



Tallaght  
University  
Hospital

Ospidéal  
Ollscoile  
Thamhlachta

An Academic Partner of Trinity College Dublin

# TUH Learning & Development Strategy 2023-2025



*People Caring for People to Live Better Lives*



# Table of Contents

Foreword	2
Centre for Learning & Development (at a glance)	3
Learning & Development in Figures	4
Centre for Learning & Development Communication Network	6
The Strategic Planning Process	7
1. Stakeholder Contribution	8
2. TUH HR Strategy 2020-2024	8
3. TUH Health and Wellbeing Strategy 2022-2026	9
4. TUH Quality, Safety & Risk Management Strategy 2022-2025	9
5. TUH Research Strategy 2020-2024	9
6. TUH Nursing Strategy 2022-2027	9
Strategic Objectives	10
1. Research and Innovation	11
2. People	13
3. Access	15
4. Highly Integrated Care	16
5. Infrastructure	18
6. Digital Enablement	19
Implementation of the L&D Strategy	19
Appendices	20
Appendix 1: TUH Learning & Development Strategic Implementation Plan	21
Appendix 2: Acknowledgements	26

# Foreword

## Welcome to Tallaght University Hospital's Learning & Development Strategy for 2023-2025.

Learning is a way of life at TUH. This strategy identifies a road map for the design and delivery of learning and development opportunities for all TUH staff and Registered Nursing colleagues in Community Health Organisations 6 and 7 for the next three years.

TUH has a large, diverse workforce with all staff members contributing to the delivery of safe, quality care to our patients. It is the role of the Centre for Learning & Development (CLD) to support all staff in the development of the knowledge, skills and competencies to do their jobs to the highest standards achievable. Programmes are designed to be evidence-informed, comprehensive, relevant, flexible and aligned to national and international healthcare policy, guidelines and legislation.

The CLD works collaboratively across all Directorates to offer expert advice and guidance on staff learning and development opportunities. We also work closely with our academic partner, Trinity College Dublin, other Higher Education Institutes, the Meath Foundation, the Adelaide Health Foundation and the Consortium of Centres for Nursing & Midwifery Education (CCNME).

The Learning & Development Strategy 2023-2025 is focused on supporting staff to deliver quality patient care and services, optimising the experiences of learners and the use of technology to support the achievement of learning outcomes. It is designed to create value and add impact to TUH's strategic priorities.

In developing the strategy, the CLD team engaged with representatives from all Directorates as well as community colleagues and subject-matter experts. External standards and requirements of regulatory bodies were also reviewed to ensure the education and training the CLD provides supports the delivery of quality patient care and services.



**Shauna Ennis**

Head of Learning  
& Development

A handwritten signature in black ink that reads 'Shauna Ennis'.

**Shauna Ennis**  
**Head of Learning & Development**  
Human Resources Directorate  
Tallaght University Hospital

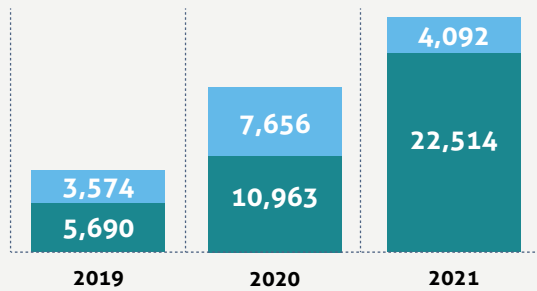
# Centre for Learning & Development at a glance



