



Tallaght
University
Hospital

Ospidéal
Ollscoile
Thamhlachta

An Academic Partner of Trinity College Dublin



Learning & Development Strategy

2018 - 2021



'People Caring for People to Live Better Lives'

Learning & Development Strategy 2018-2021

Table of Contents

Foreword.....	4
Acknowledgements.....	5
Strategy Statement.....	5
Centre for Learning and Development has an active communication network.....	7
The Robert Graves Post Graduate Centre.....	8
Accreditation.....	8
Programme Evaluation.....	8
Informal Feedback.....	9
Attendance Records.....	9
Employee Wellbeing.....	10
Section 1: Introduction.....	11
Section 2: The Strategic Planning Process.....	13
2.1 Tacit Knowledge Survey.....	13
2.2 Training Needs Analysis (TNA) Focus Group interviews.....	14
2.3 An Online Learning and Development Strategy Survey.....	14
2.4 The National Health Sector Staff Survey.....	15
2.5 Essential Change Indicators.....	15
2.5.1 Changing nature of patient requirements.....	15
2.5.2 National standards for quality and safe patient care.....	16
2.5.3 New methods of delivering training and education.....	16
2.5.4 Simulation.....	16
2.5.5 Quality improvements in accessing electronic patient data / resources for staff.....	17
2.6 Four current deficiencies in the delivery of education.....	17
Section 3: Key Strategic Objectives.....	18
Strategic Aim 1 - To Provide Career Progression Education Programmes.....	18
Strategic Aim 2 - Develop the Leadership Academy.....	19
Strategic Aim 3 - Develop Innovative Learning & Development Pedagogy.....	20
Strategic Aim 4 - Develop Multidisciplinary Education Programmes.....	20
Strategic Aim 5 - Expand ICT Programmes.....	21
Bibliography.....	22
Appendix 1 - List of Learning & Development Policies, Procedures and Guidelines.....	24
Appendix 2 - Training Needs Identified through the Focus Groups.....	25
Appendix 3 - Online Learning & Development Strategy Survey Results.....	30
Appendix 4 - National Health Sector Staff Survey.....	34
Appendix 5 - Training Requirements for the HIQA National Standards.....	35

Foreword

Learning is a way of life at Tallaght University Hospital and to ensure that way of life is nurtured and developed appropriately the team in the Centre for Learning & Development work diligently to clearly set out a strategy to deliver responsive education programmes which meet the needs of our staff.

This strategy outlines a range of actions that will be undertaken to deliver the learning and development requirements identified by the training needs analysis focus group and surveys.

In developing the strategy the CLD team engaged with representatives from all directorates within the Hospital as well as with our service users. The team also reviewed external standards and forthcoming changes from regulatory bodies to ensure the training the Hospital provides is up-to-date and current for existing and future standards.

I would like to acknowledge the contribution from a large number of stakeholders in the development of this strategy and the work of the team in CLD in producing the strategy and the comprehensive prospectus that is put in place to support its delivery.



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Shauna Ennis

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Strategy Statement

The CLD will deliver education in line with the Hospital's mission statement and values. Healthcare is about people: the people who need care and the people who provide it. Tallaght University Hospital mission statement is patient focussed and aims to service the health care needs of the community, provide evidence based care, enhance patients' wellbeing through education and information, educate healthcare students in partnership with third level institutes, support staff in lifelong learning, undertake and support research for improved patient and public care and develop voluntary participation and support. Tallaght University Hospital core values include respect for patient autonomy, respect for each other, caring and openness, partnership and teamwork, equity and fairness. Learning and development will be based on identified needs following the Training Needs Analysis that was conducted to inform this strategy. The use of shared resources will be maximised including human, financial, software and physical resources. Learning and development will be delivered on a value for money basis. The CLD will create programmes in accessible formats for all staff. Education programme evaluation will be based on best practice. Learning will be focused on the development of the necessary competencies to enable individuals to perform to the best of their ability.

This strategy development involved an interactive process of research, consultation and analysis. The data and ideas gathered through research and consultation with key stakeholders were analysed and incorporated into this strategy. A critical review of the current learning and development policies was undertaken. A list of learning and development policies and protocols is available in Appendix 1.

Tallaght University Hospital employees will have access to an array of education programmes through education pedagogies that will enable them to continue to enhance their personal and professional development. The strategy is employee focused and aims to provide learning and development experiences that will enhance career progression and the quality of care delivered to patients.

Centre for Learning & Development at a glance

The Centre for Learning & Development (CLD) has the following facilities available:

A Blended Learning Suite equipped with 12 PCs

Two seminar rooms equipped with presentation facilities including LED TV screens

One large seminar room, newly refurbished with state of the art presentation facilities

Two large seminar rooms, newly refurbished with state of the art presentation facilities

Conference venue – three large seminar rooms combined

Meeting venues

Tiered Lecture Theatre with state of the art presentation facilities

Three Clinical Skills Labs

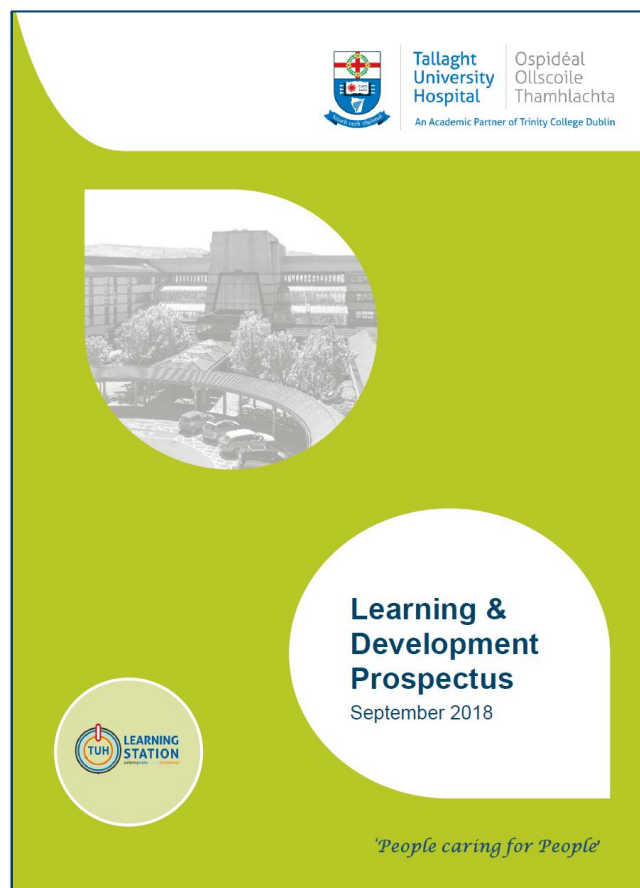
Robert Graves Post Graduate Centre, newly refurbished with state of the art presentation facilities and a hosting reception area

Accommodates courses for all healthcare professionals

Develops and manages the online learning hub

Provides 157 courses for Healthcare staff

Publishes annual prospectus outlining all courses available





Centre for Learning and Development has an active communication network

The CLD recognises the importance of having a clear Communications Strategy. The purpose of CLD communications is to create a clear path for all our programme information, updates and news for Hospital Staff. The CLD currently communicates our programme information as follows:



Annual Prospectus

- Published every September – contains information regarding 142 programmes for the staff of Tallaght University Hospital to avail of



Visual Display unit

- Located in the CLD Reception Area Leaflets, fliers and copies of the annual prospectus
- CLD Monthly Newsletter – Print copies



CLD Monthly Newsletter

- Programme information and news - printed and circulated to all Hospital Departments, Ward areas etc.
- Posted on Notice Boards and Outlook Noticeboard



“TouchPoint”

- Hospital Communications Newsletter produced fortnightly
- CLD Programmes included in events section and various news pieces e.g. CLD Prospectus launch



Email

- Programme information is regularly emailed to Managers and Staff regarding relevant programmes
- Central email address for easy processing of enquiries – info.cld@tuh.ie



Social Media

- Twitter account – @CLDTallaghtHosp
- Tallaght University Hospital Facebook Page
- Tallaght University Hospital LinkedIn Page



Tallaght University Hospital - Learning Station

- Email alerts sent to staff regarding mandatory training and newsfeed with upcoming programme information



