



**PWYLLGOR DIWYLLIANT, POBL A DATBLYGU SEFYDLIADOL
PEOPLE, ORGANISATIONAL DEVELOPMENT & CULTURE COMMITTEE**

DYDDIAD Y CYFARFOD: DATE OF MEETING:	10 October 2023
TEITL YR ADRODDIAD: TITLE OF REPORT:	Evaluation of Making a Difference Customer Care Programme
CYFARWYDDWR ARWEINIOL: LEAD DIRECTOR:	Lisa Gostling, Director of Workforce & Organisational Development (OD)
SWYDDOG ADRODD: REPORTING OFFICER:	Amanda Glanville, Assistant Director of People Development Gemma Littlejohns, Learning & Development Manager

Pwrpas yr Adroddiad (dewiswch fel yn addas)

Purpose of the Report (select as appropriate)

Er Gwybodaeth/For Information

**ADRODDIAD SCAA
SBAR REPORT**

Sefyllfa / Situation

As part of the 2021/2022 strategic objectives, the People Development Team were asked to design a training programme to build excellent customer service for all staff in public and patient facing roles. The programme creates an opportunity to use the learning from the staff experience report to support the workforce, providing opportunities to rest, recover and recuperate, whilst being away from their working environment and providing an opportunity to socially connect.

Following a period of delivery, the People Development Service were asked to evaluate the effectiveness of the 'Making a Difference' Programme and findings, along with the recommendations summarised within this report.

Cefndir / Background

The report provides an evaluation of the Making a Difference programme. It:

1. Provides an outline of the costs attributed to the delivery of the sessions.
2. Analyses scheduling and attendance, identifying any trends.
3. Evaluates the effectiveness of the training programme against findings from the Staff Experience Report and feedback from the Patient Experience Team.

It summarises key findings, conclusions and provides recommendations in relation to the delivery of the training programme going forward.

Asesiad / Assessment

Including the pilot sessions, 687 people have attended a total of 48 sessions at a cost of £13,229.03 as of 31 March 2023.

The report finds that the cost of delivering 'Making a Difference' can be reduced significantly by relocating the training to Health Board venues, with limited impact to learning outcomes. Despite the training venue pressures currently experienced by the People Development Service, all sessions have been relocated to internal venues due to the current financial

constraints, however, it is noted that where statutory and mandatory training space is needed, this may impact delivery in the longer term.

Trends in attendance show that staff from Allied Health Professions, Health Sciences, Estates and Facilities and Medical and Dental are more likely not to book onto the training, as are staff on lower pay bands. This could be addressed through targeted interventions.

The effectiveness of the training overall can only be judged by staff feedback as there is limited evidence to date, to support improvement to patient experience by 'Making a Difference' alone. However, taking a more targeted approach to prioritising/signposting certain services to Making a Difference, should improve this. Based on attendee feedback, 'Making a Difference' is having a positive impact on the attendees themselves, their colleagues, patients, and their families.

As a result of the programme evaluation, the People Development Team will:

- Ensure the use of internal training venues where possible to significantly reduce the cost of delivering the programme.
- Improve course attendance by increasing capacity per course. This was a preferred option as opposed to following up on all 'non-attendances' due to the administrative capacity to maintain this within the People Development Team.
- Update the session content as outlined in the report as well as further evaluation tools to measure return on investment.

Argymhelliad / Recommendation

The Committee are asked to:

- **NOTE** the progress to date in relation to the 'Making a Difference Programme'.
- Support the team to further work with the Head of Patient Experience to review areas where communication was sighted by patients as a problem and target attendance in those areas, along with key staff groups. It is proposed that a further evaluation is conducted during 2024 to measure the impact of these targeted interventions.

Amcanion: (rhaid cwblhau) Objectives: (must be completed)	
Committee ToR Reference: Cyfeirnod Cylch Gorchwyl y Pwyllgor:	2.3 To provide assurance to the Board on the organisation's ability to create and manage strong, high performance, organisational culture arrangements.
Cyfeirnod Cofrestr Risg Datix a Sgôr Cyfredol: Datix Risk Register Reference and Score:	Not Applicable
Parthau Ansawdd: Domains of Quality Quality and Engagement Act (sharepoint.com)	3. Effective 6. Person-Centred
Galluogwyr Ansawdd: Enablers of Quality: Quality and Engagement Act (sharepoint.com)	2. Culture and valuing people 4. Learning, improvement and research
Amcanion Strategol y BIP: UHB Strategic Objectives:	1. Putting people at the heart of everything we do 2. Working together to be the best we can be 3. Striving to deliver and develop excellent services

Amcanion Cynllunio Planning Objectives	2c Workforce and OD strategy
Amcanion Llesiant BIP: UHB Well-being Objectives: Hyperlink to HDdUHB Well-being Objectives Annual Report 2021-2022	2. Develop a skilled and flexible workforce to meet the changing needs of the modern NHS

Gwybodaeth Ychwanegol: Further Information:	
Ar sail tystiolaeth: Evidence Base:	Evaluation based on data collected through data relating to feedback, attendance and Employee Staff Records.
Rhestr Termiau: Glossary of Terms:	Not Applicable
Partïon / Pwyllgorau â ymgynhorwyd ymlaen llaw y Pwyllgor Diwylliant, Pobl a Datblygu Sefydliadol: Parties / Committees consulted prior to People, Organisational Development & Culture Committee:	Presented to the Listening and Learning Group as part of the evaluation

Effaith: (rhaid cwblhau) Impact: (must be completed)	
Ariannol / Gwerth am Arian: Financial / Service:	Financial savings made through the evaluation of training venue spend and the move to in house provision where possible.
Ansawdd / Gofal Claf: Quality / Patient Care:	Impacts of the service provided to patients due to the focus on customer service and the impact of poor practice.
Gweithlu: Workforce:	Linked to the training and development of the current workforce. The programme is shown to provide opportunities to rest and reflect, which was evident through the evaluation.
Risg: Risk:	Not Applicable
Cyfreithiol: Legal:	Not Applicable
Enw Da: Reputational:	Support continuous improvement to customer service to patients, visitors and colleagues. This therefore impacts the overall organisational reputation in line with the Health Board values and as an employer of choice.
Gyfrinachedd: Privacy:	Not Applicable
Cydraddoldeb: Equality:	Not Applicable



Evaluation of Making A Difference: Customer Care Programme

July 2023

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Executive summary

As part of the 2021/2022 strategic objectives, the People Development Team were asked to design a training programme to build excellent customer service for all staff in public & patient facing roles. In January 2022 the People Development Service reported to the People, Organisational Development & Culture Committee (PODCC) their intentions to roll out a new customer service programme (*Making a Difference*) from March 2022.

The programme creates an opportunity to use the learning from the staff experience report¹ to support our workforce, providing opportunities to rest, recover and recuperate, whilst being away from their working environment and providing an opportunity to socially connect.

Including the pilot sessions, 687 people have attended a total of 48 sessions at a cost of £13,229.03 as of 31 March 2023.

This report finds that the cost of delivering Making a Difference can be reduced significantly by relocating the training to Health Board venues, with limited impact to learning outcomes. However, with the training venue pressures currently experienced by the People Development Service, relocating all sessions to internal venues may be a challenge.

