Document Version Information

Project/Programme Name:	**Library and Knowledge Services – Knowledge for Healthcare**
Project Register Reference:	
EOF Domain Reference from IPR (if applicable)	
Date:	**Release:** **Final**
Project/Programme Manager:	**Louise Goswami**
Senior Responsible Owner:	**Patrick Mitchell**
Sponsor/Project Customer:	**Health Education England**

Task and Finish Group Name: Learning Zone Task and Finish Group

Working Group: Workforce Planning and Development Working Group

Document Type: Report

Introduction:

As part of the Workforce Planning and Development (WPD) Working Group, the Learning Zone Task and Finish Group (T&FG) was set up to:

- Identify, share and promote key online resources to support professional and personal development.
- Establish a sustainable web presence as a repository for relevant resources.
- Engage with the wider library community and actively promote and seek feedback.

See Appendix A for full terms of reference.

Methods:

An initial meeting on 22 July 2015 kick-started discussions and methods were refined during meetings that followed. The main considerations were:

What skills should be included in the Learning Zone?
Three main skill categories were identified:

- Generic
- Specialist and Technical
- Career Development

See Appendix B for a full list of the agreed skills and selection criteria

How the group should work together
It was agreed that the T&FG should work together on an informal basis, dividing the work between the members and meeting virtually on a monthly basis to check progress, discuss arising issues and agree actions for subsequent meetings. A dedicated email address (learningzone@libraryservices.nhs.uk) was provided for members to communicate Learning Zone-related business.
The skill categories were divided up between members for collection of suitable resources, which were compiled into a master spreadsheet. The resource collection phase ran from August 2015 to January 2016 and after each meeting took place (via WebEx) the data collected by each member was compiled into one spreadsheet, which is now in its 7th iteration.

Deliverables
Discussions regarding a platform for the Learning Zone began in November 2015 with the T&FG agreeing a flexible, low-cost web-based solution that could be developed over time was required. A stand-alone Wordpress site was proposed by the group to the WPD chair in December 2015, but this was not seen as a viable option due an HEE mandate to have all KfH products "under one roof". In mid-January 2016 it was agreed that the Learning Zone would be accommodated on the KfH blog site (http://kfh.libraryservices.nhs.uk), so work began to finalise the data in the spreadsheet so it could be uploaded to the website, which is hosted on Wordpress.
Three members of the T&FG agreed to be responsible for uploading content to the website with a deadline of 24 March 2016.

Stakeholders
Other members of the Workforce Planning and Development Working Group (WPD) which consists of:

David Stewart, Health Care Libraries Unit North (Chair of WPD)
Hugh Hanchard, South Tees NHS Trust (Chair of National Training Programme Group)
Mary Hill, The Christie School of Oncology (Chair of Core Competencies Group)

This group met twice on 26 November 2015 in Manchester and on 26 February 2016 in London (with the wider WPD group).

A reference group was assembled in December 2015 and asked to feedback at regular intervals on progress of the work. The Learning Zone Reference Group consists of:

John Loy, North Bristol NHS Trust
Katie Barnard, University Hospitals Bristol NHS Trust
Michelle Wake, University College London
Pip Divall, University Hospitals Leicester NHS Trust

The main stakeholders going forward will be the LKS workforce and organisations such as CILIP and HEE.

How to measure success
The main aims of the T&FG were:

- Identify, share and promote key online resources to support professional and personal development.
- Establish a sustainable web presence as a repository for relevant resources.
- Engage with the wider library community and actively promote and seek feedback.

The members of the group have successfully achieved the first of these, and this should lead to the achievement of the second. The Learning Zone will be officially launched during the last week of March 2016. Initial feedback has been mainly positive and appears in Appendix C. Sustainability, engagement and promotion will need to be considered as part of the next stage of development.

Success can be measured in many ways and the T&FG have also reflected on what worked well/not so well:

- ✓ The Learning Zone T&FG worked together very well despite geographical disparity and work commitments. There has been a great deal of enthusiasm and willingness throughout the project and every member of the group has contributed equally.
- ✓ Having a dedicated email for Learning Zone T&FG business has been very helpful and also being able to utilise the WebEx meeting facility (kindly provided by Royal Cornwall NHS Trust).
- ✓ The support provided by the WPD chair and the rest of the KfH project team has also been excellent with regular communication and meetings with the rest of the WPD group when required.
- ✓ The system devised for collecting the resources for the Learning Zone in one spreadsheet has also worked quite well but some thought will need to go into this method going forward as it will be necessary to have some permanent record of what is contained within the website.
- ✓ The Wordpress interface of the KfH blog is ideal for the initial version of the Learning Zone as it is easy to update and looks attractive to users.