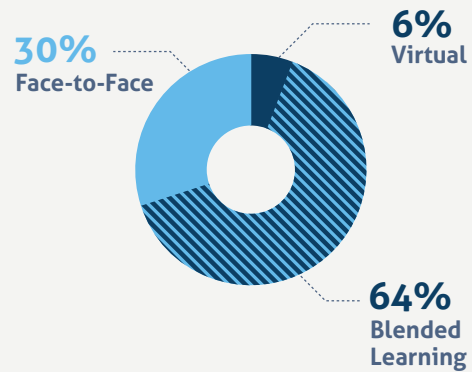
# Learning & Development in Figures

## Training provided by CLD

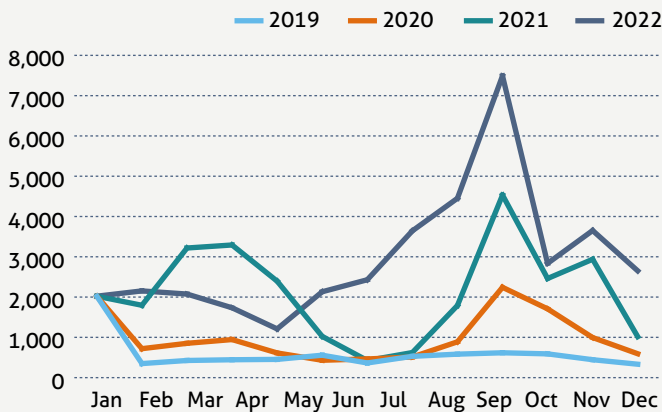
 Face to Face
  Online / Podcast



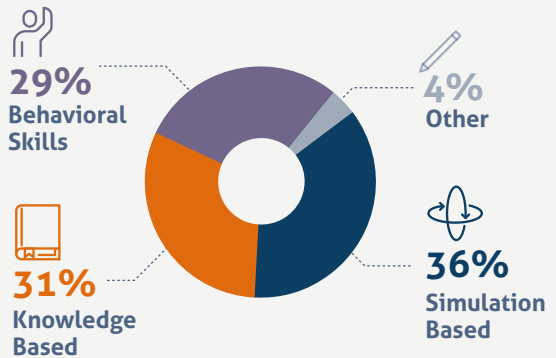
## CHO 6 & 7 Delivery methods



## Total Completed Courses on HSeLanD per Month

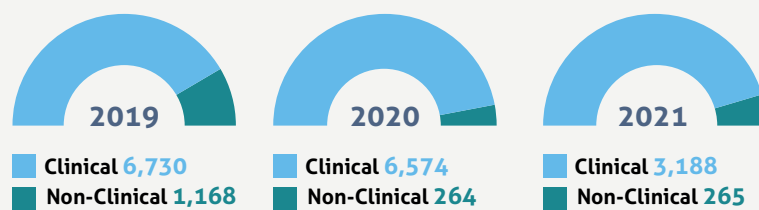


## CHO 6 & 7 Types of Education Requested



## Face-to-Face Training

TUH - Participant Numbers



Total no. of participants

3,574

7,656

4,092

## Inductions Completed

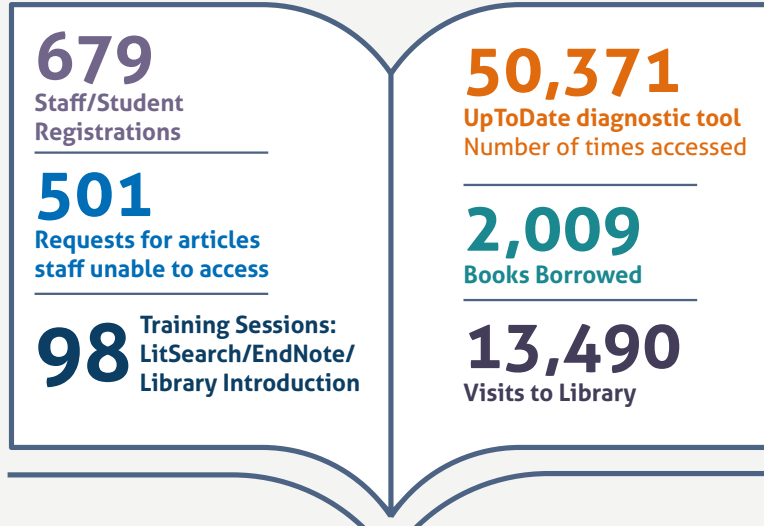


2019 488

2020 407

2021 515

# Library Statistics 2021



## Training and presentation



## A Snapshot of Librarian-Assisted Searches in 2021 - A Year in the Pandemic:

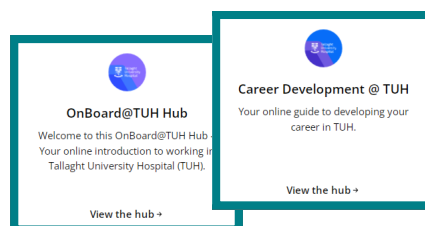


# Centre for Learning & Development Communication Network

The CLD recognises the importance of having clear communication for all our programme information, updates and news for Hospital Staff and community colleagues. The CLD currently communicates our programme information as follows:



Email alerts to staff regarding mandatory training/  
central email address for specific queries:  
[learningstation@tuh.ie](mailto:learningstation@tuh.ie)



TUH Hubs on HSEland



Hospital Newsletter

Screen-saver

Messages, Leaflets, and Flyers



CLD Intranet page – including programme information, contact details and link to SharePoint Leave & Funding Application Form

## Social Media



@CLDTallaghtHosp



TUH Facebook Page



TUH LinkedIn Page



TUH Staff App

Central email address for easy processing of enquiries:  
[info.cld@tuh.ie](mailto:info.cld@tuh.ie)

Regularly email information to managers & staff regarding relevant programmes



Annual Prospectus  
Published every January



Visual Display Unit (located in CLD Reception Area)



Hospital Internet Page: TUH.ie



# The Strategic Planning Process

The TUH Learning & Development Strategy 2022-2025 is underpinned by the Hospital's Vision, Mission and Values:

## Vision

Our vision is "People Caring for People to Live Better Lives" through

- Excellent health outcomes supported by evidenced based practice
- Positive patient and staff experience in an empowering and caring environment
- A culture of innovation and quality improvement in everything we do

## Mission

Our mission is to enhance the wellbeing of our community through care and innovation. We strive to

- Deliver high quality care to our patients
- Educate, train, challenge and empower our staff
- Foster a culture of research and innovation

## Values

Our CARE values – for patients, their families, our community and staff are:

**C Collaborate** – together and with our academic and care partners

**A Achieve** – our goals, positive outcomes and wellbeing

**R Respect** – for patients, each other and our environment

**E Equity** – for patients and staff

The development of the Learning & Development Strategy was informed by the following:

1. Stakeholder Contribution
2. TUH HR Strategy 2020-2024
3. TUH Health & Wellbeing Strategy 2022-2026
4. TUH Quality, Safety & Risk Management Strategy 2022-2025
5. TUH Research Strategy 2020-2024
6. TUH Nursing Strategy 2022-2027



## 1. Stakeholder Contribution

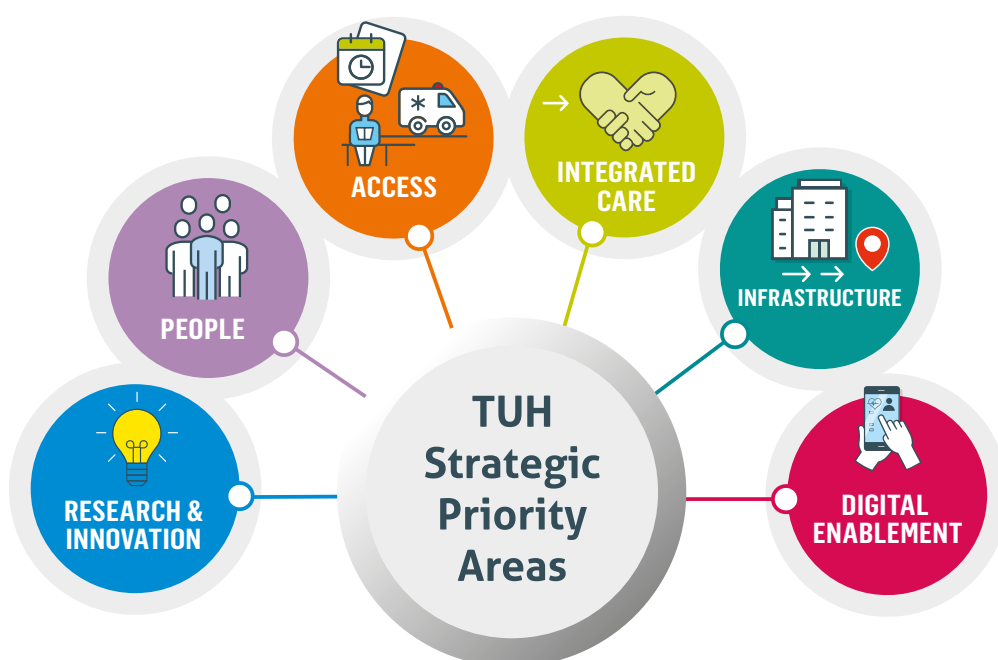
The CLD ensures an interagency partnership approach through collaboration with the Learning & Development Advisory Group, a forum for stakeholders to participate in promoting inter-professional learning and ensuring programmes are responsive to need in a dynamic healthcare environment. In developing the L&D Strategy, there was engagement with stakeholders through a learning and development survey, focus groups and training needs analyses in relation to inter-professional Simulation-Based Education. There is ongoing consultation with line managers and staff in relation to current and future learning needs. Established feedback mechanisms to the CLD team support quality improvement in education and training. A training needs analysis was also undertaken in 2021 of the needs of Registered Nurses in Community Health Organisations (CHO) 6 and 7 to whom the CLD has a remit for education and training.

The following key needs were identified from the data collected:

- Accessible teaching methodologies that meet the needs of all staff i.e. blended learning approach, practice of clinical skills, face-to-face education/training and Simulation-Based Education.
- An increased focus on inter-professional learning.
- A requirement to further develop transferable skills and pathways for career development. e.g. a structured Mentorship process.
- Additional education and training in relation to Women's Health; Diversity and Inclusion; Brief Intervention Techniques as well as a number of other clinical and non-clinical training programmes.

## 2. TUH HR Strategy 2020-2024

The key aims of the TUH HR Strategy 2020-2024 are the implementation of the Hospital's Corporate Strategy 2019-2024 with a view to attracting, developing and retaining an engaged, efficient and patient-centred workforce. Key L&D priorities have been identified to support the implementation of the six strategic priority areas in the TUH Corporate and HR Strategies:



### 3. TUH Health and Wellbeing Strategy 2022-2026

TUH recognises that the key to compassionate caring is self-wellbeing. The CLD has a key role in supporting the implementation of the TUH Health & Wellbeing Strategy 2022-2026. The TUH L&D Strategy will have a focus on empowering staff to manage their own health and wellbeing, supporting the professional growth of staff, and promoting a culture of compassionate leadership among managers.

### 4. TUH Quality, Safety & Risk Management Strategy 2022-2025

The TUH Quality, Safety & Risk Management Strategy (QSRM) identified the following four key goals:

- Deliver person-centred care
- Grow our staff and strengthen our quality organisation
- Strive for excellence in Quality, Safety & Risk
- Support quality assurance processes

Existing and future programmes will be designed to support the achievement of these goals.