Trends in attendance show that staff from Allied Health Professions, Health Sciences, Estates and Facilities and Medical and Dental are more likely not to book onto the training, as are staff on lower pay bands.

The effectiveness of the training overall can only be judged by staff feedback as there is limited evidence to support improvement to patient experience by Making a Difference alone. Based on attendee feedback, 'Making a Difference' is having a positive impact on the attendees themselves, their colleagues, patients and their families.

¹ Hywel Dda University Health Board, 2021. *Understanding the staff experience in Hywel Dda University Health Board during the 2020-2021 COVID 19 Pandemic. A report to the Rest, Recovery and Recuperation Reference Group.*

Report Aim and Objectives

This report provides an evaluation of the Making a Difference programme. It will:

1. Provide an outline of the costs attributed to the delivery of the sessions.
2. Analyse scheduling and attendance identifying any trends.
3. Evaluate the effectiveness of the training programme against findings from the Staff Experience Report and feedback from the Patient Experience Team.

It will summarise key findings, conclusions and provide any recommendations in relation to the delivery of the training programme going forward.

Methodology

Initial feedback on the session itself was collected from attendees via questionnaire to capture their immediate response to the information provided during the session.

A follow up questionnaire has been distributed to attendees, to illicit how they have applied their learning since attending the session.

Both questionnaires consisted of both open and closed questions producing both indicative and narrative replies.

Anecdotal observations and reflections from the Programme Delivery Team have been included within this report along with input from the Patient Experience Team.

Booking and attendance data is collected via ESR and has been used to analyse trends.

Introduction

The Making a Difference session was well intended, designed, tested, and adapted to meet the needs of both the organisation and staff. It was the result of collaborative input from a wide range of staff from inception to delivery. At the time of its inception, the session was purposeful in its intent to recognise the valiant staff efforts during the recent pandemic and to provide staff with time to reflect on what they had contributed both individually and as team. Staff involved in the delivery of this session have wholeheartedly supported the session 'messages' of gratitude, providing opportunities to rest, recover and recuperate, whilst being away from their working environment and providing an opportunity to socially connect with colleagues from across HDUHB.

The Programme Development Team are motivated to continue to deliver this session alongside other relevant sessions available to staff. This is evidenced by the positive comments made by attendees alongside the team's continual critical review of session content. The team has put forward suggestions for improvement and adaptation to the original session intent recognising the continuous changes in society and workplace in a post-pandemic environment.

Costs of delivering Making a Difference

Workshops are delivered at a selection of competitively priced hotels, aiming to provide attendees with the feeling of investment and care. Extensive research was carried out to identify suitable venues for the workshops. Suitability was assessed via accessibility, quality, and value for money. Some counties offered competitive pricing however others (i.e., Ceredigion) who have limited competition had significantly higher prices.

Costs (table 1) are mainly associated with room hire and refreshments. Costs were reduced by borrowing equipment as appose to hiring venue equipment. Printing was also outsourced, recognising this led to a more cost-effective alternative to printing internally.

Session content has been reviewed to identify opportunities to reduce the length of the session, therefore reduce the hire time at venues, however this did not leave sufficient time to cover agreed content.

Venue costs	No. of courses	Cost per head	Total
Carmarthenshire	30	£10.17	£6105.85
Ceredigion	6	£12.95	£1554
Pembrokeshire	12	£9.68	£2,323.50
Additional Resource costs			
Printing			£550
Staffing			
Band 5 Education and Development Officer (no. of courses x course duration x hourly rate)			£2,695.68
GRAND TOTAL			£13,229.03

Table 1 Costs of Making a Difference resources up to and including March 2023

The venue and printing costs were funded from study leave funds allocated to the People Department Service.

Analysis of attendance

The workshop was, and continues to be, advertised using a variety of mediums:

- Posters printed and placed in workplaces across the region.
- Posters circulated to Trade Unions, OD Relationship Managers (ODRMS) and promotion by workforce teams.
- Prospectus page created and booking system set up via Electronic Staff Record (ESR)
- Global emails scheduled.
- Invites sent to all new employees after two months' employment.
- Email auto signatures for L&D staff to include link to booking.
- Workshop advertised during Learning at Work Week
- Added to Hapi App and Facebook posts.
- Emails sent to Senior Nurse Management Team

Scheduling

In March 2022, the Department implemented a schedule consisting of three workshops a week, rotating across all three counties, regularly including delivery in the medium of Welsh.

Bookings have been successful in that all courses are usually full in the fortnight leading up to the event, notwithstanding the additional effort usually required by the Programme Development Team to fill the sessions in Ceredigion which are consistently under-subscribed. Attendance however has been inconsistent across the Health Board varying from 6 to 25. The peak of people not attending and/or withdrawing their booking was in November 2022 which is likely to be attributed to the winter pressures and Making a Difference being non-essential training (fig. 1&2).

Bookings were initially made via a manual system before moving onto ESR in September 2022. Therefore, apart from the initial pilot in January to March, 'did not attend' data was not collected for a short period whilst the manual system was in place.

Course cancellations are avoided wherever possible to minimise disruption for staff however a balance had to be struck when using external venues as to the financial

viability of running courses with low bookings. On these occasions, staff were re-booked onto other sessions.

Overview of attendance

687 people have attended Making a Difference. This accounts for 5.2% of the workforce as of 31 March 2023. Whilst the session is promoted during Corporate Induction, new starters only account for 18% of all enrolments. Most enrolments are by staff with 6 months to 2-years' service (47%).

Table 2 provides an outline of enrolment status of applicants for Making a Difference as of 31 March 2023. It is important to note that those contained within the count of 'course cancelled', will be contained within the 'attended' and 'booked on a future course' figures as these count *applications* not *individuals*.

Enrolment status	Count of applicants
Attended	687
Booked on a future course	41
Course cancelled	39
Did not attend	166
Individual cancelled their booking	119

Table 2 Summary of attendances up to and including 31/03/2023.

Most non-attendance occurs on the day of the session, usually with no apologies/notice provided.

Non-attendance has not been followed up to ascertain the reasons why. Where there are known-in-advance non-attenders (i.e., cancelled by phone/email prior) reasons have included childcare issues, staff shortages and departmental issues.

ESR maintains a 'waitlist' and upon cancellation of a booking, it can autogenerate a replacement attendee up to 24 hours before a scheduled session. Whilst those on the waitlist will receive a notification to confirm their booking, often this is too short notice and/or not seen due the last-minute nature of the cancellations.