Websites

- CLD Intranet page – includes programme information, contact details and link to SharePoint Leave and funding application form
- External Hospital Internet Page

The Robert Graves Post Graduate Centre



The objective of the Robert Graves Postgraduate Centre is to support the postgraduate professional development of medical professionals in Tallaght University Hospital (TUH) and the surrounding area. The Centre aims to achieve this objective through the following activities:

- Grand Rounds are held every Friday 8am-9am during academic terms January-June and September-December. Teams and external speakers from all disciplines are invited to present cases.
- Annual Hospital Study Day for General Practitioners
- Robert Mayne Lecture
- Intern induction and continuing education

Accreditation

The CLD will ensure that education programmes designed and delivered by the CLD are to the very highest education standard and are accredited as applicable by:

- a) The Nursing & Midwifery Board of Ireland (NMBI)
- b) Quality & Qualifications Ireland (QQI)
- c) Trinity College Dublin (TCD)
- d) Royal College of Physicians in Ireland (RCPI) & Royal College of Surgeons in Ireland (RCSI)



Programme Evaluation

All programmes are evaluated utilising a standardised evaluation tool based on a recognised model to ensure that the students' expectations are met and learning outcomes are achieved. The CLD staff review evaluations as part of an annual review of curricula.

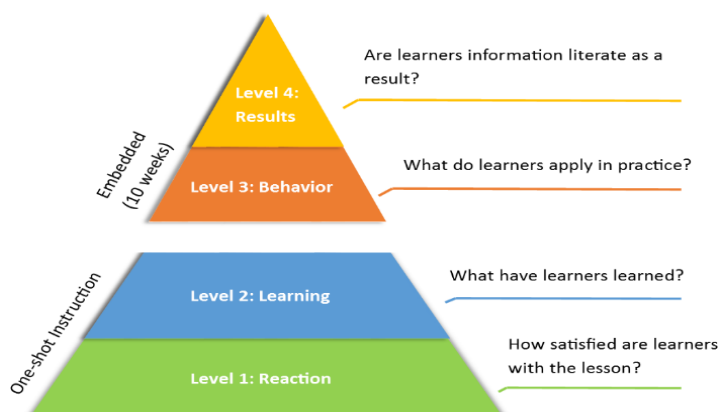


Figure 1: Kirkpatrick Evaluation Model 1

Informal Feedback

The CLD team welcome informal feedback from attendees at courses or who are completing online courses and all feedback is considered as part of evaluation.

Attendance Records

Attendance records are reviewed as part of the evaluation and shared with managers, directorate leads and the Executive Management Team as required.

Dealing with Plagiarism: Plagiarism Committee

The CLD established a Plagiarism Committee in 2016. The Plagiarism Committee comprises of the Head of Learning and Development as Chairperson, Nurse Tutor x 1, Education Facilitator x 1 and the Educational Advisor from the CLD. Additional key stakeholders may be nominated as the need arises as selected by the chairperson. The roles of the Plagiarism Committee are:

- To investigate cases of alleged plagiarism and seek explanations from the Learner and the Educator.
- To ensure that suspected cases of plagiarism are examined comprehensively to establish the facts and relative contexts of the suspected offence taking into account the nature and extent of plagiarism as well as, the experience and seniority of the Learner.
- To establish if the allegation of plagiarism is founded and determines if it is a minor or major case of plagiarism.
- To determine the penalty that should be applied for a confirmed case of plagiarism.
- To review Learners' appeals if received within fourteen days of the outcome issue letter date.
- To adhere to the Terms of Reference of the Plagiarism Committee. Policy and Standard Operating Procedures (SOPs) are available on Q pulse.

Learning Management System: The Learning Station

The TUH Learning Management System (LMS) "Learning Station", is a centralised software application for the administration, documentation, tracking, reporting and delivery of eLearning programmes. It enables the electronic capturing of attendances, education alerts and reminders to staff who are booked onto a programme and evaluation of all programmes.



Employee Wellbeing

Tallaght University Hospital recognises the key to compassionate caring is self-wellbeing. Employee wellbeing sessions are delivered during lunchtimes throughout the year. Staff are our most important

asset and as professionals working in a challenging, dynamic environment, the Hospital identified the requirement to promote the mental, social and physical wellbeing of all employees. A healthy workforce is a happier one with lower levels of sick leave and greater productivity. There is considerable evidence that the stress inherent in health care negatively impacts health care professionals, therefore it is important that we have structures and processes in place to support all staff in their work.



With this in mind, the CLD established the Employee Workplace Wellbeing Programme with financial support from The Meath Foundation which focuses on mental and social wellbeing. Monthly lunchtime presentations are facilitated and co-ordinated by the CLD. A timetable of events is prepared six months in advance, staff are notified of events via email, notice boards and TouchPoint. To date in excess of 1,200 staff have attended the programme.



The Meath Foundation
Fondúireacht Na Mí

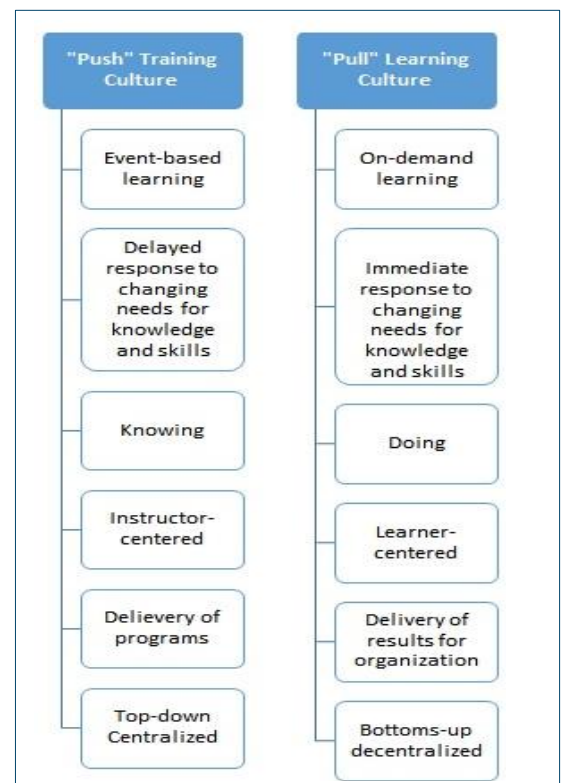
Section 1: Introduction

This Strategy identifies a road map for design and delivery of learning and development opportunities to Tallaght University Hospital staff and community colleagues for the next three years. It is informed by Training Needs Analysis Focus Groups, the online Learning and Development Strategy Survey and the Tacit Knowledge Survey.

The priorities identified include:

- Information and communications technology
- Leadership and management
- Project management skills
- Online learning platforms
- Design technology

One of the main foundations of the strategy is the change in the learning culture of the organisation. The CLD is abandoning the traditional “push” training for the “pull” learning model. Push training is a centralised, top-down model in which management determines what it is people need to know or do and ‘pushes’ educational programmes out from a central Education Centre. Research has demonstrated that “push” training is an inefficient way of developing skills, abilities and attitudes. Estimates of the learning transfer rates from “push” training programmes to the workplace range between 10 to 20%.



“In a push training model, learning is test-based. It is all about what you know. In a pull model learning is performance-based. The focus is on what you can do when you need to get it done” (Grebow, 2015).

