

Unit 30: Sharing Knowledge and Good Practice

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| Unit reference number: | J/616/7408 |
| Level: | 5 |
| Unit type: | Optional |
| Credit value: | 4 |
| Guided learning hours: | 20 |

Unit summary

Knowledge and good practice help individuals who use services maintain their independence, health and wellbeing so it is important that when care workers find something that works well they share it.

In this unit, you will plan to share knowledge and good practice by identifying what can be gained by doing so, by identifying what can usefully be shared within the organisation and beyond, and by agreeing ways of sharing that meet the stated outcomes, the needs of the organisation and legal requirements.

Sharing knowledge and information is only useful if you put into practice what you have learned, so you will need to take opportunities to learn new knowledge and improve your practice. You will need to assess the usefulness of the information and, if it is useful, integrate it into your own practice. The process of sharing new knowledge and practice is not always well organised. You will need to evaluate the process and recommend improvements to the process of sharing new knowledge and information, based on current benchmarks.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

| Learning outcomes | Assessment criteria |
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| <p>1 Be able to plan to share knowledge and good practice</p> | <p>1.1 Explain outcomes to be achieved through sharing knowledge and good practice</p> <p>1.2 Justify areas of knowledge and good practice that should be shared within and outside the organisation</p> <p>1.3 Agree methods to share knowledge and good practice that will meet outcomes and comply with legal and organisational requirements</p> <p>1.4 Demonstrate actions to overcome or reduce barriers to sharing knowledge and good practice</p> |
| <p>2 Be able to share knowledge and good practice</p> | <p>2.1 Implement agreed arrangements for sharing knowledge and good practice in line with organisational requirements</p> <p>2.2 Develop opportunities to share knowledge and good practice within and outside the organisation</p> |
| <p>3 Be able to incorporate new knowledge into own practice</p> | <p>3.1 Take opportunities to learn about good practice of others within and beyond the organisation</p> <p>3.2 Evaluate the transferability of new knowledge to own practice</p> <p>3.3 Evaluate how new knowledge has improved own practice</p> |
| <p>4 Be able to evaluate the sharing of knowledge and good practice</p> | <p>4.1 Critically evaluate processes for sharing knowledge and good practice within and outside the organisation</p> <p>4.2 Critically review benchmarks for the sharing of knowledge and good practice</p> <p>4.3 Recommend and justify improved processes for the sharing of knowledge and good practice</p> |

Content

What needs to be learned

Learning outcome 1: Be able to plan to share knowledge and good practice

Outcomes

- Identify opportunities for:
 - improved performance
 - improved service delivery
 - self-analysis of future developments
 - possibilities for joint working
 - possibilities for better research management; staffing, equipment, time.

Underlying principles

- Promotion of creating, sharing and applying knowledge.
- Incorporating valuable lessons learned and good practice into the organisation's processes.
- Applying a collaborative and integrated approach.

Quality of knowledge

- Features, e.g. accurate, detailed, classified, fit for purpose, complete, accessible.

Scope

- Individual, group and organisation level.
- Systems and procedures to capture, document and disseminate information.

Knowledge and good practice

- Within and outside of the organisation.

Areas of knowledge and good practice

- Legal changes, e.g. Care Act 2014, including Regulation 20: Duty of candour.
- The national living wage.
- Managing finances.
- Training targets for staff members to meet individual needs.
- Sharing good practice, e.g. implementing personalisation, personal budgets, advocacy, knowledge to improve organisation's performance.

Methods

- Face-to-face meetings, e.g. team meetings.
- Electronic, e.g. webinar, blog, email.
- Research papers.
- Journals.

Legal and organisational requirements

- Data protection, confidentiality, information specific and confidential to the organisation.
- Requirements for organisations in the private sector, organisations in the public sector, and organisations in the third sector.

What needs to be learned

Barriers

- Lack of time, e.g. due to shift patterns.
- Limiting budgets.
- Lack of human resources, e.g. insufficient staff.
- Attitudes, e.g. resistance to change.

