



Make the difference wherever you can

- _ Integrated Patient Care
- _ Excellence in L&D
- _ Multi-Disciplinary Team Working
- _ Employer of Choice
- _ High Performance Culture



Beaumont Hospital

Learning and Development Strategy 2009-2014



Beaumont Hospital

**Learning and
Development
Strategy**

2009–2014

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1.

Foreword

Liam Duffy

I am pleased to present the Learning and Development Strategy 2009–2014.

This strategy encompasses collective input and contributions from a large diversity of staff disciplines within the hospital and from a range of external stakeholders.

The over-riding objective is to empower and develop our staff to provide the highest standards of excellence in the provision of patient care. Many professionals and support staff work directly with patients in the front-line, whilst others have significant roles creating the conditions and infrastructure to endorse high quality services. Integration and team-working for all is necessary to create the optimal patient experience, which is the hospital's vision

The importance of life long learning in an increasingly changing environment cannot be overstated. As the rate of change increases the willingness and ability to keep developing and learning new skills becomes central to career survival for individuals and to economic success and survival for organisations. The strategy supports securing the future, both for staff and Beaumont Hospital.

As a teaching hospital there is an extensive Continuous Professional Development Programme ongoing in which many staff participate. Nevertheless, baseline research for this strategy revealed also that there are many staff in the hospital who experience very little learning and development opportunities in the course of their long serving careers here. They are over-flowing with praise and renewed enthusiasm when included, and this above all reaffirms my personal commitment to make learning and development available to all staff.

This strategy provides innovative learning and development approaches which enhances the accessibility and value of learning experiences. It is a rich mix of 'visionary' and 'stretch' objectives as well as many practical operational elements.

I wish to acknowledge the Project Leadership of the Learning and Development Department, the enthusiasm and commitment of our four 'creative leaders' the inputs from the many staff involved in Working Groups, the patient stewardship of Corina Grace and the overall guidance of the Steering Committee.

I am confident that this strategy will help to build a more flexible and empowered workforce which will provide the best possible service to those who depend on our care.

Foreword

Derek Darbey

Paul Gregory

Suzanne Dempsey

Donal Rorke

In October 2007, we began a Masters programme in Creative Leadership and Organisational Development with an air of trepidation, as for some of us it was a long time since we had undertaken any formal education. Although our professional backgrounds and personalities were very different, we found that we worked very well together and have formed lasting friendships.

As part of the programme, we were asked to implement a change initiative in the hospital. The challenge was to agree on a topic that would resonate with each of us and be of real benefit to all staff and the organisation as a whole. We decided to explore the area of workforce Learning and Development, as we all had responsibility for staff development and felt that this area needed to be improved. After consultation with various staff members, we identified that the organisation required an overall framework which would support and integrate learning, personal growth and development of staff. It is envisaged that this framework will create a more flexible and adaptable workforce, ultimately strengthening the hospital's position as a centre of excellence in patient care.

Despite the fact that this initiative was outside our area of expertise, it afforded us many opportunities to work and think differently, and to interact with staff from all areas of the hospital. On a personal level, each of us has thoroughly enjoyed the experience and has gained valuable insights that will help us in our daily work practices. It is our hope that the Learning and Development Strategy will offer similar opportunities to many more staff from all areas of the hospital.

The L&D Strategy 2009–2014 builds on significant achievements to date, work currently underway and includes a number of exciting strategic objectives.

2. Executive Summary

The strategy is positioned within an overall Hospital Strategy and an Organisational Development Programme encompassing a whole systems change approach. A high-level overview of this context is described at the outset.

This is followed by a strong articulation of the importance of learning reflection and awareness to the staff, patients and overall organisational performance of Beaumont Hospital.

The consultative approach used in developing the strategy is a key consideration in terms of modelling whole systems engagement and on engendering ownership and is explained narratively and with the assistance of a flow diagram.

Midway through the strategy development process, an energising intervention around creating a vision and agreeing high level principles and values was conducted and the details of these are outlined. In the interest of clarity and concreteness there are twelve overall objectives set out in the strategy document.

Having consulted widely, a decision to construct the strategy around five core work streams was reached and these represent key building blocks for the overall strategy:-

- Excellence in Learning & Development
- Employer of Choice
- Integrated Patient Delivery
- High Performance Culture
- Multidisciplinary Team Working

A Learning & Development Framework portraying the five key work streams is visually portrayed using a creative model which symbolises reflection and integration.

Each work stream is supported by a number of strategic objectives and these are listed and matched with a resulting statement of outcomes/outputs for Beaumont Hospital.

The penultimate section of the Strategy consists of a detailed Implementation Plan, displaying strategic objectives, actions, responsible persons and time frame.

The strategy is concluded with an overview of the criteria for success.

3. Strategic context for L&D Strategy

3.1 Overview of Beaumont Hospital

As a large acute Hospital Beaumont's primary role is the provision of a comprehensive range of medical services encompassing more than 50 different specialities to an immediate catchment population of 250,000 people, regional specialities to the ever expanding North East and some highly specialised national services for people throughout Ireland. As an academic teaching hospital we are also extensively engaged in teaching and research across all professions.

Running parallel to successfully managing these demand-driven services, clinicians, staff and managers have been heavily engaged in creating and designing a new vision and mission for Beaumont as a leading edge health care provider in the rapidly changing healthcare environment.

The HSE Transformation Programme, together with wide scale advances in medical science, information technology, innovative and flexible workforce development models and ever-rising patient knowledge and awareness, set the context in which the hospital operates and plays a vital organic leadership role.

Internally we achieved early consensus on a desire to implement lasting change that significantly improves the quality of patient care and the overall performance of the Hospital. The need to see change from a whole-systems perspective was also readily endorsed. The Organisational Development Programme therefore became a high-level plan of interconnected interventions and change initiatives (see diagram).



Whole System Change and Development within Beaumont Hospital

Objectives of organisational development include the following:

_____ *The creation of multidisciplinary business units/directorates with devolved decision-making.*

_____ *The implementation of structures, systems and processes that enable decision-making to take place nearest the point of action, as opposed to through hierarchical, fragmented managerial arrangements.*

_____ *To develop and improve communications for the purpose of creating a strong, convincing corporate image and implementing improved communication flows internally.*

_____ *To have in place empowered, committed, well-informed staff in all roles.*

_____ *To commit to continuous quality improvement, audit and evaluation.*

3.2 The importance of Learning, Reflection and Awareness

There is a growing recognition that in a dynamic healthcare organisation leadership comes from all levels – clinicians, front-line staff, patients, carers, the voluntary sector and the primary care communities.

There is no doubt that the 3,500 staff drawn from diverse cultural backgrounds and disciplines are the most valuable asset the hospital has in continuing its crucial role in the provision and leadership of healthcare services and developments. Engaging and empowering as many staff as possible and creating the conditions for tapping in to this potential requires an ambitious strategy which prioritises and sustains commitment to learning & development over the coming years.

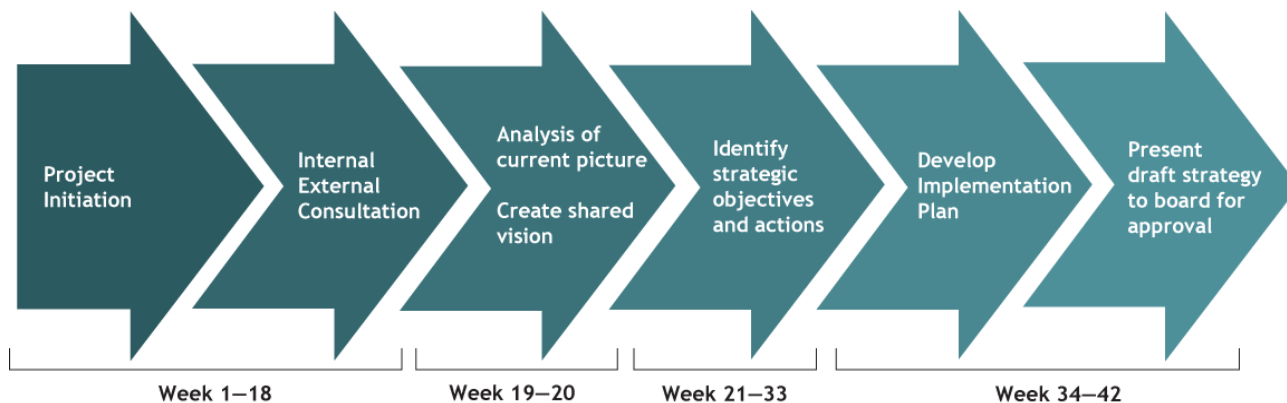
It's probably not the best time to utilise John P Kotter's quotation and then again perhaps it needs stating now more than ever "knowledge and expertise have become more important for organisations than financial results, market position, technology or any other asset. When it comes down to it, human knowledge is the main resource used in the performance of work. Knowledge is necessary to update products and services, change systems and structures and communicate solutions, to problems and all sorts of situations".

The five year strategy enables better planning and implementation of resource requirements which in turn supports more timely budgeting and prioritisation. There is no doubt that the future environment will be one of competing demands for services and resources and it is important that Beaumont is favourably positioned to attract, retain and maintain a skilled workforce needed to deliver services both now and in the future.

The Learning and Development strategy builds on what has already been achieved and sets a challenging agenda for the future.

3.3 Learning & Development Strategy Development Process

Please see Diagram 2.4 for an overview of the strategy development process. A detailed description of the process is outlined below.




The strategy development process took place over a ten month period and involved a phased approach as follows:

- _____ *Complete background research (current situation, best practice)*
- _____ *Create a shared vision*
- _____ *Develop strategy component priorities and supporting actions*
- _____ *Develop implementation plan*
- _____ *Presentation of strategy to the Hospital Board for approval*

The need to develop an integrated learning and development strategy for Beaumont Hospital was highlighted following a training needs analysis and other organisational development initiatives carried out during 2006 and 2007.

The training needs analysis revealed very mixed practices in relation to Learning and Development throughout the hospital. There were strong trends of high density learning and development activity in the professions and relatively lower uptake at corporate training programmes. There was also significant evidence of lack of integration and inter-disciplinary learning and quite a hierarchical attitude to access to learning opportunities and low value on the development of management skills and competency for new and long serving managers.

Raising awareness of those factors helped create the foundations for beginning a process to develop an integrated Learning and Development Strategy. Given the background of exclusivity rather than inclusiveness there was a strong imperative to employ a highly consultative approach for the strategy development methodology. Therefore utilising existing knowledge within the system, having a very multi-disciplinary working focus and investing in the development of key personnel were all key features of the strategy development approach.



Executive sponsorship was provided by Anne McNeely, Head of Organisational Development; Kate Costello, Head of Corporate Learning and Development acted as Project Manager. The Strategy Development process was much strengthened by the decision of four senior managers who are completing an MSc in Creative Leadership, to select staff development as their main focus for their course thesis.

The project team comprising Organisational Development, Learning and Development and the four creative leaders was a winning combination – senior leadership, strong project management, coupled with senior managers from diverse parts of the hospital undergoing their own leadership development. The project management methodology was utilised to form a high level steering group and multidisciplinary working group.

4. Guiding Principles and Objectives

4.1 Working Vision

“Beaumont hospital creates an environment that supports learning and development for all staff to achieve excellence in patient care and demonstrates this through our commitment to continuous interdisciplinary learning which is meaningful to the person and the organisation and which recognises the expertise of all individuals”.

4.2 Principles and Values

Learning is seen as an important part of the organisation’s value system i.e. an empowered competent workforce who are encouraged to develop their skills and engage in ongoing personal development.

It is recognised that learning and development occurs in a variety of situations and supporting learning in the workplace and on the job are considered to be vital aspects of developing a culture of learning and continuous improvement.

The support and active participation of Senior Executive, Department Heads and Line Managers is seen as essential in both planning and managing learning and development, and as leaders of a culture of learning and continuous improvement.

All training, learning and development should lead to improvements in individual and Hospital performance.

The participation in learning whilst continuing to retain high quality service provision is a recognised challenge and every effort will be made to make learning accessible with minimum interruption to patient care.

Evaluation is inherent in all activities to help ensure that the desired competencies and capabilities are gained, the anticipated business and people benefits are realised and to ensure that learning and development is seen as an investment in the long term future of the hospital rather than a luxury.

Integrated learning and development and enhanced inter professional learning are seen to be key enablers to increasing the mobility and movement of staff across disciplines and various roles within the wide ranging career and job opportunities in the hospital as a large, comprehensive place of employment.

4.3 Objectives

The purpose is to clearly define an approach to strengthen our performance capability and the following key objectives were identified:

_____ To continue to align learning and development with current and future hospital needs, with the core aim of improving patient care and service delivery.

_____ To integrate learning and development policies and activities with broader hospital processes and OD and HR practices.

_____ To promote a culture that values learning and continuous improvement and recognises that learning and development is an integral part of people's working lives and occurs in a variety of settings, not least in a classroom setting.

_____ To provide appropriate learning and development options which recognise the myriad needs and requirements of different individuals and groups within the hospital.

_____ To manage learning effectively and equitably and to ensure that the allocation of resources is transparent and based on principles which are consistent throughout the hospital.

_____ To support the application of knowledge and skills in the workplace and in aspiring to become a learning organization, staff and managers at all levels should embrace and value the concept of learning from experience.

_____ To demonstrate the impact and benefit of learning and development on both individual and organisational growth and performance.

_____ To have a high level action plan which priorities key learning and development initiatives and activities.

_____ To contribute to bringing forward the emergent model of integrated teaching, research, and health care provision into an academic Health Care Model.

_____ To seek ways of identifying a range of funding sources in addition to protecting resources from the hospital's annual allocation.

5. Learning and Development Framework

5.1 Strategy Structure

The strategy has been constructed around five core work streams:

- Excellence in Learning and Development
- Employer of Choice
- Integrated Patient Delivery
- High Performance Culture
- Multi-Disciplinary Team Working

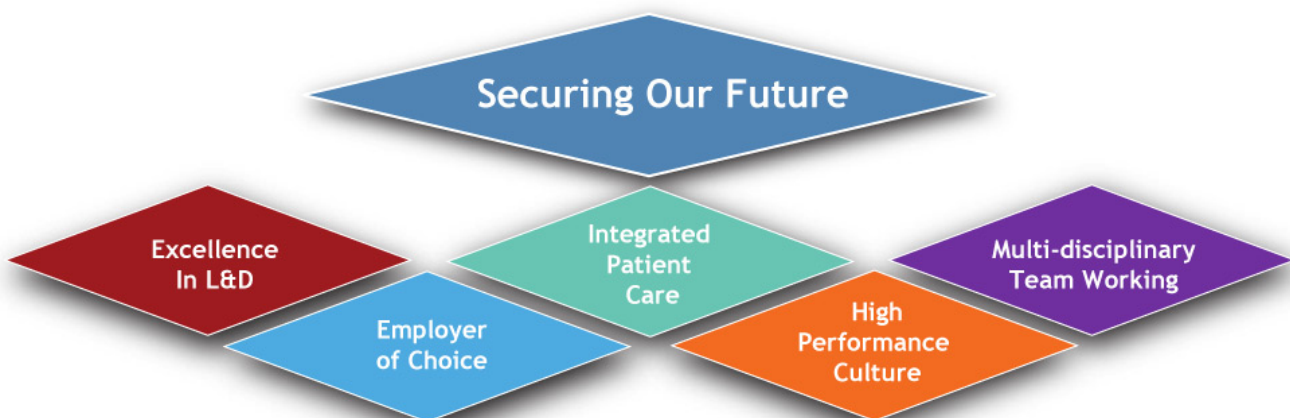
These five work streams represent the key building blocks required for an organisational approach to learning and development that is proactive, has system wide application, is linked to strategic planning, will support cultural change and continuous improvement and meets the needs of both staff and the hospital now and into the future. The delivery of these work streams underpins the hospitals desire to be a leading edge Health Care Provider.

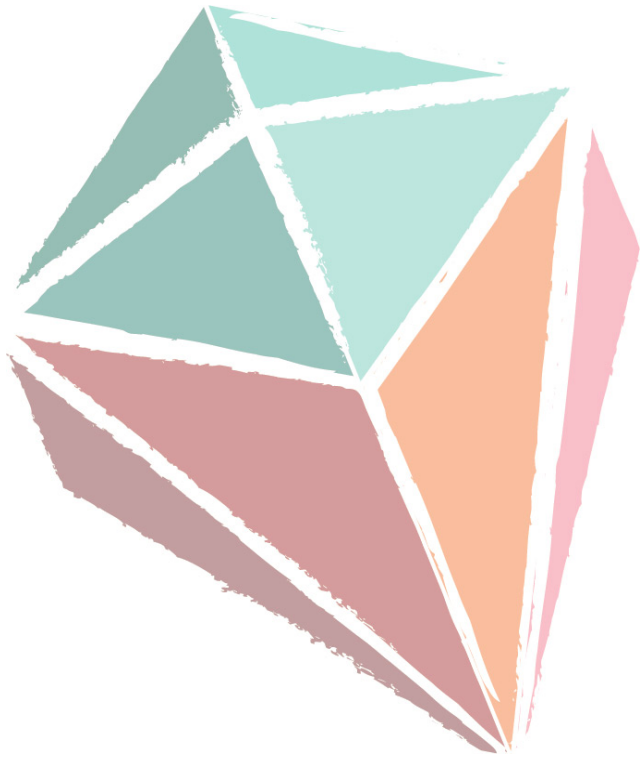
5.2 Critical Success Factors

- Strong engaged leadership
- Good people management practices
- Robust policy, strategy and processes
- Continued executive commitment and resourcing
- Development of a culture of life long learning
- Engagement and partnership with staff

5.3 L&D Framework

The diagram below illustrates the Learning and Development framework graphically portraying the five key work streams.





