**Knowledge Mobilisation Assessment Action Plan**

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Date: 17/09/21

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**Q57. Action plans**

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| Theme - Leadership | Actions | Due by | Lead | Review date |
| **Makes best use of the knowledge they already have** | * Request and use summaries of the latest research evidence * Receive regular e-mailed tailored alerts of the latest evidence to keep you up to date * Request summaries of policy documents to save you time | 30/05/21 | Nicki | 31/03/22 |
| **The expectation to apply evidence and knowledge is explicit and embedded within strategic documents** | * Routinely request a summary of evidence to underpin all decision-making * Ensure all corporate and clinical documents are written based upon a review of external evidence and good practice, with supporting publications clearly referenced | 30/05/21 | Sue | 31/03/22 |
| **Some leaders ensure staff are encouraged and supported** | * **No action required** |  |  |  |
| **Most colleagues recognise that learning from external evidence and sharing internal knowledge is important** | * Routinely use the appreciative inquiry approach to learning before a piece of work to celebrate what is working well and build upon past success to move towards the best possible future state * Develop and maintain an institutional database of publications by employees |  |  |  |
| **Some readily acknowledge ways in which access to the evidence base and sharing knowledge add value** | * Some readily acknowledge ways in which access to the evidence base and sharing knowledge add value * Encourage every team in the organisation has a dedicated knowledge champion to encourage localised use of external evidence and organisational knowledge and to liaise with colleagues from the Knowledge and Library Service |  |  |  |

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| **Theme - Behaviour** | **Actions** | **Due by** | **Lead** | **Review date** |
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| **In the majority of cases responsibility to find, evaluate and use research evidence is an explicit component of appropriate roles** | * Ask a colleague from the Knowledge and Library Service for a summary of research evidence and examples of good practice when you start a piece of work |  |  |  |
| **Individuals and some teams draw on evidence and prior learning to improve productivity and efficiency** | * Use a Before Action Review to consider research evidence and lessons learned by others before starting out on a piece of work |  |  |  |
| **Some teams seek, assess and adopt innovations** | * Ask for help in using a model to transfer knowledge effectively so innovation can be spread and adopted * Ask a colleague from the Knowledge and Library Service how you can share the outputs from your latest project or piece of work so learning can be widely spread |  |  |  |
| **Staff make best use of news and updating services with which they are familiar** | * **No action required** |  |  |  |
| **Some individuals and teams invest time and resource in identifying, sharing and making use of knowledge** | * Allocate teams time to encourage them to take part in knowledge sharing opportunities such as knowledge cafes * Establish a process to retain and transfer knowledge when people move to new roles |  |  |  |
| **Communities of practice are organised around areas of common interest** | * Set an expectation that every employee has a completed and up-to-date profile on the organisational people finder system * Create online spaces to gather and curate tailored online resources by special interest * Establish a round of randomised coffee trials to encourage staff to break free from silos, meet, connect and exchange ideas with colleagues from other parts of the organisation |  |  |  |
| **The organisation is beginning to put systems in place across the board to use technology for collaboration** | * Use technology to encourage teams to share knowledge using discussion boards or setting up dedicated subject or team channels |  |  |  |
| **Guidance and policies from NICE, Royal Colleges and other national sources are neither regularly accessed nor reviewed** | * Request a policy briefing service from a colleague from the Knowledge and Library Service |  |  |  |
| **Stored, retrievable and shared from a document management system (such as Sharepoint) but no process in place for systematic updating** | * Ask a colleague from the Knowledge and Library Service to ensure that all your local policy and procedural guidance is based on the latest evidence |  |  |  |

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| **Theme - Capabilities and Working Practices** | **Actions** | **Due by** | **Lead** | **Review date** |
| **Some teams actively promote resources and training to equip staff to build the skills they need** | * Ask a colleague from the Knowledge and Library Service to manage tailored online resources by special interest * Encourage the use of an organisational lessons learned log by ensuring it remains up-to-date and learning is actively promoted |  |  |  |
| **Staff have the confidence to introduce new initiatives to better manage organisational knowledge** | * Ask a colleague from the Knowledge and Library Service to provide some training on the different techniques available for learning before, during and after activities * Ask a colleague from the Knowledge and Library Service to present a session for your team about knowledge sharing activities as outlined in the [NHS Knowledge Mobilisation Framework](https://www.e-lfh.org.uk/programmes/knowledge-mobilisation-framework/) |  |  |  |
| **Most healthcare staff have appropriate digital and information skills and use evidence to inform decisions and proposals** | * **No action required** |  |  |  |
| **Some people can carry out basic searches to find evidence** | * Ask a colleague from the Knowledge and Library Service to regularly attend meetings to proactively supply summaries of evidence and good practice to inform your discussions and decisions |  |  |  |

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| **Theme - Knowledge Services** | **Actions** | **Due by** | **Lead** | **Review date** |
| **Limited access to the national core collection of electronic resources using NHS OpenATHENS but no support from qualified librarians and knowledge specialists** | * Champion investment/invest in a Knowledge and Library Service which has capacity to facilitate and deliver a full range of knowledge activities and services |  |  |  |
| **Wider use of library and knowledge services by more of the team but mainly to support education and continuing professional development** | * Ask a colleague from the Knowledge and Library Service to meet your team and provide examples of the type of work they can do to encourage your teams to use the full range of services on offer |  |  |  |
| **The knowledge and library services team understands business priorities and routinely focuses their provision to meet shifting organisational priorities** | * Ask a colleague from the Knowledge and Library Service to join your decision-making groups |  |  |  |
| **The knowledge service has streamlined functions to free up time for literature searching, synthesising and summarising research. The service has made the case to build additional capacity** | * Ask a colleague from the Knowledge and Library Service to regularly attend meetings to proactively supply summaries of evidence and good practice to inform your discussions and decisions * Champion investment/invest in a Knowledge and Library Service which has capacity to facilitate and deliver a full range of knowledge activities and services |  |  |  |
| **The knowledge service has already streamlined functions and released time for knowledge activities. Where needed, the service is making the case to build additional capacity** | * Champion investment/invest in a Knowledge and Library Service which has capacity to facilitate and deliver a full range of knowledge activities and services |  |  |  |