Learning outcome 2: Be able to share knowledge and good practice

Agreed arrangements

- Methods of sharing information, timing of information; recipients, e.g. line manager or all staff.

Opportunities for sharing knowledge and good practice

- Formal, informal.
- Networking, e.g. professional development events.
- Outside the organisation: multi-agency meetings, external professional meetings, key lines of enquiry (KLOE) meetings.
- Inside the organisation, e.g. flash meetings, briefings, supervision sessions, internal CPD sessions.

Learning outcome 3: Be able to incorporate new knowledge into own practice

Opportunities to learn

- Face to face, meetings, professional development events.
- Using electronic media; webinars, reading online professional journals.
- Independent research.

Transferability of knowledge

- Focusing on what has worked, what has not worked, what further development is needed.
- Identifying and using impact measures.
- Knowledge interaction, e.g. unexpected opportunities, open minds, active exchange of information, innovative outcomes.
- Review of different research methods, e.g. empirical, experiential.

Improving own knowledge

- Using appropriate reflective models, e.g. Gibbs, Schön.
- Evaluation of training records.
- 360-degree feedback models.

What needs to be learned

Learning outcome 4: Be able to evaluate the sharing of knowledge and good practice

Evaluation

- The impact that the sharing of knowledge has on individuals who use the service.
- The impact of how own practice has improved as a result of evaluation processes.

Benchmarking

- Working together to improve services, e.g. NHS benchmarking, CQC standards.
- Improving the organisation's advantage.
- Reduces reinvention of the wheel.
- Minimises loss of corporate memory through attrition and retirement.
- Increases scope for innovation in services and processes.
- Identifies critical resources and critical areas of knowledge.
- Supports risk management.
- Improved efficiency and enhanced effectiveness of service delivery.
- Cost reduction.

Improved processes

- Organisational culture, e.g. trust and willingness to share.
- Organisational structure, e.g. flexible, collaborative and decentralised.
- People with the right skills and attitudes, e.g. Belbin's theory.
- Effective information and technology systems, e.g. intranets, extranets, groupware, databases.
- Use of knowledge to strengthen the strategic plan and Quality Improvement Plan.

Information for tutors

Suggested resources

Book

Reed M – *The Research Impact Handbook* (Fast Track Impact, 2016)
ISBN 9780993548208

Journal

Community Care

Websites

www.cqc.org.uk

Health and Social Care Act 2008
(Regulated Activities) Regulations 2014
Regulation 17: Good governance

www.legislation.gov.uk

Care Act 2014: Regulated Activities

www.mindtools.com

Toolkits for planning, implementing and
reviewing new work-based approaches.

www.nhsbenchmarking.nhs.uk

Benchmarking Network, to share good
practice.

Assessment

This guidance should be read in conjunction with the associated qualification specification for this unit.

This unit is internally assessed. To pass this unit, the evidence that the learner presents for assessment must demonstrate that they have met the required standard specified in the learning outcomes and assessment criteria, and the requirements of the assessment strategy.

To ensure that the assessment tasks and activities enable learners to produce valid, sufficient, authentic and appropriate evidence that meets the assessment criteria, centres should follow the guidance given in *Section 8 Assessment* of the associated qualification specification and meet the requirements from the assessment strategy given below.

Wherever possible, centres should adopt an holistic approach to assessing the units in the qualification. This gives the assessment process greater rigour and minimises repetition, time and the burden of assessment on all parties involved in the process.

Unit assessment requirements

This unit must be assessed in accordance with the assessment strategy (principles) in *Annexe A* of the associated qualification specification.

Assessment decisions for all learning outcomes (competence) must be made based on evidence generated during the learner's normal work activity. Any knowledge evidence integral to these learning outcomes may be generated outside of the work environment, but the final assessment decision must be within the real work environment. Simulation cannot be used as an assessment method for all learning outcomes.