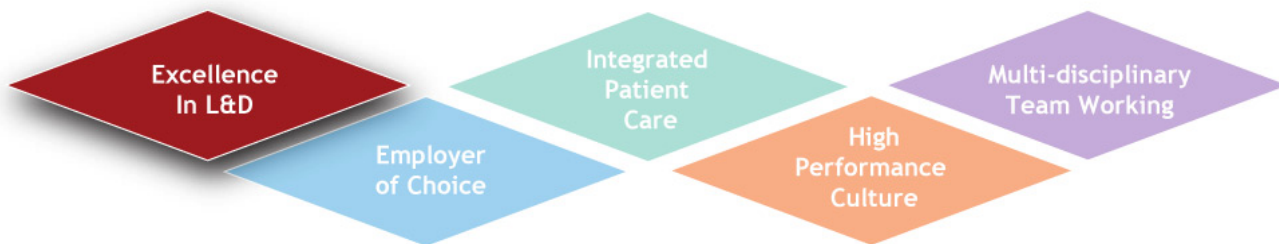
6. Work Streams and Strategic Objectives

There are key strategic objectives for each of the work streams, twelve in total.

Each work stream is broken into a number of strategic objectives and there is a clear articulation of the benefits to Beaumont Hospital.

The objectives are further itemised into a comprehensive set of key actions which ensures the achievement of objectives

The diagrams and charts that follow give a complete outline of each of the five Work Streams and a detailed analysis of their constituent Strategic Objectives.



Work Stream 1
Excellence in Learning and Development

Learning and Development will be aligned and integrated with the hospital’s current and future needs. The necessary systems and structures will be in place to ensure that the service provided is effective, equitable and accessible.

Strategic Objectives

1. To create a Centre of Education to ensure integration and alignment of Learning and Development activities and to fully utilise competent resources available. To also provide the physical infrastructure which positions Learning and Development as a centre of excellence.
2. Put in place an IT Infrastructure which is leading edge and which has the flexibility to incorporate new and existing Learning and Development services. To create innovative learning approaches which enable staff to avail of learning opportunities with minimal disruption to services. To strive to become an accredited centre for various awarding bodies e.g. FETAC, HETAC, Excellence Through People.
3. Provide a high quality service to the hospital by continuing to evaluate and monitor the effectiveness and contribution of Learning and Development to the overall performance of the hospital.

What this will mean for Beaumont

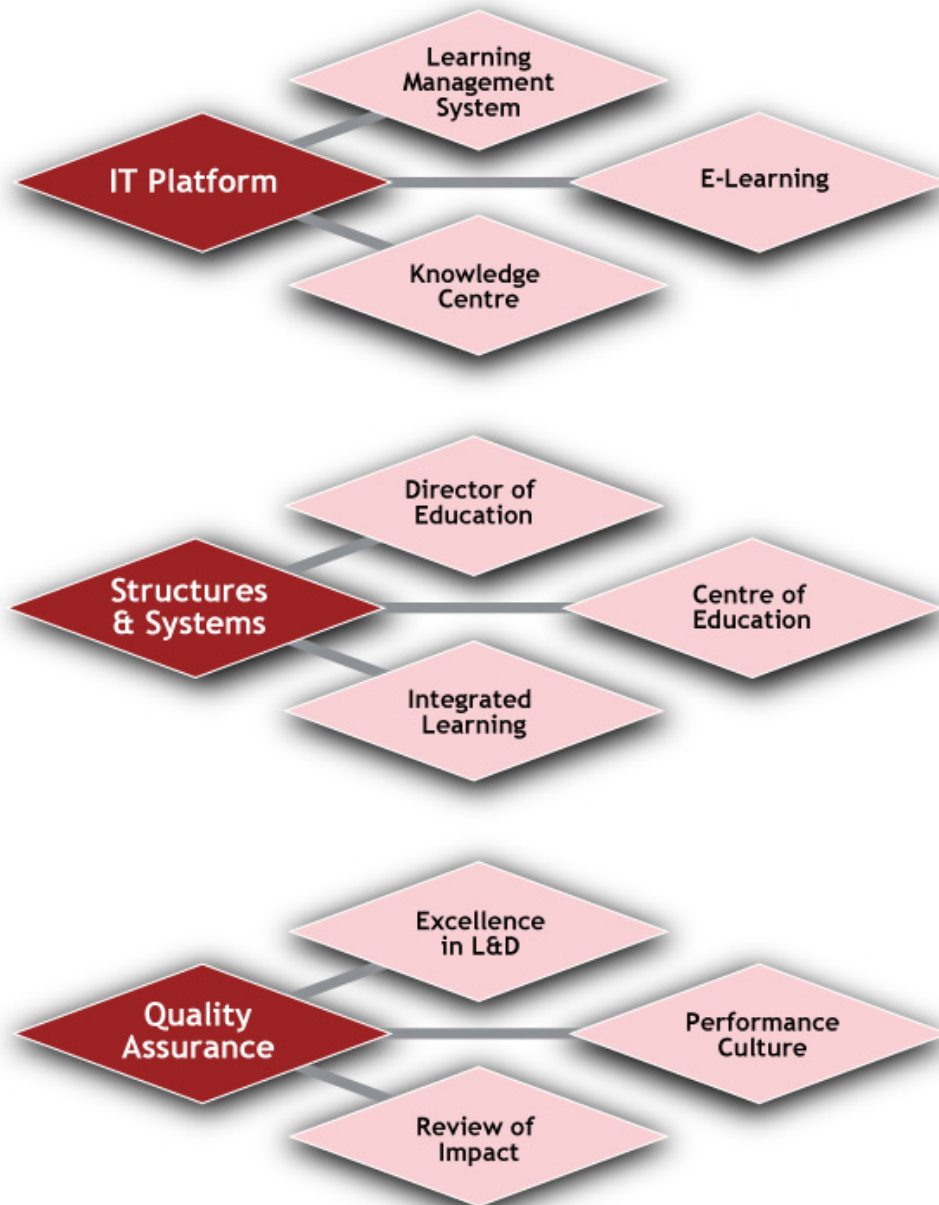
Learning and development will be integrated with other development activities happening within the hospital to ensure the most efficient and effective use of resources. It will be considered part of planning and implementing new hospital initiatives and is integrated with current core hospital processes.

Learning and Development systems and structures are put in place to create a Centre of Education and Excellence. It will provide state of the art facilities and learning approaches. It will also provide quality interventions and high calibre staff and resources.

Effective delivery and management of learning and development function with periodic quality checks to ensure services are delivered to the highest standards and which ensures these services are streamlined and meet client and hospital requirements.

The management of Learning and Development activities is consistent with the principles of equality and diversity and reflects the Beaumont values.

Excellence in Learning and Development



Strategic Objective 1

To create a Centre of Education to ensure integration and alignment of L&D activities and to fully utilise competent resources available. To also provide the physical infrastructure which positions L&D as a centre of excellence.

1.1

Appoint a Director of Education to develop an integrated L&D centre which encompasses CPD, corporate learning and operational skills based training.

1.2

Establish an L&D education committee with representation from directorates, nurse education, practice development, admin, and support staff in order to develop a collective embracing L&D agenda:

- Identification of key learning activities happening across the hospital which can be incorporated into a central work-stream
- Utilisation of skills and activities more effectively
- Planning and resourcing for future learning events
- Development of a repository of talent and skills to be used more effectively in the delivery of programmes, events, etc

1.3

Further develop the physical infrastructures, i.e. high level simulated laboratory, development of RCSI library, etc

Strategic Objective 2

Provide a high quality service to the hospital by continuing to evaluate and monitor the effectiveness and contribution of L&D to the overall performance of the hospital

2.1

Conduct a review of the impact of L&D on the hospital using the base line assessment of the L&D questionnaires which were distributed in 2008

2.2

Continue to explore effective evaluation tools by engaging with service users, heads of departments and senior executive. Also to build in evaluation processes before, during and after programme design.

2.3

Reporting of L&D effectiveness and efficiency via a robust reporting process and guidelines to the hospital. L&D will provide on a six monthly basis a report. L&D will also ensure that their strategy is linked to the hospital's and departments' plans.

2.4

To review and update L&D policies to reflect current requirements for a co-ordinated L&D approach. Policies to include & reflect – equality of access; transparency in funding; fairness and equality in the context of a devolved management structure.

Strategic Objective 3

Put in place an IT infrastructure which is leading edge and which has the flexibility to incorporate new and existing L&D services. To create innovative learning approaches which enable staff to avail of learning opportunities with minimal disruption to services

3.1

Develop a Learning Management System that enhances L&D's capability to administer and record compliance with hospital accreditation, and compliance with international standards i.e. HIQA and supports hospital based decision making. Set up a working group including IT, HR and other L&D providers to investigate the most appropriate system to meet the agreed requirements

3.2

Develop an L&D Virtual Learning Site which enables accessibility of learning material to the widest possible audience with minimum disruption in service.

3.3

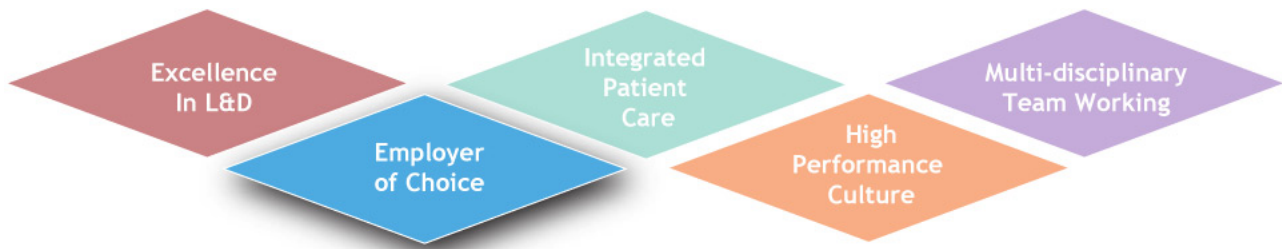
Create an e-learning platform of appropriate courses which caters for all requirements across the hospital and put in place a web site which highlights L&D's services and achievements.

3.4

Provide a knowledge centre where individuals can take responsibility for their own development through different self assessment and knowledge tools.

3.5

Incorporate and streamline other processes such as TBPM and PDPs through technology.



Work Stream 2
Employer of Choice

As an employer of choice Beaumont is recognized for its leadership, culture, and best practices that attract, optimise, and retain top talent. The lives of its employees are enriched as a result of working here and the hospital achieves world class standards in care and service provision.

Strategic Objective

Put in place policies and programmes to ensure that the hospital has the capability and the skills to deliver its strategic objectives and to provide an excellent teaching and learning environment which encourages and motivates all employees to perform at their best.

What this will mean for Beaumont

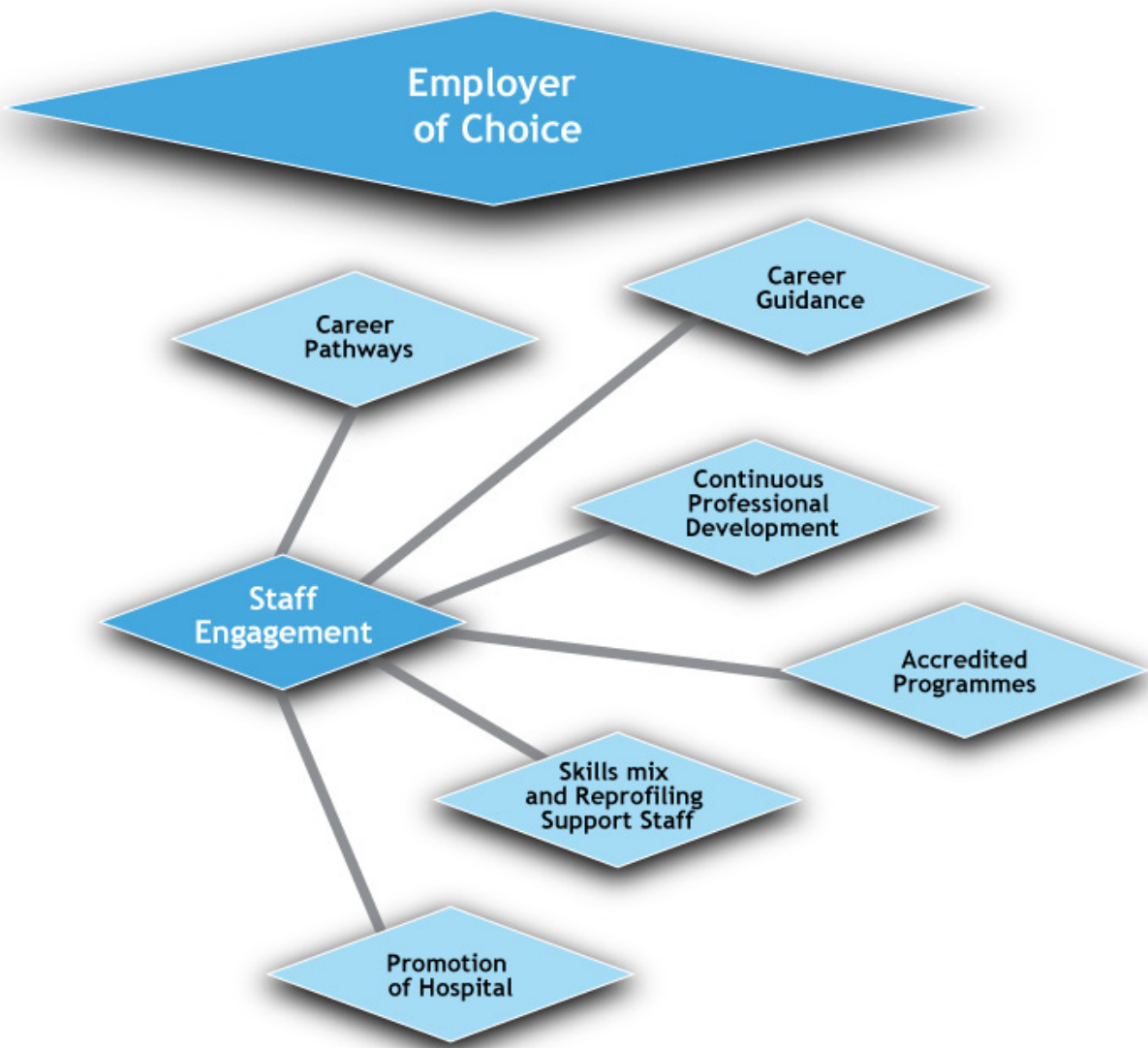
_____ *Beaumont is the employer of choice amongst leading Health Care Providers.*

_____ *The hospital will have the right skills mix across all the professions which will support the growth and performance of the hospital.*

_____ *Beaumont hospital will have the highest standards when it comes to the development and training of their staff.*

_____ *External bodies will acknowledge Beaumont Hospital as a high performing hospital through reward and recognition e.g. increased funding.*

_____ *The hospital will be positioned as a key influencer at a national level will be seen as a leader in this regard.*



Strategic Objective 4

Put in place policies and programmes to ensure that the hospital has the capability and the skills to deliver its strategic objectives and provide an excellent teaching and learning environment which encourages and motivates all employees to perform at their best

4.1

L&D will provide a suite of quality continuing education programmes for all disciplines and where possible protected study leave to attend. The development of new programmes will be in response to health care changes and will encourage research activities with clinical and non-clinical groups. Uptake will be monitored through a central administration system and a reward and recognition system for CPD will be devised.

4.2

To offer where possible accredited programmes and access to learning and development opportunities that can lead to relevant qualifications including:

- Exploring the possibility of developing accredited learning programmes for administration/clerical grades similar to the SKILL programme.
- Developing greater links with universities, colleges, institutes to explore the possibility of creating accredited learning in the future for both professional and non professional grades.

4.3

Establish a project group to scope out the work of mapping out career pathways for various staff groups.

4.4

Develop career planning and guidance programmes to support individuals in their career which will be delivered by a virtual learning site and other mechanisms.

Strategic Objective 4

(continued)

4.5

To promote and market the hospital externally through its employee practices and policies by presenting at conferences, networking and sharing knowledge and learning, nationally and internationally.

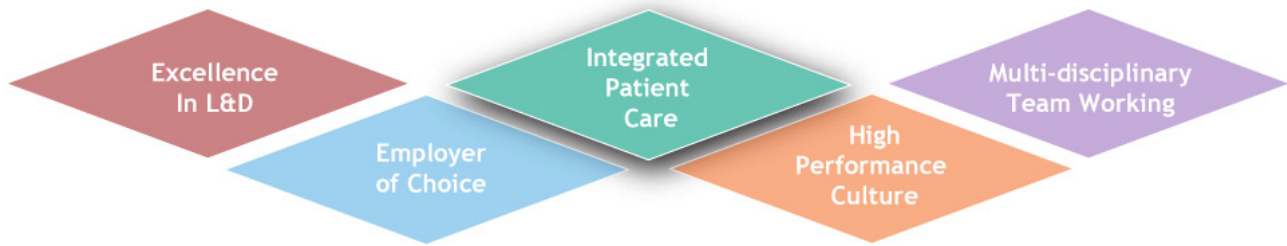
4.6

To provide guidance and support on the development of skill-mix on incentives in order to re-profile the workforce so that all staff are performing duties commensurate with the skill abilities and qualifications:

- To lead on the SKILLVEC project to support staff as a critical mass site
- To lead a sub-group to identify opportunities for enhancing the roles and contributions of support staff.