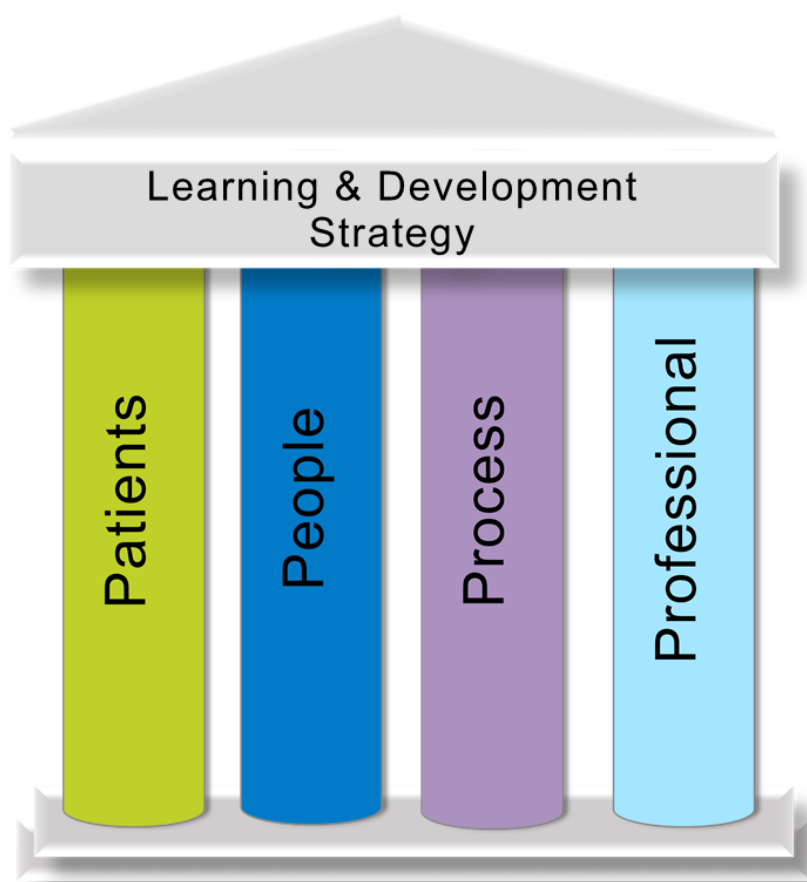
The Pull learning model is the model for the new Knowledge Economy. It is a decentralised, bottom-up approach in which employees access the information they need when they need it. Employees are connected and collaborative and make the best use of the supporting technology which connects them to one another and to the sources of information. For example, when an employee is in a new situation in which they require more instruction they can find the relevant information in a variety of ways when and where they need it.

The teaching team in the CLD is committed to maintaining a climate of caring, excellence and quality and fostering a culture of lifelong learning among staff working in the Hospital and the surrounding community. The team assists the Head of Learning and Development in planning and implementing continuing professional development programmes that reflect the philosophy, vision, mission and ethos

unique to Tallaght University Hospital. These programmes are designed to be comprehensive, relevant and flexible and to respond to the most recent changes in national and international health care policy and legislation. An interagency partnership approach to programme provision is ensured by collaboration with the Learning & Development Advisory Committee, which provides a forum for stakeholders to participate in promoting multidisciplinary learning and maximising resources by facilitating cross-divisional and interagency programmes.

The CLD at Tallaght University Hospital takes an interdisciplinary approach to provide a variety of programmes and training to the Hospital community, for example staff development opportunities, teaching technologies, student preparation for university courses and expert advice on teaching and learning. The CLD provide leadership in learning and development opportunities that supports the priorities of Tallaght University Hospital and its overall Human Resources management strategies. In partnership with the Hospitals academic partner, Trinity College Dublin, the Centre promotes employee and organisational effectiveness.

No building can be supported by only one pillar, it requires a foundation and a number of supports to make the building structurally sound. Similarly, Learning & Development in Tallaght University Hospital requires a number of pillars to ensure that its foundation is responsive to the developmental and clinical needs of both patients and staff.



As the CLD continues on its developmental path, building on the existing foundation of education and training provided in the CLD, four pillars of Learning and Development in TUH used in the prospectus will be continued in the Strategy. The CLD Strategy 2018-2021 continues on this theme, with learning and development strategies categorised under the most relevant pillar, providing a scaffold of longitudinal learning.

Section 2: The Strategic Planning Process

The Learning and Development Strategy is part of the strategic planning process. The purpose is to link learning and development activities systematically with business needs and to establish priorities and plans for activities and resources. The Tacit Knowledge Survey, Training Needs Analysis and Learning & Development Strategy Survey were undertaken to inform this strategy. The Training Needs Analysis assisted with the identification of the essential change indicators and key drivers.

2.1 Tacit Knowledge Survey

The CLD conducted a Knowledge Insights Inventory survey electronically in 2016. The survey was developed by the University of Limerick to assess knowledge exchange within the organisation, how tacit knowledge is sought, accessed, captured and shared in an organisation. It focused on the organisation and employees' facilitative characteristics to identify their ability to share, seek, capture and access tacit knowledge. Tacit knowledge is 'owned' by employees and consists of their expertise, know-how, know-whom and experience gained through everyday work performance. There were 312 response rates overall. The participants who completed the survey 67% were in the Hospital greater than ten years. In comparison to the benchmark the ability to seek, share and capture tacit knowledge within the organisation was on par with similar organisations.

There were a total of 222 completed electronic surveys. The results indicate that Tacit Knowledge sharing is the strongest tacit knowledge readiness behaviour. This behaviour focuses on how much employees share tacit knowledge with peers, managers and employees. Figure 2 displays the tacit knowledge readiness results. The individual drivers are all around the mean of four or higher. The scores for confidence and intention to share are strongest. The data on individual drivers suggest that employees are attitudinally prepared and they possess the confidence to both share and seek. Employees perceive there are significant intrinsic rewards for both sharing and seeking tacit knowledge.



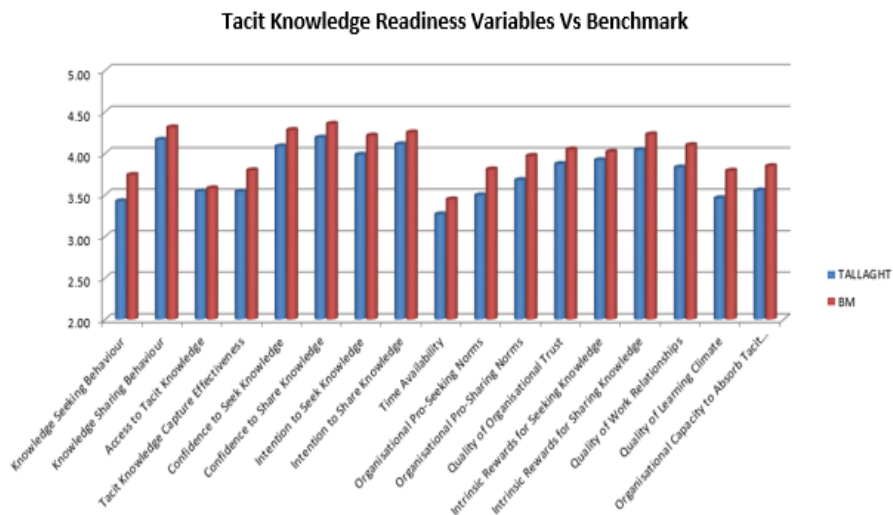


Figure 2: Tacit Knowledge Readiness Variables Vs Benchmark

The most challenging organisational driver concerns are the quality of the learning culture for tacit knowledge readiness, the time available to share and seek both the individual and organisational capacity to absorb tacit knowledge. The data reveals significant relationship and trust issues that inhibit both tacit knowledge sharing and seeking. The data also suggests that employees perceive that the norms communicated from senior management, peers and supervisors do not necessarily support or reinforce tacit knowledge sharing and seeking.

2.2 Training Needs Analysis (TNA) Focus Group interviews were conducted between January and February 2017 with representative members (n=43) from each of the 13 Directorates to identify learning and development requirements and priorities for their department for the next three years. The educational requirements identified by the TNA participants are displayed in Appendix 2. Some of the programmes suggested are already available. The plans for provision of the educational requirements is also outlined in Appendix 2.

2.3 An Online Learning and Development Strategy Survey was sent to all hospital employees who were not involved in the focus groups to identify any learning and development requirements that are not available at present and to ascertain the current knowledge of existing learning and development opportunities. A total of (n=414) staff responded to the online Learning and Development Strategy survey. The data from the survey is presented in Appendix 3.

The following learning and development requirements were identified from the focus group interviews and the online Learning and Development Strategy Survey;

- Information Technology
- Team Training
- Customer Care

- Conflict Management
- Quality Improvement Modules
- Career Pathway Progression for Non-Allied Healthcare Professions
- Data Protection Training

The Training Needs Analysis Report is included in Appendix 2.

