

Knowledge Translation and the KSE Programme at Bromley by Bow: Summary

The KSE team engages with over 1,500 people each year in 70-80 study visits, events or consultancy work. Study visits include Insight tours, Social Prescribing seminars and bespoke visits on a range of tailored themes. This often involves discussion around 'the Bromley by Bow model'. This research project aimed to uncover the processes involved in turning ideas into action facilitated by the visit. This summary explores the KSE programme using Lightowler et al's (2018) framework¹, which focuses on the context and content of knowledge transfer: who is involved, why they are involved, what knowledge is being transferred, how it is transferred and where the knowledge moves. The diagram on the opposite page summarises this framework across three different points in time: before, during and after the study visit.

Method: The research employed a mixed methods approach, including: a survey sent to all the KSE mailing list, with 35 respondents; 10 semi-structured interviews; document analysis of monitoring spreadsheets, agendas, presentations and preparatory notes; observation of a visit and facilitated discussion with KSE team. Interview participants were sampled to ensure a variety of people across six different themes.

Main mechanisms and impacts:

Mechanisms	Impacts
Broad knowledge content and formats within a study visit	A wide range of specific ideas taken away by participants
Experiential learning, with a relational and emotional focus	Consistent source of 'inspiration' and influential to participants' worldview
Shared ownership – different balances of ownership for purpose, production of knowledge, action	Evidence of largely independent action, including concept development

Distinctive features of the Bromley by Bow KSE Programme: for KSE practitioners, there are common themes to consider:

- **Purpose:** Study visits were initiated by the organisations or individuals for a purpose.
- **Content and activities:** The KSE programme delivered a wide range of types of content in order to explore the 'Bromley by Bow model', covering four categories: worldview, relationship building, inspiration and feelings, and knowledge and ideas. The knowledge content was diverse, ranging from ideas about how change works to practitioner knowledge. Often knowledge content was signified by different types of activities and roles within a session, from carousels to presentations.
- **Learning experience:** The research emphasized the importance of the learning experience, as well as flexibility in delivery. Therefore, often the presented knowledge was blurred with messages from the context of the visit - such as values (enacted or expressed), the environment and the type of activities.
- **Emotions:** The emotions participants experienced during the study visit impacted the learning that was translated and subsequent action.
- **Impact:** There was strong evidence of change as a result of the programme, connected to the purpose of the visit. However, the knowledge that visitors took away and acted upon was not necessarily correlated to the most prominent messages from the 'official' content of the programme. The diversity of actions is very dependent on the individual purpose and organisational contexts.
- **Enablers and barriers:** Visitors across different sectors reported similar enablers and barriers to each other when applying their knowledge, particularly as many of the subsequent actions required effecting change in large organisations. These were both system related and involved interpersonal factors.

¹ Lightowler, C., Stocks-Rankin, C. R., & Wilkinson, H. (2018). How practitioner-led research could have greater impact: The importance of considering knowledge mobilisation holistically. *Evidence & Policy: A Journal of Research, Debate and Practice*

What happens in a study visit to Bromley by Bow?

Before the study visit – why and who

Organisations approach the KSE team

Context: Organisation

Who is involved: largely public sector, groups, although a mix of individuals and groups

Why involved: three key reasons: to envision, teach/learn, develop ideas

Context: BBB

Who is involved: KSE team as educator/facilitators, hosts. Invite practitioners and community members to deliver day.

Why involved: to meet need, for wider social purpose

During the study visit – who, how and what

Context: Bromley by Bow

Values and approach expressed – idea department store and BBBC active values

How knowledge is shared – a wide range of formats and experiences, from education to co-production

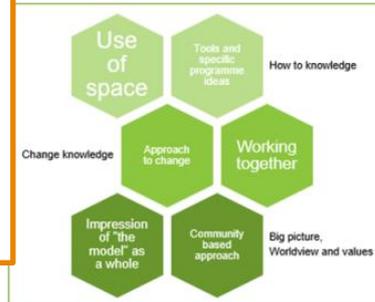
Content shared –

Worldview, Relationship building, Inspiration and feelings, Knowledge and ideas

Roles taken up by team – facilitator, educator, storyteller, host, planner

Takeaways – what is transferred

Strong emotions and inspiration, co-created values, a range of knowledge content, some evidence of relationship building



After the study visit – where and next steps

Context: Organisation

First steps – collaborating, developing ideas, finding funding, training, persuading

Actions - implementing practical changes in practice team and building use; beginning community projects – particularly for GP practices; social prescribing development; and combining ideas of a community and health centre – including developing new working model and changing existing approaches.

Longer-term aims of action – design, social prescribing, community involvement, integration

Enablers	Barriers
<p>Other people and relationships:</p> <ul style="list-style-type: none"> • People – ‘co-conspirators’ • Connections and networks 	<p>Other people and relationships: Dependence on individuals - people to take on the project, driving success</p>
<p>Access to resources:</p> <ul style="list-style-type: none"> • Practical help • Time and money if available 	<p>Limited resources – time, workload and funding – significantly time and money appeared in the barriers much more often than in the enablers</p>
<p>Internal qualities:</p> <ul style="list-style-type: none"> • Inspiration, connecting to motivation, belief in transformation • Persistence and resilience • Enthusiasm and energy 	<p>Internal qualities: encountering fear and resistance to change</p>
<p>System momentum – e.g. the trend towards social prescribing</p>	<p>Across the system:</p> <ul style="list-style-type: none"> • Rules and a rigid system • Siloed working between sectors, translation across different working environments
<p>Ideas and learning, literature and examples</p>	<p>Need to display and measure outcomes</p>