### 5. TUH Research Strategy 2020-2024

The TUH Research Strategy identified a number of TUH priority areas, including staff participation and talent development in relation to research. The CLD is well-positioned to support the Research Office in supporting novice and experienced researchers. The Library and Information Service provides support to all staff engaged in research and education through its group and one-to-one Search Skills for Systematic Review sessions, providing expert help on finding the literature in the biomedical databases, and by providing 24-hour access to the evidence-base of clinical information to inform direct patient care.

### 6. TUH Nursing Strategy 2022-2027

The TUH Nursing Strategy 2022-2027 identified four key principles:

<b>Principle 1</b>	Nursing Excellence in Delivering Outstanding Integrated Patient Care
<b>Principle 2</b>	Nursing Leadership and Workforce Planning
<b>Principle 3</b>	Embracing Digital Enablement
<b>Principle 4</b>	Learning, QI, Innovation and Research

The Centre for Learning & Development works closely with the Nursing Service and has a key role in enabling the achievement of these four principles.

# Strategic Objectives

The Strategic Objectives of the CLD over the next four years are aligned with the TUH Strategic Priorities:



## 1

### Research and Innovation

- 1.1. Enhance support for TUH staff and students undertaking research.
- 1.2. Increase use of Simulation-Based Education.



## 2

### People

- 2.1. Support staff in achieving their career goals.
- 2.2. Enhance knowledge and skills in relation to supporting staff health and wellbeing.
- 2.3. Enhance the leadership skills of staff.



## 3

### Access

- 3.1. Enhance measurement of return on learning and development investment.
- 3.2. Enhance accessibility to information on learning and development activities for learners and line managers.
- 3.3. Collaborate with the Consortium of Centres for Nursing & Midwifery Education to ensure access for Registered Nurses to QQI-validated training programmes nationally.



## 4

### Highly integrated Care

- 4.1. Develop inter-professional education programmes
- 4.2. Enhance access to search skills training and Library resources



## 5

### Infrastructure

- 5.1 Build on networks and partnerships with Further and Higher Educational Institutes
- 5.2 Support the Hospital's digital transformation
- 5.3 Enhance education and training facilities



## 6

### Digital Enablement

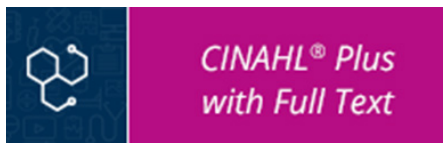
- 6.1. Develop Technology-Enhanced Learning capability
- 6.2. Enhance digital enablement in Library and Information Services.

# 1. Research and Innovation

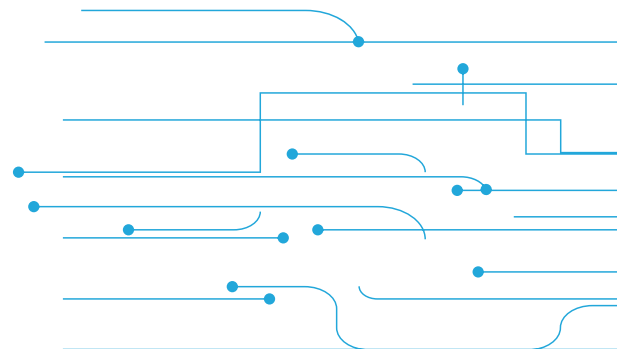


## 1.1 Enhance support for TUH staff and students undertaking research

There is an increasing requirement to support staff undertaking research to inform patient care and to develop services. The Medical Librarians are available to provide assistance to TUH staff, undergraduate and postgraduate students who need to carry out systematic searches of the literature to support evidence-based healthcare and fulfill academic programme requirements. The period of this strategy will see greater availability and the introduction of training in *Search Skills for Systematic Review* statistics, and assistance with statistical analysis.



**The Learning & Development Strategy 2023-2025 is focused on supporting staff to deliver quality patient care and services, optimising the experiences of learners and the use of technology to support the achievement of learning outcomes.”**



## 1.2 Increase use of Simulation-Based Education

The CLD recognises the value of Simulation-Based Education (SBE) as an innovative method for delivering experiential learning and enabling transfer of the knowledge, skills and attitudes required to achieve and maintain competence. SBE allows for acquisition and maintenance of these skills by facilitating deliberate practice in a safe, educationally-orientated setting that reflects the real clinical environment. Learners acquire new knowledge and skills by directly participating and/or directly observing simulated scenarios. Debriefing is facilitated in a supportive environment. The essence of a team represents a unit of collective performance and SBE is a means of bringing teams together to practice integrating their individual skills towards a collective goal.

The CLD will work collaboratively with stakeholders to build on the current provision of low, medium and high-fidelity SBE in TUH with a view to equipping healthcare professionals with the skills to function effectively as part of a team, particularly for those events when emergency interventions require urgency, accuracy, and cohesive team functioning.