- x Discussions around the Learning Zone interface should have been initiated at a much earlier stage, incorporating the HEE vision for KfH products and where they should be located. The group lost quite a bit of time and momentum in the intervening period while this was being deliberated.
- x The Reference group should have been involved at a much earlier stage and while some feedback has been received from them (see Appendix C) it has been difficult to engage them in the project and the T&FG has not taken full advantage of their collective experience and skills.
- x There has been some uncertainty around the topics selected for the Learning Zone, particularly in terms of context, which makes it challenging to find and select resources. Some of the topics have had to be put to one side as the T&FG have not found enough resources to support them.
- x The timescale for the project was extremely tight and highly dependent on the good will and enthusiasm of the T&FG members, all of whom have full-time work commitments. There was not enough time to think much about marketing and promoting the Learning Zone and this will need to be considered carefully in the next stage of the project.

Future of the Learning Zone:

The Learning Zone is a product in development and will need a clearly structured plan to take it forward and ensure its continued success. Ten key issues which need to be considered have been outlined below with suggestions based on the experience of the Learning Zone T&FG members and feedback provided by the reference group and WPD members.

Issue	Suggestion
1. The Learning Zone will need updating with new content, links checked and general maintenance on a regular basis.	A small group of 2-3 people to physically maintain the website and a wider group (5-10) to report problems, seek out and suggest content via a central dedicated email address or online form. A few of the current T&FG members have expressed an interest in continuing with the project. It is not certain whether a Chair role is still necessary.
2. There have been some questions/ uncertainty over the topics chosen for the existing Learning Zone and these will change and develop over time.	There will need to be a strategic plan to address how to review topics and content on a regular basis. This may need some academic input in the form of a literature review or primary research.
3. The Learning Zone will need to be promoted and marketed effectively so that health library staff are aware of its existence and make use of it.	A marketing and promotion strategy will need to be developed incorporating existing communication methods, including social media. A Twitter account has been already been set up for the Learning Zone (@KfHLearningZone).
4. The Learning Zone does not exist in isolation. It needs to work alongside other learning zones (eg CILIP Careers Hub) and KfH toolkits and products (Advocacy Toolkit, PPI resources) while maintaining its unique identity.	When considering content, refer to the selection criteria document and the aims and objectives of the Learning Zone. Seek advice from wider groups and work together with other KfH groups to mutually signpost or integrate resources.
5. There is a collection of job descriptions which has not been included in this initial version of the Learning Zone due to the file size being too large.	Seek advice on how to make file size more manageable and perhaps restrict the collection to the most recent job descriptions available (eg 2014 to present). A database would be an ideal solution.
6. The term "Generic Skills" is not popular and a more appropriate term for this set of skills should be found.	Seek advice from the Competencies group and refer to their PKSB work for options. "Transferable" or "Core" skills have been suggested as alternatives
7. The content of the Learning Zone will need to be stored offline as a back-up in case of website failure or loss.	A spreadsheet or document stored and kept updated by a designated person.

8. The Learning Zone resources and topics should be user generated.	An online form available on the Learning Zone and/or a dedicated email address to make suggestions. Promotion and marketing should focus on this issue as well.
9. The website as it stands is quite linear and traditional, with resources organised by format. More use needs to be made of features such as menus, tagging, etc. and better navigation with use of tables of contents and hypertext.	The Learning Zone format is restricted by the current platform, of which the future is uncertain. A new platform and strategy for content would solve these issues.
10. It is likely that the current platform for the Learning Zone is temporary and a more permanent, flexible solution will need to be found.	This will probably require some financial investment and advice sought from HEE. Is it possible the Learning Zone could become part of the KfH Knowledge Hub?

Conclusion:

The Learning Zone is currently available at http://kfh.libraryservices.nhs.uk/learning-zone/. It is hoped that that sustainable solution for the future of the Learning Zone can be found and that this resource continues to grow from strength to strength.

Project/Programme Name:	**Library and Knowledge Services – Knowledge for Healthcare**
Project Register Reference:	
EOF Domain Reference from IPR (if applicable)	
Date:	**Release:**
Project/Programme Manager:	**Louise Goswami**
Senior Responsible Owner:	**Patrick Mitchell**
Sponsor/Project Customer:	**Health Education England**

Task and Finish Group Name: Learning Zone

Working Group: Workforce Planning and Development

Document Type: Terms of Reference

Our 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."

Purpose:

A task and finish group to create and promote an online Learning Zone that will signpost library staff to resources which support their professional and personal development**.** This is part of the Workforce Planning workstream derived from HEE's Knowledge for Healthcare development framework for NHS library and knowledge services in England 2015 – 2020.