2.4 The National Health Sector Staff Survey

The National Health Sector staff survey published in 2017 included staff from TUH (Appendix 4). This survey explored staff's perception of training and development. This survey reported that 64% of staff agreed and strongly agreed that work enables them to improve their skills. Over 50% of staff agreed and strongly agreed that they receive training to help them do their job properly. Almost half (48%) of hospital staff felt that they had the opportunity for training while 36% were provided with opportunities for career progression.

2.5 Essential Change Indicators

Learning and development change indicators are influenced by both internal and external factors. Focus groups with staff representatives from all Directorates identified such factors as:

- Hospital vision, mission and values
- Changing nature of patient requirements
- National Standards for quality and safe patient care
- New methods of delivering education programmes
- Quality improvements in accessing electronic patient data/ resources for staff
- Training and scheduling requirements (Learning Management System)
- Current deficiencies in the delivery of education

The development of the strategy is prompted by changes in health care as outlined below.

2.5.1 Changing nature of patient requirements

The Health Assets and Needs Assessment (HANA) Report published in 2014 outlined the changing demographics and health status of the Tallaght community. The HANA Report outlined the service usage by the Tallaght Community. Almost half of the residents (40%) had used the Emergency Department services in the last 12 months. The survey identified a need to develop older persons and chronic diseases models of care to reduce the reliance on the hospital services (Darker et al, 2014; Tallaght University Hospital, 2016). The CLD will develop modules in line with the hospital strategy and the chronic disease models of care. Health promotion and health literacy will be a focus to enable staff to link with the service users and deliver individualised care based on the service users' requirements.

2.5.2 National standards for quality and safe patient care

The National Standards for Quality and Safe Patient Care are published by the Health Information Quality Authority. HIQA is also responsible for setting standards, monitoring and inspecting services. The aim of the standards is to help drive improvements in the quality and safety of healthcare services in Ireland. Their purpose is to help the public, people who use healthcare services and the people who provide them understand what a high quality, safe healthcare service looks like. The Centre for Learning and Development is cognisant of these standards and the training requirements to ensure compliance with the national standards. The education requirements to meet the HIQA standards are incorporated into Training Objectives and Actions later in the Strategy (Appendix 5).

2.5.3 New methods of delivering training and education

Hospital employees require greater flexibility in the way education is delivered. Education needs to be available anywhere, anytime and through a variety of mediums. With the advent of professional development portfolios by governing bodies, employees are increasingly seeking courses that are accredited. The CLD delivers accredited education programmes in line with the quality assurance cycle.

There has been an increase in the availability and demand for simulation and eLearning programmes to enhance and develop knowledge and skills in a practical format. Scott and Ferguson (2016) identify the benefits of the 70:20:10 model include a combination of various learning approaches to provide an effective method of learning. The 70:20:10 model is:

- 70 (informal on-the-job training) work experiences, tacit knowledge
- 20 learning from peers, developing learning channels where you seek information from the subject expert
- 10 formal education programmes

The 70:20:10 model outlines new ways of learning as such techniques can develop effective learning and development.

The Centre for Learning & Development will develop education programmes for all cohorts of staff.

2.5.4 Simulation

Simulation teaching methods will be used for clinical and team training as this enables healthcare professionals to develop and maintain the skills required to effectively manage patient care. Simulation enables the educator to create an environment that mimics the real clinical setting thus, enabling healthcare professionals to practice their skills in a safe environment. Simulation is an essential teaching method to equip healthcare professionals with the skills to function effectively as part of a team especially true for those events when emergency interventions require urgent, accurate, and cohesive team functioning.

There are benefits to developing a programme that engages with personnel from various specialities in a controlled environment such as working as part of a crash team. Devita et al (2015) demonstrated that simulated patients had better outcomes if teams were trained to respond to medical crisis situations using an organisational approach. The essence of a team represents a unit of collective performance (Lateef, 2010). Yet, to develop a sense of group identity, there needs to be a defined strategy to bring these individuals together to practice integrating their individual skills towards a collective goal.

A needs assessment focuses on the state of knowledge, ability, interest or attitude of a defined group involving a particular subject (Mc Cawley, 2009). In the context of developing a simulation-based education (SBE) programme, a needs assessment is the best way to understand what challenges face healthcare providers in their delivery of care, and by extension, the impact it can have on patients. Additionally, it can help identify the gap between what is known and what should be known. It can be used to direct and shape educational initiatives and is a major component of the framework for effective continuing education.

2.5.5 Quality improvements in accessing electronic patient data / resources for staff

The focus group interviews identified information technology skills as a key priority for all employees in



preparation for electronic records and electronic documentation. In addition to the current system for accessing policies, procedures and guidelines on Q-pulse employees will require access to training in computer skills and the development of a centralised system for accessing care pathways and care bundles.

2.6 Four current deficiencies in the delivery of education

There were a number of key findings from the CLD Strategy Focus Group interviews;

1. Staff identified a lack of awareness of the courses available in spite of the availability of the electronic and hard copy prospectus published annually, flyers emailed to line managers and the advertisements in TouchPoint. To address this the CLD team will develop a monthly newsletter that will be available on the electronic notice board, hard copies in the canteen and posted to each department.



2. The availability of flexible learning options is currently restricted to HSELand platforms specific to specialist departments. The introduction of the Learning Management System, “The Learning Station”, in July 2018 will increase the availability of flexible learning options.

3. Course funding was also identified as a limitation. The budget for learning and development has been centralised with the Head of Learning & Development in recent years. This ensured an annual budget for the continuing professional development of staff. An application process is launched in March of each year and funding is allocated based on service requirements.

4. Release of staff to attend education courses in the CLD was identified as a limitation to the ability to undertake a course by the focus group participants. Line managers who book staff onto the course arrange their release. The CLD launched the eLearning policy in 2016 which states that protected time for mandatory eLearning Programmes should be offered to staff to complete during their normal working hours or to provide staff with time owing in lieu upon successful completion and presentation of certificates. There may be occasions when staff complete the eLearning programme in a shorter or longer timeframe, however managers should allocate the protected time as agreed. With regards to protected time for non-mandatory eLearning programmes the staff member should seek approval from their line manager prior to commencement of the programme (Tallaght University Hospital eLearning Policy, 2016).

Section 3: Key Strategic Objectives

1. Provide Career Progression Education Programmes
2. Develop the Leadership Academy
3. Develop Innovative Learning & Development Pedagogy
4. Develop multidisciplinary Education Programmes
5. Expand ICT Programmes

Strategic Objective 1 - To Provide Career Progression Education Programmes

Planning for the future is essential to ensure that there is a trained workforce available to deliver service needs. Every department in the hospital will experience changes in workforce. The gap that occurs in service delivery when an employee exits should be filled. Therefore, succession planning is important for line managers and staff. The very recognition of a skill set or absence of a skills set that requires development in order to fill a vacancy needs to be considered in advance of the vacancy arising thereby ensuring provision of the service in all circumstances.

Personal Professional Development Plans are essential for line managers to consider with staff, in order to be able to plan for the future of the department and the changing needs of the service.

Career pathway planning and continuing professional development are all essential for career progression.

Strategy action for achievement

Outcome: Knowledge and skills are developed to enable staff to achieve their potential:

1. Personal Development Planning seminar for all staff. Personal Development Plans will enable staff to acquire personal and professional responsibility for the quality and safety of services provided.
2. Coaching and mentoring leadership programme to facilitate improved supports and career development.
3. 'On the job' experiential learning through shadowing to develop skills and capabilities through partnerships and inter changes. Assist staff to recognise on the job experiential learning.

Strategic Objective 2 - Develop the Leadership Academy

Leadership in healthcare is essential to ensure the delivery of quality, safe care and optimum outcomes for service users. Increasing leadership skills for health care professionals will enable staff perspectives to be considered in an ever changing healthcare environment.

While the organisation has recently developed a coaching programme by providing a platform for managers to develop their individual leadership capacity. It is important that line managers provide leadership to ensure healthy work environments for staff and the achievement of organisational goals of providing a safe and effective standard of patient care.

The clinical environment is dynamic and presents new challenges that require action. Therefore, it is important that line managers can lead and manage in a manner that displays professional effective methods of dealing with situations in line with the hospitals core values. Healthcare leaders must exhibit certain core competencies and display a high degree of emotional intelligence to accomplish change goals. The HSE Leadership Academy is also available to Tallaght University Hospital.