Welsh medium courses

During the previous financial year, one session in the medium of Welsh has been delivered with a total of six attendees (largely made up of the Welsh Translation

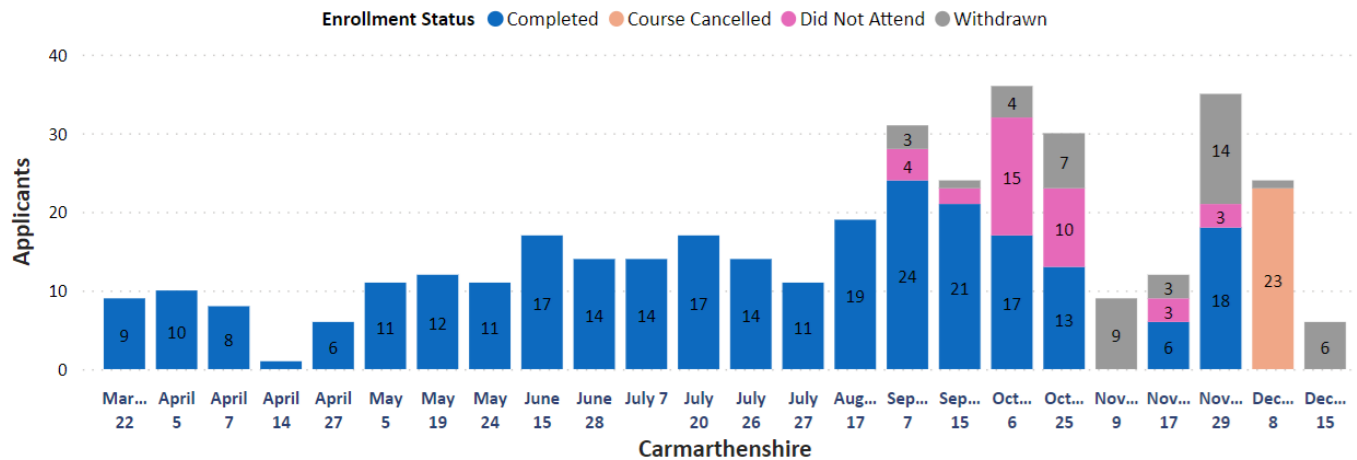
Team). Two previous sessions were cancelled due to insufficient numbers (i.e., just one person booked) as it would affect training quality and the experience for the attendees.

Offering a parallel session in Welsh remains a valid aspiration and the delivery team have worked tirelessly with other departments towards making this a success. Various explanations have been offered, including some people are insecure in their Welsh language abilities. Under-utilisation of training in the medium of Welsh across the Health Board is not isolated to Making a Difference.

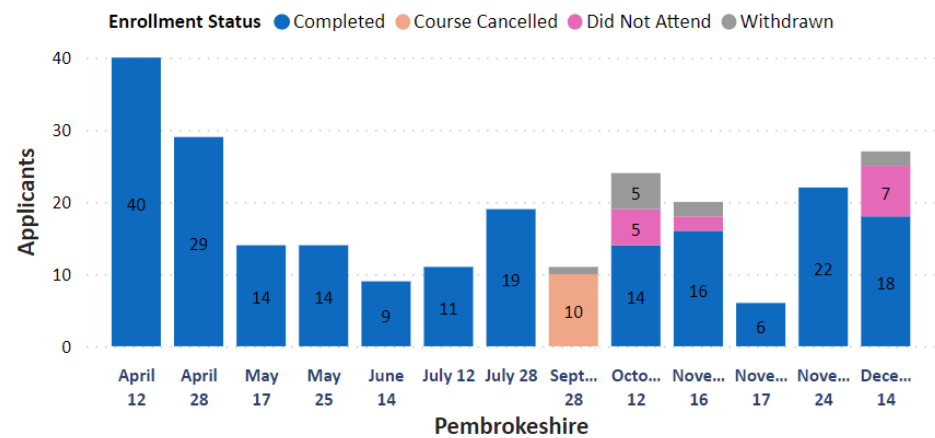
22/03/2022 31/12/2022



728
Count of Applicants



Applicants by Enrolment status and County



Applicants by Enrolment status and County

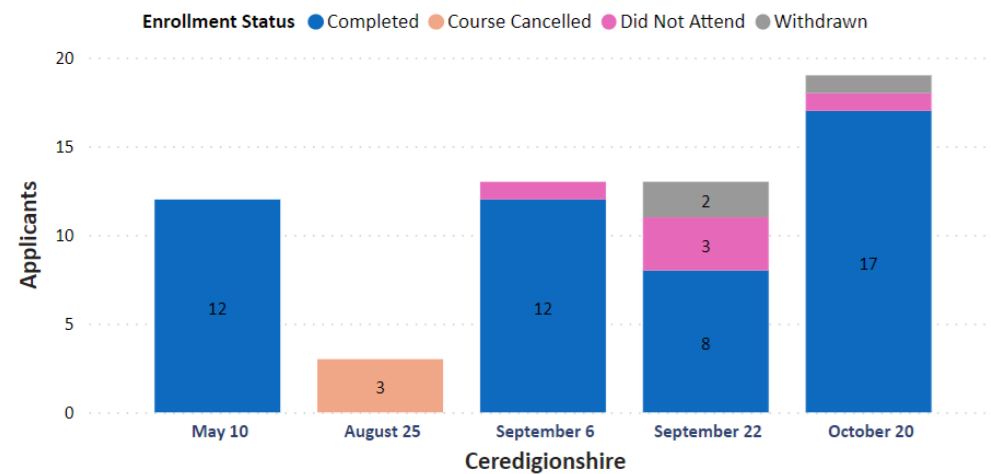
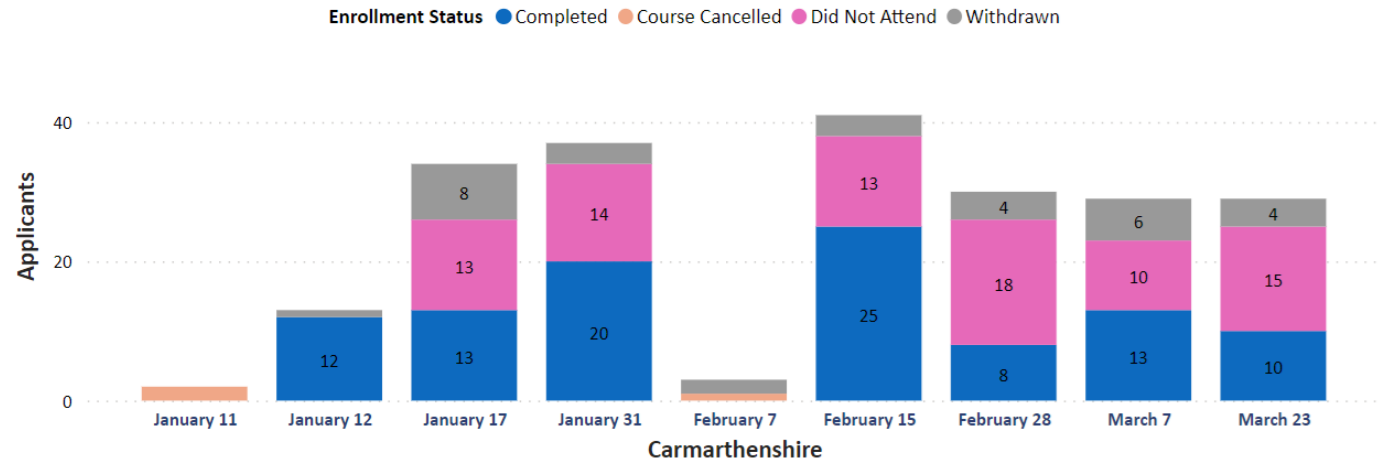