4.7

To collaborate with schools and colleges in the local community for the purpose of providing work experience opportunities and engaging in other pre-employment initiatives.



Work Stream 3
Integrated Patient Care

Integrated care will mean that individuals both internally and externally work and learn together to make the patient experience more streamlined and effective. All the different strands of knowledge and expertise will be drawn together to provide better patient outcomes.

Strategic Objectives

1. Provide a comprehensive range of Learning and Development services specifically aimed at meeting the needs and improving the quality of Beaumont’s patients by working closely with patient groups and multi-disciplinary staff within the hospital.
2. Learning and Development will support a culture of transparency and accountability within the hospital by ensuring links with IQS and Clinical Governance and contributing to the formulation of standards and policies.
3. Learning and Development will play a leadership role in collaborating with community partners to further develop the provision of education and training services for the wider community. They will also endeavour to contribute to national Learning and Development policies and develop effective alliances with other providers in the North East Network Hub and nationally.

What this will mean for Beaumont

_____ *Beaumont Hospital will ensure that the patient journey is streamlined and effective and the highest quality of care is afforded to its patients.*

_____ *Beaumont Hospital will ensure that the individual and holistic needs of the patient are reflected in the patient journey.*

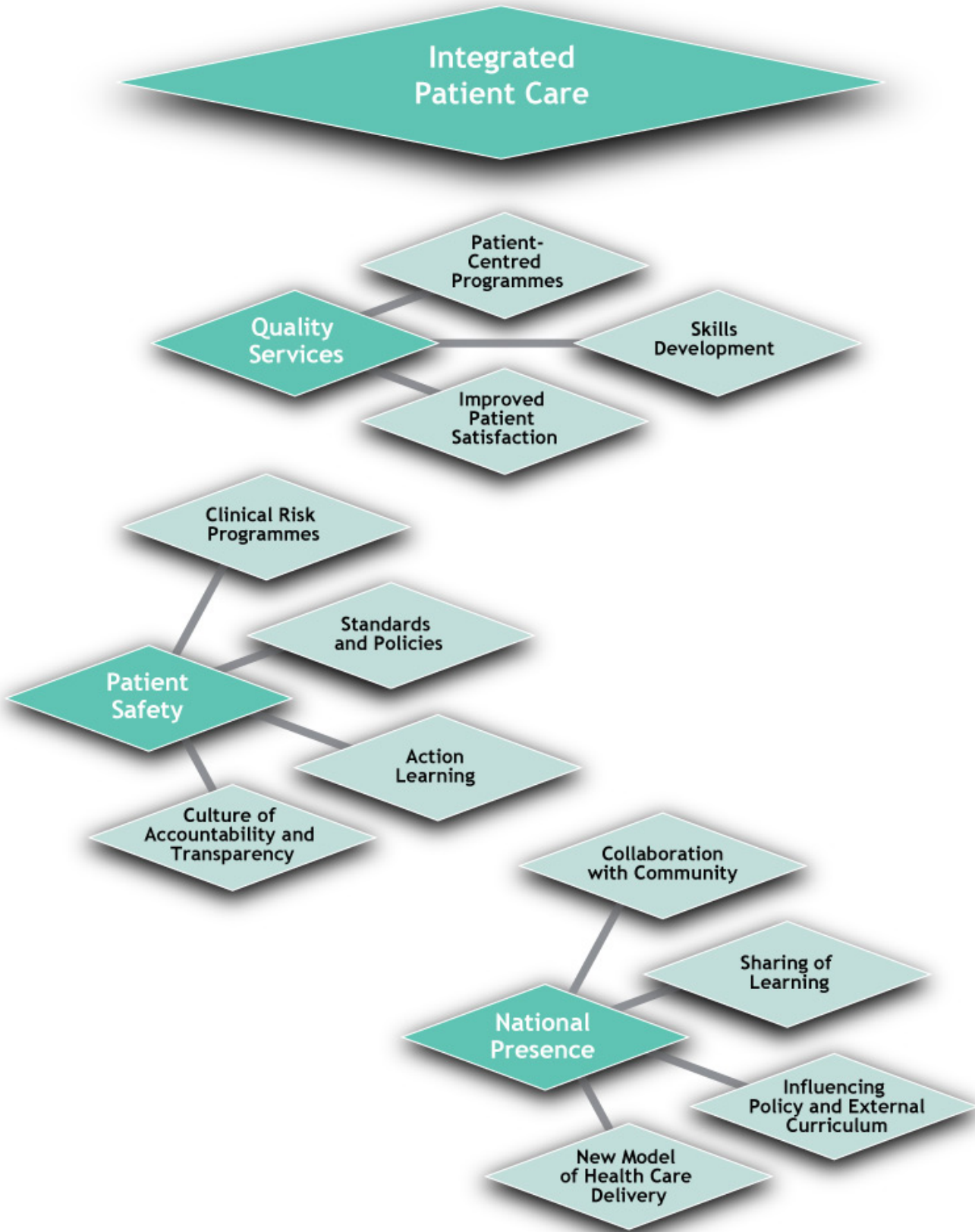
_____ *Beaumont Hospital will support the concept that patients must be part of the decision-making process regarding their care.*

_____ *Beaumont Hospital has highly satisfied patients and families.*

_____ *Beaumont Hospital will continually strive to promote the highest standards for patient safety and quality.*

_____ *There will be greater workforce compliance and understanding of the legislative requirements e.g. clinical audit, HIQA standards.*

_____ *Beaumont Hospital will achieve the required standards in all national audits and remain licensed to provide the full range of services.*



Strategic Objective 5

Provide a comprehensive range of L&D services specifically aimed at meeting the needs and improving the quality of Beaumont's patients by working closely with patient groups and multi-disciplinary staff within the hospital.

5.1

L&D will develop appropriate links with existing patient groups in order to get their input and advice on what should be covered in hospital run L&D programmes.

5.2

Utilise L&D methodologies to support and improve the patient's experience.

- To incorporate patient needs in the design and development of L&D programmes.
- Design an action learning evaluation approach.

5.3

L&D will support staff in developing their skills in order that they can design, develop and deliver high quality programmes relating to health promotion.

Strategic Objective 6

L&D will support a culture of transparency and accountability within the hospital by ensuring links with IQS and Clinical Governance and contributing to the formulation of standards and policies.

6.1

Learning & Development department will link with IQS & Clinical Governance to educate staff in clinical risk and quality tools to benefit patient care in the context of the HSE's framework for integrated quality, safety and risk management.

6.2

Contribute to the formulation of the standards and policies to promote patient safety and quality.

6.3

To support staff in the development of action learning and transferring that learning back into the work place by sharing information from incident reviews and learning from patient experiences.

- To develop the NHS “After Action Review” (AAR) model of incident review.

6.4

To work with IQS and Hospital Executive to promote a culture of accountability and transparency in all aspects of clinical and Corporate Governance.

Strategic Objective 7

L&D will play a leadership role in collaborating with community partners to further develop the provision of education and training services for the wider community. They will also endeavour to contribute to National L&D policies and develop effective alliances with other providers in the North East Network Hub as well as nationally.

7.1

L&D will develop links and collaborate with community partners within the North East Network Hub and beyond (e.g. nursing homes, public health nurses, allied health professionals) in the provision of education and training. L&D will identify Heads of Departments who have already established links with the community and support them in developing these links further.

7.2

L&D will co-ordinate opportunities for the transfer of skills to the community, i.e.

- Create forums for the sharing of learning by inviting attendance to learning events within Beaumont in order to share research and evidence-based best practice.
- Take the lead and co-ordinate national conferences within Beaumont on topics of interest

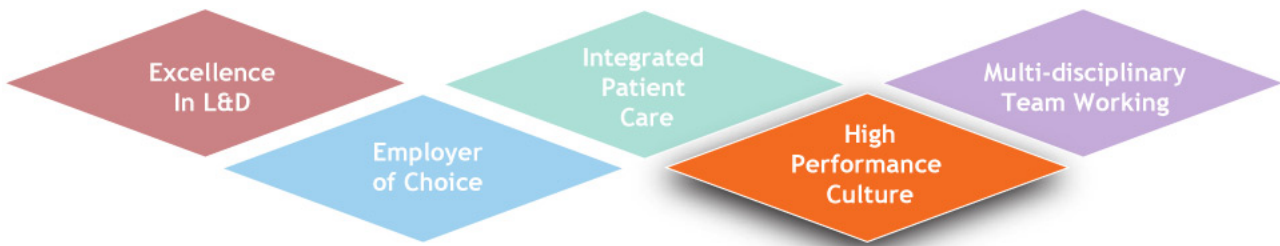
7.3

As an acute Teaching Hospital, Beaumont through the support of L&D, will actively work to influence the curriculum externally to promote interdisciplinary education and learning at an undergraduate level. Seek to ensure that the hospital is represented on national bodies and policy working groups e.g. METER; In-Med; Allied Health Professional Groups.

7.4

Learning and Development will contribute to creating the conditions for the development of a new model of healthcare delivery, which involves working in partnership with academic partners and research institutions.

- Foster relationships with academic institutions
- Seek to influence and support Learning and Development activities in satellite hospitals



Work Stream 4
High Performance Culture

As a High Performing organisation Beaumont Hospital will strive for continuous improvement by encouraging individuals to take responsibility for their own learning and continued professional development. As a learning organisation Beaumont is committed to continually sharing learning and knowledge.

Strategic Objectives

- 1.** Learning and Development is committed to supporting the hospital in releasing leadership potential and helping individuals to be more change responsive.
- 2.** Learning and Development will support the hospital by putting in place leading edge processes which will ensure the continued development of staff to fulfil the future requirements of the hospital.
- 3.** Learning and Development is committed to the continued development of a high performance culture which contributes to Beaumont maintaining its leadership position in Irish hospital care.

What this will mean for Beaumont

_____ *A leadership culture that will be forward thinking and support innovation and creativity.*

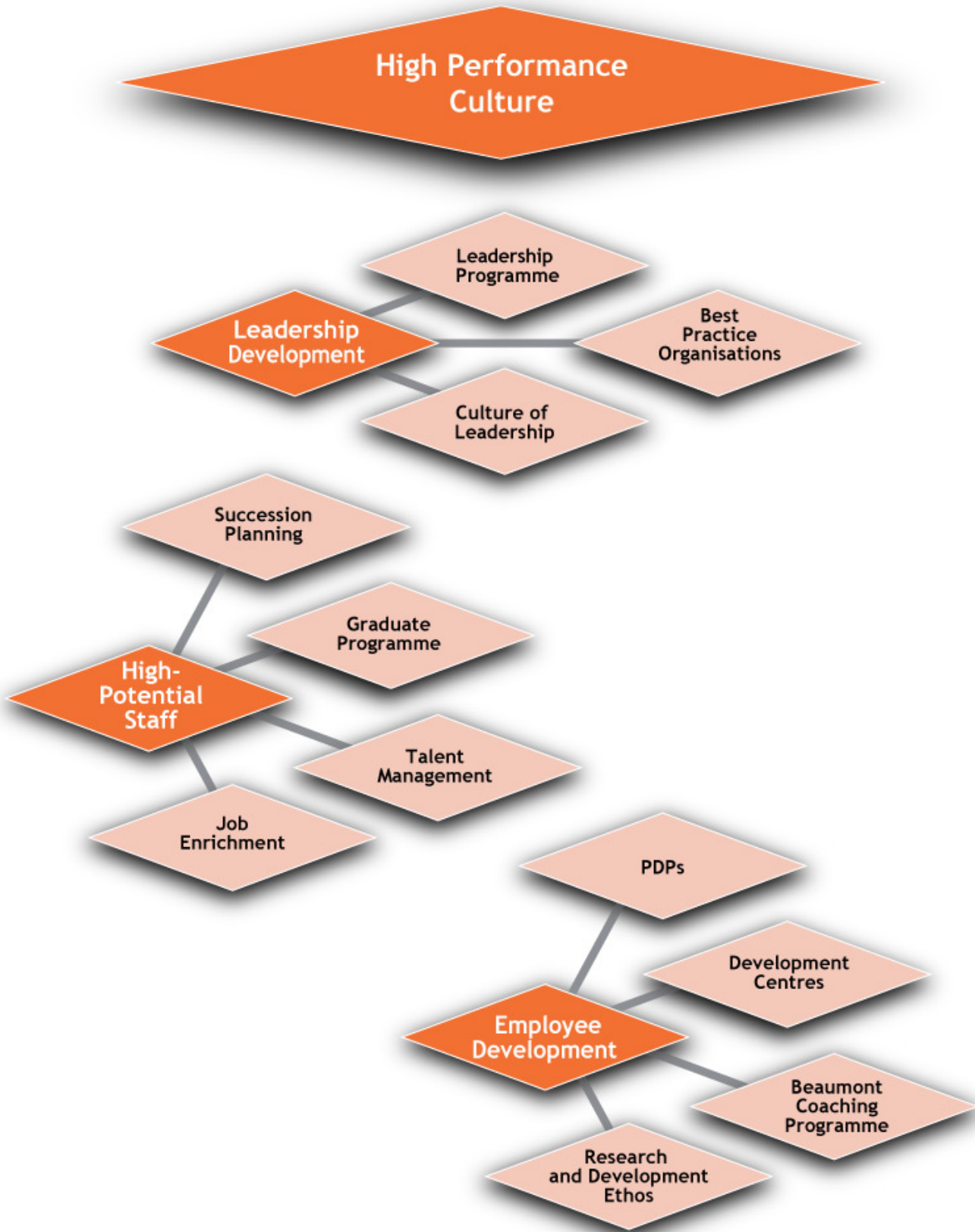
_____ *Managers will take an active role in leading and supporting a culture of learning.*

_____ *Staff are encouraged and supported in taking up a leadership role whatever their position or level in the hospital.*

_____ *An environment where people will constantly look to develop new and improved ways of working.*

_____ *A stronger measurement culture that will lead to more informed decision making and increased productivity/efficiency, that will allow the organisation to align internal resources more efficiently. This in turn will result in the organisation obtaining additional resources and enjoying a better relationship with outside agencies.*

_____ *The hospital is positioned both nationally and internationally as a leading edge Health Care Provider and other institutions and organisations would look to Beaumont as a source of knowledge and information.*



Strategic Objective 8

L&D is committed to the continued development of a high performance culture which contributes to Beaumont maintaining its leadership position in Irish hospital care.

8.1

It is the aspiration that all staff will have a Individual Performance Plan (IPP) that incorporates a PDP and is linked to corporate KPIs.

8.2

Development centres will be used to support career progression and development for newly promoted staff. As part of the development centre approach various self awareness mechanisms will be utilised including performance review; multi-rater feedback, self actualisation, and reflective techniques.

8.3

‘Beaumont Framework for Coaching’ will be devised and implemented. A panel of internal and external coaches will be selected against the criteria laid out in ‘Beaumont Framework for Coaching’ and a Beaumont coaching programme will be developed and piloted to accredit internal coaches

- This would be augmented with appropriate mentoring/preceptorship arrangements.

8.4

Develop a strong research and development culture among clinical and non-clinical groups.

- Set up a working committee to explore how we might develop, promote, utilise and share research across the hospital amongst clinical and non-clinical groups.
- Links with research bodies in medical schools, academic institutions, HSE and community care to strengthen relationships and to influence the direction of L&D at a national level.
- Collaborate with Director and Head of Research when appointed

Strategic Objective 9

L&D is committed to supporting the hospital in releasing leadership potential and helping individuals to be more change responsive.

9.1

Develop and implement in conjunction with the Executive Management team a leading edge organisational change and leadership development programme.

- Ensure that the programme is accredited at degree and masters level by a reputable academic institution.
- Cross function intra and inter organisational projects will form an important part of the project.

9.2

L&D will develop a focus of identifying best practice organisations and networks as appropriate.

- Form links with relevant Centres of Education and develop collaborative networks.

9.3

L&D will work with the Senior Executive Team to actively identify leaders at all levels in the organisation.

9.4

Management and leadership training will form an integral part of individual and team development within the hospital.

Strategic Objective 10

L&D will support the hospital by putting in place leading edge processes which will ensure the continued development of our staff to fulfil the future requirements of the hospital.

10.1

HR & OD to work jointly to explore options for developing a customised succession planning approach for the hospital.

10.2

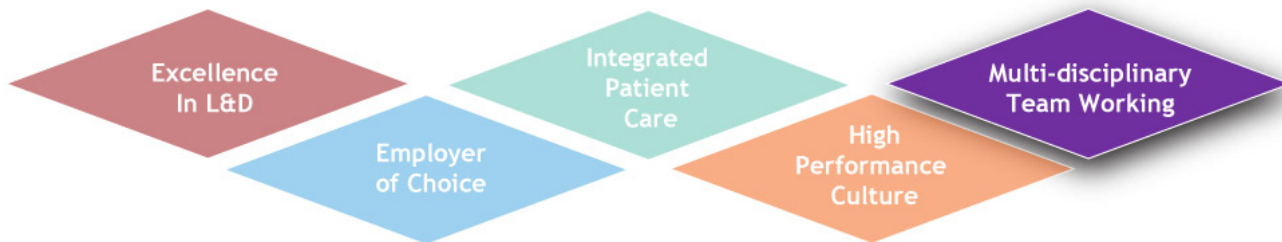
Review the feasibility of introducing a talent management process.