Role/Remit:

Establish links with other Task and Finish groups, in particular the other Workforce groups.

Identify, share and promote key online resources to support professional and personal development.

Establish a sustainable web presence as a repository for relevant resources.

Engage with the wider library community and actively promote and seek feedback.

Make recommendations to the Workforce Planning and Development Working Group.

Ensure the actions of the T&FG are agreed by the Chair of the Workforce Planning and Development Working Group.

Agree and allocate tasks to the T&FG members.

Deliver the work agreed by the T&FG members within the timescales agreed with the Workforce Planning and Development Working Group.

Budget management:

To identify funding requirements and make cases for funding to the Workforce Planning and Development Working Group.

Reporting:

To the Chair of the Workforce Planning and Development Working Group.

Communication:

To the Workforce Planning and Development Working Group via its Chair.

To the Workforce Planning and Development Working Group through attendance at their meetings by the T&FG Chair.

Two way dialog with National Training Programme and Core Competencies Task & Finish Groups.

To the wider reference group, as and when required (all LETB networks are being asked to identify a point of contact for each T&FG).

To the wider NHS library community.

Membership:

Jason Curtis, Shrewsbury and Telford Hospital NHS Trust
Kate Worrall, Oxford Health NHS Foundation Trust
Katy Oak, Royal Cornwall Hospitals NHS Trust
Paula Elliott, Bolton NHS Foundation Trust (Chair from July – Nov 2015)
Sian Aynsley, Lewisham & Greenwich NHS Trust (Chair from Nov 2015 – Mar 2016)

Responsibilities of the Chair:

The Chair must ensure members have the opportunity to voice their opinion, to be able to challenge and to have their questions answered.

Ensure all meetings have summary notes taken with decisions and actions.

Responsibilities of the Task and Finish Group members:

It is important that all parties have a commitment to the role you have agreed to do both in terms of your time (attendance at Group meetings and responsiveness to out of meeting activity) and also giving the project the priority it requires to be successful.

Treat people with respect and listen to each other.

Be prepared to challenge anything unrealistic or unachievable.

Each member shall take turns to make notes/action points from teleconferences/meetings

Meetings:

Meeting frequency will be dictated by tasks, but initially monthly.

Meetings will be by teleconference whenever possible but a face-to-face meeting may be held if members agree this would be helpful.

Notes will be taken at each meeting showing attendance, apologies and actions agreed.

Group paper documentation (eg agenda, notes, action logs and reports) should be distributed at least 5 working days prior to the meeting.

Documentation from this Task and Finish Group will be shared with the Workforce Planning and Development Working Group.

Review:

These terms of reference will be regularly reviewed by the T&FG.

Our guiding principles and values

Collaboration	Do once and share working across boundaries
Collective purchasing	Central procurement at scale
Core service	Core service offer, products, tools and expertise
Digital by default	Digital and mobile by default
Effective and efficient	Applying the principles of lean thinking
Equity	Equity of access and opportunity
Federation	Pooling budgets, staff, resources across boundaries
Innovation	Flexibility, new models of service, best practice
Quality	Benefits to patients improving lives, outcomes, Impact
Streamlined	Streamline structure, management, systems, process
Technology	Harnessing technology to streamline back-office functions
Workforce development	Planning, role redesign, specialisation, career pathways

Appendix B

The Learning Zone: Selection Criteria for Resources

In order to maintain quality, consistency and relevance, the following selection criteria should be used when deciding which resources will be added to The Learning Zone.

Directly related to library/information/KM sector in the UK OR have transferable content which:

- Covers one or more of the skills listed in the appendix
- Is produced by a reputable source (identified from 'About Us' sections, URLs, authors, publishers)
- Is accurate and complete (verified by professional/expert knowledge and cross referencing, when appropriate)
- Is current, with evidence of regular updating; if more than 5 years old, subject matter must still be relevant
- Is freely accessible with no need for authentication/registration; is freely accessible with Athens authentication/free registration; is accessible via an institutional/membership subscription.
- Is a paid for resource meeting the selection criteria (costs should be stated, where available)

Reference:
Johnson, S. (2012). Key issues for e-resource collection development: a guide for libraries. The Hague: IFLA. Retrieved from: http://www.ifla.org/files/assets/acquisition-collection-development/publications/electronic-resource-guide-en.pdf

Types of resources to be considered for selection:
Blog
Book
Course
Discussion list
Ebook
ELearning
Grey literature
Journal
Person
Report
Social Media
Video
Website
Other

In addition, people eg trainers and job descriptions should also be included.
Any people approached for inclusion would be required to ensure the information about them was current.

