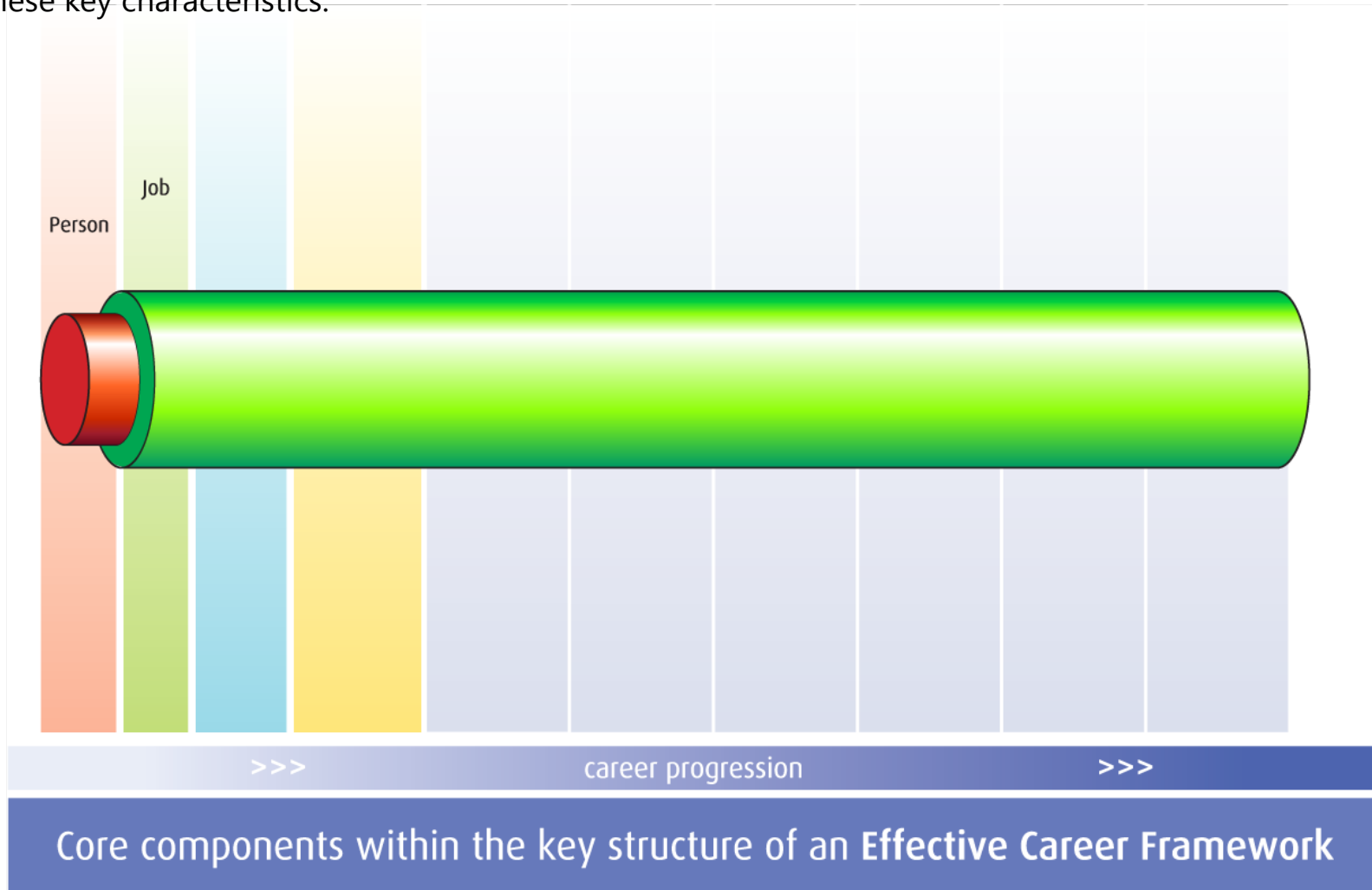
**Comprehensive career frameworks need to be designed for each role** containing as a minimum these key characteristics.





