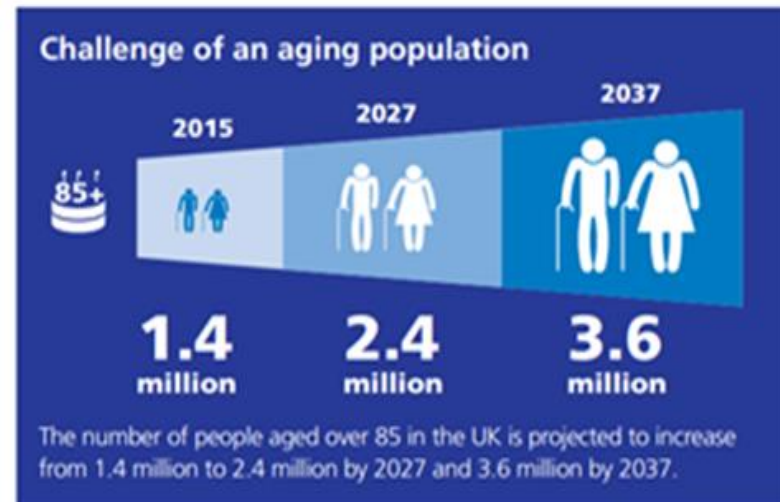
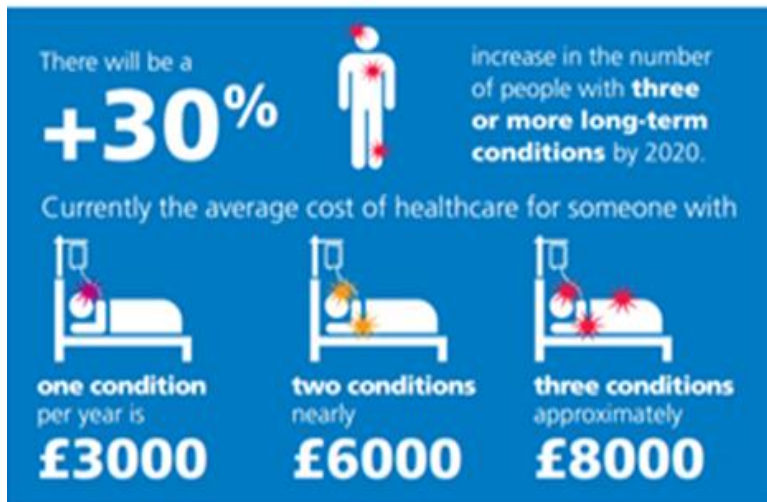
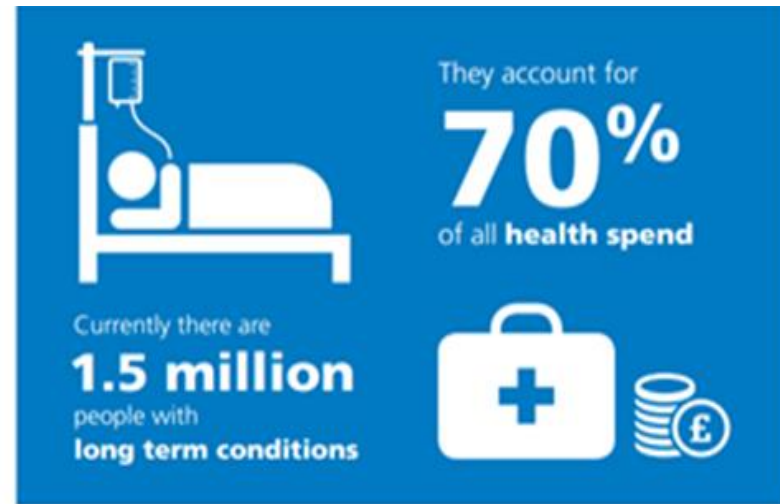
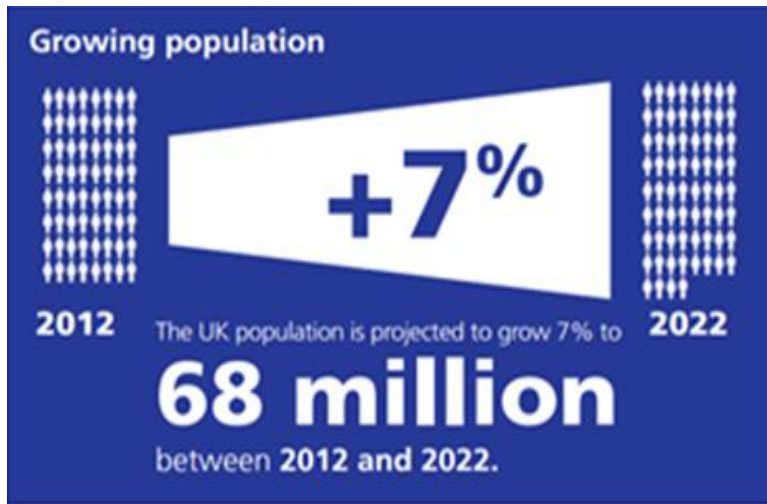