Strategy action for achievement

Outcome: Leadership skills are developed to lead and deliver a quality service.

1. The leadership programme will aim to support clinically led structures and develop effective multidisciplinary teams. This is in line with the objectives of the People Strategy (HSE, 2015).
2. Coaching and Leadership programmes will be developed and available to all line managers and prospective line managers.
3. Leadership development will remain the focus of the Centre for Learning and Development as Leadership and management programmes will be designed with both the current and prospective managers in mind.

4. Meath Foundation Fellowships include

- MSc Leadership
 - MSC Healthcare Management
 - MSc Quality & Safety in Healthcare Management
6. Introduction to Roles & Responsibilities for People Managers Programme.

Strategic Objective 3 - Develop Innovative Learning & Development

Pedagogy

Education delivery methodologies are changing with the constant advancement in technology. Environmental factors such as release make it difficult for staff to attend face to face education sessions. Innovative methods are necessary to deliver teaching and learning experiences to respond to this. Online learning is available for all healthcare employees of TUH through the TUH Learning Station eLearning hub, HSELand and other online platforms.

Strategy action for achievement

Outcome: Learning and development opportunities anytime, anywhere.

The Centre for Learning & Development will continue to incorporate technology into education programmes utilising:

1. Podcast/Webcast
2. ELearning
3. Discussion Forums
4. Blended Learning
5. Quizdom
6. Simulation

Strategic Objective 4 - Develop Multidisciplinary Education Programmes

The Centre for Learning and Development recognises the importance of multidisciplinary learning as a key objective of the organisation. Multidisciplinary learning in healthcare improves teamwork, communication and leadership and the patient experience (Young et al, 2007; Weaver et al, 2014). Multidisciplinary learning provides an ability to share skills and knowledge between professions and allows for a better understanding, shared values, and respect for the roles of other healthcare professionals (Craddock et al, 2006; Bridges et al, 2011).

Inter professional learning is an important aspect of undergraduate and post graduate education. The World Health Organisation also promote inter disciplinary learning and the development of collaborative practice to deliver quality care to patients. This learning method enhances the development of working together with a common focus, commitment and mutual respect as professionals come to understand each other's role and the importance of their contribution to achieving safe standards of care for patients.

Strategy action for achievement

Outcome: Interdisciplinary Education Programmes

The Centre for Learning & Development will:

1. Promote interdisciplinary learning through the structured module process and will incorporate it into learning and development opportunities for all staff.
2. Collaborate with the Dublin Midlands Hospital Group to promote the engagement with key stakeholders in the development of interdisciplinary modules and learning opportunities.
3. Continue to deliver interdisciplinary learning and development programmes to promote peer support and review.

Strategic Objective 5 - Expand ICT Programmes

Health service delivery is changing, in order to remain abreast of such changes ICT programmes need to be developed to ensure staff are equipped with the knowledge and skills for the advancing technological society.

Strategy action for achievement

Outcome: Develop ICT Education Programmes

1. Deliver ICT programmes on core systems in the Hospital as a foundation for the Electronic Patient Record.
2. Support the delivery of the clinical programmes through enabling technologies.

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Appendix 1 - List of Learning & Development Policies, Procedures and Guidelines

eLearning Policy	HR-POL-56
Centre or Learning & Development Facilities Policy	HR-POL-57
Mandatory Education & Training Policy	HR-POL-30
Plagiarism Policy	HR-POL-62
Governance Policy for Fee Setting, Fee Payment, Fee Refund and Procurement of External Lecturers for Education & Training purposes	HR-POL-33
Corporate Induction Policy	HR-POL-28
Learning & Development Study & Funding Leave Policy	HR-POL-29
Recording & Reporting of Corporate Mandatory Training	HR-POL-49
Transition Year Work Experience & Unpaid Work Experience	HR-POL-51

Appendix 2 - Training Needs Identified through the Focus Groups

The table below summaries the training objectives identified through the TNA focus group, CLD TNA Survey and HIQA standards training requirements and how they will be achieved.

	You said you require education in	We will provide education in
1	Business Intelligence Training	CLD will liaise with the ICT Dept.
2	ICT Project Management System - PRINCE	CLD will liaise with the ICT Dept.
3	SAP eLearning programme, quick reference guide with frequently asked questions	CLD will link with SAP Manager
4	Data Protection eLearning programme	See CLD Prospectus
5	Learning Management System Implementation	See CLD prospectus
6	Expansion of IT programmes Microsoft Word, Excel, Advanced Excel with SPSS elements	Microsoft Office - Word and Excel are currently delivered. CLD will liaise with Excel trainer to develop Advanced Excel training. CLD will link with the Healthcare Researcher to develop SPSS training
7	Nursing Outcomes Research Group – presentation of incident to highlight the learning	CLD will link with the QSRM Department and NPDD to develop a Nursing Outcomes Incident Group
8	Performance Management Education Programme with action planning workshop for qualified nurses. Also include negotiation skills for this process, challenges that maybe encountered and the legal aspects to be delivered by the Human Resource Department. Face to face education programme for new Managers so they can share experiences and acquire skills necessary for the role.	See CLD Prospectus - Introduction to Roles and Responsibilities
9	Leadership & Management Education Programme (Managing & Leading at the next level) for senior nurses and potential management candidates to enable them to understand the role particularly now that they only need 3 years' experience post qualification.	See CLD Prospectus - Introduction to Roles and Responsibilities

10	Training Pathway for auxiliary Healthcare workers – secretarial, portering and HCAs develop links with Tallaght IT and academic partners for part-time education programmes. Reciprocal arrangement with Tallaght IT	CLD will explore the possibility of linking with IT Tallaght for courses for all service managers
11	Catering Legislative compliance training e.g. calorie posting	CLD will explore the option of linking with IT Tallaght
12	Health Initiative Training Matrix around mandatory training In terms of standards - nutrition, hydration, allergen compliance, HIQA guidelines keeping different levels within the department informed - Joined forces with Patient Food Services, change of management affect people in departmental collaboration	CLD will explore the option of linking with IT Tallaght
13	Relevant Technology training for staff – digital footprint in catering	CLD will explore the option of linking with IT Tallaght
14	Information Technology Skills for preparing Reports – Serious Incident Reports evidence to be backed up with research	This will be explored with the ICT Trainer
15	Presentation Skills	See CLD Prospectus - Academic Writing
16	Safety & Quality Training Programme linking it to Practice	CLD will link with QSRM
17	Stakeholder analysis training and include the medical staff as part of solution analysis.	CLD will link with the Quality Improvement Manager
18	Statistical Analysis Training and display	CLD will link with the Healthcare Researcher to develop SPSS training
19	Project Management with Gantt Chart Development	CLD will link with the Quality Improvement Manager
20	Six Sigma Theory	CLD will link with the Quality Improvement Manager
21	Case study development incorporating you tube videos and podcasts, writing a case study, Kaizen	CLD will link with the Quality Improvement Manager
22	Incident Case Reviews /root cause analysis	CLD will link with QSRM
23	Policy training, compliance and evidence of compliance, process chart	CLD will link with the Q Pulse Manager