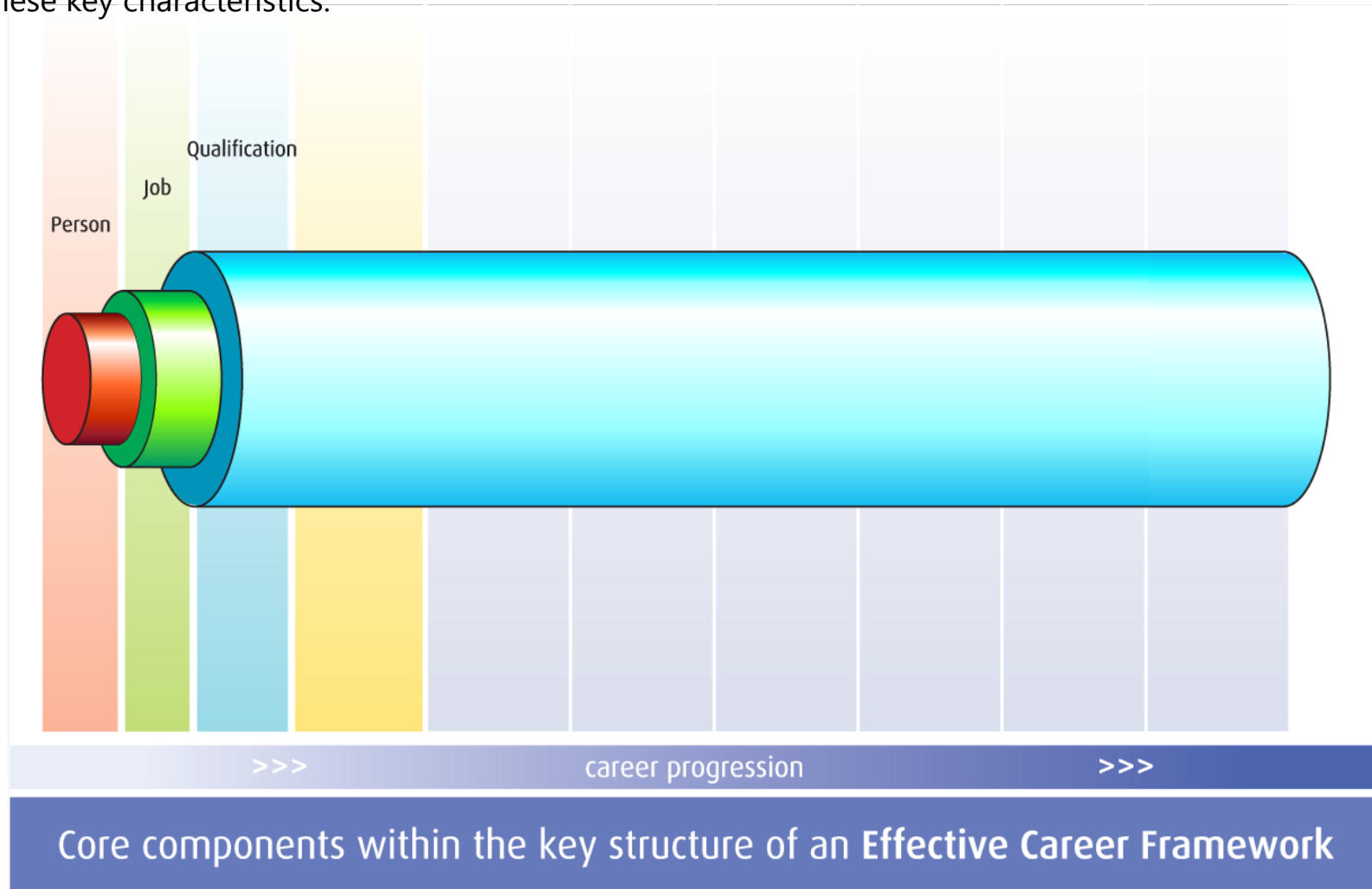
# Career Framework

**Comprehensive career frameworks need to be designed for each role** containing as a minimum these key characteristics.