Figure 1 Attendance at Making a Difference by county for March to Dec 2022

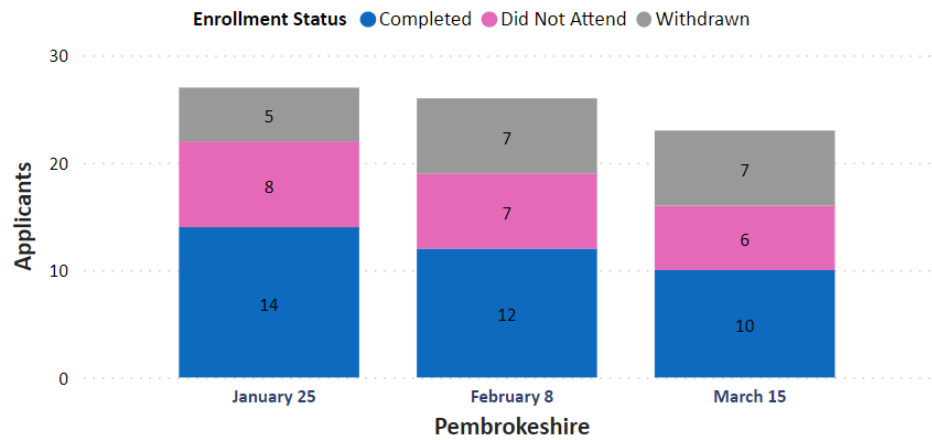
01/01/2023 31/03/2023



324
Count of Applicants



Applicants by Enrolment status and County



Applicants by Enrolment status and County

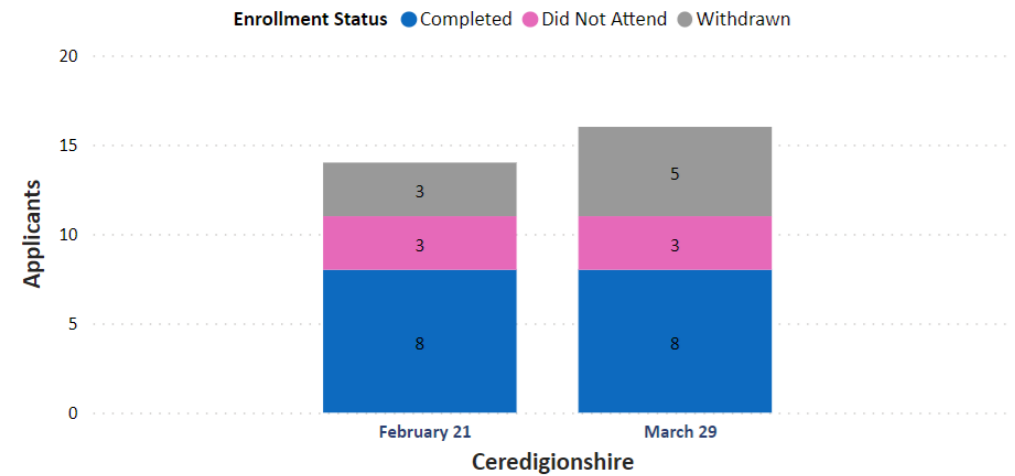


Figure 2 Attendance at Making a Difference by county for Jan-Mar 2023

Trends in attendance by staff group

There is a noticeable shortfall in attendance from certain staff groups as can be seen in figure 3. Attempts to engage with staff in those areas have been made by the department.

The Head of Estates and Facilities have expressed difficulties in releasing staff for non-essential training and requiring backfill to approve applications to attend Making a Difference.

Medical and Dental staff predominantly use Intrepid, Royal College portfolios and the Medical Appraisal and Revalidation System (as opposed to ESR) to manage their learning so it is possible that the perceived difficulty of booking training via a system (ESR) that they are unfamiliar with could be a barrier. Medical staff need to keep up to date and maintain skills within their scope of practise as part of the appraisal and revalidation process and so tend to balance medically related training and quality improvement activities with current high service demands.

Going forward – the Medical Education teams have linked in with the library and knowledge services teams on each site and are in the process of pulling together a programme of monthly sessions which doctors can book onto to support an improved engagement with ESR.

The new Primary Care Academy has been an invaluable support in assisting to improve awareness and access to all programmes managed by the People Development Department, however the team has only been established since February 2023.