Knowledge for Healthcare Becoming Business Critical.... Making it happen



Developing people
for health and
healthcare

www.hee.nhs.uk



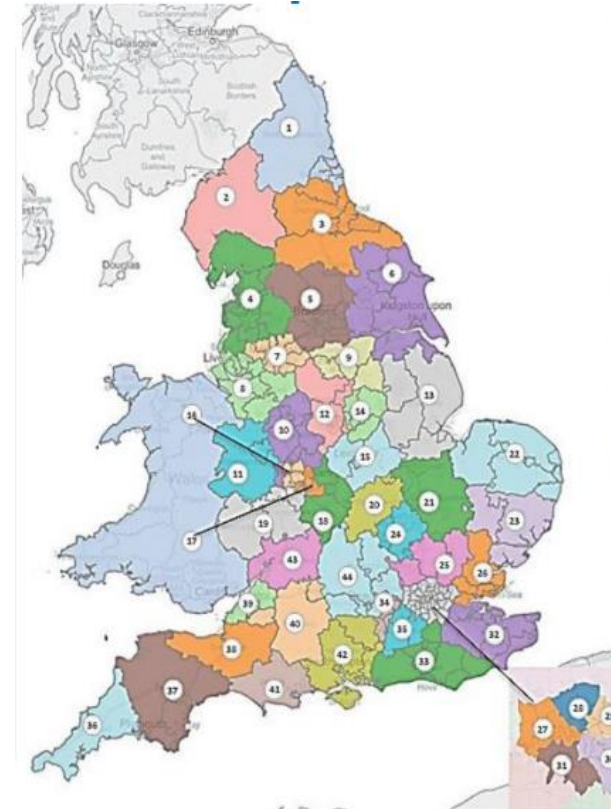
Mind the (generation) gap



'Baby Boomers'	'Generation X'	'Generation Y'	'Generation Z'
1946-1964	1965-1980	1981-1994	1995-2010
Motivated and hard working; define self-worth by work and accomplishments	Practical self-starters, but work-life balance important	Ambitious, with high career expectations; need mentorship and reassurance	Highly innovative, but will expect to be informed. Personal freedom is essential
25% of the NHS workforce	40% of the NHS workforce	35% of the NHS workforce	<5% of the NHS workforce

Sustainability and Transformation Partnerships

- **Health and Wellbeing**
 - Improve health outcomes and preventable diseases
- **Care and Quality**
 - High quality, consistent and equitable standards of care for all
- **Finance and Efficiency**
 - STP planning process as a pathway to financial sustainability as a system



The Topol Review, 2018

Preparing the healthcare workforce to deliver the digital future

- Digital medicine is advancing rapidly. Are we keeping up to date?
- What is our role as librarians and knowledge specialists in building a digital ready workforce?
- Dr Topol proposes that the introduction of any technology must be grounded in evidence. How are we supporting decision-making?
- New roles for health informaticists are emerging to support the use of digital tools. Are we in the loop?



Knowledge for Healthcare

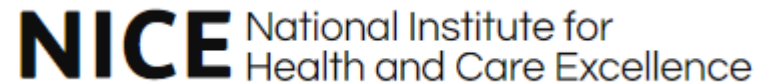


An ambitious vision:
NHS bodies, their staff, learners, patients and the public use the right knowledge and evidence, at the right time, in the right place, enabling high quality decision-making, learning, research and innovation to achieve excellent healthcare and health improvement.