10.3

Introduce a graduate programme which would address any gaps at the entry level and which would give individuals a broad experience across the hospital.

10.4

Provide opportunities either through the graduate programme or outside of it for job enrichment and job rotation.



Work Stream 5
Multi-Disciplinary Team Working

As a multi-disciplinary team based hospital there will be greater cohesion and collaboration within and across different professions. This will be enabled through robust corporate and facilities services management. Learning and development interventions will support an ethos and culture of multi disciplinary team working.

Strategic Objectives

1. L&D will support the hospital through learning and development interventions to embed a new Directorate Model. It will ensure that the right resources and capabilities are in place so that the hospital achieves its objectives.
2. Provide a comprehensive range of Learning and Development services and programmes to encourage and promote a culture of integrated working in practice.

What this will mean for Beaumont

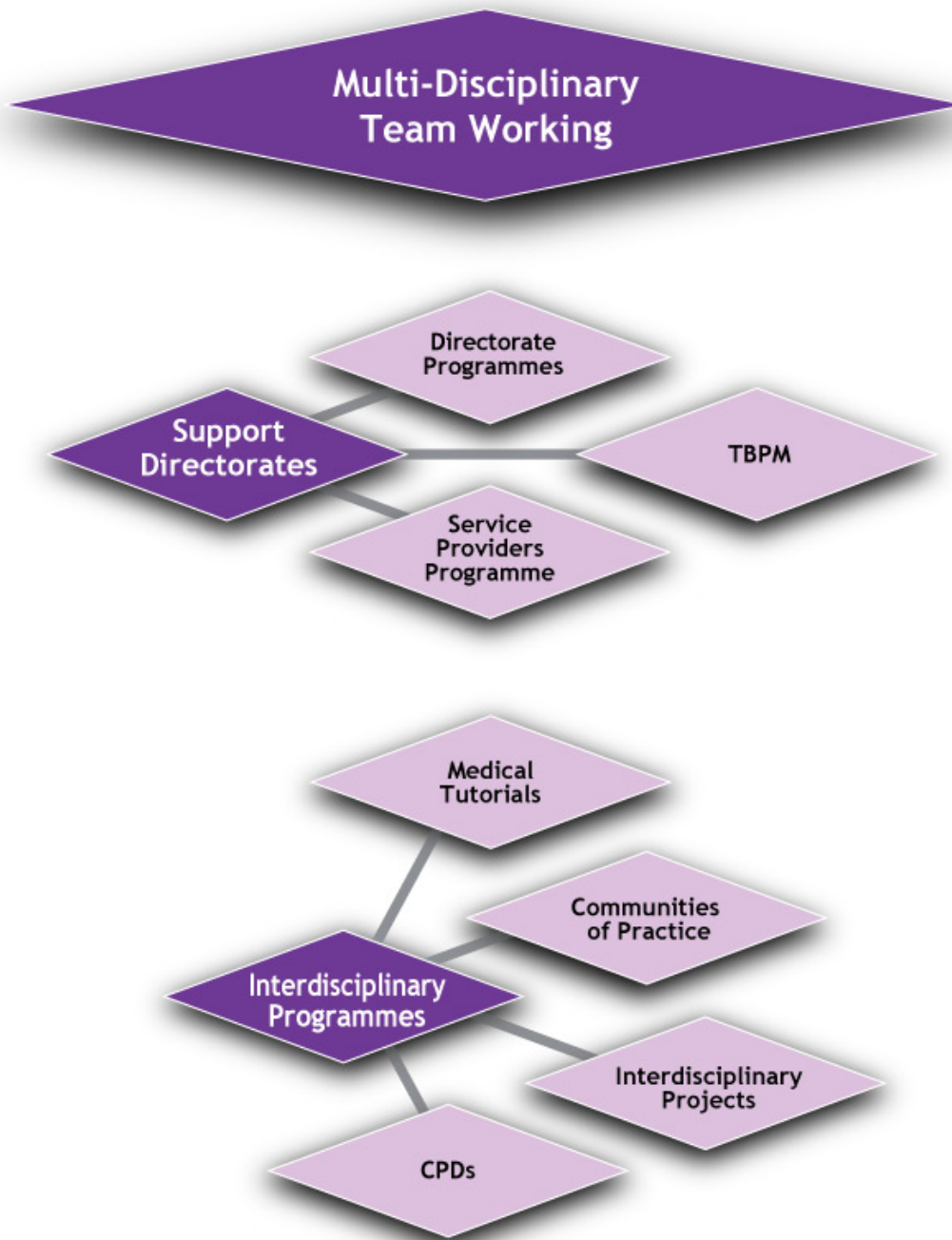
_____ *Creating greater team cohesion and collaboration within and across different professions and across clinical directorates.*

_____ *Ensures that the characteristics, capabilities and culture required for the future are identified, articulated and planned and the necessary team cohesion and delivery of services are acquired.*

_____ *That individuals will be more business focused and develop the necessary skill sets.*

_____ *The organisation will foster a culture of interdisciplinary learning and working.*

_____ *Ensures that the hospital, teams and the individual can respond to the ever changing healthcare environment.*



Strategic Objective 11

L&D will support the hospital through learning and development interventions to realise a new Directorate Model. It will ensure that the right resources and capabilities are in place so that the hospital achieves its objectives.

11.1

L&D will work with the Directorate Management Team to develop Directorate values and objectives and ensure alignment with the hospital strategy and vision.

11.2

L&D will collaborate and work with the Directorates' management team to:

- Create conditions for multidisciplinary team working
- Identify opportunities for integrated learning
- Support individual development needs.

11.3

L&D will support the Directorate Management Team in the development of specific skill sets for creating e.g. service level agreements, data quality, management information and analysis, financial management, business case development skills and use of evidence based research.

11.4

L&D will develop in the context of the Directorates, a Performance Management system which does the following:

- Individual Performance Plans
- Supports the achievement of KPIs that have both qualitative and quantitative outcomes.

Strategic Objective 12

Provide a comprehensive range of L&D services and programmes to encourage and promote a culture of integrated working in practice.

12.1

In collaboration with medical colleagues and RCSI to extend medical tutorials/sessions to include members of the interdisciplinary team.

12.2

To devise a forum where practitioners across the hospital can come together to share their experiences and learn from each other on key issues and apply this learning back into the workplace (i.e. communities of practice).

12.3

L&D to liaise with the executive and clinical directorates to identify organisation wide projects that would support interdisciplinary working.

12.4

Where possible design and develop inter-professional education and continuing professional development programmes to support team working.



7. Implementation Plan

The implementation Plan will be used to track progress and enable the Strategy to achieve its objectives. It lists each of the actions with a lead responsibility along with a timeframe for completion.

Plan Structure

The “responsibility” column lists the person(s) with responsibility for completing the action. In some cases more than one person is indicated. The first person listed is the lead person and has overall responsibility. The lead person will decide with the Executive how best to approach the completion of the action, and agree what other staff members need to be involved and set interim milestones. The “Timeframe” indicated in the implementation plan is the time it will take for the action to be completed. Where “Ongoing” is indicated, it is critical that agreement is reached on the interim deliverables and that regular updates on progress are given.

It is envisaged that the implementation plan is a working document which will be updated as and when necessary.

Excellence in Learning and Development

Strategic Objective 1

To create a Centre of Education to ensure integration and alignment of L&D activities and to fully utilise competent resources available. To also provide the physical infrastructure which positions L&D as a centre of excellence.

Action	Responsibility	Time-frame
1.1 Appoint a Director of Education to develop an integrated Learning and Development centre which encompasses CPD corporate learning and operational skills based training	Head of OD Senior Executive	2009
1.2 Establish an Learning and Development education committee with representation from directorates, nurse education, HR, practice development, admin, support staff in order to develop a collective embracing Learning and Development agenda : <ul style="list-style-type: none"> • Identification of key learning activities happening across the hospital • Utilisation of skills and activities more effectively • Planning and resourcing for future learning events • Development of a repository of talent and skills to be used more effectively in the delivery of programmes, events, etc. 	L&D, OD, HODs, Education Link people	Dec. 2009
1.3 Further develop the physical infrastructures, i.e. high level simulated laboratory, development of RCSI library, improved room book facilities etc.	CEO, Capital Projects	Sept. 2014

Excellence in Learning and Development

Strategic Objective 2

Provide a high quality service to the hospital by continuing to evaluate and monitor the effectiveness and contribution of L&D to the overall performance of the hospital.

Action	Responsibility	Time-frame
2.1 Conduct a review of the impact of Learning and Development on the hospital using the base line assessment of the L&D questionnaires which were distributed in 2008.	L&D, Service Users, HODs	Dec. 2009
2.2 Continue to explore effective evaluation tools by engaging with service users, heads of departments and senior executive. Also to build in evaluation processes before, during and after programme design.	L&D, Service Users, HODs	Ongoing
2.3 Reporting of Learning and Development effectiveness and efficiency via a robust reporting process and guidelines to the hospital. Learning and Development will also ensure that their strategy is linked to the hospital's and departments' plans.	L&D	January 2010
2.4 To review and update Learning and Development policies to reflect current requirements for a co-ordinated Learning and Development approach. Policies to include & reflect – equality of access; transparency in funding; fairness and equality in the context of a devolved management structure.	L&D, Clin. Dir. Management Team, Corporate Heads	Dec. 2010
2.5 To utilise the strategy development process as an action learning project. Write up the strategy development process in an action learning methodology Share the learning with the wider healthcare & academic communities	L&D, OD	Dec. 2009

Excellence in Learning and Development

Strategic Objective 3

Put in place an IT infrastructure which is leading edge and which has the flexibility to incorporate new and existing L&D services. To create innovative learning approaches which enable staff to avail of learning opportunities with minimal disruption to services

Action	Responsibility	Time-frame
<p>3.1 Develop a Learning Management System that enhances Learning and Development’s capability to administer and record compliance with hospital accreditation and compliance with international standards i.e. HIQA and supports hospital based decision making.</p> <p>Set up a working group including IT, HR and other Learning and Development providers to investigate the most appropriate system to meet the agreed requirements.</p>	Head of OD/L&D	March 2010
<p>3.2 Develop L&D Virtual Learning Site which enables accessibility of learning material to the widest possible audience with minimum disruption in service.</p>	Head of OD/L&D	June 2010
<p>3.3 Create an e-learning platform of appropriate courses which caters for all requirements across the hospital. To put in place an Learning and Development web site which highlights its services and achievements.</p>	Head of OD/L&D	Dec. 2010
<p>3.4 Provide a knowledge centre where individuals can take responsibility for their own development through different self assessment and knowledge tools.</p>	Head of OD/L&D	Dec. 2010
<p>3.5 Incorporate and streamline other processes such as TBPM and IDP’s through technology.</p>	Head of OD/L&D	June 2011

Employer
of Choice

Strategic Objective 4

Put in place policies and programmes to ensure that the hospital has the capability and the skills to deliver its strategic objectives and provide an excellent teaching and learning environment which encourages and motivates all employees to perform at their best

Action	Responsibility	Time-frame
<p>4.1 Learning and Development will provide a suite of quality continuing education programmes for all disciplines and where possible protected study leave to attend. The development of new programmes will be in response to health care changes and will encourage research activities with clinical and non-clinical groups.</p> <ul style="list-style-type: none"> • Uptake will be monitored through a central administration system. • A reward and recognition system for CPD will be devised 	L&D	Ongoing
<p>4.2 To offer where possible accredited programmes and access to learning and development opportunities that can lead to relevant qualifications including:</p> <ul style="list-style-type: none"> • Exploring the possibility of developing accredited learning programmes for administration/clerical grades similar to the SKILL programme. • Developing greater links with universities, colleges, institutes for the purpose of creating accredited learning for both professional and non professional grades. 	L&D, OD, Sen. Executive Team	Ongoing June 2010
<p>4.3 Establish a project team to scope out the work of mapping out career pathways for various staff groups.</p>	HR, OD, L&D	March 2011
<p>4.4 Develop career planning and guidance programmes to support individuals in their career which will be delivered by a virtual learning site and other mechanisms</p>	HR, OD, L&D	Dec. 2010
<p>4.5 To promote and market the hospital externally through its employee practices and polices by presenting at conferences, networking and sharing knowledge and learning, nationally and internationally</p>	Comms., L&D, OD, HODs, Professions	Ongoing

Strategic Objective 4 (cont.)

Action	Responsibility	Time-frame
<p>4.6 To provide guidance and support on the development of skill-mix incentives in order to reprofile the workforce so that all staff are performing duties commensurate with their skill abilities and qualifications</p> <ul style="list-style-type: none"> To lead on the SKILL VEC project to support staff as a critical mass site. To lead a sub-group to identify opportunities for enhancing the roles and contributions of support staff. 	OD, HR, HODs	Ongoing
<p>4.7 To collaborate with schools and colleges in the local community for the purpose of providing work experience opportunities and engaging in other pre-employment initiatives.</p>	HR, HODs, L&D	Ongoing

Integrated
Patient Care

Strategic Objective 5

Provide a comprehensive range of L&D services specifically aimed at meeting the needs and improving the quality of Beaumont’s patients by working closely with patient groups and multi-disciplinary staff within the hospital.

Action	Responsibility	Time-frame
5.1 Learning and Development will develop appropriate links with existing patient groups in order to get their input and advice on what should be covered in hospital run Learning and Development programmes	L&D, IQS, DON	Ongoing
5.2 Utilise Learning and Development methodologies to support and improve the patient’s experience. <ul style="list-style-type: none"> To incorporate patient needs in the design and development of Learning and Development programmes. Design an action learning evaluation approach. 	L&D, DON, Head of Professions, IQS	March 2010
5.3 Learning and Development will support staff in developing their skills in order that they can design, develop and deliver high quality information and support to patients to promote self care and awareness.	Comms, IQS, L&D	June 2010

Integrated
Patient Care

Strategic Objective 6

L&D will support a culture of transparency and accountability within the hospital by ensuring links with IQS and Clinical Governance and contributing to the formulation of standards and policies.

Action	Responsibility	Time-frame
6.1 Learning & Development department will link with IQS & Clinical Governance to educate staff in clinical risk and quality tools to benefit patient care in the context of the HSE's framework for integrated quality, safety and risk management	L&D, IQS, Clin. Governance Manager	Ongoing
6.2 Contribute to the formulation of the standards and polices to promote patient safety and quality	L&D, IQS, Clin. Governance Manager	Ongoing
6.3 To support staff in the development of action learning and transferring that learning back into the work place by sharing information from incident reviews and learning from patient experiences. <ul style="list-style-type: none"> To develop the NHS "After Action Review" (AAR) model of incident review. 	L&D, IQS, Clin. Governance Manager	To be agreed
6.4 To work with IQS and Hospital Executive to promote a culture of accountability and transparency in all aspects of Clinical and Corporate Governance	L&D, OD, CEO, Chair of Medical Executive	To be agreed

Integrated Patient Care

Strategic Objective 7

L&D will play a leadership role in collaborating with community partners to further develop the provision of education and training services for the wider community. They will also endeavour to contribute to National L&D policies and develop effective alliances with other providers in the North East Network Hub as well as nationally.

Action	Responsibility	Time-frame
<p>7.1 Learning and Development will support staff to develop links and collaborate with community partners within the North East Network Hub and beyond (e.g. nursing homes, GPs, public health nurses, allied health professionals) in the provision of education and training.</p> <ul style="list-style-type: none"> Learning and Development will identify Heads of Departments who have already established links with the community and support them in developing these links further. 	Heads of Professions, L&D	Ongoing
<p>7.2 Learning and Development will co-ordinate opportunities for the transfer of skills to the community i.e.</p> <ul style="list-style-type: none"> Create forums for the sharing of learning by inviting attendance to learning events within Beaumont in order to share research and evidence based best practice Take the lead and co-ordinate national conferences within Beaumont on a topics of interest. 	Heads of Professions, L&D	Ongoing
<p>7.3 As an acute Teaching Hospital, Beaumont through the support of Learning and Development, will actively work to influence the curriculum externally to promote interdisciplinary education and learning at an undergraduate level, seek to ensure that the hospital is represented and represent the hospital on national bodies and policy working groups e.g. METER; In-Med; Allied Health Professional Groups</p>	Senior Executive, L&D, Chair Medical Executive	Ongoing
<p>7.4 Learning and Development will contribute to creating the conditions for the development of a new model of healthcare delivery, which involves working in partnership with academic partners and research institutions.</p> <ul style="list-style-type: none"> Foster relationships with academic institutions Seek to influence and support Learning and Development activities in satellite hospitals 	CEO, Head of OD, L&D	Dec. 2010 & ongoing

High
Performance
Culture

Strategic Objective 8

L&D is committed to the continued development of a high performance culture which contributes to Beaumont maintaining its leadership position in Irish hospital care.