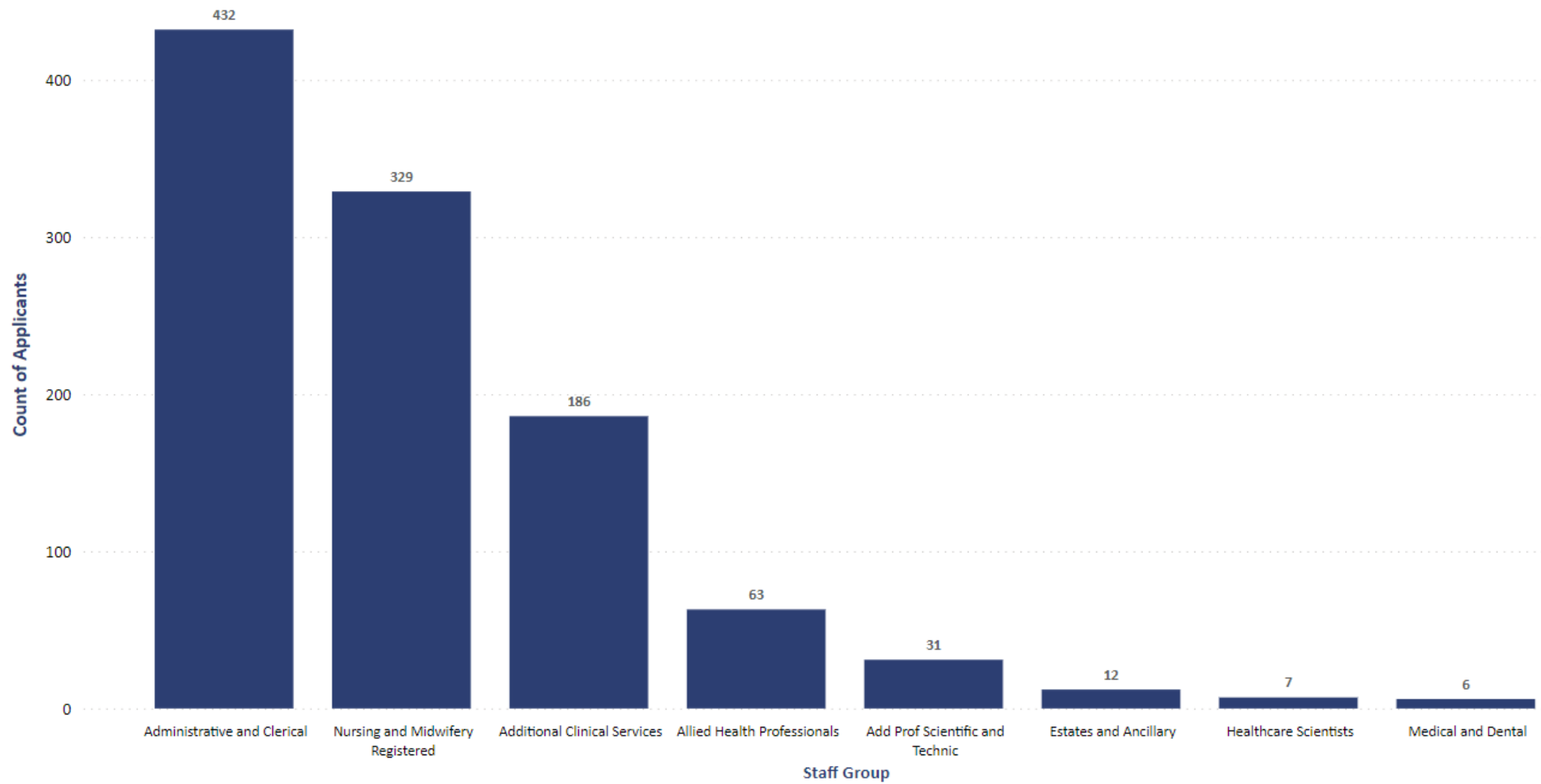


Figure 3 Attendance at Making a Difference by staff group 2022/23

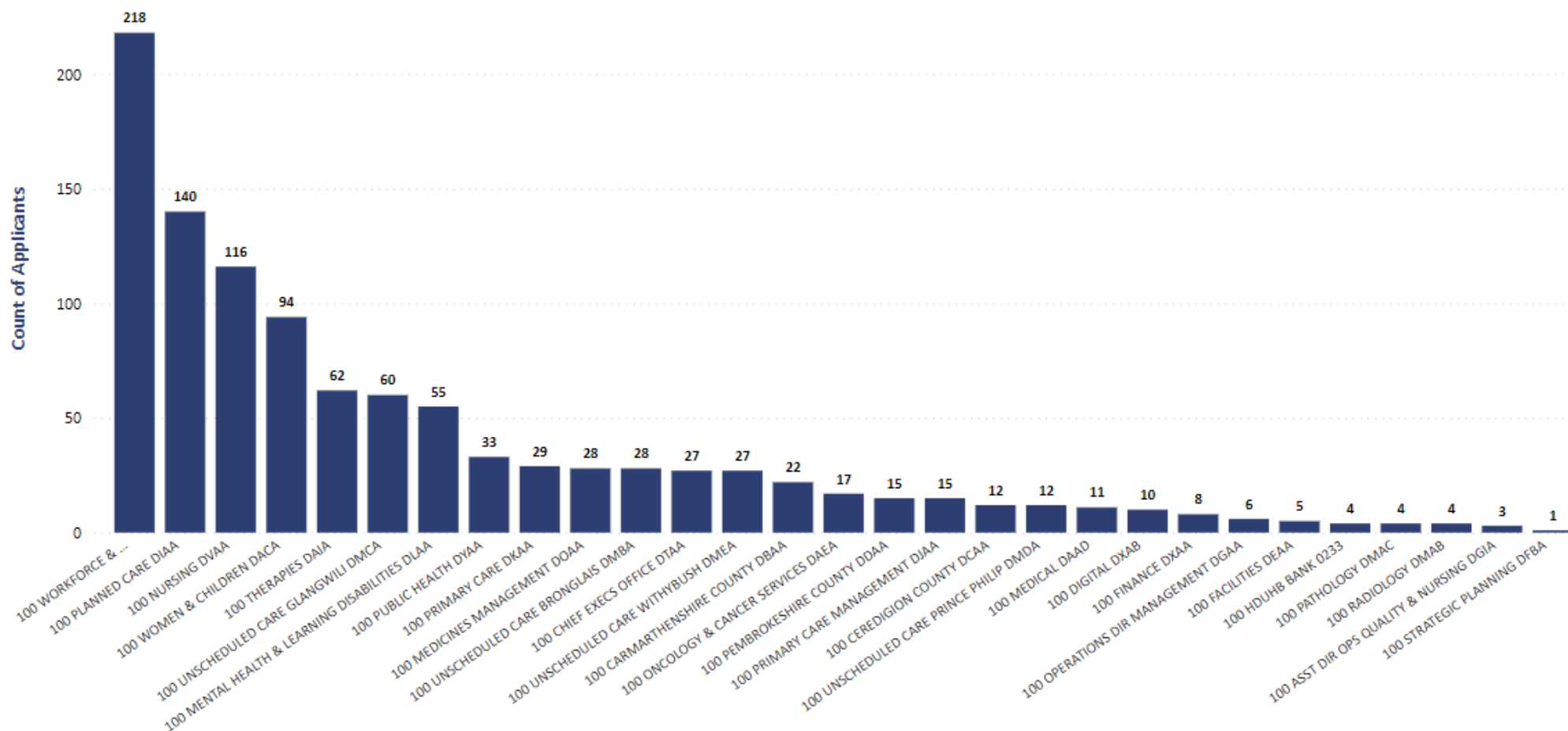


Figure 4 (cont.) Attendance at Making a Difference by staff group 2022/23

Trends in attendance by pay band

When comparing pay band data collected via ESR bookings as at 31 March 2023, attendance is not relative to staff in post in many cases. Initially Band 3 staff look well represented however when drilled down, 25% of Band 3 attendees are from WF&OD. Conversely 85% of all Band 5 attendees are from patient services.

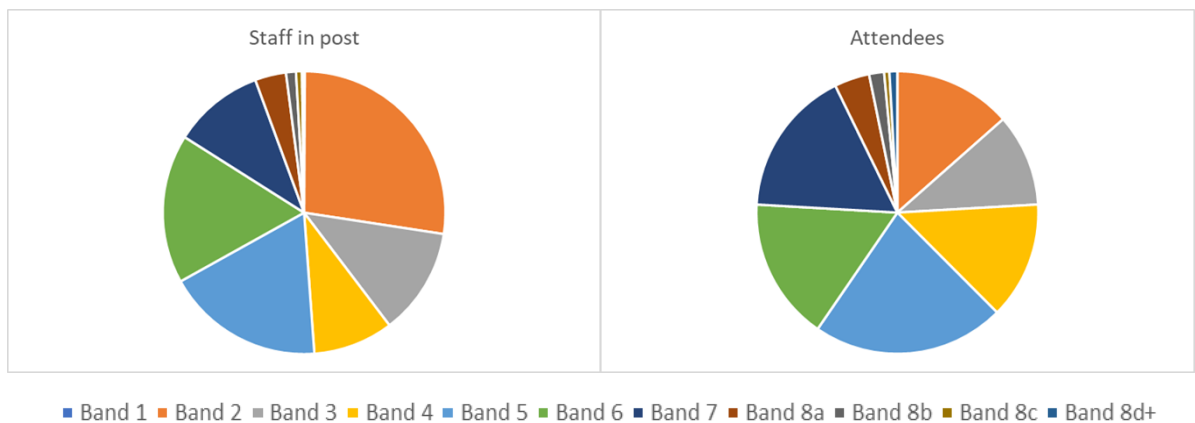


Figure 5 Attendees of Making a Difference compared to staff in post as of 31/03/23

The data suggests staff within the pay grade of bands 1 to 4 working in patient services are under-represented amongst workshop attendees.