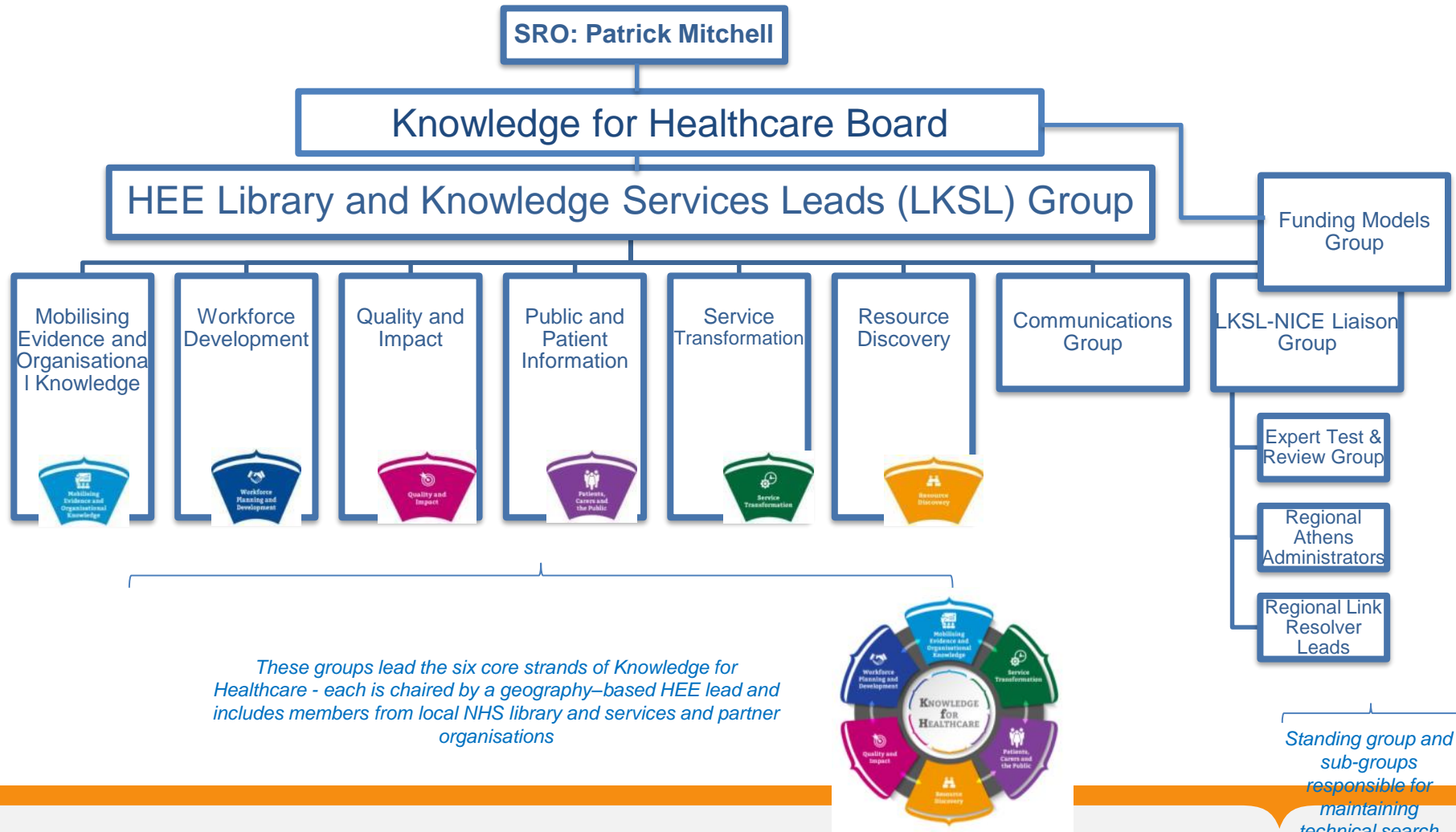
Partnerships are Central

Health Education England is committed to :

- learning from and partnering with other organisations across different sectors
- strengthening working relationships across the library community



Knowledge for Healthcare



These groups lead the six core strands of Knowledge for Healthcare - each is chaired by a geography-based HEE lead and includes members from local NHS library and services and partner organisations



Standing group and sub-groups responsible for maintaining technical search infrastructure

Library and Knowledge Services Policy

To ensure the use in the health service of evidence obtained from research, HEE is committed to:

- **Access:** enabling all members of NHS workforce to freely access library and knowledge services
- **Workforce development:** developing NHS librarians and knowledge specialists to use their expertise to mobilise evidence to underpin decision-making
- **Service development:** developing proactive NHS library and knowledge services - coherent national service focussed on needs and priorities

Drivers for the campaign

- The legal duty under the Act
- Quality and Productivity challenge
- Ambition of *Knowledge for Healthcare*
- Move from education to mobilising evidence
- HEE's Policy
- NHS and CILIP working in partnership
- Commitment and passion of health librarians



Health and Social
Care Act 2012

CHAPTER 7



What and When?

From launch at APPG to NHSConfed17 and on to NHS Confed18



Engagement with 16 national organisations to date



Sarah Hennessy
@Thompson241

Following

Lots of interesting chats at [#AMillionDecisions](#) stand at [#Confed17](#) [@nhsconfed](#), on benefits of utilising Health Library & Knowledge Services



1:29 PM - 14 Jun 2017

Reach of #AMillionDecisions

- 1,000,000 social media impressions at launch
- 6,846 unique visits to web pages
- 127 impact case studies
- 16 social cards featuring quotations from champions
- 16 health organisations asked for follow-up meetings
- 2 letters sent to Secretary of State for Health



Communications and engagement

- www.libraryservices.nhs.uk
- Knowledge for Healthcare blog
<http://kfh.libraryservices.nhs.uk/>
- Strategic briefing for LKS staff
- Professional journals – series of articles and news items published – more scheduled
- 2018 conferences – EAHIL, CILIP, HLG

PRIMARY DRIVER

Mobilising Evidence And Organisational Knowledge

Mobilising evidence and knowledge.