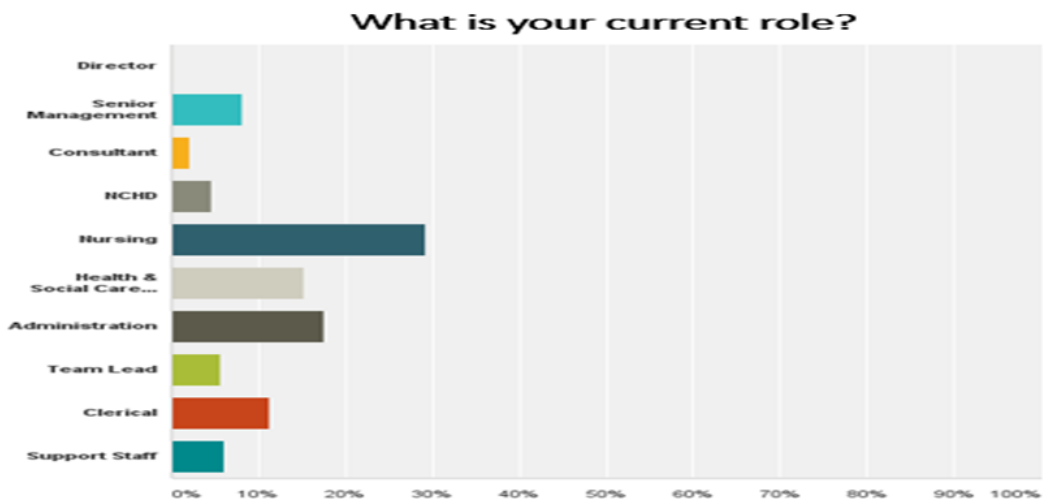
24	Risk Management & Patient Safety – how to prevent incidences from happening	CLD will link with QSRM
25	Business case development	See CLD Prospectus - Report Writing
26	Design policy list that fit with job description so when commence employment need to read these policies	CLD will link with the Q Pulse Manager, HR and relevant line manager
27	Care Bundle / Care Pathways Data base on q pulse and short online training programme on how to complete them	CLD will link with the Q-Pulse Manager & NPDD
28	Communication skills and ICT network to enable secretaries to view who patients last spoke to and refer them to if they contact with queries.	CLD will link with ICT Trainer
29	Training for Medical Teams on how to book a patient's appointment so that it is recorded electronically	CLD will link with ICT Trainer
30	Pims training – how to request current chart as opposed to creating new ones, need update training	CLD will link with iPims Trainer
31	Healthlinks training	CLD will link with ICT Trainer
32	Quality Improvement- Foundation Level	CLD will link with the Quality Improvement Manager
33	Online learning / skype education programmes for delivering to chronic disease management patients	CLD Technology Facilitator will link with subject experts
34	Information Technology Support tools, practical tools, video editing, hosting things online, platforms and technology tools	CLD Technology Facilitator will link with ICT
35	Capacity Assessment	CLD will link with subject expert
36	One day leadership training for existing managers	CLD will develop as part of a Masterclass in Leadership
37	Service Management updates for Middle Managers, HR updates, Health & Safety updates	CLD will link with Communications Manager
38	Coaching Programme for existing Mangers	Already provided through academic partner
39	Literacy Awareness	See CLD Prospectus – delivered by external speaker from NALA
40	HSE updates, HSE staff get talks on all the changes, organisational structures, policies etc.	CLD will link with Communications Manager

	Key people in the HSE could come in and give talks at a high level - link in the HSE Intranet or receive newsletters.	
41	Advanced Care Directives – update on legal scenarios	CLD to link with QSRM
42	Ethics	CLD to link with QSRM
43	Clinical Service Strategy presentation	CLD will link with Communications Manager
44	Presentation Skills Workshop	Already delivered as part of academic writing
45	Policy training 1 hour session how to access – refresher on HR policies – dress code, sick leave etc.	CLD to link with Q pulse Manager
46	Care focus training / conflict training– how to deal with difficult phone call, Telephone training technique escalation and dealing with difficult service users and conflict management	See CLD Prospectus - Customer Care programme
47	Business Education Programme	CLD to link with Finance Dept.
48	Radiology interpretation programme	CLD to link with Radiographers
49	Language and literacy skills workshop for overseas staff	CLD to link with NALA
50	Team Building Programme	CLD to link with HR
51	Scope of Practice Workshop	See CLD Prospectus - Adaptation Candidates
52	Interview Skills Workshop	See CLD Prospectus
53	HR employment law	CLD will link with HR
54	Develop expert searching to support systematic reviews from the databases	Sessions provided by the Library
55	Develop webinars	CLD Technology facilitator to link with ICT
56	Culture course patient focus on how to deal with patients from different backgrounds and also in the work environment and people have a different way of approaching activities. Interaction/interpersonal skills as we move to an open space working environment. There is a lot of courses available.	
57	Employment Law Education Programme with HIQA running their own courses	CLD will link with HR
58	Inter-team communication Education Programme- conflict among teams who not have medical background	See Prospectus

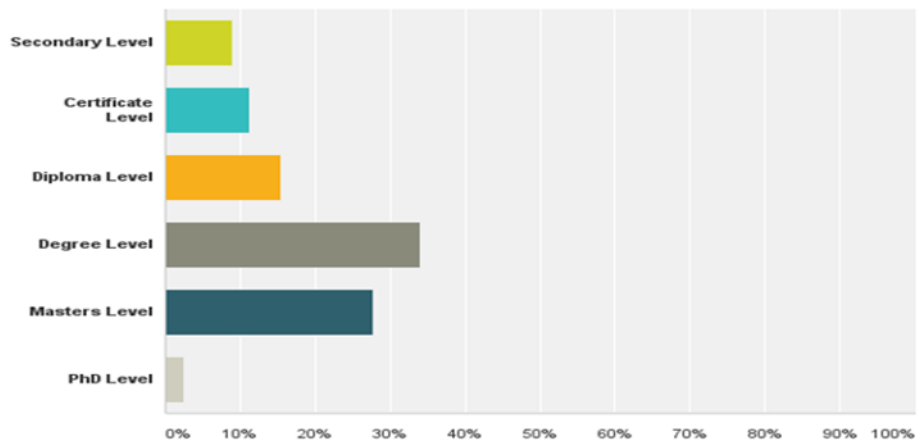
59	Project Management & Process Improvement	Already delivered as part of QIP CLD will link with the Quality Improvement Manager
60	List of Mandatory Training for Staff	Available online
61	Anaphylaxis Education Programme for Children	Available on HSELand
62	Competency & Preceptorship Education Programme with mandatory status five hours with TCD involved and attendees to complete Preceptorship Online Training Programme (90 mins) in advance (New Graduates to attend six months post qualification)	See Prospectus
63	Employee Wellbeing	See Prospectus
64	Succession planning and career progression	
65	How to manage a meeting	See Prospectus
66	Process Mapping	See Prospectus
67	HIQA standards	
68	Sepsis Education Programme	See Prospectus
69	Training for employees to maybe counsel and mentor patients/clients	
70	Employment Law Education Programme with HIQA running their own courses	

Table1: Training needs identified though the Focus Groups and CLD TNA Survey

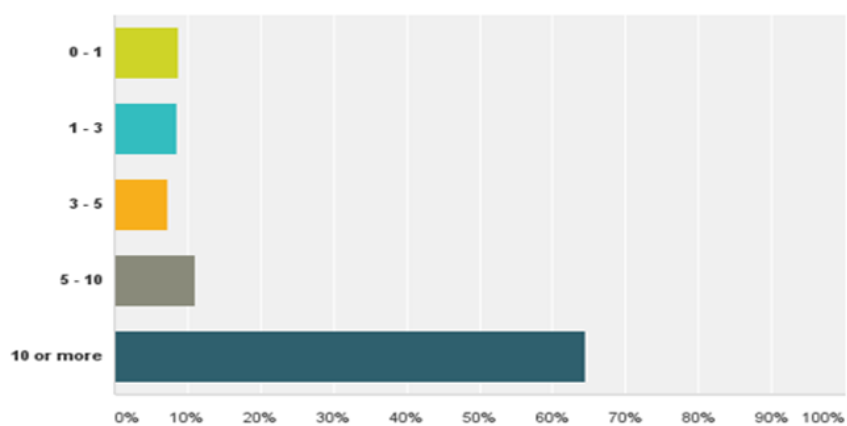
Appendix 3 - Online Learning & Development Strategy Survey Results



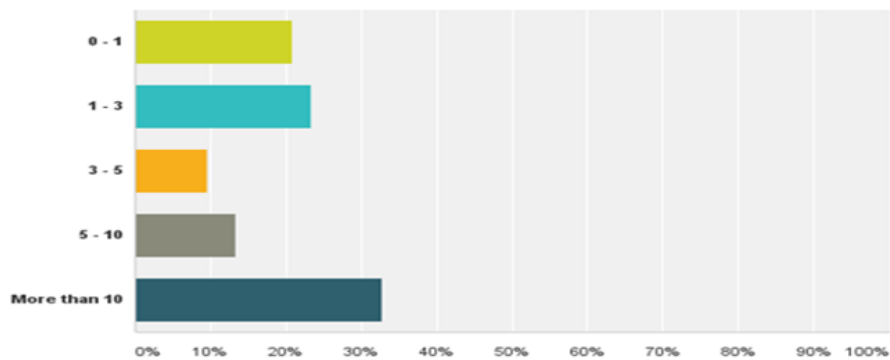
What is your highest level of qualification?