Evaluating impact

Feedback from the delivery team

The session content remains largely true to the original design with only minor additions and amendments made at appropriate times to enhance the outcome of the session such as raising awareness of Charitable Funds to improve patient care. The sessions provide stimulus for conversation and genuinely seek the authentic voice of staff in a neutral environment absent of workplace pressures.

The session is aimed at all staff with no further advice for those with management responsibility. The delivery team have identified an opportunity to develop a tailored session aimed at managers to help them “*Managing the Difference*”, which would complement any additional management development offer.

Overall, the delivery team are satisfied with the impact the workshop is having on attendees and in achieving our strategic objectives. There have been occasional challenges from attendees in relation to the ‘Glad Sure Sorry’ methodology for dealing with complaints. An alternative tool identified by the team was ACT: Acknowledge, Challenge and Take Action. Sometimes referred to during anti-racist and equality-related training, ACT achieves the same outcome as ‘Glad Sure Sorry’ and was felt to be user friendly when discussed as an alternative with attendees.

The delivery team are keen to maintain currency of content as we move beyond a post-pandemic era, by adding new case studies and ensuring the content is up to date and relevant. The team are also exploring alternative formats to support neurodivergent attendees.

Initial feedback from attendees

673 responses have been received where many responses are largely positive (fig.5 & 6) and 100% of respondents would recommend the session to colleagues. When asked for further comments or suggestions, no constructive feedback was provided – all responses were compliments for the delivery team and gratitude for the session. It is worth noting the questionnaire was administered after the announcement of the ‘afternoon off’ for reflection purposes which could change the mindset of respondents when answering the questions.



Figure 6 Quotes from respondents



Figure 7 Average scores out of 5 stars by respondents

After 3 months a follow-up questionnaire is sent to attendees asking to rate key features of the session (fig.7) and how the information and tools provided have made a difference to them [you], colleagues and patients; in line with the theme of the session.

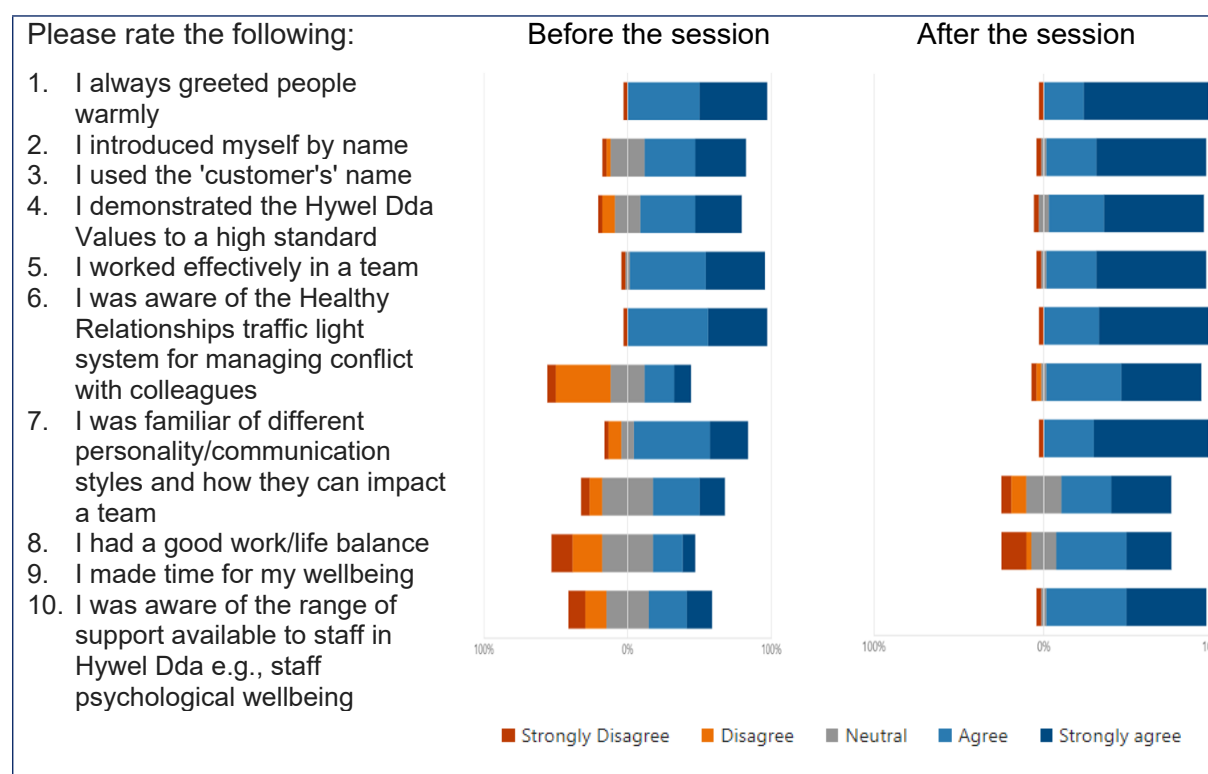


Figure 8 Respondents rating during 3-month follow-up questionnaire

Making a Difference to you

Respondents continue to express a 100% satisfaction with the Making a Difference session, delivery, and content. The only negative feedback relates to venue facilities e.g., lighting, comfort etc.

Content is in-part designed to guide attendees to developing a work-life balance. When asked what attendees did do to look after their own wellbeing during the afternoon, responses included:

- Carrying out a physical activity
- Visited friends/family
- Had some time alone
- Took part in a hobby
- Walking with pets/colleagues/alone

- Went home and relaxed/slept
- Dealt with an urgent matter in work (but finished on time)
- Read a book

In the follow up survey, attendees were asked, what difference has the session made to them. Responses showed common themes relating to self-care (table 3).

I have been taking some time for my wellbeing but it's just not always possible managing home life and work.
Setting time aside to focus on work, saying no to some meetings so that I am not working out of hours to catch up
Trying new things every month.
Being kind to myself, making the most of self-care and making time for myself.
Making sure I use my days off sensible, seeing friends and family, making sure i take time for my own wellbeing
I am more patient with myself and try to be less hard on myself when things don't go to plan.
Exploring the wellbeing services
Considered my work life balance more
It made me feel appreciated and made me think about my wellbeing
I try to make time to do my hobby
Not much, as already have job I love and a good work life balance
I don't skip lunch anymore and ensure I have a break which makes a more productive afternoon.
Outside of work I don't stress that I can't get around to doing everything. Some things can wait.
Making better use of flexi time - recording more accurate timings on my timesheet. Going on walk on my lunch break.
I try to have a work life balance, but work pressures expect you to work over and above. Meetings constantly with no protected time in the day for breaks.
Ensuring that I take a break to eat my lunch as much as possible
Making time to breath and relax on days off
Giving myself some time out to do things I enjoy
By taking time out and making sure to look to my own wellbeing alongside workload
None really - maybe just being kinder to myself and not rushing to get through work
Making time for my own wellbeing
Giving myself more time to do things
I use the hapi app
Making time for well being
Making time for myself.
I've stopped working more hours than I should and finishing work on time, giving myself more time to myself.
More awareness on a day-to-day basis
I try and get a better work/home balance
Having time for myself.
Taking adequate breaks throughout the day, away from the computer, away from the phones
I have been trying to improve my mental health

Table 3 How respondents feel they have made a difference to themselves

Making a Difference to colleagues

Overall respondents claim that by attending the session their work has positively impacted on others. Working together and understanding variations in cultural and language meanings and understandings support a view that time must be afforded to build teams, team working and a sense of belonging. Comments made during and after the sessions are supportive striving for this (table 4).