SECONDARY DRIVERS

NHS organisations Apply and use evidence in decision making, Build know-how and Continue to learn.

Healthcare staff use key tools and techniques to share their knowledge and learning to improve the quality of care and productivity.

Librarians and knowledge specialists assess organisational needs and introduce knowledge management solutions.

INTERVENTIONS

Advocate the implementation of HEE's policy for NHS Library and Knowledge Services in England

Build networks of strategic, clinical and executive champions to promote to employers the positive contribution of librarians and knowledge specialists to improving quality and productivity.

Joint HEE/ CILIP campaign to highlight the role of librarians and knowledge specialists in delivering evidence.

Facilitate Trusts and Arm's Length bodies to use our self - assessment tool to review their use of evidence from research and organisational knowledge.

Build geographical networks of information providers to strengthen collaboration with STPs.

To engage with employers and library managers to redesign and extend service roles to align and embed knowledge specialists with healthcare teams.

Promoting key tools and techniques through which healthcare staff can mobilise evidence, knowledge and learning, using HEE's website, technology enhanced learning and related resources.

Librarians and Knowledge specialists facilitate healthcare staff to use key tools and techniques to share their knowledge.

Increase the confidence and capability of librarians and knowledge specialists, using technology enhanced learning, the knowledge management toolkit and related resources.

Establish a community of practice of healthcare knowledge management specialists.

Mobilising organisations

Leadership	1. Nothing in Place Yet	2. In Early Stages	3. Pockets of Good Practice	4. Business as Usual
Use of externally generated evidence →	No demonstrable use of external research evidence and best practice. 1 2 3	Makes best use of the knowledge they already have. 4 5 6	Relevant research evidence has been accessed and evaluated. 7 8 9	Decisions are underpinned by robust evidence which has been evaluated. 10 11 12
Taking a strategic view of using external evidence and organisational knowledge →	There is no strategic commitment to using external evidence or organisational knowledge. 1 2 3	There is some strategic commitment to optimising the use of evidence and organisational knowledge. 4 5 6	The expectation to apply evidence and knowledge is explicit and embedded within strategic documents. 7 8 9	There is a nominated strategic lead, committed resource and established effective processes. 10 11 12
Leadership to support the use of external evidence and organisational knowledge →	There is no visible leadership or support. 1 2 3	Some leaders ensure staff are encouraged and supported 4 5 6	Some leaders set an example in accessing evidence, sharing and learning from each other. 7 8 9	There is strong leadership from the top at Board level, all leaders act as role models. 10 11 12
Approach to innovation →	There is no process in place to scan and consider innovation. 1 2 3	Teams consider innovations they are aware of. 4 5 6	Some teams seek, assess and adopt innovations. 7 8 9	There is an established process to identify, review and adopt innovations 10 11 12
Approach to keeping up to date →	Staff are focussed on the internal agenda. 1 2 3	Staff make best use of news and updating services with which they are familiar 4 5 6	Staff are proactive in requesting alerts on priority areas. 7 8 9	Proactive targeted alerts are routinely distributed to the right people at the right time. 10 11 12
Demonstrating the impact →	People are sceptical as to the benefits of knowledge sharing and reluctant to commit time. 1 2 3	Anecdotal stories demonstrate that sharing knowledge adds value. 4 5 6	Some readily acknowledge ways in which access to the evidence base and sharing knowledge add value. 7 8 9	Formal processes to gather and opportunities to showcase, the impact of knowledge sharing are in place. 10 11 12

“Really useful as an exemplar of best practice and as a way of setting up expectations and methods to support this”
Director HR/OD Poole Hospital

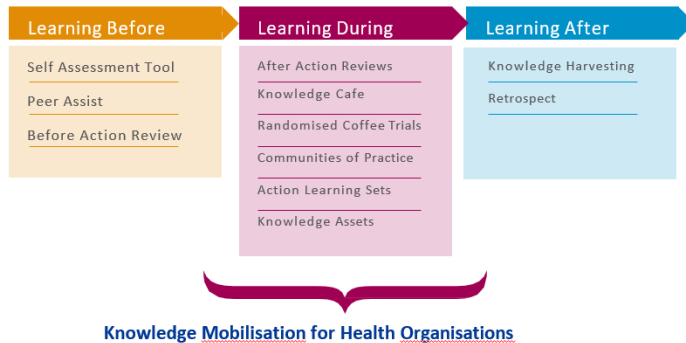
“The library team should be our knowledge stewards in the same way as microbiology are the antibiotic stewards for the Trust.”
Ben Mearns, Chief of Medicine
SASH

Board self-assessment tool

With thanks to Rachel Cooke, SASH and acknowledging her work with Chris Collison

Mobilising the knowledge of healthcare professionals

Knowledge Mobilisation Framework



The NHS Knowledge Mobilisation Framework provides a set of tools and techniques to help people to learn before, during and after everything they do so that good practice can be replicated and pitfalls are avoided.