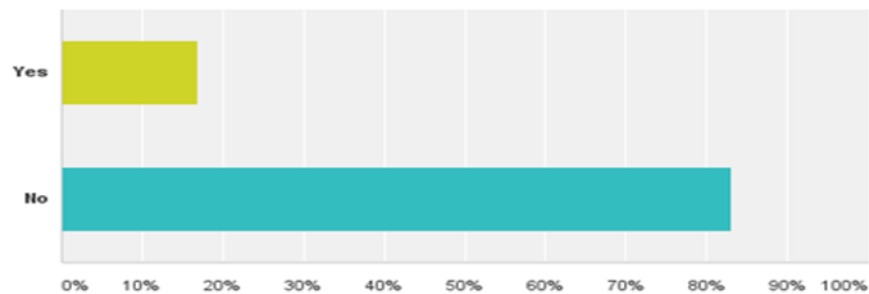
How many years do you have in the Health Service Post Qualification?



How many years are you in your current role?



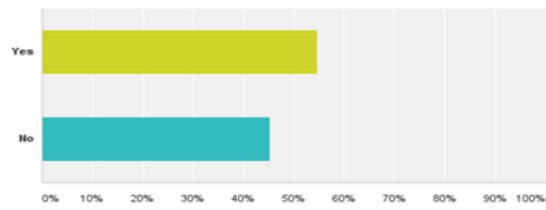
Are you currently undertaking any formal education?



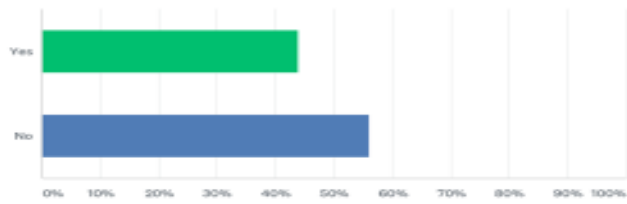
Formal education that staff are currently undertaking

- Internship (2)
- Diploma Course in Specialist Orthopaedic Nursing (2)
- ECDL Course
- MSc (5)
- CPD
- BSc Nursing Management
- Masters in Healthcare Leadership
- Minor award in Endoscopic Decontamination
- HR Diploma in Management
- MSc Education
- MSc in Child Health & Wellbeing
- Quality Improvement Project Management
- Paediatric BST
- Degree in Humanities
- CIPD Diploma in Learning and Development
- I attend regular HSE sessions on Healthcare related issues
- Post graduate course
- Research Module UCD
- Diploma in Quality and Leadership
- Graduate Diploma Risk Management and Quality
- BSCCP training to be a Colposcopist
- Professional Cert in Advanced Health Assessment
- Just joined the hospital to take up an ANP candidate post in the women's preventative health unit
- Post Grad Diploma in Emergency Nursing (Children's)
- I am doing a module in a University in England relevant to my practice
- Hospital, National and International Lecturer
- Had completed a masters degree funded by HSE as plan to develop an Advanced Nurse Practitioner post in Tallaght for Rheumatology.
- Just completed a Diploma in Front Line Management
- IIPMM certificate
- Regular CPD through professional association & colleges but not formal education course
- Diploma in Executive Leadership and Coaching
- Diploma in HR Management

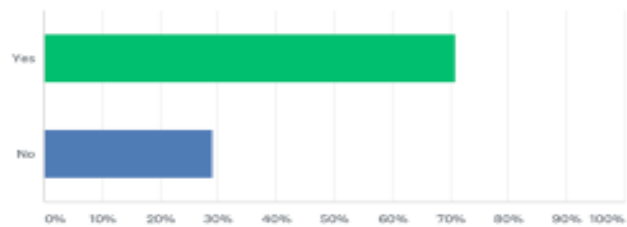
Are you familiar with the electronic application process for funding and professional development leave?



Have you been funded since commencing employment in Tallaght University Hospital for any Postgraduate Education or Continuing Professional Development Programme?



Do you feel that Tallaght University Hospital management support you in your professional development?



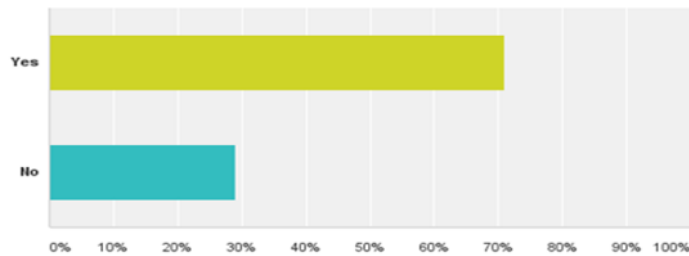
Have you attended any in-service / education programmes / conferences in the Centre for Learning & Development within the last year?

Answer Choices	Responses
Yes	66.43% 275
No	33.57% 139
Total	414

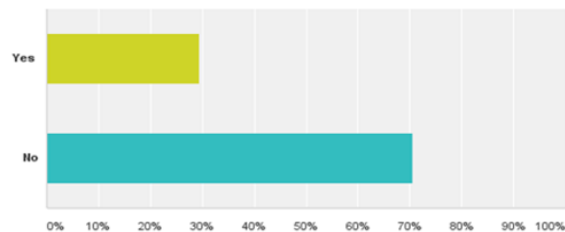
If No, have you attended any within the last two years?

ANSWER CHOICES	RESPONSES	
Yes	24.05%	70
No	25.18%	82
Not applicable	47.77%	139
TOTAL		291

Are you aware of the programmes available in the Centre for Learning & Development?



Are there any training needs required in your Department that are not available at present?



If your answer was “Yes” please comment below.

Education about medication re drugs their actions e.g. analgesia.

BMS Training, electrical certification training.

Critical Appraisal, End Note, Systematic Review Training. I am also interested in courses in mediation and adult education.

More training on excel and basic statistical analysis.

Training requirements relate to keep up professional development to attain and maintain qualification.

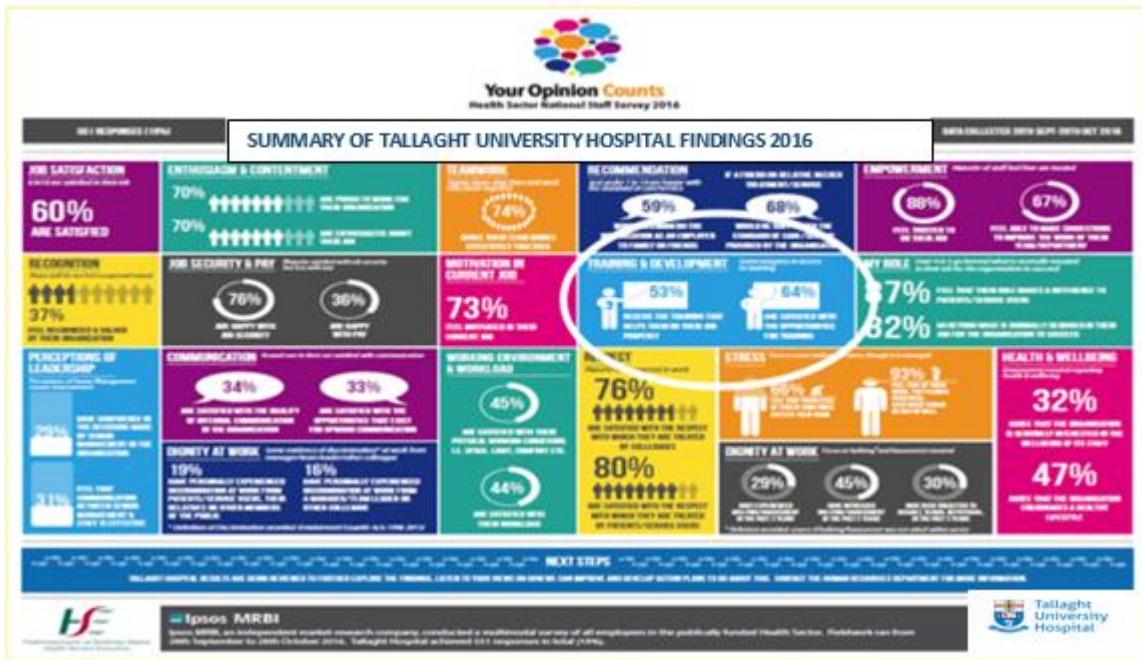
Many of the PD course to keep up accreditation qualification are held abroad.