**Cathy Mullen,**  
Simulation Nurse  
Facilitator



# 2. People



## 2.1 Support staff in achieving their career goals

The staff of TUH are its most important asset and delivering quality care to patients depends on having the right staff in the right role at the right time. Career development is the lifelong process of self-knowledge, exploration, and decision-making that shapes careers. It requires successfully navigating occupational options to choose and train for roles that suit a person's personality, skill set and interests.

The CLD will continue to work with stakeholders across Directorates and the Hospital's academic partner to ensure that education provision is responsive to current and future needs. All staff in TUH will be guided in developing their careers in the Hospital with a view to forging a fulfilling and successful career path. The Library and Information Services will further expand access to world-class resources and the expertise of Librarians to support staff in their professional development and in achieving their career goals.



## 2.2 Enhance knowledge and skills in relation to supporting staff health and wellbeing

The CLD will strive to increase awareness of the importance of mental wellbeing in work, including reducing any remaining stigma about mental health issues and supporting staff to have conversations around mental health and suicide awareness. The Library has an extensive Wellbeing Collection and the Fiction Collection, developed during lockdown to provide a little escapism, and composed of book donations by staff for staff, will now be a permanent part of the service. Both are used by many general support staff who have not traditionally used the Library to borrow books. The Library will continue to celebrate with World Book Day and One Dublin One Book so that TUH staff can participate in these events during their working day.



#### Meath Foundation/ TUH Fellowships 2021-2023

L-R: Vivienne Dick (Adult Nursing Service), Louise Power (Adult Nursing Service), Eoin Begley (Laboratory Directorate), Shauna Ennis (Head of Learning & Development), Rory Dignam (Quality Safety Risk Management Directorate) and Jessica Peel Yates (Meath Foundation).

### 2.3 Enhance the Leadership Skills of staff

The healthcare environment is dynamic and continuously presents new challenges. There is a requirement to equip staff with the knowledge, skills and competences to lead on and deliver quality care and services. Healthcare leaders must exhibit certain core competencies and display a high degree of emotional intelligence to accomplish change goals. 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 Hospital's core values.

There is a requirement to further support people managers in their roles to achieve the objectives of the TUH HR Strategy. The TUH Leadership Academy, supported by the Meath Foundation, will be further expanded to support all staff, irrespective of role, to build on their management and leadership skills.





# 3. Access



## 3.1. Enhance measurement of return on learning and development investment

The CLD requires information to make robust, evidence-informed decisions on the relevance and impact of programmes offered. There is a requirement for the CLD to go beyond employing traditional metrics such as programme completion rates and evaluations to identify new ways to demonstrate the return on investment in learning and development.

## 3.2. Enhance accessibility to information on learning and development activities for learners and line managers

All TUH staff need access to the right training, in the right place and at the right time if the Hospital is to strategically upskill and reskill its workforce. The development of off-campus clinical sites presents new challenges in ensuring learning and development opportunities are equally accessible. Staff require access to an ever-increasing range of education and training, and managers need accurate and meaningful reports.

## 3.3. Collaborate with the Consortium of Centres for Nursing and Midwifery Education (CCNME) to ensure access for Registered Nurses to QQI validated training programmes nationally

Participation in the CCNME will provide access to a wider range of education and training opportunities for Registered Nurses and Health Care Assistants in TUH and our community. Defined learning pathways will be developed to fit with programmes offered by our academic partner, Trinity College Dublin. Collaboration with the CCNME will also achieve efficiency of scale in terms of education and training offered across all Centres of Nursing and Midwifery Education.

# 4. Highly Integrated Care



## 4.1 Develop Inter-professional Education Programmes

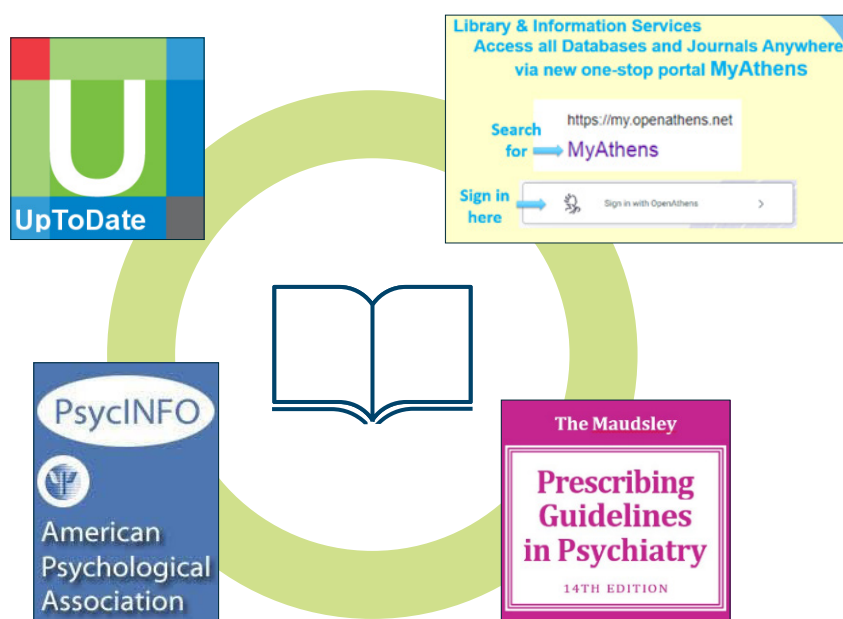
The Centre for Learning & Development recognises the importance of inter-professional learning across acute and community services in enhancing integrated care, teamwork, communication, leadership and ultimately the patient's journey. It provides an opportunity to share skills and knowledge among all staff, clinical and non-clinical, and provides a more streamlined service, better understanding, shared values and respect for the roles of all team members. The CLD will promote inter-professional learning through the structured module process and will incorporate it into learning and development opportunities for all learners.