Appendix: Table of skills

Generic Skills	Specialist/ Technical Skills	Career Pathway/ Vocational Skills
Admin/organisational skills Advocacy; PR Change management Communication skills Costing and pricing – budget? financial (contracts) Customer care Ethics Innovation management Leadership Lean = quality Marketing & promotion Mentoring and coaching Network management/network skills Negotiating skills/influencing Political understanding/ organisational politics Presentation skills Project and programme management Quality and impact/ improvement/evaluation Role redesign Staff/people management Strategy and business planning Teaching skills/action learning Time management	Advanced searching Basic searching Cataloguing & classification Clinical and outreach librarianship Critical appraisal Data mining E-learning EBP Health literacy Information delivery to the public and patients and carers Information literacy Knowledge management Legal issues/copyright Procurement Publishing Public health/epidemiology Records/document management Statistical skills Synthesis User /info needs Web design /content	Applying for jobs Apprenticeships CILIP qualifications CILIP PKSB Interview skills Job descriptions /person specifications (repository) Knowledge of trends in LKS Library schools Mentoring and coaching Pen-portraits Shadowing Talent management Vocational qualifications Volunteering
*management *(p40 skills),* (quality observatories), financial	use the training needs analysis to guide, job portraits, digital literacy, social media	conferences, away days, library visits

Produced at the Workforce Planning and Development meeting, 22 July 2015, with additions from:

Sen, B. A., Villa, R. and Chapman, E. (2014) Working in the health information profession: perspectives, experiences and trends. Report to the European Association for Health Information and Libraries (EAHIL). 25th anniversary project undertaken by the University of Sheffield. Research report. University of Sheffield. p68

PHE workshop skills
needed SLB.pdf

Appendix C

Feedback on the Learning Zone

Views and opinions were sought from the Learning Zone Reference group and other members of the WPD team at regular intervals. The following has been received to date:

Resources:
- The Learning Zone resources are fantastic! It all looks quite comprehensive, and all the main resources I could think of and would have wanted to see in it are already there. The sectioning of the resources is very clear and easy to navigate. Have you thought about how to integrate MOOCs?
- Keeping it up to date will be key. It might be worth having a designated committee who could periodically review and update the Learning Zone, as well as continue to promote it. In addition, users could be actively encouraged to suggest new content and give feedback – this could be encouraged both on the Learning Zone resource itself and when it is promoted (and re-promoted).
- Continuity is definitely going to be difficult – could there be some sort of web form/link to report new resources? Or even a way to feedback/reflect on usage of the resources that are listed? Checking for broken links can be automated?

Website:
- The structure of the website is quite linear and feels like a traditional website (this might work well for some but put others off)
- Why are "Quality and Impact" in the same category?
- Why "Generic" skills? – can we think of a better term?
- Resources are organised by format – this is a very "librarian" way to organise information. Could they be organised in another way, perhaps by domain?
- Well structured, intuitive layout.
- The landing page has just the right amount of useful information and signposting
- Stating when the resource was last checked – useful for users and for those behind the scenes too.
- The possible improvements I've picked out are mostly aesthetic and quite minor – they can certainly wait until after the product is launched.
    - Not opening new browser windows when clicking through to internal pages e.g. Career Pathway - Mentoring and Coaching (but it makes sense for external links to be in new windows).
    - The long list of resources could be made a bit more manageable with these small changes:
        - A contents list at the top, linking to the relevant section on the page: Blog, Books, Video, Website
        - Slightly smaller font size
        - Minimise spacing to made the list a bit shorter and to make the link between resource title and explanatory text a bit clearer
- I'm really impressed! The only things that I think that are a minor concern is the number of clicks it takes to get to the really meaty information, and the responsibility for keeping links up to date. Both of which I expect the group has already discussed at length. I think any resource which fights the notion that in order to be "doing" CPD, one needs to be attending external training events and conferences is all right by me!

Please use this at the end of the document

Document Title	LearningZoneReport.docx		
Filepath\Filename		**Format**	**Comments**

Supporting Documents		Format	Comments

Responsibilities

Classification	Unclassified
Distribution	
Ownership	
Maintenance	

Distribution of Final Version

Copy	Keeper	Area	Purpose	Method
1				
2				
3				

Document Version History

Version No./ Status	Issue Date	Author	Quality Review/ Change Date	Reviewed By	Brief Description of Action/Changes

Template Version History

Version No./ Status	Issue Date	Author	Quality Review/ Change Date	Reviewed By	Brief Description of Action/Changes
1.0	16/03/2016	Sian Aynsley			