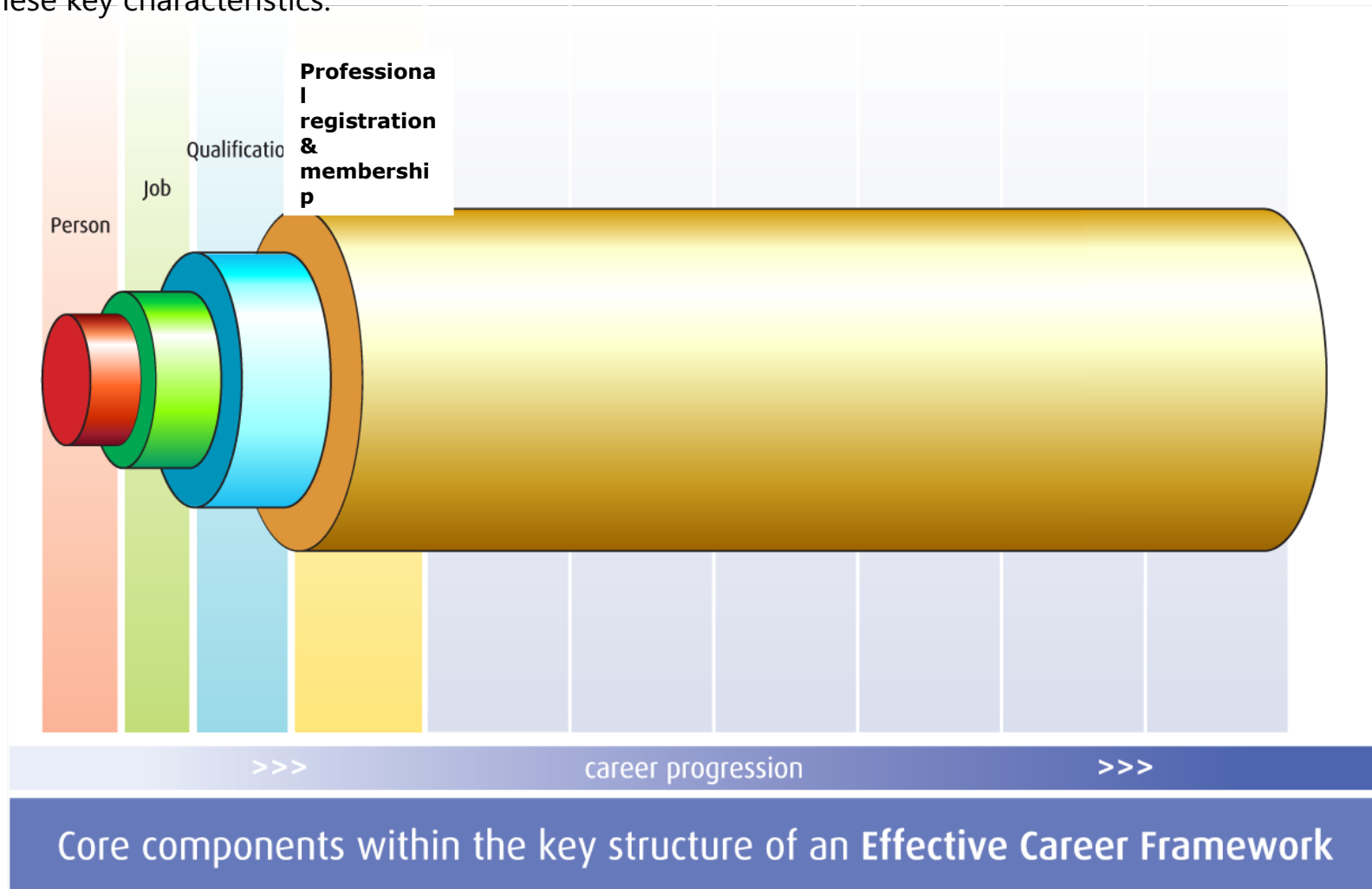
# Career Framework

**Comprehensive career frameworks need to be designed for each role** containing as a minimum these key characteristics.