Further networking and collaboration with the Dublin Midlands Hospital Group and CHO 6 & 7 will optimise shared learning opportunities to support the delivery of quality integrated care. Education programmes for Registered Nurses and Healthcare Assistants in the community will support the delivery of quality care to patients in their homes.



## 4.2 Search skills training and Library Resources to support Integrated Care

The Library will increase its search skills training for staff involved in the design and delivery of integrated care who need to search the evidence base of scientific literature to support outreach programmes in cancer and diabetes care; care of the older person; patient education; patient self-management in the community; psychiatry; telemedicine; Emergency Department avoidance and others. The Library will also broaden its reach of seamless access to critical diagnostic and other tools for staff who move between healthcare settings in integrated care or care in the community.



# 5. Infrastructure



## 5.1 Build on networks and partnerships with Further and Higher Educational Institutes

It is important to exploit opportunities to expand the range of resources that will be available to all TUH staff through collaborative purchasing with Further and Higher Educational Institutes. This will ensure seamless access to the principal resources needed by NCHDs in particular as they move to and from HSE and Voluntary Hospitals. Staff in teaching/training roles in the Hospital will be supported in the use of new and innovative teaching methodologies.

## 5.2 Support the Hospital's digital transformation

- 5.2.1 The CLD will expand the suite of resources to support staff in using the existing Applications in the Hospital.
- 5.2.2 A suite of education programmes will be identified to enable staff to build on their knowledge and skills in relation to Digital Health.
- 5.2.3 The CLD will collaborate with and support the EPR Project Team with required education and training during each phase of the project.
- 5.2.4 The Library will collaborate with the EPR Project Team to embed relevant clinical resources into the EPR.

## 5.3 Enhanced Education and Training facilities

The CLD will continue to improve its physical and ICT infrastructure to enhance the experiences of all learners. This includes the provision of a space for eLearning and meetings with tutors in the CLD Atrium, enhanced facilities to support staff to undertake eLearning, an out-of-hours, Library-managed Reading Room and the provision of a dedicated collaboration space for teams to work on innovation or research projects.



**Shauna Ennis, Cathy Mullen and Niamh Gavin, CEO Adelaide Health Foundation**

# 6. Digital Enablement



## 6.1 Develop Technology-Enhanced Learning Capability

Since 2016, TUH's Learning Management System (LMS), the "Learning Station", has become a valuable resource in the CLD. The LMS is a centralised software application for the administration, documentation, tracking, reporting and delivery of eLearning programmes. The Learning Station is hosted on HSeLanD and empowers learners to enroll on education and training programmes and to access eLearning 24/7 from any device.

Education delivery methodologies are evolving with advancements in technology. Environmental factors such as the increasing demand for services present challenges to staff in attending scheduled, face-to-face education and training. Innovative methods are necessary to deliver accessible, high-quality teaching and learning experiences. In early 2022, the new role of Technology-Enhanced Learning (TEL) Manager was implemented in the CLD team to lead on this journey.

As we move further into the digital space, the relevant policies and procedures on learner accountability and code of conduct will be developed and implemented.

The CLD has a key role in supporting digital transformation in TUH, ranging from enhancing the skills and competencies of staff in using programmes and applications, digital literacy and the implementation of the Electronic Patient Record.



**Manon van Alphen,**  
Technology Enhanced  
Learning Manager



## Implementation of the L&D Strategy

The Head of Learning and Development will lead out on the implementation of the strategic plan in Appendix 1.

The implementation plan will be reviewed regularly to ensure its relevancy as new evidence emerges and in response to contextual changes and analysis of learning and development metrics.

Implementation will be action-focused and a dynamic process, which will be adapted where necessary to take account of changes in policy, funding or other external/internal factors.