Again, I already have a good relationship with my colleagues, so I don't think I've changed the way I work with others
I am more open and comfortable talking about myself
Spend more time talking to colleagues about issues than before.
As a Well-being Champion educating myself to understand the Making a difference course, to promote my learnings in every way possible.
Asking them if they need some help throughout the day, sharing the workload
I am more patient and willing to consider things from their perspective.
Telling them about help that's available
Considering wellbeing more for the team, how we can keep in touch as a virtual Team
It has encouraged wellbeing discussions within my team and has uplifted us
Listening to colleagues and learning & reflecting & feeding back when things didn't go well
Being more aware of potential issues outside of work that might affect them
I ensure that whoever approaches me I stop what I'm doing, and they have my undivided attention.
Made effort to get to know them on a more personal level. Offer support and assistance wherever i can. Attended any training courses provided so i can better myself and my knowledge to help take workload off others/share the workload
Being nicer :) !!
I try hard to act as a mediator in difficult relationships to prevent escalation
Ensuring that team members take breaks
Making sure you ask them if they need a hand and to be kind
Spending a bit more time listening to them
Asking them if they are ok
By being a considerate and supportive manager
Aware of opportunities to access funding to support wellbeing so have shared
Concentrating on team building and showing staff appreciation
Checking up on them more often
I allowed all the staff I manage to attend and advised them about the £100 grant for staff
Effective communication always
Checking in on them to ensure they are well.
I've been checking in with stressed colleagues to see if there is any way I can help or take off some of the workload
Smiling and preparing the well-being boxes
I told them all about the course and promoted within Directorates
Being helpful and being a team player
Approaching them in a calm manner.
Listening to their concerns fully before responding/signposting
I always try to be available to support my colleagues

Table 4 How respondents feel they have made a difference to colleagues.

Making a Difference to patients and their families

When asked to tell us one-way attendees have been “Making A Difference for your Customers; your patients, their family members and our visitors”, respondents offered a variety of responses however some themes emerged around politeness and personal introductions (table 5).

I'm not afraid to say sorry when something goes wrong
I don't work with families or patients as office based only
Being open and interested in what they need, how can I help?
Reassuring at all times, giving support and encourage independence
I am more conscious that everyone reacts to and feels different about situations, empathy is vital.
Spending more time making them feel valued and cared for
Keeping up the Values of the trust
It has encouraged me to always introduce myself to patients
Listening to complaints and always think about offering an honest apology when things didn't go well
Making time to smile and greet people
I ensure that whoever approaches me I stop what I'm doing, and they have my undivided attention.
Giving my name when answering the phone and trying to remember to ask for theirs
By doing what I usually do, and in keeping with the health board values
I always ensure I ask people how they prefer to be addressed and do not assume to use their first names.
I haven't changed my practice as I have always worked this way.
Ensuring that communication is clear to overseas applicants
By being an active listener and making the patient feel that we care
Listening to their needs
Spending more time within the community I live and with elderly people
By introducing with my name, the conversations seem to flow more easily
As I work in the [removed] Team - no real changes
I don't have any patient contact but on the rare occasions I do I introduce myself and use their name.
Greeting people more often
I think I have always treated staff and service users with respect in friendly manner
Greeting people by name, and introducing myself
Always try to greet warmly and introduce myself.
Trying to put myself in their shoes more, to understand their true feelings
Not keeping people waiting
By ensuring that staff and public know who I am
Being polite and helpful
Making sure all members are included in the care of a patient and that they understand everything regarding their care.
Listening to their concerns fully before responding/signposting
I always ensure a personal approach when communicating to our clients

Table 5 How respondents feel they have made a difference to patients and their families.

The Patient Experience Team was invited to share information that may indicate impact from attendance at the session. The volume of complaints relating to attitude, behaviour and communication issues has remained quite static apart since the pandemic period (fig.8). That said the team offered anecdotal evidence of improved approaches by staff in dealing with complaints and de-escalation.

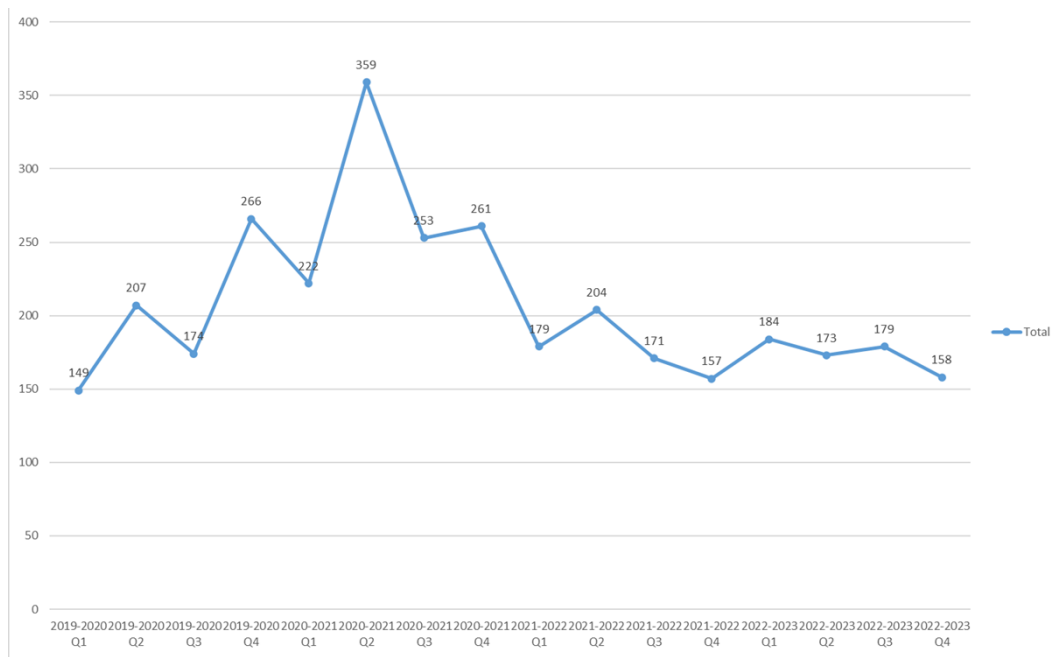


Figure 9 Complaints received for attitude/behaviour and communication issues.

Medical and dental staff (31%) are the largest staff group to receive complaints followed by Nursing (24%). Medical and Dental account for a total of three attendees and nursing 210 attendees on Making a Difference.

Whilst the data we provided shows no significant impact to the experiences of patients there are understandable reasons for this. The staff group that is the main contributor to complaints around attitude/behaviour and communication issues are the Medical and Dental group (31%)². During the evaluation period March 2022 to December 2022 this staff group generated 169 complaints into the Heath Board yet accounted only for 0.6% of the attendees on Making a Difference. Until this disparity is addressed, the program will have minimal impact on the volume of complaints.