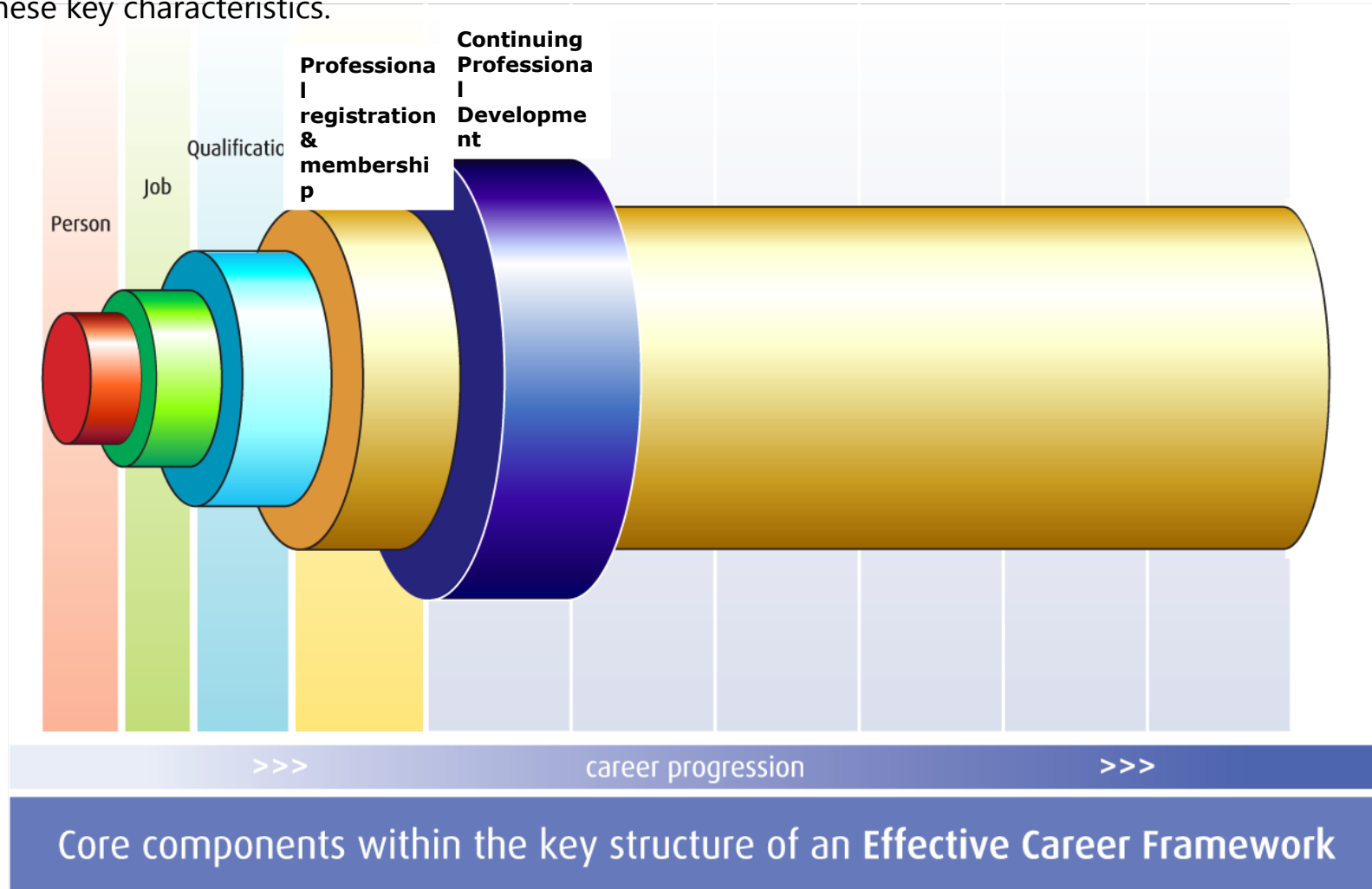
# Career Framework

**Comprehensive career frameworks need to be designed for each role** containing as a minimum these key characteristics.