Action	Responsibility	Time-frame
8.1 It is the aspiration that all staff will have an Individual Performance Plan (IPP) that incorporates a PDP and is linked to corporate KPI's.	HR, OD, L&D	March 2010
8.2 Development centres will be used to support career progression and development for newly promoted staff. As part of the development centre approach various self awareness mechanisms will be utilised including performance review; multi-rater feedback, self actualisation, and reflective techniques.	HR, OD, L&D	Dec. 2011
8.3 'Beaumont Framework for Coaching' will be devised and implemented. A panel of internal and external coaches will be selected against the criteria laid out in 'Beaumont Framework for Coaching' and a Beaumont coaching programme will be developed and piloted to accredit internal coaches. This would be augmented with appropriate with appropriate mentoring/preceptorship arrangements.	Head of OD, HR, Creative Leadership Group	June 2010
8.4 Develop a strong research and development culture among Clinical & Non Clinical groups. <ul style="list-style-type: none"> Set up a working committee to explore how we might develop, promote, utilise and share research across the hospital amongst clinical and non-clinical groups. Link with research bodies in medical schools, academic institutions, HSE and community care to strengthen relationships and to influence the direction of L&D at a national level. Collaborate with Director and Head of Research when appointed. 	Head of OD, CEO, Professor McElvaney	Dec. 2010

High
Performance
Culture

Strategic Objective 9

L&D is committed to supporting the hospital in releasing leadership potential and helping individuals to be more change responsive.

Action	Responsibility	Time-frame
<p>9.1 Develop and implement in conjunction with the Executive Management team a leading edge organisational change and leadership development programme</p> <p>Ensure that the programme is accredited at degree and masters level by a reputable academic institution</p> <p>Cross function intra and inter organisational projects will form an important part of the project</p>	L&D, OD, Senior Executive	Dec. 2009
<p>9.2 Learning and Development will develop a focus of identifying best practice organisations and networks as appropriate.</p> <p>Form links with relevant Centres of Education and develop collaborative networks.</p>	L&D, Senior Executive	Ongoing
<p>9.3 Learning and Development will work with the Senior Executive Team to actively identify leaders at all levels in the organisation.</p>	Senior Executive, L&D	Ongoing
<p>9.4 Management and leadership training will form an integral part of individual and team development within the hospital.</p>	Senior Executive, L&D, HODs, HR	Dec. 2009

High
Performance
Culture

Strategic Objective 10

L&D will support the hospital by putting in place leading edge processes which will ensure the continued development of our staff to fulfil the future requirements of the hospital.

Action	Responsibility	Time-frame
10.1 HR and OD to work jointly to explore options for developing a customised succession planning approach for the hospital.	HR, OD	Dec. 2011
10.2 Review the feasibility of introducing a talent management process	HR, OD	Dec. 2011
10.3 Introduce a graduate programme which would address any gaps at the entry level and which would give individuals a broad experience across the hospital	HR, OD	Sept. 2010
10.4 Provide opportunities either through the graduate programme or outside of it for job enrichment and job rotation.	HR, OD	Sept. 2010

Multi-
Disciplinary
Team Working

Strategic Objective 11

L&D will support the hospital through learning and development interventions to realise a new Directorate Model. It will ensure that the right resources and capabilities are in place so that the hospital achieves its objectives.

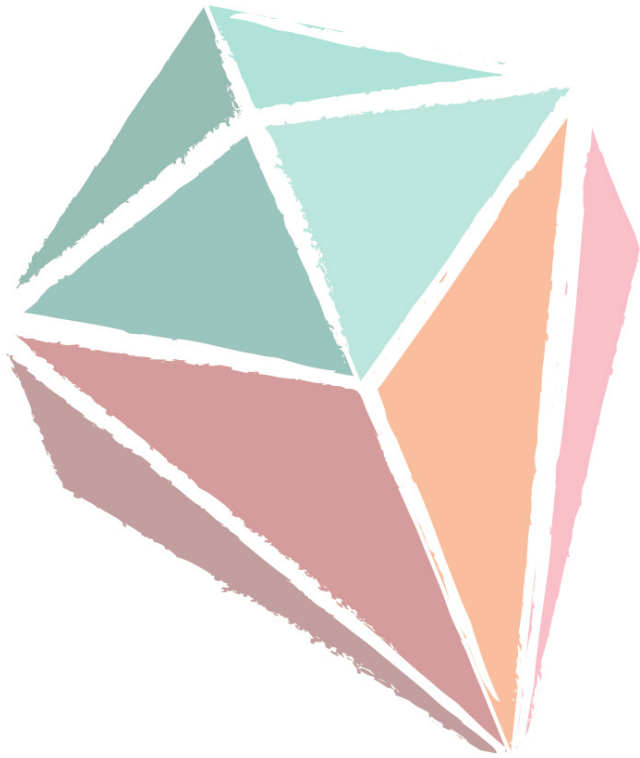
Action	Responsibility	Time-frame
11.1 Learning and Development will work with the Directorate Management Team to develop Directorate values and objectives and ensure alignment with the hospital strategy and vision.	L&D, OD, Dir. Management Team	June 2010
11.2 Learning and Development will collaborate and work with the Directorates' management team to: <ul style="list-style-type: none"> • Create conditions for multidisciplinary team working • Identify opportunities for integrated learning • Support individual development needs 	HR, L&D, OD, Dir. Management Team	June 2010
11.3 Learning and Development will support the Directorate Management Team in the development of specific skill sets in areas such as service level agreements, data quality, management information & analysis, financial management, business case development skills and use of evidence based research	HR, L&D, OD, Dir. Management Team	June 2010
11.4 Learning and Development will develop in the context of the Directorates <ul style="list-style-type: none"> • TBPM • Individual Performance Plans • Support the achievement of KPIs that have both qualitative and quantitative outcomes 	L&D, OD, Dir. Management Team	June 2010

Multi-
Disciplinary
Team Working

Strategic Objective 12

Provide a comprehensive range of L&D services and programmes to encourage and promote a culture of integrated working in practice.

Action	Responsibility	Time-frame
12.1 In collaboration with medical colleagues and RCSI to extend medical tutorials/sessions to include members of the interdisciplinary team	L&D, Professor G. McElvaney	Dec. 2009
12.2 To devise a forum where practitioners across the hospital can come together to share their experiences and learn from each other on key issues and apply this learning back into the workplace (i.e. communities of practice)	L&D, Senior Executive	Dec. 2009
12.3 Learning and Development to liaise with the Executive Team and clinical directorates to identify organisation wide projects that would support interdisciplinary working	L&D, Senior Executive	March 2010
12.4 Where possible design and develop inter-professional understanding of roles education and continuing professional development programmes to support greater understanding of roles and team working	L&D, OD	Ongoing



8. Evidence of Success

What will be different in Beaumont following a successful implementation of the L&D Strategy?

Evidence of Success

The Impact on Beaumont

Given the scale of investment in organisations on Learning, Training and Staff Development it has become increasingly important to establish the extent to which training is having an impact at a number of levels. Fortunately, the introduction of comprehensive competency models across all levels of the Health Service is a significant step forward in our ability to structure, tailor and evaluate soft skills training. Practical skills training are intrinsically easier to evaluate given their more concrete and clearly defined learning outcomes. Competency models provide us with the appropriate links in order to establish training effectiveness and define return on investment for a range of interventions.

The Learning & Development Strategy has an in-built evaluation framework which ensures that that all programmes will be assessed using a comprehensive evaluation cycle which includes evaluation of:

- (a) Reactions: to gauge face value, of the training provider/content.
- (b) Learning: to understand if individuals have acquired the learning as identified in the training objectives.
- (c) Behaviours: to establish whether training has impacted on-the-job behaviours.
- (d) Business Levels: to assess that the training has had the required organisational impact – i.e. improve overall performance.

Outcomes/Outputs/Performance Improvement

In essence the Learning & Development Strategy is a detailed plan for moving from a traditional training focus to a performance platform on a phased basis. The traditional training platform is designed to address what people learn whilst a performance platform focuses on what people do on-the-job and the cumulative impact of this across the entire organisation. Based on this simple but challenging statement the real evidence of success of the strategy should be improved performance against many of the performance targets and key performance indicators.

Of course the difficulty of isolating the effect of training interventions is well documented and researched over many years. So many other internal and external factors can impact both training effectiveness and organisational performance. And so it will be for the Beaumont Hospital L&D Strategy. Nevertheless a major strength of the strategy is that it is designed to incorporate and position the hospital to influence and indeed lead many of the significant developments that are imminent.

Evidence of Success

To conclude, the following sets of attributes/principles articulate very clearly many of the symptoms of a successful completion of the L&D Strategy.

Leadership Attributes

- Visionary leaders, planning for the future
- Creating an organisational culture that enhances staff satisfaction and fosters professional growth
- Maintaining a high visibility: open communication, responsive to staff concerns and interests
- Supportive towards their own staff: (1) supporting staff involvement in decision making and control of patient care issues; (2) supporting staff development & Continued Professional/Medical education.

Professional Attributes

- Adequate autonomy within clinical practice, allowing professionals to establish and maintain therapeutic professional-patient relationships
- Collaborative patient-professional relationships
- Team autonomy: control over work

Mental Habits that Support Lifelong Learning

- Risk taking: Willingness to push oneself out of comfort zones
- Humble self-reflection: Honest assessment of successes and failures, especially the latter
- Solicitation of opinions: Aggressive collection of information and ideas from others
- Careful listening: Propensity to listen to others
- Openness to new ideas: Willingness to view life with an open mind

When we can identify leaders at all levels in the hospital behaving according to these leadership and professional attributes together with increasing numbers of staff portraying the habits of life long learning we will know we have succeeded.



A. Staff Questionnaire Analysis

Early on in the strategy development process the project team conducted a staff survey in order to establish some baseline data in respect of current views and perceptions on Learning & Development activities within the hospital.

STAFF QUESTIONNAIRE ANALYSIS

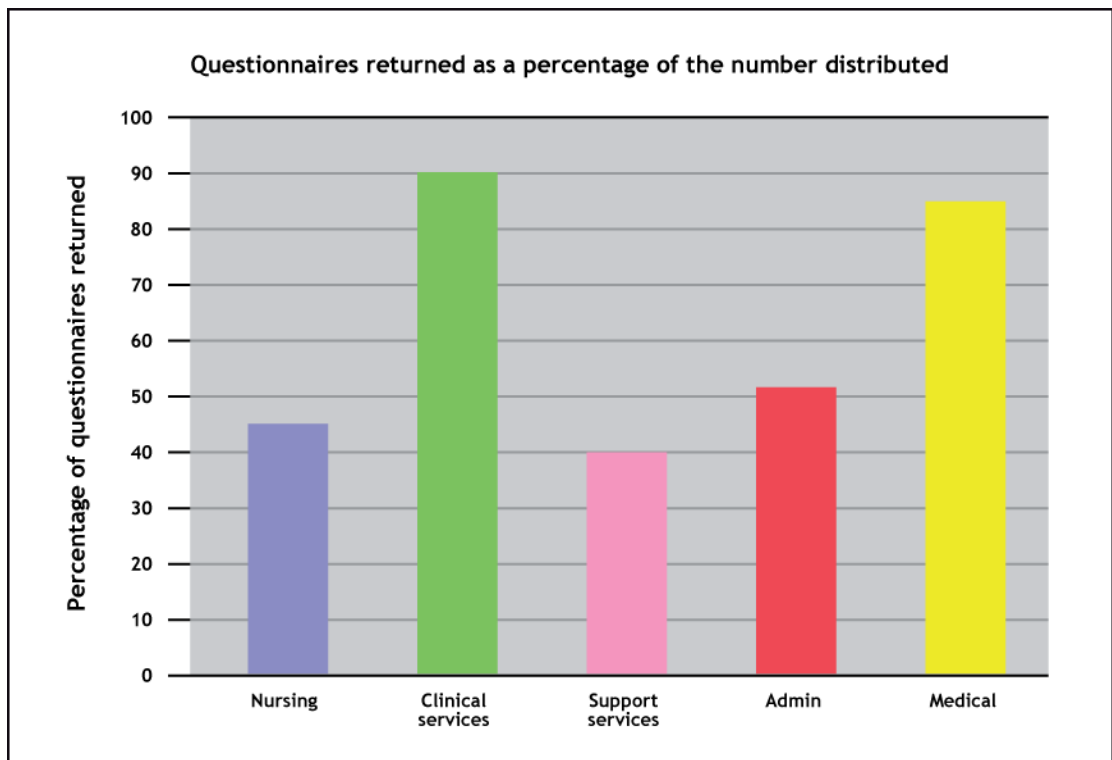
400 questionnaires containing structured and semi-structured questions were distributed randomly across all disciplines within the hospital over a two week period. In total 232 questionnaires were returned resulting in a 58% return rate which is a very high response rate for surveys of this nature.

The questions were divided into 13 key themes and included demographic information relating to the department which respondents worked in and their length of service as well as specific information regarding views and opinions about Learning and Development.

The data has been analysed for each question and a short overview commentary is presented hereunder. An overall summary of the findings is included at the end.

Question 1

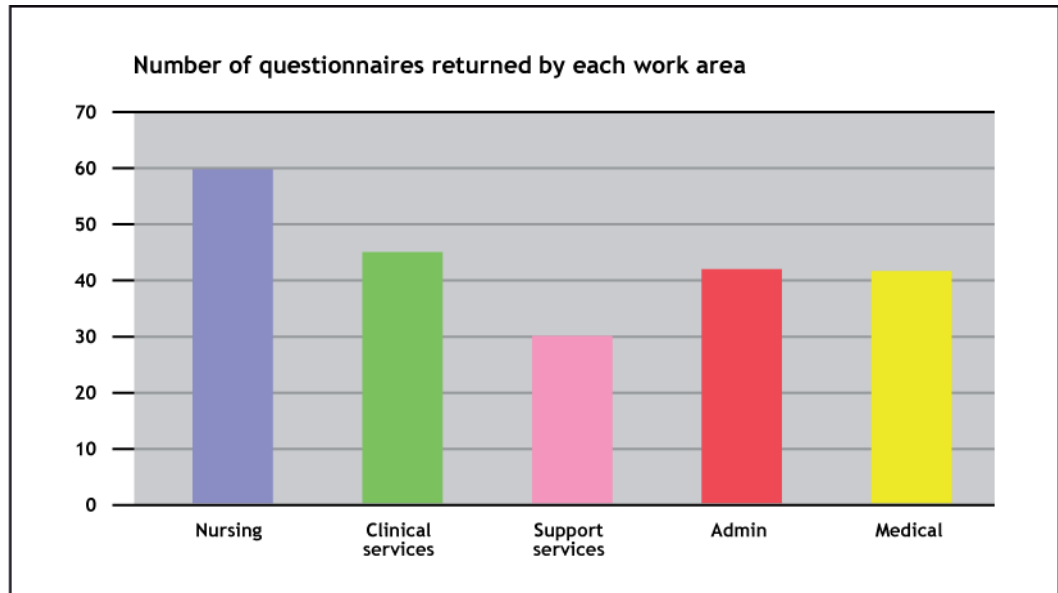
Please indicate by ticking the appropriate box, which of these areas you work in.



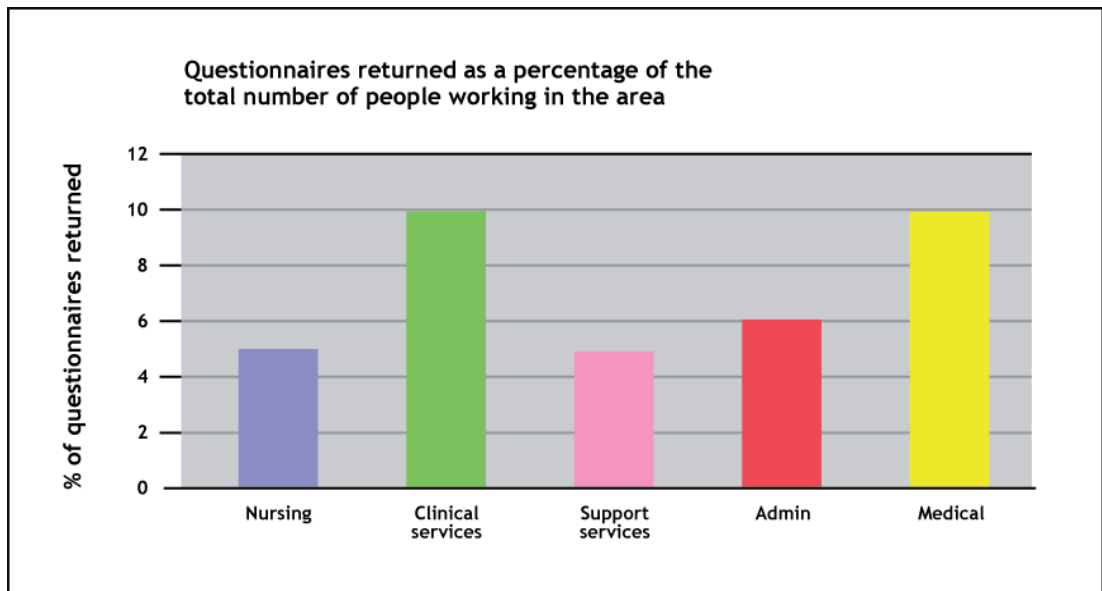
STAFF QUESTIONNAIRE ANALYSIS

Question 1 (cont.)