Tools and techniques

E-learning

Mobilising librarians

Increase the confidence and capability of library and knowledge specialists to assess organisational needs and introduce knowledge management solutions

Signposting resources



A national community of practice

Aim: to establish a community of practice for healthcare librarians and knowledge specialists

Create a space in which people can share ideas and network as we expand our experience and expertise

Contact: Emily.Hopkins@hee.nhs.uk



Why do the public and patients need health information?

- There are powerful legal, moral, ethical and financial incentives for providing quality information to enable people to better manage their health and wellbeing and make fully informed decisions about their treatment and care. ([*PiF Making the Case*](#))
- Patients are being encouraged to self-manage, share decision-making and be partners in their own care
- Low literacy levels: 43% of working-age adults (aged 16-65) are unable to understand or make use of everyday health information
- NHS libraries are uniquely positioned to help throughout the patient journey

Health literacy

What is the issue?

- 43% adults in England cannot understand textual health information
- 61% adults cannot understand health information with both text and numbers
- Poor health decisions

Rowlands, 2015

Support needed

- Functional literacy: helping NHS colleagues to identify issue and appropriate resources
- Interactional literacy: providing tools to support 2-way understanding
- Critical literacy: advisory role, drawing on critical appraisal

Library and Knowledge Services staff are...

Uniquely positioned to provide healthcare information to the public and patients

- Play a key role in providing evidence for patient care as part of our service to healthcare staff
- Skills in finding the evidence, appraising it and making it readily available in formats needed by our healthcare colleagues.
- Can use these same skills in our interactions with the public, patients and carers
- Can act as signposts to the information that the public, patients and carers need to empower them to be active participants in their health and well-being
- Training skills can be utilised to facilitate health literacy awareness

Guidance and ideas bank

- Helping healthcare staff to provide high quality patient information
- Collaboration with your local public library service
- Facilitating patient/ public health literacy
- The library open to the public
- Walk-in use of print resources for reference
- Enquiry service for patients and the public

“There are some great ideas in the guidance about how we can work better to support patients and the public.”

Helen Swales

“I think the vignettes are a good way of helping services to see what might be realistic and achievable in the different aspects of service.”

Paul Twiddy

Patient & Public Information Activities

Building on the skills of library and knowledge services

2018-19 health literacy awareness
skills training and use of toolkit

<http://www.hee.nhs.uk/our-work/health-literacy>

Advocating use of evidence by local
NHS organisations in patient
information materials (Senior
Leadership Development Project)



Health Information Week 2018 (2
July – 8 July)

Promoting importance of evidence-
based health information

National partnerships promoting
librarianship roles in patient and public
health information

Service redesign

Library and knowledge services working across larger geographies:

- Learning from mergers and amalgamations
- Analysing barriers and enablers
- Developing skills and resources to facilitate change



'Do better collaboratively': current awareness

Signposting options for collaboration to:

- Extend reach
- Improve quality
- Reduce duplication



‘Do once well’: STEP search skills e-learning

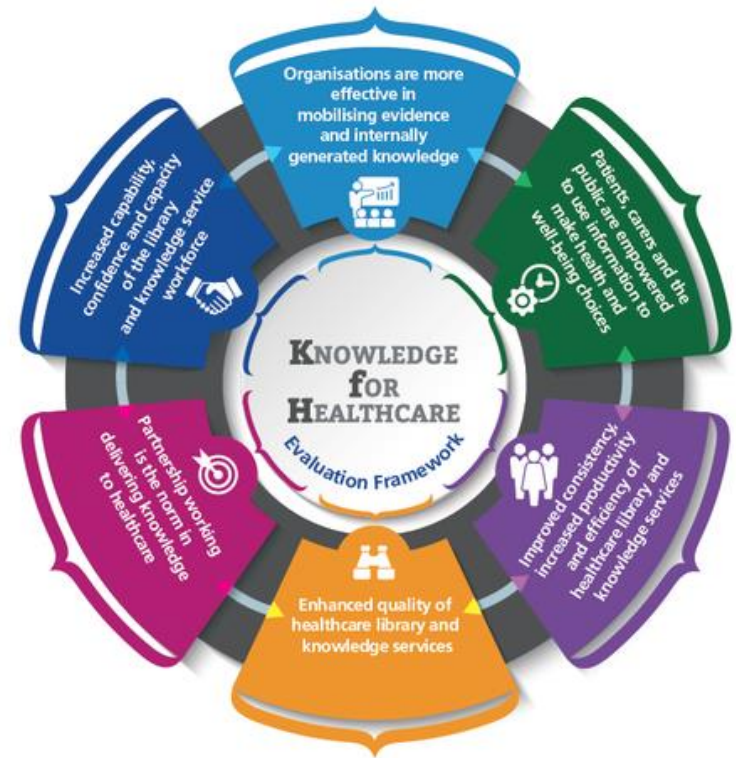
- Seven short generic modules for library staff to signpost and/or include in locally delivered blended learning



