

CHANGING LIVES

Knowledge Management for apprentices

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Session objectives

- To describe why and how we rolled out a knowledge management programme specifically for apprentices
- To discuss the impact of the programme
- ouhf'ewiflj/f

Context- Knowledge Management

- Definition: 'Knowledge Management is a vehicle for organisational development and service improvement'(Knowledge for Healthcare, 2014, p.24).
- Knowledge Management (KM) as a requirement of LQAF, the new Quality and Improvement Outcomes Framework and a central aspect of Knowledge for Healthcare
- *Knowvember 2018*

Context- Apprentices

- Now over 100 apprentices at the Trust
- A staff group which are not particularly engaged with library services
- The nature of apprenticeships would benefit from KM
- Vocational Training Manager was on board

Lunch and Learn

- Our version of Randomised Coffee Trials
- Pairs two members of staff 'at random' in the newly refurbished library over lunch time
- Apprentices encouraged to attend
- 72 members of staff have attended, 11 apprentices
- Pairings included:
 - Organisational Development apprentice and Developing Practice Lead Nurse
 - HR apprentice and Medical Education Manager
 - Education Centre apprentice and Director of Finance
 - Vocational Training apprentice and Associate Director of HR

Evaluation

	Yes	No
“I connected with someone I otherwise would not have met”	91%	9%
“I widened my professional network”	91%	9%
“I have learned something new”	100%	0%
“I shared knowledge about my role”	100%	0%
“I have gained better understanding of a different staff group”	100%	0%





Videos



Knowledge Harvesting

- A structured approach to help an organisation understand and record the knowledge and experience of people, often before they leave or move roles (KM Toolkit).
- A set of questions are sent to the apprentice which they complete.
- The answers are discussed with them in their final review between the apprentice and the Vocational Training Manager
- The answers go to the new apprentice in that department as part of their induction

Example Knowledge Harvesting Questions

1. What is the most important thing you need to know which your colleagues may not know?
2. Which aspects of the role do you need knowledge and skills for which you did not have before the beginning of the role?
3. What is the key documentation required and how do you access this?
4. Are there any computer programmes or tools which you needed support with?
5. What could potentially go wrong on a day-to-day basis and how do you usually respond with this?
6. Who are your key contacts for expert advice and decisions?
7. If you need support in getting something done, who do you go to?

Example



Knowledge Harvest

Knowledge and Skills	Answer	Tips for new apprentices
1. What do you think is the most important thing to know in your current role, which is not currently known by team members.	In my current role, I think one of the most important things to know is a basic understanding of the CBU structure charts. It means I know exactly who to contact for specific information	Try and make note and remember all of the people you come into contact with, this will help build relationships and also means you can go straight to them if you need assistance.
2. Which activities require specific skills that you may not have had at the beginning of your apprenticeship?	PhotoShop and InDesign to create posters, newsletters, leaflets etc.	If you have the opportunity to try and learn how to use these kinds of applications then definitely go for it. I've learned valuable and transferrable skills from this.
Day to Day		
3. What is the key documentation in your role? Is this readily available to the team through a shared drive or intranet?	The style guide which is available on the intranet, it lists how everything branded with our logos should look.	Always refer to the style and branding guidelines if you are creating documents
4. Are there specific software, tools, techniques you frequently use that others may not be familiar with?	I regularly use photoshop, Adobe and InDesign which few people across the Trust know.	Always ask for help if you ever need to use new software/applications. Your colleagues would rather spend time showing you what to do, rather than allow you to make mistakes.

Conclusion

- Through two different approaches, KM has been used to capture the knowledge of apprentices and as a vehicle for apprentices to share knowledge
- Initial feedback and comments have been positive from apprentices and members of staff paired with apprentices
- KM has become part of our service offer and working to develop this further
- Next steps: Knowledge Cafe for apprentices?
- Next steps: Knowledge Harvest for Trainee Nursing Associates

Any questions?



References

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