# Appendices

# Appendix 1:

## TUH Learning & Development Strategic Implementation Plan

### 1. Research and Innovation

#### 1.1 Enhance support for TUH staff and students undertaking Research

- 1.1.1 Develop, implement and evaluate an eLearning programme on Data Protection for Researchers.
- 1.1.2 Implement the role of Clinical Librarian – a Librarian with a qualification in Library and Information Science and a healthcare discipline, who will be available for point-of-care research support with multi-disciplinary teams.
- 1.1.3 Increase the availability of Librarian-mediated Search Skills for Systematic Review, to support research and publication.
- 1.1.4 Provide a new Clinical Search Request Service.
- 1.1.5 Develop, deliver and evaluate a training programme in statistics and provide statistical analysis support for staff engaged in research and postgraduate education.
- 1.1.6 Survey all Departments to determine changing information needs.
- 1.1.7 Increase the availability of training for staff around best practice in Research through the provision of ICH-Good Clinical Practice Guidelines programme

#### 1.2 Increase use of Simulation-Based Education

- 1.2.1 Establish a TUH/TCD Simulation-Based Education (SBE) Steering Group to oversee the development of robust SBE that meets the needs of learners across the organisation and fosters a culture of innovative inter-professional team education.
- 1.2.2 Implement an innovative Simulation Nurse Facilitator (SNF) role with a view to enhanced collaboration with stakeholders to lead on the design, co-ordination and delivery of inter-professional SBE to staff in TUH and the wider region.
- 1.2.3 Deliver inter-professional workshops for staff in teaching/facilitation roles on 'An Introduction to SBE'.
- 1.2.4 Integrate SBE into existing programmes as relevant.
- 1.2.5 Develop new SBE programmes in response to risks identified on the TUH Risk Register i.e. Safer Mobility and Deteriorating Patient.

## 2. People

### 2.1 Support staff in achieving their career goals

- 2.1.1 Complete and roll out remaining three Staff Categories of the CareerDevelopment@TUH Hub in collaboration with HR colleagues.
- 2.1.2 Continuously engage with stakeholders, review and develop new courses for inclusion in the L&D Prospectus to upskill staff for the future requirements of the Hospital.

### 2.2 Enhance knowledge and skills in relation to supporting staff health and wellbeing

- 2.2.1 Provide education and training to staff in relation to supporting colleagues with their mental health, reducing stigma and promoting wellbeing
  - 2.2.1.1 START- Suicide Prevention for Everyone,
  - 2.2.1.2 SafeTALK- Suicide Alertness for Everyone
  - 2.2.1.3 ASIST (Applied Suicide Intervention Skills Training)
- 2.2.2 Deliver education and training that promotes diversity and inclusion i.e.
  - 2.2.2.1 Gender Awareness and Neutrality,
  - 2.2.2.2 Trans Awareness in a Healthcare Setting Training Programme
  - 2.2.2.3 Neurodiversity.
- 2.2.3 Expand the Library's Wellbeing Book Collection.
- 2.2.4 Expand the Library's reading and study space with planned removal of the archive of print journals.
- 2.2.5 Out-of-hours reading and study room will be made available evenings and at weekends.

### 2.3 Enhance the Leadership Skills of all staff

- 2.3.1 Expand the SOAR Coaching Programme
  - 2.3.1.1 Build on the TUH Coaching service by increasing the pool of TUH Coaches.
  - 2.3.1.2 Develop an electronic database of TUH Coaches to give staff the option of choosing their Coach
- 2.3.2 Develop, implement and evaluate the 'Athena Mentoring Programme'
- 2.3.3 Develop, implement and evaluate a 'Managing Grievances' training programme
- 2.3.4 Expand the Advanced Leadership Development Programme.



## **3. Access**

### **3.1 Enhance measurement of return on learning and development investment**

- 3.1.1 Develop a dashboard of learning and development metrics.
- 3.1.2 Achieve 100% compliance of TUH staff registered as TUH employees on HSeLanD with an active user account.

### **3.2 Enhance accessibility to information on learning and development activities for learners and line managers**

- 3.2.1 Expand reporting capability of LMS to provide departmental and staff-category-specific reports of all mandatory education and training.
- 3.2.2 Expand capability of the LMS to generate programme transcripts.
- 3.2.3 Provide a monthly calendar of learning and development events on the CareerDevelopment@TUH Hub and the TUH Staff App.
- 3.2.4 Library and Information Services will develop a comprehensive marketing strategy to ensure that all staff and students are fully aware of the resources and support they can access.
- 3.2.5 The Library will expand offsite and home-user access to its collection of world-class online resources: journals, databases, books, patient diagnostic tools and drugs information resources through a new single portal, MyAthens+.
- 3.2.6 The Library will build further collaboration with the Library Services of Trinity College Dublin and Health Library Ireland (HLI), the new national Library service of the HSE, with a view to creating more seamless access to the principal resources needed by NCHDs as they move to and from HSE and Voluntary Hospitals, and for TUH staff involved in integrated care initiatives.
- 3.2.7 Update the Clinical Audit Proforma to include a Library search request section to ensure staff undertaking audits have support in finding the required guidelines and evidence to support clinical audits.

### **3.3 Collaborate with the Consortium of Centres for Nursing and Midwifery Education to ensure access for Registered Nurses to QQI validated training programmes nationally.**

- 3.3.1 Chair the Programme Board as part of the CCNME Academic Governance Structure.
- 3.3.2 Establish a process of information sharing on programmes available to Registered Nurses and Healthcare Assistants in the CNMEs nationally.