# Career Framework

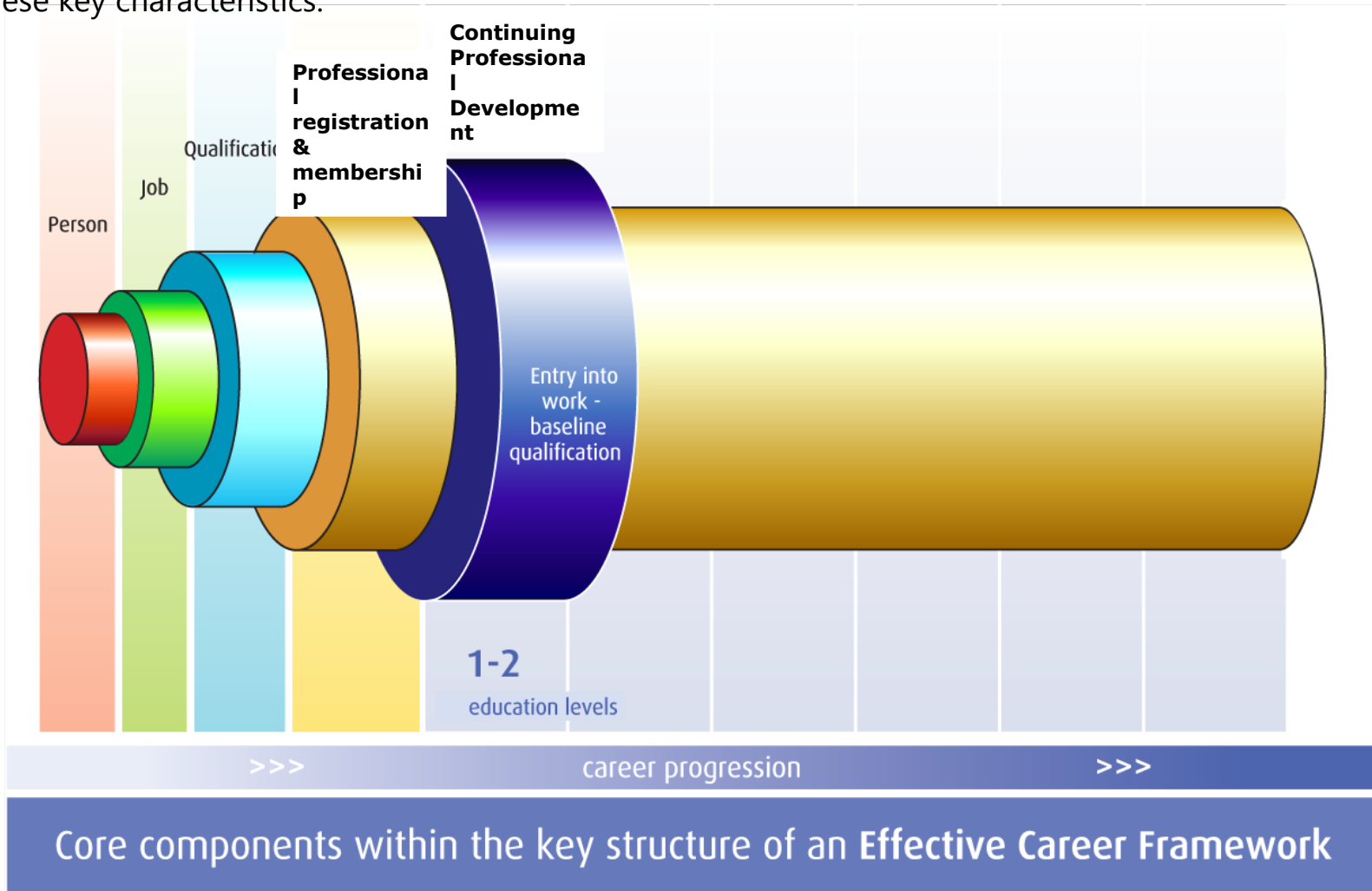
**Comprehensive career frameworks need to be designed for each role** containing as a minimum these key characteristics.