Please indicate by ticking the appropriate box, which of these areas you work in.

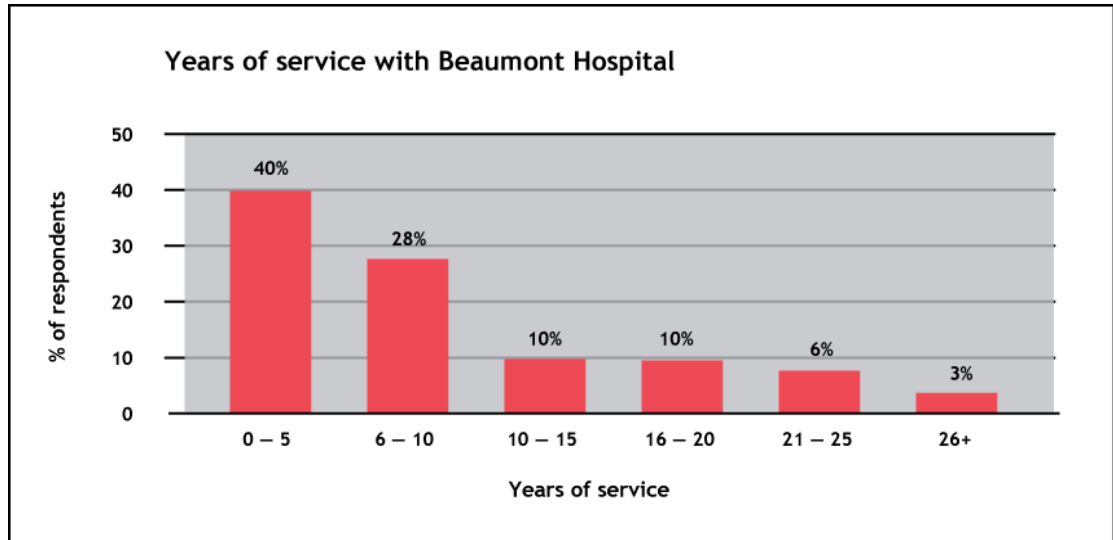


In total there were 232 respondents out of a possible 400, representing a 58% return rate.



Question 2

How many years service have you had in Beaumont (include other years if you came from St. Laurence's or Jervis Street Hospitals)?



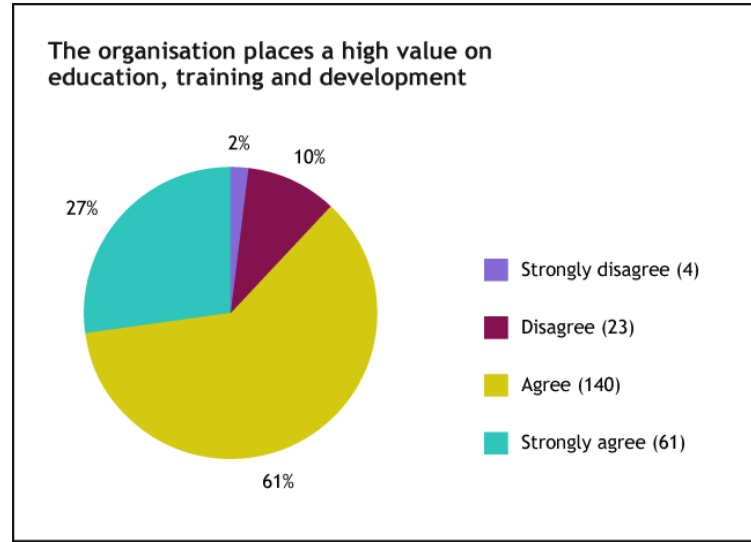
The majority of respondents (40%) belong to the 0-5yrs of service category with 28% belonging to the 6-10yrs of service category. Almost 20% of respondents have more than 20yrs of service with the organisation.

Question 3

Please rate each of the statements below indicating to what extent you agree/disagree.

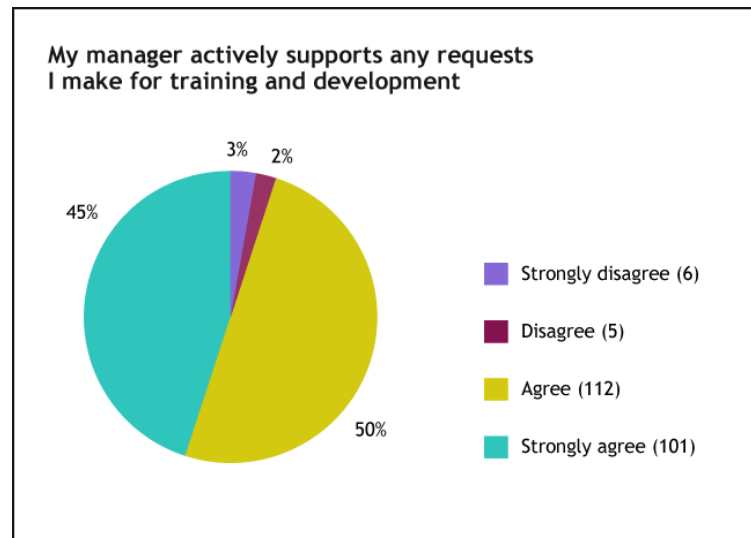
“The organisation places a high value on education, training and development.”

228 people responded to this question. Almost 90% of respondents agree with the statement.



“My manager actively supports any requests I make for training and development.”

224 people responded to this question. Again the majority of respondents agree with the statement. Of those who strongly disagree/ disagreed with the statement (5%), the majority were from Support Services Staff.



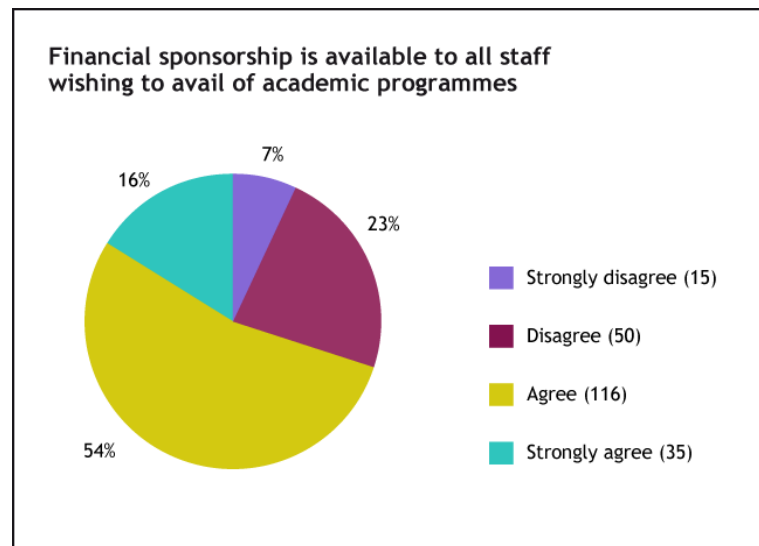
Question 3 (cont.)

Please rate each of the statements below indicating to what extent you agree/disagree.

“Financial sponsorship is available to all staff wishing to avail of academic programmes.”

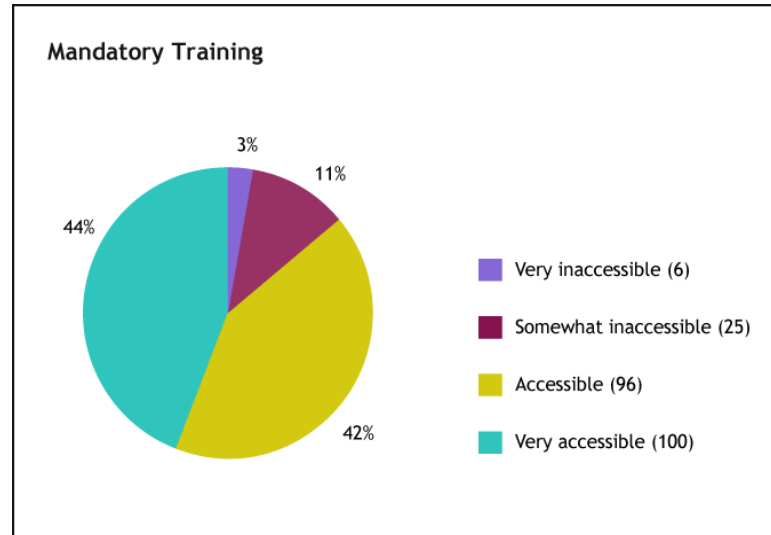
216 people responded to this question. 70% of staff who replied agreed/strongly agreed with the statement that financial sponsorship is available to all staff wishing to avail of academic programmes.

Interestingly 30% of respondents representing members of the Nursing, Medical and Clinical Services Professions who would have the highest uptake of continuous professional development programmes, either disagreed or strongly disagreed with the statement.

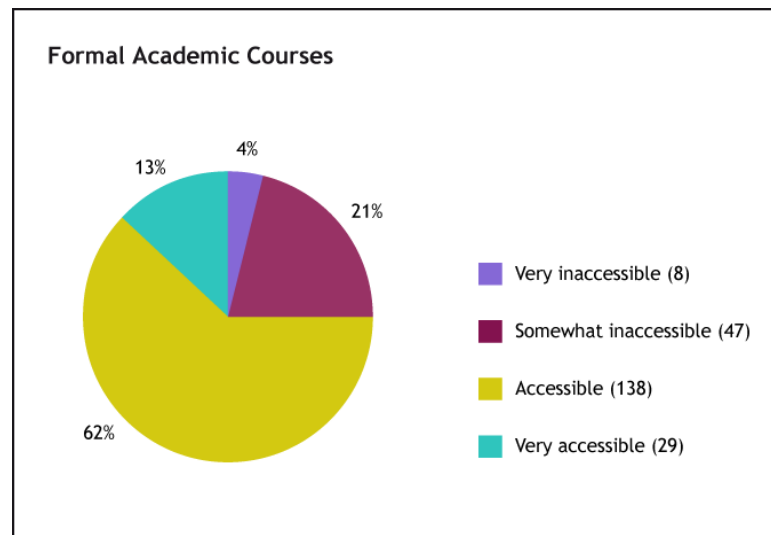


Question 4

How accessible do you find each of these types of learning and development?



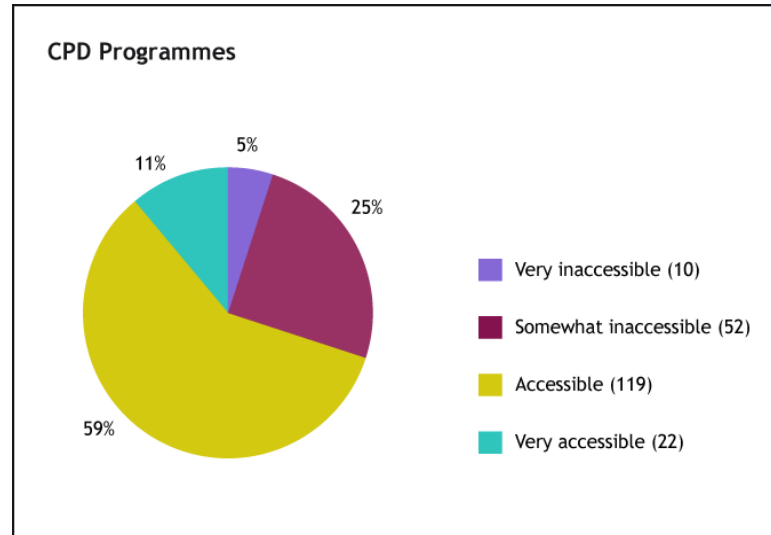
227 people responded to this question. 86% of respondents across all disciplines find Mandatory Training accessible; this is consistent with the uptake of mandatory training programmes eg. health and safety training, at organisational level.



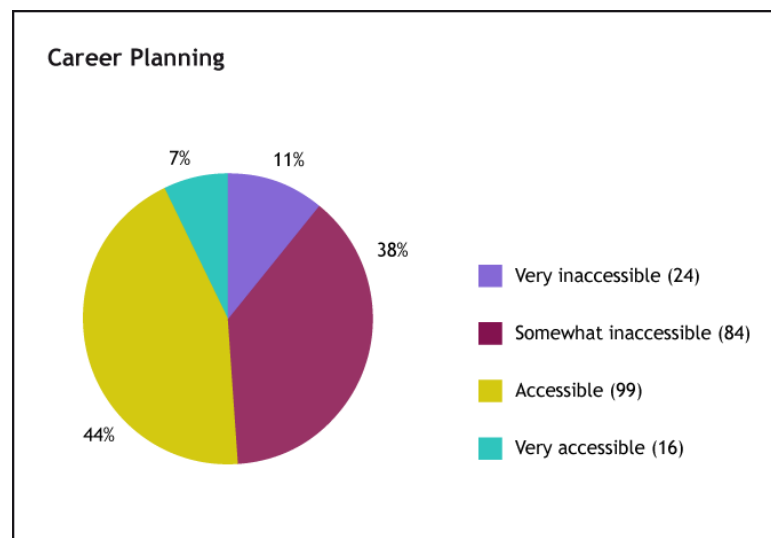
222 people responded to this question. Although the majority of respondents (75% – highest among the Medical and Nursing Professions) find formal academic courses to be accessible/very accessible, 25% of respondents (the majority from Administration and Support Services staff) find them to be either very inaccessible/inaccessible. This supports the trend in the organisation for a higher uptake of academic programmes among Medical, Nursing and Clinical Services Staff groups.

Question 4 (cont.)

How accessible do you find each of these types of learning and development?



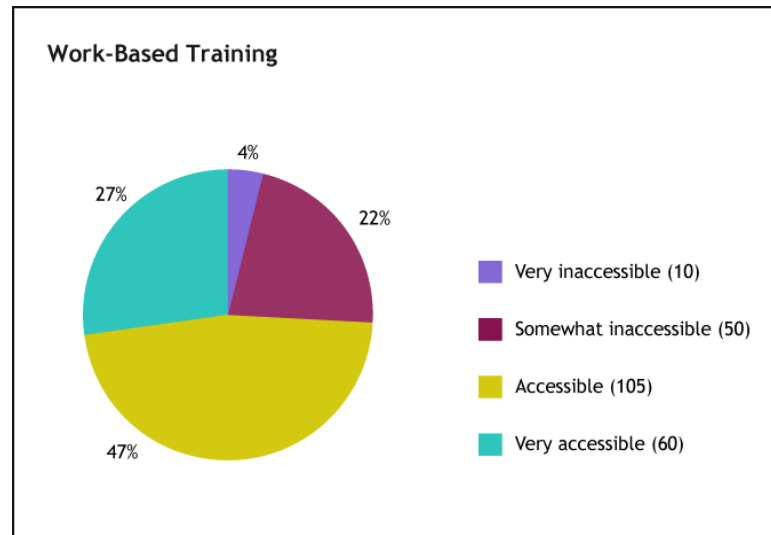
203 people responded to this question. Although 70% of respondents across all staff groups find CPD accessible a significant 30% of respondents find CPD to be inaccessible, this is consistent with the findings from interviews with staff reporting a preference for greater access to learning & development activities via e-learning.



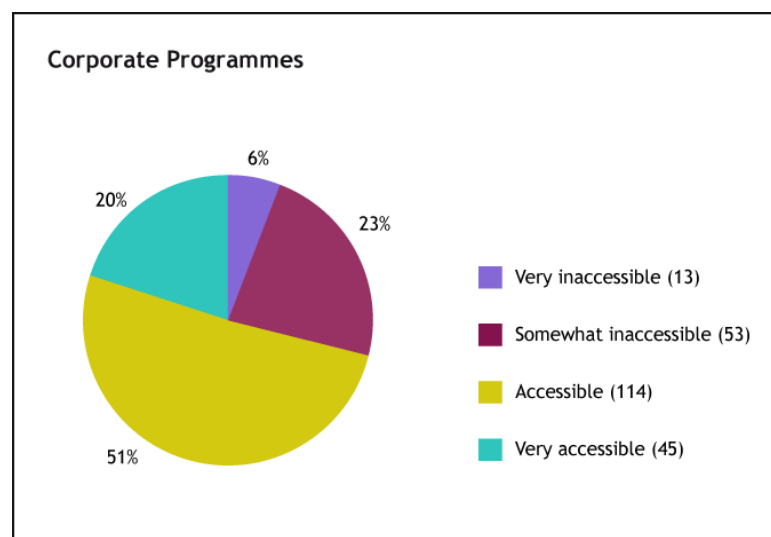
223 people responded to this question. Almost 50% of respondents find career planning to be either inaccessible/very inaccessible this is consistent with feedback from staff and managers on the ground who would welcome a structured approach to career planning in the organisation. Strategic objective 4 of our L&D strategy aims to address this area.

Question 4 (cont.)

How accessible do you find each of these types of learning and development?