<https://www.e-lfh.org.uk/programmes/literature-searching/>

Evaluation Framework

- The evaluation framework has been developed to meet the need to assess progress towards achieving the delivery of Health Education England's vision for Knowledge for Healthcare and to demonstrate the significant contribution made by library and knowledge services



Evaluation Framework



IMPACT OBJECTIVES

IMPACT INDICATORS

PROCESSES/ACTIVITIES

Where We Want to Make an Impact

How We Will Know a Change has Occurred

How We Might Demonstrate This

Organisations are more effective in mobilising evidence and internally generated knowledge

- Organisations make active use of LKS expertise and value added services in mobilising evidence and organisational knowledge
- Decisions are routinely informed by LKS provided evidence and best practice information
- Tools, techniques and processes are used to capture and share organisational knowledge effectively
- LKS staff are competent to articulate and deliver knowledge management effectively as part of everyday practice

- Work with the executive team and across the organisation to identify needs and priorities
- Implement an Action Plan to make better use of knowledge as an asset with the organisation or across the system
- LKS provide evidence and best practice information to decision makers
- Promote research enquiries; literature searches; synthesis and summaries; horizon scanning and briefings; alerting services to decision makers
- Promote information products and knowledge sharing tools and techniques to develop awareness to decision makers
- Individual librarians and knowledge specialists complete appropriate training and continuing professional development

Patients, carers and the public are empowered to use information to make health and well-being choices

- Healthcare staff draw on healthcare LKS expertise to inform the choices of patients and carers
- Public library and third sector information staff draw on healthcare LKS expertise to empower patients, carers and the public
- Healthcare LKS staff are competent in their role and activities related to patient, health and well-being information

- Raise awareness of available training on high quality information sources on health and wellbeing to healthcare staff
- Signpost high quality information sources on health and wellbeing to healthcare staff, public library and third sector
- Establish local networks of health information providers to promote training opportunities and enable sharing of guidance, experience and resources around health and wellbeing information
- Individual librarians and knowledge specialists complete appropriate training and continuing professional development

Improved consistency and increased productivity and efficiency of Healthcare Library and Knowledge Services

- Proportion of resources are pooled centrally to deliver healthcare LKS
- Streamlined library and knowledge services and systems

- Pool regional and local budgets for e-resources
- Develop consistent e-resource portfolio through increased national procurement
- Undertake collaborative procurement, with partners
- Centralise and streamline functions at national level to avoid duplication
- Establish end/or contribute to collaborative systems and mechanisms to deliver local library and knowledge services.
- Develop a business case to procure a national library management system
- Develop training and marketing materials nationally for local use
- Establish a collaborative nationwide interlibrary loan and document supply service
- Collaborative systems and mechanisms deliver current awareness and alerting services

Evaluation Framework



IMPACT OBJECTIVES

IMPACT INDICATORS

PROCESSES/ACTIVITIES

Where We Want to Make an Impact

How We Will Know a Change has Occurred

How We Might Demonstrate This

Enhanced quality of healthcare library and knowledge services

Partnership working is the norm in delivering knowledge to healthcare

Increased capability, confidence and capacity of LKS workforce.

- All healthcare workforce members can freely access library and knowledge services
- LKS meet professional practice, education, development and research information needs
- The healthcare workforce, educators and learners routinely use LKS provided evidence, best practice information, services and resources
- The healthcare workforce, educators and learners, have a positive experience of accessing and using LKS provided evidence, resources and services

- People from partner organisations feel committed to working collaboratively with healthcare LKS to achieve shared goals
- Documents and/or systems mechanisms enabling partnership working are in place and used
- Level of investment in library and knowledge services through working with stakeholders and partners
- Sharing ideas generated by partnership working

- Capacity and structure of LKS workforce meets evolving needs of the organisation
- Paraprofessional staff organise and deliver day to day customer facing services and library operations
- Professional staff have embedded roles in healthcare teams
- The confidence and capability of LKS staff