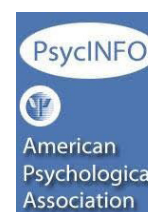
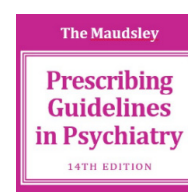
## 4. Integrated Care

### 4.1 Deliver, through a multi-media approach, education and continuous professional development on key educational topics, promoting best practice in patient care and services

- 4.1.1 Venous Thromboembolism (VTE) eLearning programme
- 4.1.2 Pill Swallowing eLearning programme
- 4.1.3 Malnutrition Universal Screening Tool and Nutrition Education eLearning programme for NCHD's.
- 4.1.4 Hospital Clerical Administration Education programme
- 4.1.5 Health Care Assistant Training programme
- 4.1.6 Male Catheterisation Training programme
- 4.1.7 Management of Chronic Illness in Patients with Intellectual Disability and Severe and Enduring Mental Illness in the Acute Hospital Setting.
- 4.1.8 Women's Health
- 4.1.9 Giving Evidence in the Coroner's Court.

### 4.2 Access to Search Skills Training and Library Resources

- 4.2.1 The Library will increase its search skills training for staff involved in the design and delivery of integrated care, who need to search the evidence base of scientific literature to support outreach programmes in cancer and diabetes; age-related healthcare; patient education; patient self-management in the community; psychiatry; telemedicine; Emergency Department avoidance and others.
- 4.2.2 The Library will broaden its reach of seamless access to critical diagnostic and other tools for staff who move between healthcare settings in integrated care or care in the community.



## 5. Infrastructure

### 5.1 Build on networks and partnerships with Further and Higher Educational Institutes

- 5.1.1 Participate in the relevant Boards and Committees of the Consortium of Centres for Nursing & Midwifery Education (CCNME) to support the accreditation of education and training for Registered Nurses and Health Care Assistants.

### 5.2 Support the Hospital's digital transformation

- 5.2.1 Expand suite of resources to support staff in using the existing Applications in the Hospital
- 5.2.2 Deliver education programmes on Digital Health
- 5.2.3 Support the EPR Project Team with education and training during each phase of the project
- 5.2.4 The Library will collaborate with ICT on embedding UpToDate, the point-of-care diagnostic tool, in the electronic patient record

## 5.3 Enhanced Education and Training facilities

- 5.3.1 Source manikins to support education and training in relation to pressure ulcer and leg ulcer care and management and male catheterisation.
- 5.3.2 Provide a Learning Lounge facility in the main foyer of the CLD.
- 5.3.3 Ruttle Tutorial and Reading Room will be made available as an out-of-hours, Library-managed reading and study room.
- 5.3.4 The Library will increase the number of study spaces by removing the archive print journal collection.
- 5.3.5 The Library will introduce the 'Poddle Pod' - a soundproof room for collaboration on innovation and research.

## 6. Digital Enablement

### 6.1 Develop Technology Enhanced Learning Capability

- 6.1.1 Adopt a blended and multimedia approach to education and learning through engagement with key applications and aids:
  - 6.1.1.1 Padlet
  - 6.1.1.2 Articulate
  - 6.1.1.3 Discussion Forums
- 6.1.2 Develop Policy, Procedure, Protocols and Guidelines (PPPGs) to standardise the development of eLearning education and creation of new eLearning programmes
- 6.1.3 Develop a Learner Disciplinary Procedure and Code of Conduct with regard to education and training in the digital space.
- 6.1.4 Increase use of cloud-based resources.
- 6.1.5 Collaborate with HSeLanD and Aurion Learning to increase the functionality of the "Learning Station"
  - 6.1.5.1 Reorganisation and archiving of the Programme Catalogue on the TUH Learning Station.
  - 6.1.5.2 Prolong time before active HSeLanD accounts become dormant
  - 6.1.5.3 Extend period of HSeLanD guest access as six weeks has proved insufficient for staff coming to work in TUH from overseas.
  - 6.1.5.4 Add new functionality i.e. learning-paths, compliance analysis, calendar facilities and direct reporting to managers.
  - 6.1.5.5 Expand eLearning programme-development skills to enable internal SCORM upload and Alpha-testing.

### 6.2 Enhance Digital Enablement in the Library and Information Services

- 6.2.1 The Library will ensure protected access to online resources in the unlikely event of a repeat cyber-attack by means of an upgraded Athens route that is external to the TUH network.
- 6.2.2 The Library will introduce a new electronic process for its full-text article supply service.

# Appendix 2: Acknowledgements

Many thanks to the significant number of stakeholders and subject-matter experts who contributed to the development of the TUH Learning & Development Strategy 2023-2025 including:

- › Centre for Learning & Development Team.
- › Learning & Development Advisory Group
- › Participants in the Training Needs Analysis, Focus Groups and staff who completed the 2022 Learning and Development Strategy Survey.
- › Human Resources Directorate colleagues

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Bord Altranais agus  
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Nursing and Midwifery Board  
of Ireland



Comhairle Cathrach  
Bhaile Átha Cliath  
Dublin City Council

**ONE DUBLIN**  
**ONE BOOK**

April 2022

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