Newly qualified / new staff would benefit from training such as spinal manual handling, collars and braces etc.

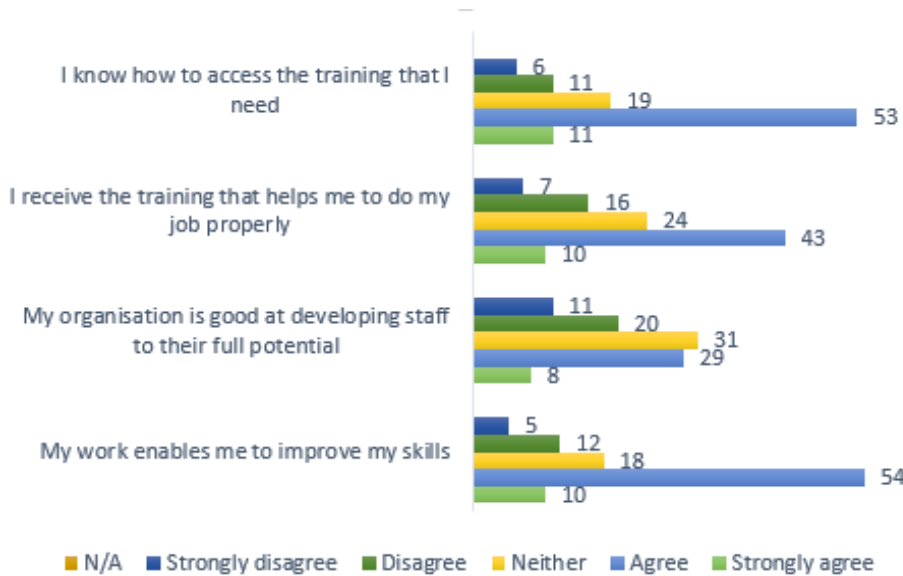
Spinal Manual handling staff are undertaking this externally.

Spinal Patients Care.

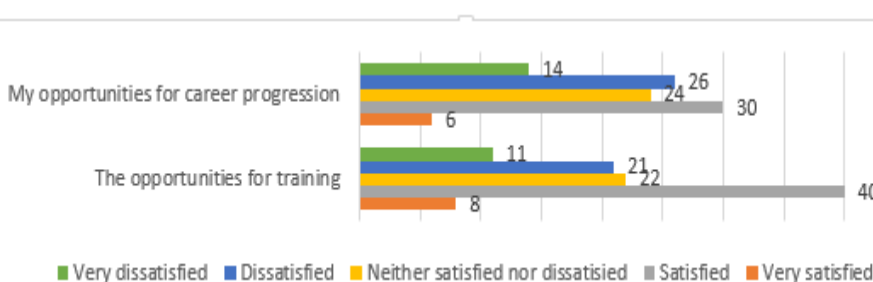
Appendix 4 - National Health Sector Staff Survey



Perceptions of Training & Development



Tallaght University Hospital 2016	Health Sector Overall 2016	Ipsos RED Norms 2016
%	%	%
65	55	68
37	30	46
53	53	59
64	64	N/A



48	45	56
36	29	43

Appendix 5 - Training Requirements for the HIQA National Standards

Table 2 below identifies the training requirements for HIQA standards. The Centre for Learning and Development plans to develop training required in consultation with subject experts.

HIQA Standard	Training	Education Available
1.1	Staff training on implementation of principles of service user involvement	Quality Conversations Workshop
1.2	Staff training on implementation of policies relating to referral management	Q Pulse Administrator
1.3	Staff training on advocacy and effective communication skills	Quality Conversations Workshop
1.3	Staff training on cultural diversity	
1.5	Staff training on obtaining consent	
1.6	Staff training relating to privacy, dignity and autonomy of service users	HSE LanD – Module 5 People Management the Legal framework; Corporate Induction Programme
1.7	Induction training	Monthly to bi-monthly depending on demand
1.7	Training in relation to dealing with bad news	Prospectus -Final Journeys
1.7	Evaluation of training including staff feedback and findings from analysis of service user feedback	Already completed by CLD as part of each programme delivered
1.8	Staff training on complaint management	Already available – Customer Care
2.1	Training on establishing / implementing/ evaluating Clinical Care Pathways	
2.1	Training on implementing/ evaluating and outcomes measured for Care Bundles	
2.2	Staff training for improving care assessments	
2.2	Staff training EWS	HSE LanD.ie Compass E-Learning Education Programme incorporating the National Early Warning Score (NEWS) for non-pregnant adult patients Nursing induction programme Paediatric Compass Programme (PEWS)

2.2	Staff training dealing with Bad News (also in 1.7 above)	Prospectus - Final Journeys; Enhancing Communication Skills in the delivery of Bad News
2.5	Staff training on Data Protection Act and complying with legislation when sharing information	Online Data Protection Programme via The Learning Station
2.6	Staff training on the Development of KPI's	
2.6	Staff training on National Programme/s implementation	Open Disclosure; Enhancing & Enabling Persons Living with Dementia
2.7	Staff training on Health & Safety legislation	Radiation Protection
2.7	Staff training on Environmental Risk Assessments	Chemical Safety awareness training; Chemical Agent Risk Assessment (CARA) Training; Waste Management & Waste Segregation training
3.1	Staff training on implementing National Policies e.g., safe surgery, prevention of falls/fractures, wound management	Falls Education Programme; Haemovigilance & blood Transfusion; Haemovigilance Electronic Blood Tracking system Compression Bandaging Workshop; Wound Management Education Programme; Wound Management topical Negative Pressure Wound Therapy
3.1	Staff training on hospital PPPGs	Q Pulse Administrator
3.1	Risk Management training	
3.1	Staff training programme on Prevention and Control of Healthcare Infections	
3.1	Decontamination process user training	
3.1	Medical Device and equipment training	Nursing Induction Programme
3.3	Staff training on incident investigations/incident analysis	
3.4	Staff training on prevention, identification and response to suspected abuse	An introduction to Children First; Child protection Awareness Training (CPAT) for Frontline Staff

3.4	Staff training on Trust in Care Policy	HSE LanD – Module 6 People Management the Legal framework
3.4	Staff training on Children First Policy	An introduction to Children First; Child protection Awareness Training (CPAT) for Frontline Staff
3.5	Staff Education/training on Open Disclosure Policy	National Open Disclosure Briefing sessions and Workshops delivered since November 2017
3.6	Staff training on Quality Improvement methodologies	Quality improvement - project management training; Quality Improvement and Lean Methodologies (an Overview)
3.6	Staff training on Quality initiatives (also 5.7)	Quality improvement - project management training; Quality Improvement and Lean Methodologies (an Overview)
4.1	Health inequality staff training programme – HSE Health Inequalities Framework 2010-2012	
5.2	Education & training resource available to staff on governance e.g., clinical governance information leaflet	
5.5	Staff training on effective Change Management	
5.7	Staff training on Protected Disclosure	
5.10	Staff training on relevant legislation	Online Data Protection Programme via The Learning Station
6.1	Staff training on HR PPGs	
6.2	Training & development plans with short/medium and long term goals	
6.3	Evaluation of induction & training programmes, reports of attendance at mandatory training, eLearning and innovative approaches	
6.4	Performance improvement plan is linked to training & development	
8.1	Staff training on legislation, standards and policies relating to Information Management	
8.2	Staff training on Information Governance, trained decision makers FOI/Data Protection	Online Data Protection Programme via The Learning Station

8.3	Training and education sessions on Healthcare Records and their effective management	Nursing Documentation training delivered monthly Clinical Handover – eLearning programme via The Learning Station iPIMS training
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Table 2: HIQA Standards Training Requirements