- Monitor number of organisations with an SLA for LKS
- LKS collaborate to ensure that services, including procurement, meet needs
- Optimise funding locally to ensure the LKS meets local needs
- Targeting and tailoring of services to healthcare staff groups
- LKS staff work with teams across their organisation(s) to identify user needs and priorities
- LKS provide evidence and best practice information to healthcare workforce, educators and learners
- LKS routinely participate in planning and implementation of education and CPD within the organisation
- LKS routinely participate in planning and implementation of research and innovation
- Provide appropriate information literacy training to meet needs
- LKS undertake targeted promotion of resources and services to the healthcare workforce, educators and learners
- A process for continuous service evaluation and performance monitoring, to drive service improvement, is in place
- LKS workforce complete appropriate training and continuing professional development

- Promote the value and benefits of partnership working
- Seek feedback from partners annually
- Regular meetings and other forms of networking take place with key partners
- Joint actions are agreed and implemented
- SLAs, MoUs or some other forms of agreement are in place

- Undertake and analyse a biannual workforce audit
- Clear management and staff structures put in place to optimise delivery of the service
- Paraprofessional staff are supported to extend their role through training and current operational procedures
- Professionally qualified LKS staff deliver the specialist LKS service
- Extend reach and broaden the range of LKS delivery
- Bi-annual Learning Development Needs Analysis is carried out and analysed with input from individuals, managers and LKS leads
- Staff are trained to fulfil the requirements of their evolving roles

Pilot Quality Improvement Standards

OUTCOME

Library and knowledge staff deliver a high quality, user focused knowledge and evidence service to enable providers of NHS services to achieve their mission.

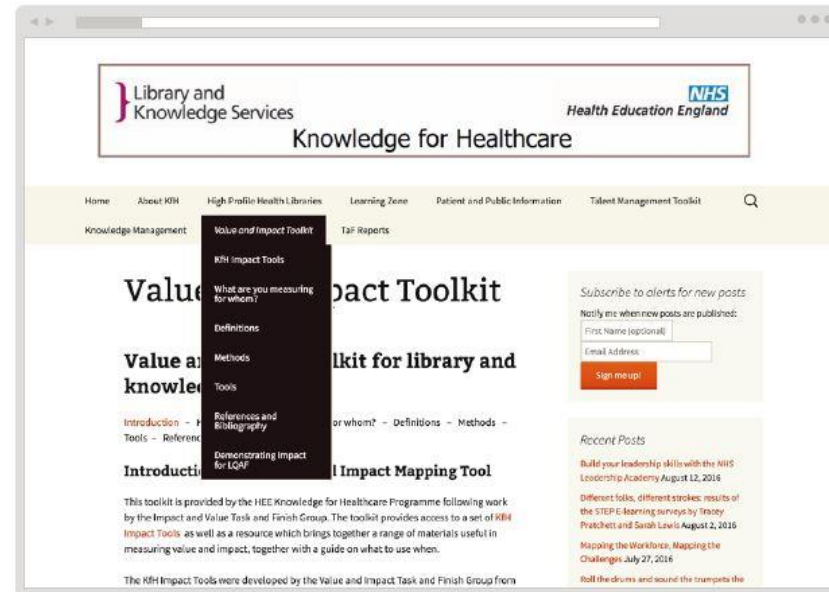
<http://kfh.libraryservices.nhs.uk/pilot-lks-quality-improvement-standards>



Value and impact toolkit

A series of robust tools are provided to assist library and information professionals in obtaining evidence of impact from their customers including:

- A new short questionnaire
- An interview schedule
- A revised case study template



Quality Metrics for Success

- the [Principles for Metrics Report](#) in June 2016. It looks at how LKS have been working with metrics in the NHS and beyond and defines a set of principles for good metrics
- The [Quality metrics template](#) has been created to support the development and sharing of metrics. It provides a structured approach to applying the principles while clearly defining your metric.
- The [metrics bank](#) brings together shared templates as a resource for LKS staff seeking to learn about potential metrics

Does your metric meet the following criteria?

✓	Meaningful - does the metric relate to the goals of the organisation, to the needs of the users and is it re-examined over time for continuing appropriateness? Do other people care about it? Combining two facets can strengthen a metric – for example usage by a particular staff group.
✓	Actionable – is the metric in areas that the LKS can influence? Does it drive a change in behaviour? The reasons for changes to a metric should be investigated not assumed. Beware self-imposed targets – are they meaningful to stakeholders?
✓	Reproducible - the metric is a piece of research so should be clearly defined in advance of use and transparent. It should be able to be replicated over time and constructed with the most robust data available. Collection of data for the metric should not be burdensome to allow repetition when required.
✓	Comparable - the metric can be used to see change in the LKS over time. Be cautious if trying to benchmark externally. The diversity of services must be respected – no one metric fits all.