² Information supplied by Head of Patient Experience 13/09/2023 via email.

The Estates and Facilities group whilst also have low numbers of attendees (1.2%) this group only account for around 2% of complaints (fig. 9).

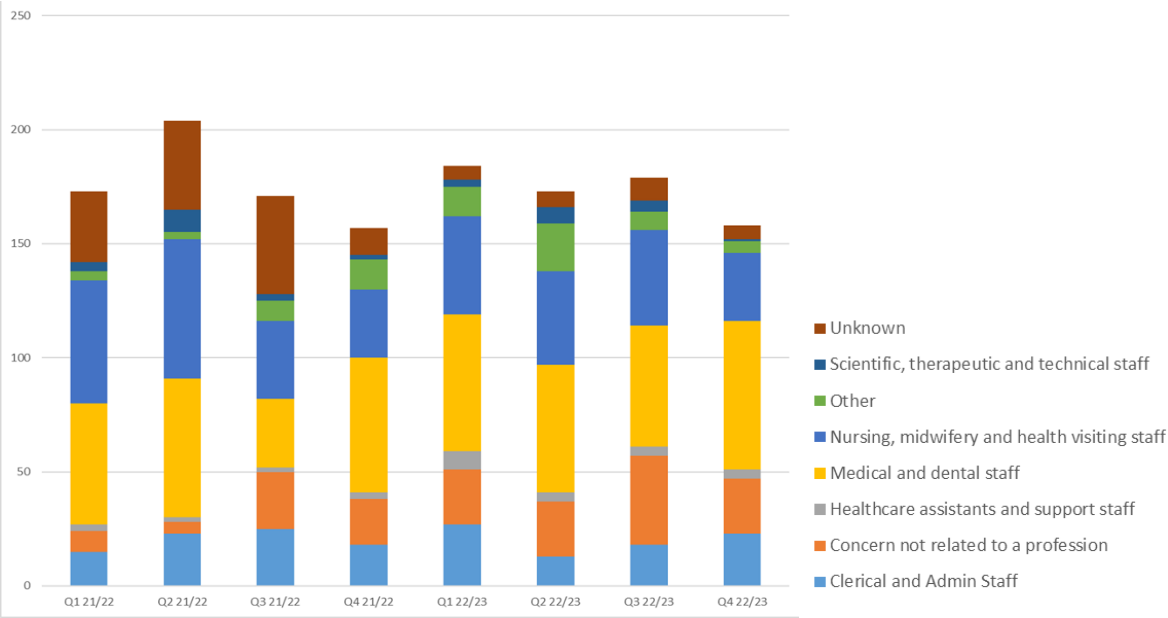


Figure 10 Complaints received for attitude/behaviour and communication issues by staff group.

Making a Difference to Teams

A request was received to deliver Making a Difference exclusively to staff based at Tregaron Community Hospital. The service carefully scheduled bookings to enable all staff members to attend whilst keeping the service open.

The trainer advised that the sessions went well, and all staff were very engaged. Conversations were very meaningful and created an opportunity for open discussion in a safe environment. With their permission, the trainer gathered feedback from the staff to share with the service manager on conclusion of the sessions.

At the time of writing this report, the sessions hadn't fully concluded however the trainer would support the continued practice of delivering 'in-house' sessions.

Findings

Current scheduling provides sufficient availability across the Health Board with English medium sessions filling up and small waitlists running. However Welsh medium sessions continually fail to meet minimum attendance requirements.

The sessions experience a high on-the-day non-attendance driving up cost per head significantly. Non-attendances are noted but no action taken in follow-up to establish the reason why an attendee did not attend.

Despite ongoing discussions and attempts by the People Development team to engage a variety of staff groups, significant under-representation from lower pay band staff and certain staffing groups remains.

Sometime after attendance at the session, staff are still able to recall key features of good customer service and describe changes they have made, indicating retention of learning and their commitment to improve customer experience.

Attendees consistently advise they are experiencing a positive difference for themselves, colleagues, patients, and their families. As this session is delivered concurrently with other interventions, frequently led by WF&OD, it is not possible to establish a direct link between attendance at the session and improved patient experience alone, however as part of the suite of WF&OD interventions, improvement in customer service and workforce wellbeing seems to be on the rise.

The session results in a high recommendation score for other colleagues to attend and in some cases, attendees recommend *specific staff roles* that would, in their opinion, benefit from attending (I.e., doctors and managers).

Attendees highly value the reflection period in the afternoon. Additionally, there is a likely link between the reflection time and retention of new knowledge acquired, in keeping with contemporary learning theory.

Content largely remains relevant with some content updates required to keep the session current.

There appears to be an opportunity to develop continuation of the session aimed at managers to help them sustain the differences staff can make.

Conclusion

As part of the 2021/2022 strategic objectives, the People Development Team were asked to design a training programme to build excellent customer service for all staff in public & patient facing roles. Feedback from attendees confirm that session content is relevant, useful, and new knowledge utilised across a range of services.

It is acknowledged that due to other interventions and sessions occurring simultaneously with Making a Difference by several services across the Health Board, any specific and measurable initial impact remains unclear. What is known is there has been no improvement via reduction in complaints for Medical and Dental, since the training has been in place and it is possible that if this staffing group attended the training, a reduction in complaints could be realised as there is significant anecdotal evidence from attendees, that there are noticeable benefits and examples of attendees attempting to make a difference and apply their learning.

The costs of delivering the sessions against a backdrop of a Health Board overspend must be reviewed with venue hire being an obvious place to start. That said any change of venues that affect proximity to workplace might impact attendees 'feelings of guilt' or 'manager pressures' to return to work during their allocated reflection period.

Costs per head could be improved with higher numbers attending each session or increase attendee numbers to counteract the non-attendance rates. Having questioned if sessions could accommodate more than 20 and remain effective the answer is believed to be 'yes' with venue size being the only real limiting factor.

Recommendations

1. Reduce costs of training.

- Off-site venue hire requires urgent re-consideration.
- Increase course capacity to reduce cost per head.

2. Improve attendance.

- Increase course capacity to address the impact of 'on the day' non-attendance.
- All 'non-attendances' should be followed up to identify the reason for non-attendance and act on any relevant feedback.
- A targeted approach to who the training needs to be delivered to has to be taken with a steer provided by Patient Experience and sponsorship provided by the relevant Executives.

3. Update session content.

- The key-note video at the end of the session must be updated at the earliest opportunity to reflect a post-pandemic environment.
- Explore any opportunities to support neurodivergent learners.
- Making a difference should be extended into a suite of resources specifically aimed at line managers.
- Review training to enable bespoke sessions for the staff groups of concern that can be coordinated around their availability.

4. Improve ability to measure impact and return on investment.

- The point in time when the initial feedback questionnaire is presented should be moved to just before lunch break.
- Explore ways to identify impact via other mechanisms such as the follow up staff experience exercise and focus groups.
- Offer in-house sessions to whole service/teams to maximise opportunity for improvements to be realised.