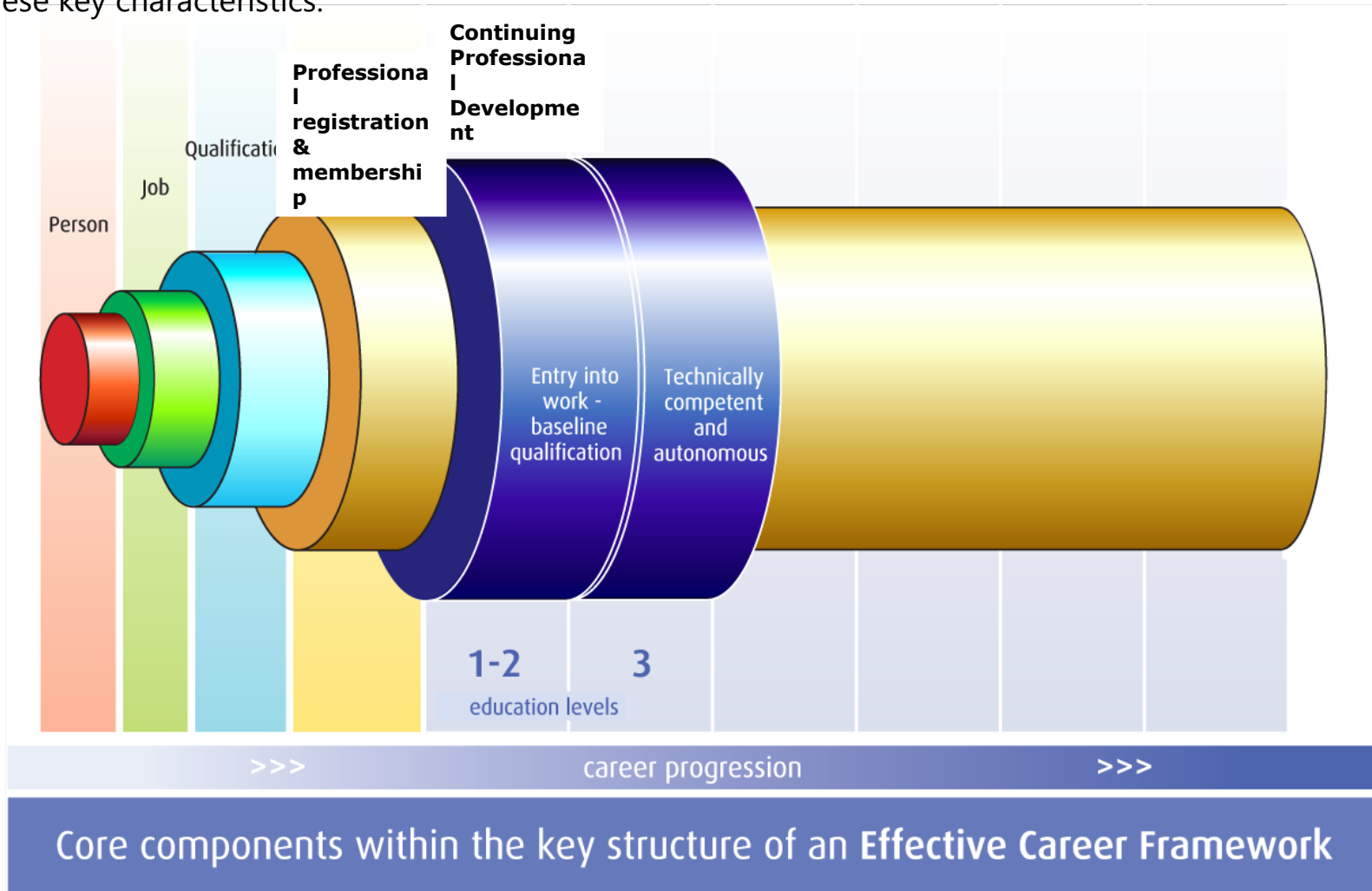
# Career Framework

**Comprehensive career frameworks need to be designed for each role** containing as a minimum these key characteristics.



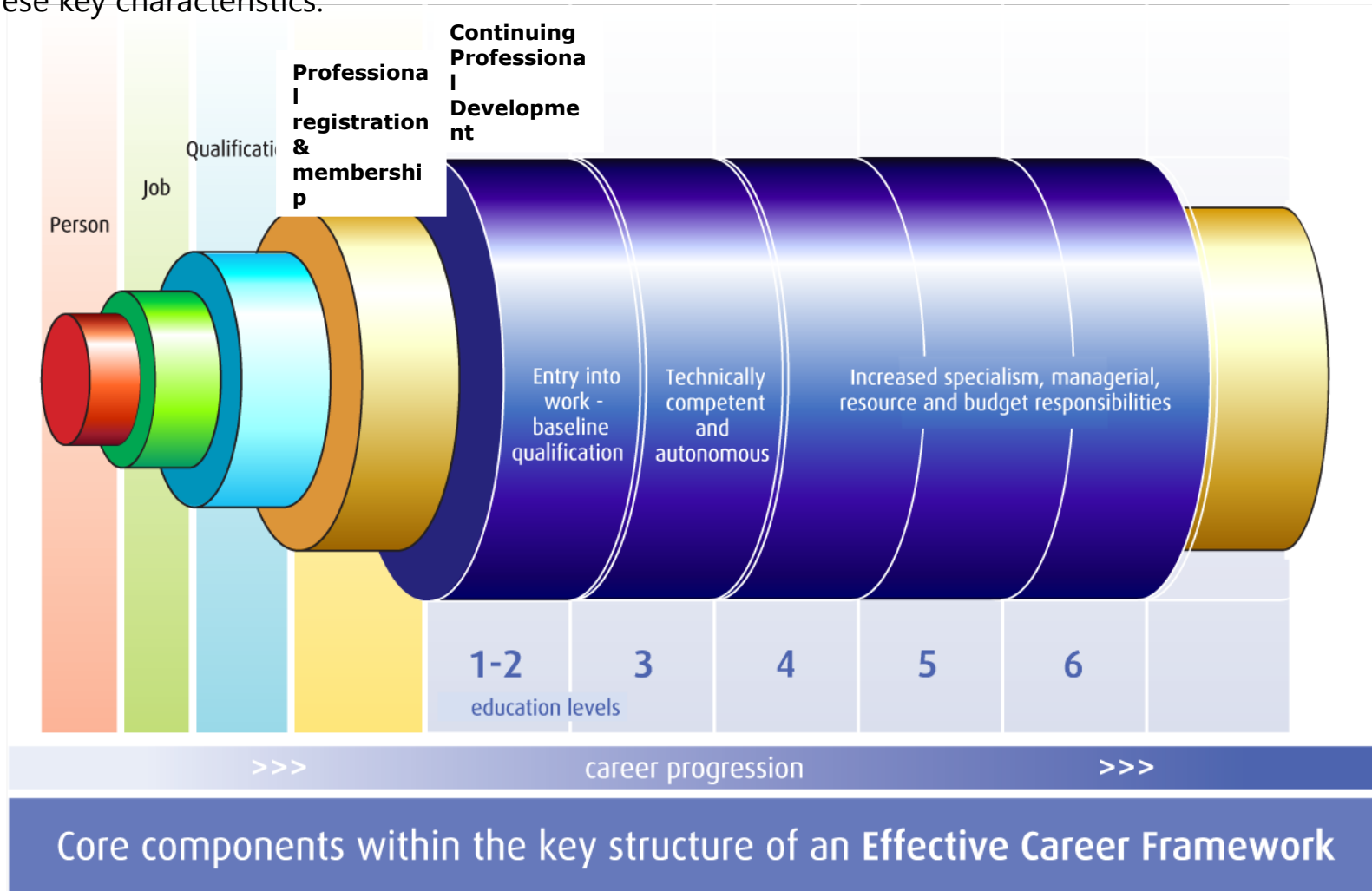
# Career Framework

**Comprehensive career frameworks need to be designed for each role** containing as a minimum these key characteristics.



# Career Framework

**Comprehensive career frameworks need to be designed for each role** containing as a minimum these key characteristics.



# Career Framework

**Comprehensive career frameworks need to be designed for each role** containing as a minimum these key characteristics.





# The future

**To ensure healthcare buildings, plant, equipment and support services are fit for purpose, sustainable and able to meet the demands of future healthcare requirements we must ensure that we:**

- raise the profile of healthcare engineering and estates careers
- implement effective recruitment, retention and development strategies
- define and accredit the specific competencies required by the healthcare engineering and estates workforce
- align the job, qualifications, professional body and council criteria and statuses at all levels
- implement integrated and coherent career development pathways and opportunities



# Thank you

*Eastwood Park*...  
training

Contact Details:

John Thatcher  
CEO and Training Director

t + 44 (0)1454 262770

e [john.thatcher@eastwoodpark.co.uk](mailto:john.thatcher@eastwoodpark.co.uk)