Research

- Within *Knowledge for Healthcare*, Health Education England made a commitment to ‘undertake and publish research in the field, thereby building the evidence base for service improvement and sharing best practice’
- Reviewing gaps in evidence and developing Return on Investment model



Impact of Clinical Librarians

Clinical librarian: a role embedded in a clinical team, providing information as required by team members to support evidence-based practice and high quality patient care at the point of care or decision-making.

- Create evidence to demonstrate the intrinsic value of the role of the Clinical Librarian



Optimising funding – the audit



Issues:

1. Data quality
2. Understanding the tariff
3. Maximising spend on online resources

Result:

Group, led by a HEE Head of Finance, to review LKS funding models & collaborative purchasing

Procure, manage and widen access to digital resources centrally

- Reprocure national core content
- Explore extended central and collaborative purchasing to increase value for money, improve equity and reduce effort locally
- Widen and streamline routes to discovery
- Promote open access publishing

Streamline LKS systems and processes

Explore options for rationalising:

- Search and discovery systems
- Library management systems
- Resource-sharing networks and processes
- National and regional LKS web platforms for LKS staff and wider workforce



Workforce Planning & Development Group 2017 – 18

Task and finish groups



Professional Knowledge and Skills Base for Health



- Enriched CILIP's tool for healthcare settings
- Framework for skills analysis
- Self-assessment tool; Professional Development Plans; CILIP Registration
- Help employers understand our unique skills; appraisals
- Inform CPD programme
- Feedback form



The Learning Zone

Signposting learning resources to support professional development

Generic Skills (PE/KW)	Specialist & Technical Skills (KO)	Career Pathway (SA)
Advocacy	Advanced searching	Applying for jobs
Change management	Basic searching	Apprenticeships
Communication skills	Cataloguing & classification	CILIP qualifications
Costing and pricing	Clinical and outreach librarianship	CILIP PKSB
Customer care	Critical appraisal	Interview skills
Ethics	E-learning	Job descriptions / person specifications
Innovation management	Health literacy	Library schools
Leadership	Information delivery to the public and patients	Mentoring and coaching
Lean	Information literacy	Pen-portraits
Marketing & promotion	Knowledge management	Shadowing
Mentoring and coaching	Legal issues	Talent management
Network management	Records management	Vocational qualifications
Project and programme management	Statistical skills	Volunteering
Quality and impact	Synthesis	
Role redesign	Web design / content	
Staff management		
Strategy and business planning		
Teaching skills / action learning		

Redesigning roles

“Focused on NHS priorities, new models of service delivery call for flexible, multi-skilled knowledge specialists confident to apply their expertise within healthcare teams and at points of care and decision-making.”

“Now, and going forward, many more responsive, problem-based, ‘just-in-time’ and ‘just-for-me’ services are needed.”

HEE/ CILIP Leadership programmes

- 1 year programme for mid-career professionals
- 4 face-to-face days, 4 online webinars/training
- Group projects to mobilise evidence & organisational knowledge
- Participation in action learning sets
- Strong foundation - appetite and confidence day to day, supporting progress into new roles & portfolios
- 2nd cohort October 2017 – September 2018

Leadership in practice



'an opportunity for not only **superb networking** ... **crucial time out** ...to reflect and **a blended learning structure**, but also a coherent set of tools with which to better understand and develop my own leadership style.

'project work enables members to practice some of the **skills and tools** .. Into **a real life project with potentially meaningful outcomes.**'

Chris Johns

Systems Librarian

Royal Cornwall Hospitals NHS Trust

Senior Leadership Programme

- Senior LKS staff development programme
- Developed with the NHS Leadership Academy
- Cohort one: 15 participants, March – October 2017
- Cohort two: 11 participants, April 2018 - January 2019
- Three 2-day residentials plus ALS
- Aim to strengthen professional cohesion

Leadership in practice



Susan Smith

Senior Librarian

Mid Cheshire Hospitals NHS Foundation
Trust

‘insights and learning from the course have helped **improve conversations** with senior management, stakeholders and partners.’

‘provides **valuable time out** in a **supportive environment** and access to tools which give understanding of **personal strengths and development needs**.’

‘**informal small group** structure allows **flexibility** for direction, **encourages discussion** and creates **meaningful networking opportunities**.’

‘It has made me **more reflective** of my leadership style and altered how I approach things at **both work and at home**.’

Talent management toolkit

- Guides for interviewers and interviewees
- A talent grid
- Podcasts and presentations
- Rollout training

“Our NHS sustainability and success is **dependent on having the right people with the right skills in the right roles – with the right behaviours and values.**”

NHS Leadership Academy



Questions?

David.stewart@nhs.net

Blog: <http://kfh.libraryservices.nhs.uk/>