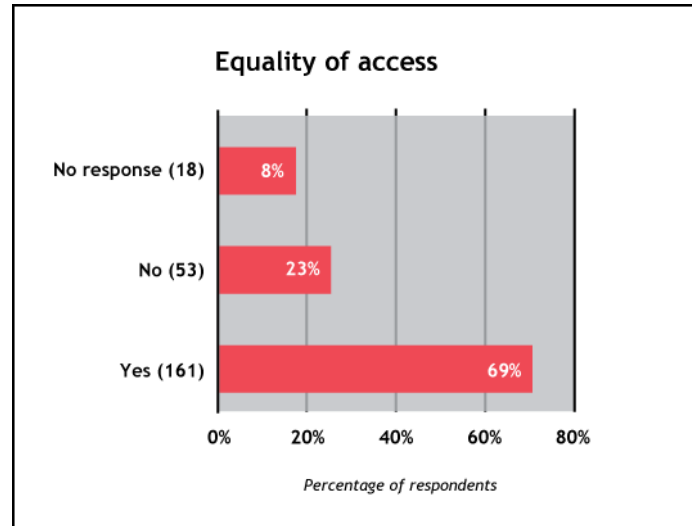
225 people responded to this question. Although 74% of staff find work-based learning to be accessible, a significant 26% of respondents (majority from administration staff group) find WBL to be either inaccessible/very inaccessible. This correlates with the findings from related research for the L&D strategy which revealed a lack of appreciation or lower value placed on work based learning methodologies. In our L&D strategy aims to address this finding by promoting work-based learning activities and seeking recognition for these similar to the more formal academic learning methodologies.



225 people responded to this question. Almost 30% of staff across all disciplines find Corporate Programmes to be inaccessible or very inaccessible, this is consistent with the trend across the organisation of poor uptake of corporate programmes among certain staff groups.

Question 5

In your opinion, is there equality of access to education, training and development in your organisation?



214 people responded to this question.

Question 5a:

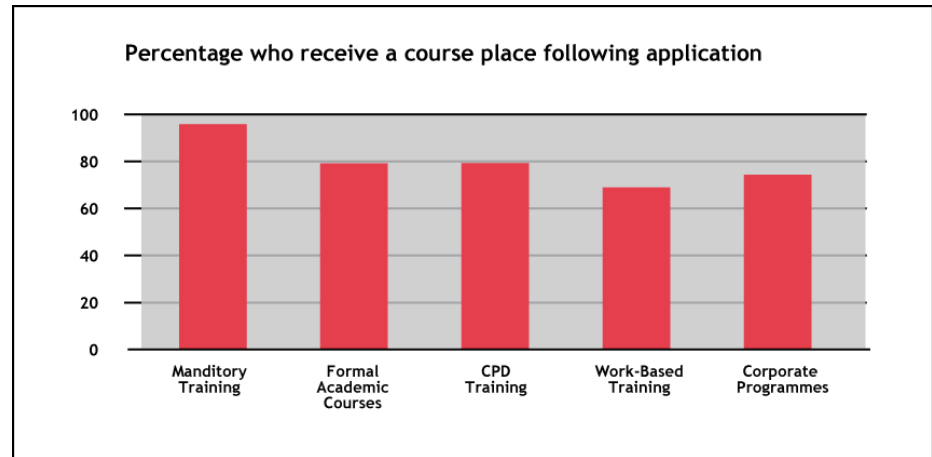
If you answered no, please elaborate.

Trends that emerged:

- Never given the opportunity
- Lower grades = less access, more courses suited to higher grades
- Trends emerged in some departments where it was felt that the same staff, were constantly nominated.
- Only basic courses available to lower grades
- Department head chooses rather than individual
- Different groups have access to different types of training
- Nursing staff appear to avail of more opportunities than other divisions
- Lack of funding or limited funding
- Some grades receive more study leave – e.g. participants on SKILL VEC
- Difficulty getting time off, released from duty.
- Technical training a rarity
- Less courses available to support services
- No information about courses

Question 6

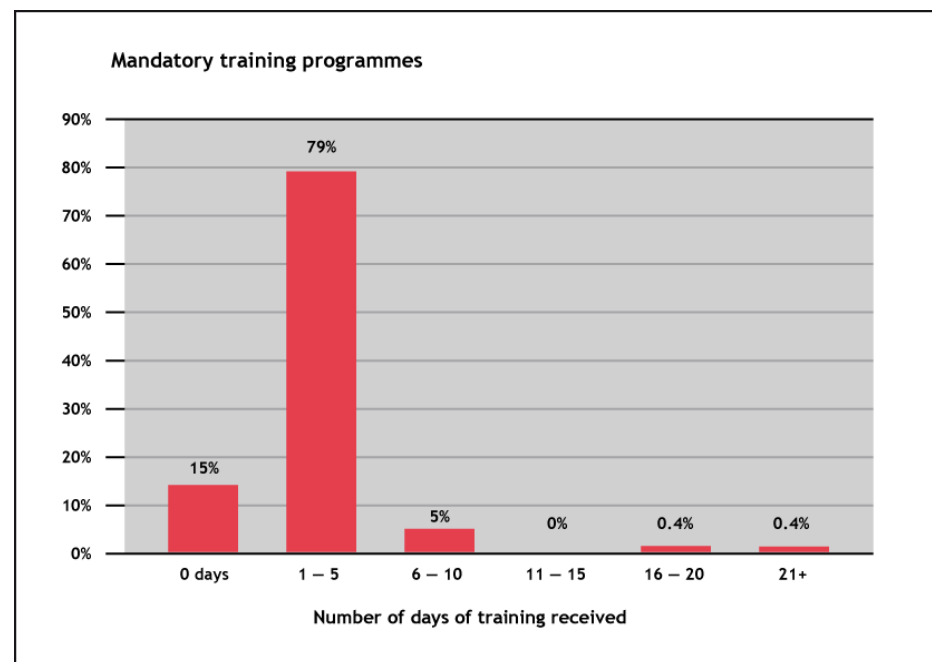
Please indicate how often you have applied for the following programmes over the past 3 years and how often your application was successful.



The success rate for receiving a course place, average of 81%, is high across the full categories of programmes offered. This is congruent with the finding from question 4 that Training and development is actively supported by management.

Question 7

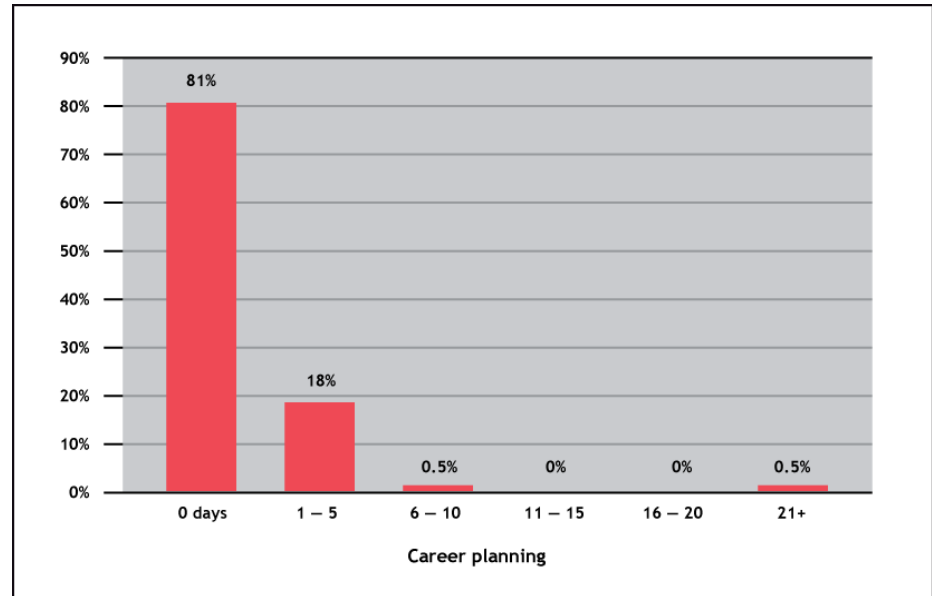
Please estimate the number of days training you have received over the last three years in each of the following categories. (Include only training you have received during your career in Beaumont Hospital).



STAFF QUESTIONNAIRE ANALYSIS

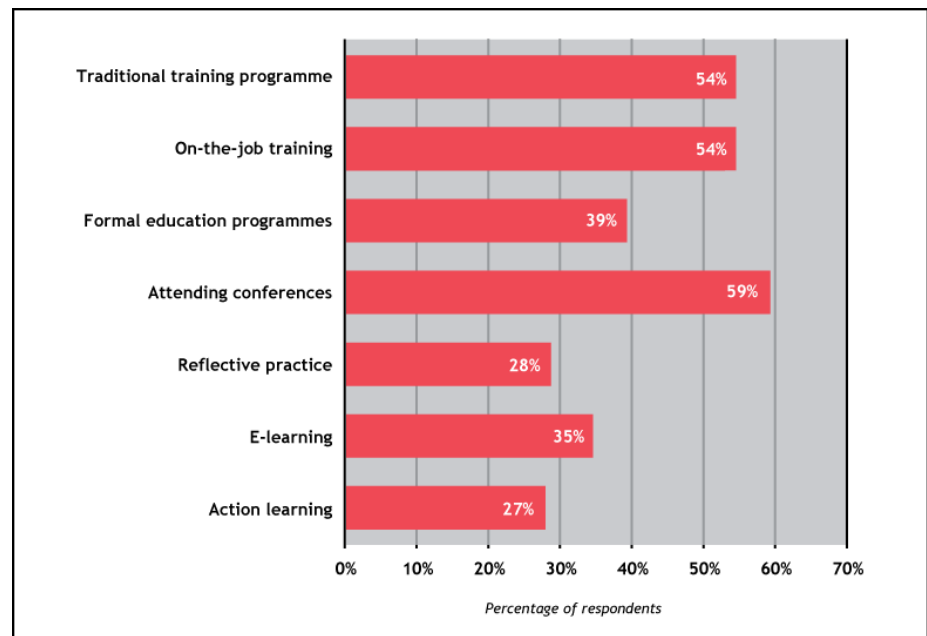
Question 7 (cont.)

Please estimate the number of days training you have received over the last three years in each of the following categories.



Question 8

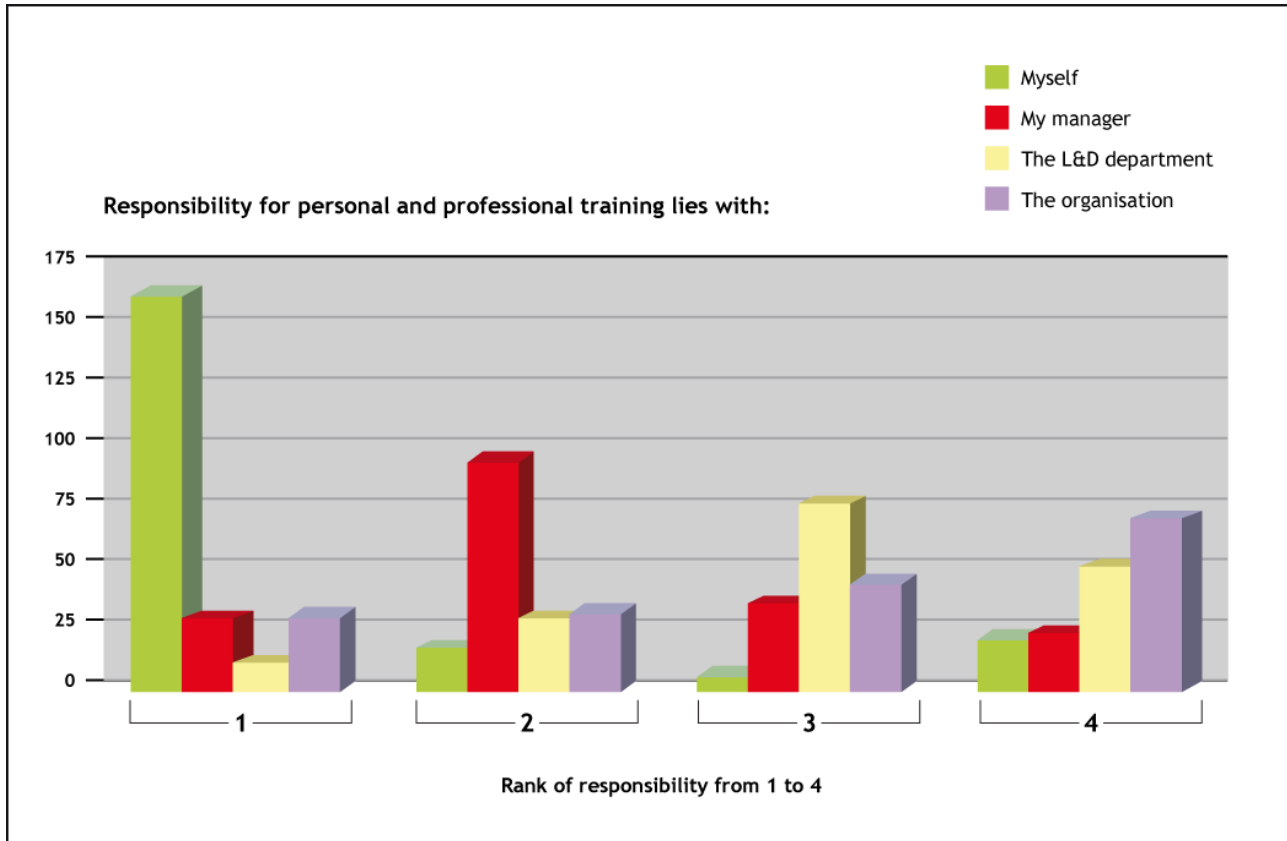
Please indicate which of the following education, training and development programmes you have undertaken over the past three years.



231 people responded to this question. The three most popular programmes are; attending conferences, On the Job Training and Traditional Training Programmes such as classroom-based lectures.

Question 9

Please rank from 1 to 4 who you feel is most responsible for your personal and professional training and development (1 being most responsible and 4 being least responsible)



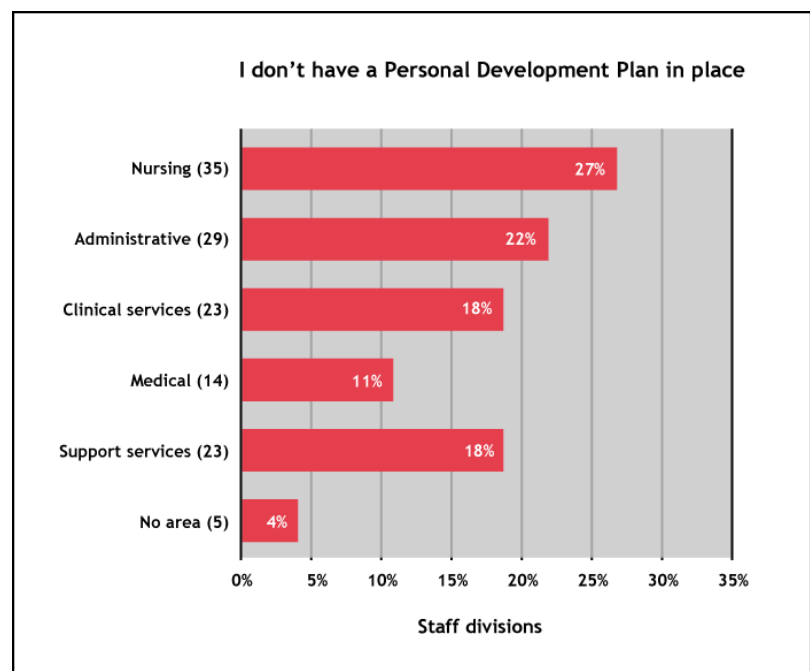
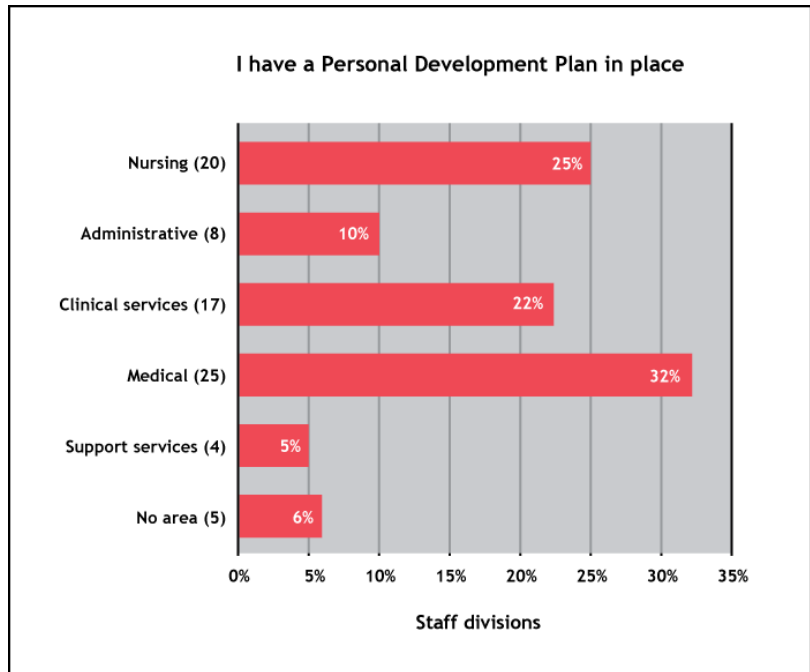
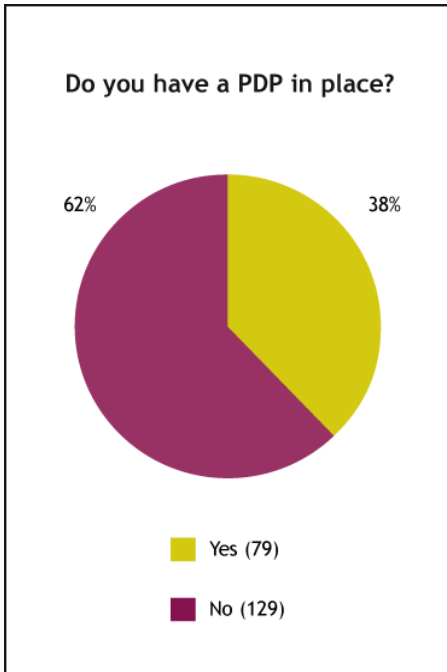
Ranking:

- Most responsible: Myself
- Second most responsible: My Manager
- Third most responsible: The L&D Department
- Least responsible: The Organisation

Question 10

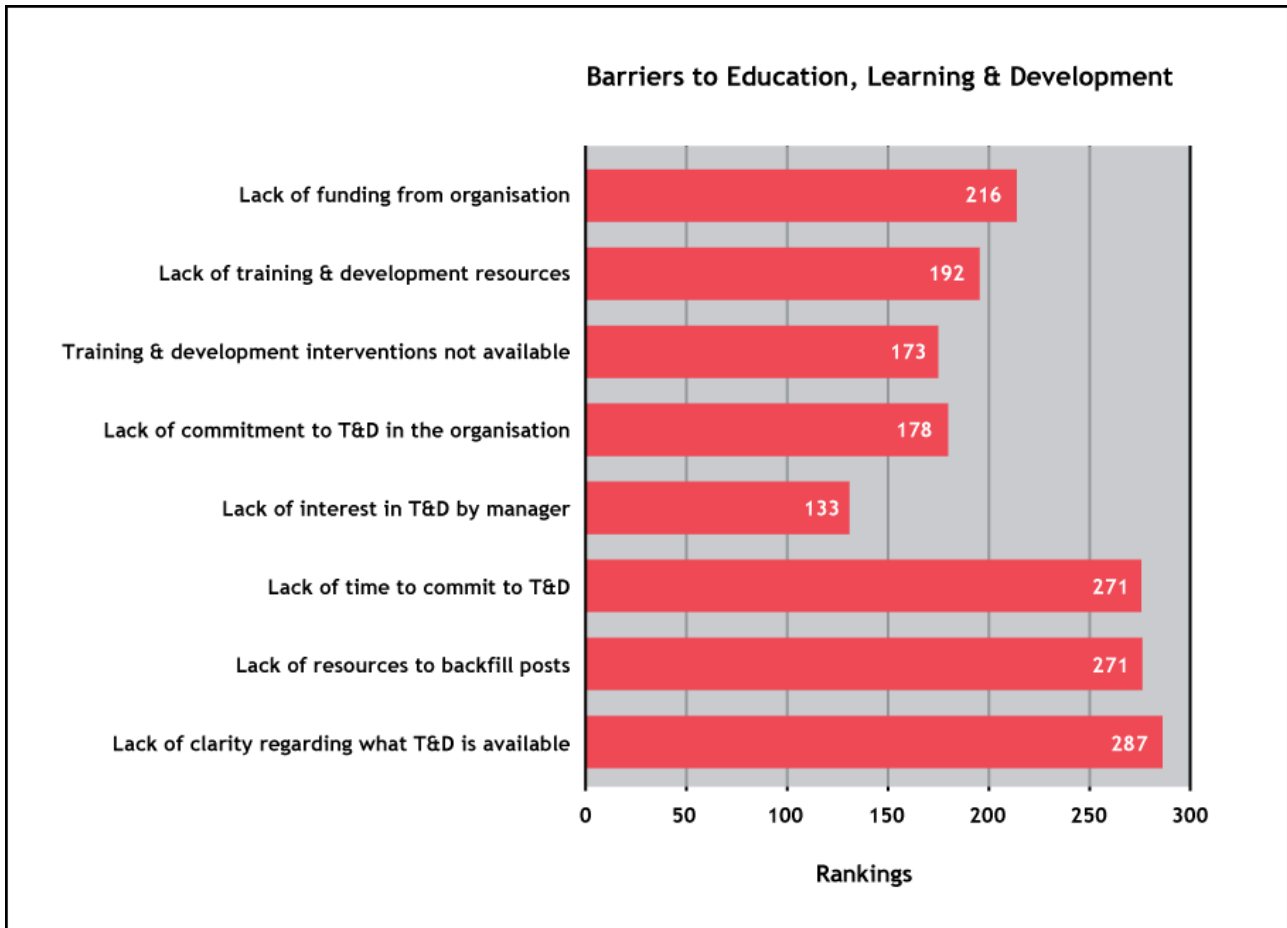
Do you have a personal development plan in place?

208 people responded to this question. 62% of respondents did not have a Personal Development Plan in place, this is consistent with the negative response to the question relating to career planning. Of respondents who answered yes to this question on PDPs the majority belonged to Nursing, Clinical Services or Medical Professions.



Question 11

Please rank from 1 to 3, the top three barriers to your education, learning and development.

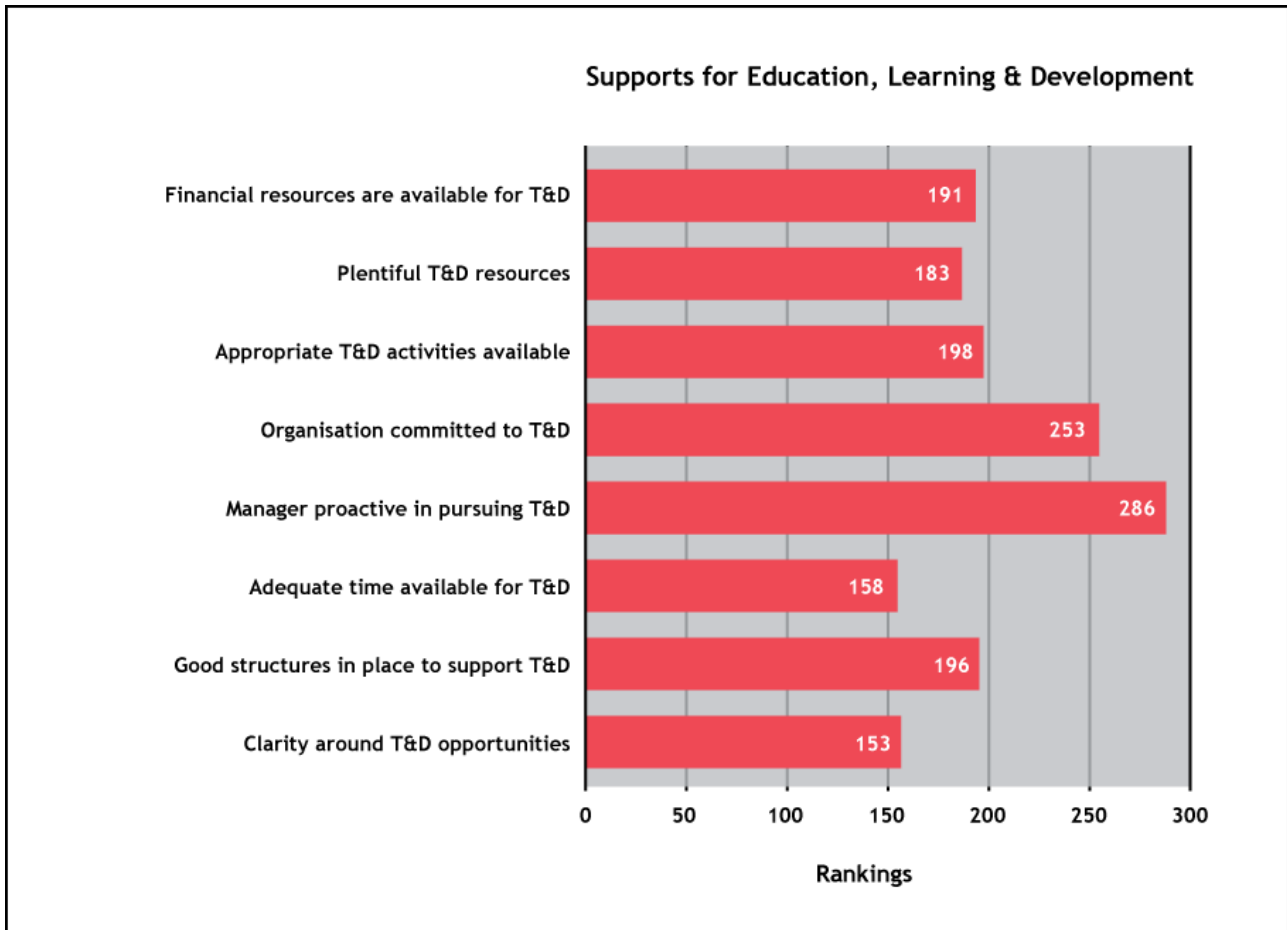


The top three barriers to education, learning and development are:

- Lack of clarity regarding what training and development is available
- Lack of time to commit to training and development
- Lack of resources to backfill posts

Question 12

Please select the top three supports to education, learning and development you have experienced.



The top three supports to education, learning and development are:

- My manager is proactive in pursuing my training and development
- The organisation is committed to training and development
- Appropriate training and development activities are available

L&D Questionnaire: Summary of Key Findings

Proportionately the clinical services staff and medics were the highest respondents with administration and nursing staff following. This reflects in some way the categories where Learning & Development is of more relevance to their current working routines. There was a strong sense that the organisation and individual line managers place a high importance on Learning and Development:

The opportunity to pursue further academic qualifications was not widely available, and this was strongly felt amongst administration and support staff.

The absence of career planning and individual personal development planning was reiterated and many staff reported to have received none/or very little development other than mandatory training/updates. When this is matched with the fact that many in-house programmes are often less than full, it reaffirms the challenge of providing access to Learning & Development without undue interruptions on the service.

The value or indeed importance of learning on-the-job from colleagues and mentors is not widely understood, particularly outside of the professions and this is something which the strategy wishes to firmly address. The responses to the equality of access question are interesting and although the overall response is positive the trends identified for those who reported in the negative are more telling about the reality of this.

Although not many reported being denied access to training the majority of all respondents received less than 5 days training inclusive of mandatory training.

Of those who did attend training, there was a preference towards external conferences, traditional training programmes and classroom based lectures. There was a strong acknowledgement that staff have a large personal responsibility for their own development supported by interest and attention from line managers.

All in all the responses in the survey represents a small sample of the overall 4,000 employees. Nevertheless the patterns and trends have been very useful helping to sharpen the focus of the Learning & Development strategy.

It is clear that broadening the understanding of what constitutes learning and development and education is worth paying attention to. It is also obvious that staff seek better career planning and development support. The objective of improving the access to Learning & Development at all levels is very much needed. Finally the level of initial interest and response rate combined with a strong sense of commitment to our own development and to that of our employees creates a solid foundation upon which to launch and implement the Learning & Development strategy.



B.
Personnel
involved

Learning and Development Strategy Steering Group

<i>Name</i>	<i>Title</i>
Kate Costelloe	Head of Learning & Development
Gus Mulligan	Financial Controller
Marie Keane	Director of Nursing
Patricia Owens	HR Director
Anne McNeely	Head of Organisational Development
Angela Connolly	Patient Representative Manager
Liam Duffy	CEO, Beaumont Hospital
Rozanne Barrow	Head of Speech and Language Therapy
Margaret Swords	Deputy CEO
Cathal Kelly	Dean RCSI, Professor of Surgery Beaumont Hospital
Deborah McNamara	Consultant General and Colorectal Surgeon, Beaumont Hospital
Peter Mc Loone	General Secretary, Impact
Angela Fitzgerald	Network Manager HSE
Anthony Staines	Professor of Teaching and Learning DCU
Alan Smith	General Manager National SKILL Programme

Learning and Development Strategy Working Group

<i>Name</i>	<i>Title</i>
Kate Costelloe	Head of Learning & Development
Suzanne Dempsey	Divisional Nurse Manager A&E, OPD
Donal Rorke	A/IT Manager
Derek Darbey	Head of Patient Services
Bernie Kerin	Post Graduate Nurse Education Co-ordinator
Fiona Keogan	Physiotherapy Manager
John Sheridan	Catering Training Officer
Stephanie McDonnell	Patient Services Manager
Niamh Kane	IT Training Officer
Aileen Killeen	A/Medical Manpower Manager
Deirdre Kerins	Management Accountant
Breege Finn	Cardiology Nurse Manager
Paul Gregory	Deputy Manager Supplies
Mary Conway	Clinical Nurse Specialist
Niamh Tallon	Patient Services Manager
Fiona Edwards	General Services Manager
Muirne Spooner	Non Consultant Hospital Doctor
Declan Reilly	Manager Technical Services Dept.
Clare Lewis	Clinical Nurse Specialist
Anne McMEnamin	Radiology Manager
Pauric Reilly	Laboratory Manager
Fiona Crotty	Laboratory Training Officer
Adele Ryan	Recruitment Manager -HR
Barbara O'Toole	ECG Dept Manager

Interviewees

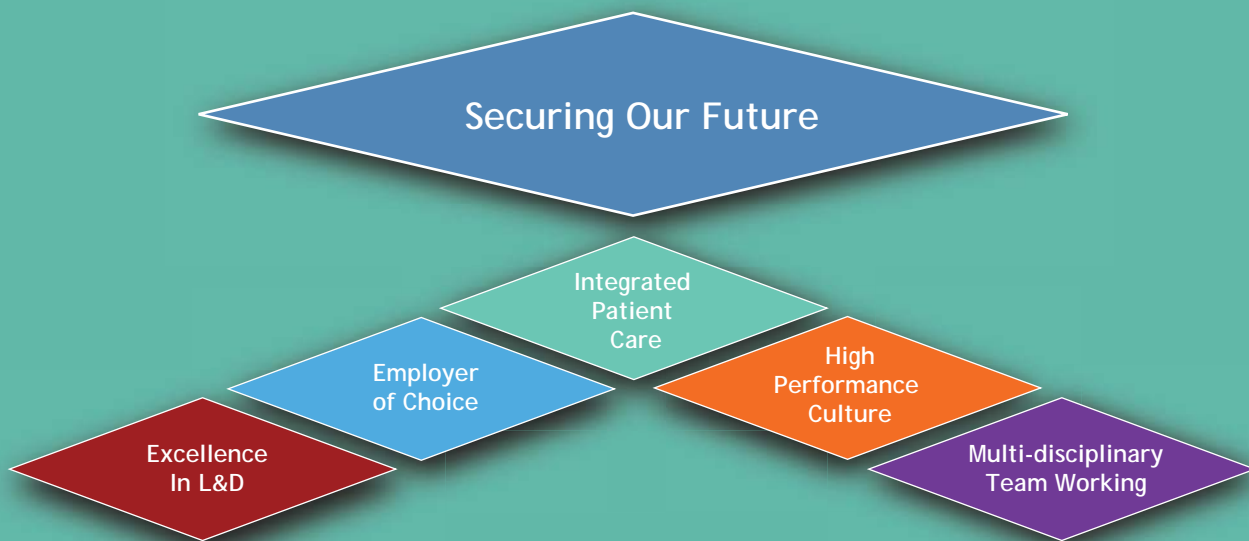
<i>Name</i>	<i>Title</i>
Gus Mulligan	Financial Controller
Patricia Owens	HR Director
Susan Hawkeshaw	Nursing Practice Development Co-ordinator
Gerry McElvaney	Vice Chair of Medical Executive, Professor of Medicine, Beaumont Hospital, RCSI
Marie Keane	Director of Nursing
Helen Shortt	Business Planning & Performance Manager
Liam Duffy	CEO
Margaret Swords	Deputy CEO
Ann Marie O'Grady	Head of Clinical Services
Muirne Spooner	Specialist Registrar in Respiratory Medicine
Donal O'Shea	Chairman of the Board, Beaumont Hospital
Catherine Dunleavy	Community Care
Bernie McNally	Therapy Adviser to HSE
Alan Smith	General Manager National Skill Programme
Siobhan O'Halloran	Director of Nursing Services, HSE
Anne Marie Ryan	Chief Education Officer, An Bord Altranais

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Beaumont Hospital Learning and Development Strategy 2009-2014



L&D Framework

>> What is the L&D Strategy?

As a leading-edge teaching hospital, Beaumont is committed to creating an environment that supports learning and development for all staff. This is the key to achieving excellence in patient care and to enabling high performance teams working across professions and disciplines.

The L&D Strategy sets out the principles and main objectives and includes a detailed action plan outlining a progressive range of activities and interventions aimed at supporting individuals and improving the overall performance of the hospital.

>> Who will benefit from the Strategy?

The L&D Strategy is designed to directly support all employees. The actions include a wide range of activities which incorporate:

- _ Continuous professional development;
- _ Mandatory and legislative updates;
- _ Corporate and organisation-wide learning events;
- _ Personal development and career progression supports;
- _ Improved infrastructure and learning supports.

Patients and their families will also benefit as a result of enhanced opportunities to contribute to services decisions and improvements and through improved quality of care.

>> When will the Strategy be implemented?

As the strategy was designed to build on existing learning, development and education activities, many of the initiatives are underway in some, if not all, parts of the hospital.

The Strategy covers a period from 2009 to 2014 thus reflecting the need for a phased approach and for resource planning and investment over time.

>> How will Strategy be implemented?

A framework comprising five core work streams has been constructed.

- _ Excellence in Learning and Development
- _ Employer of Choice
- _ Integrated Patient Care
- _ High Performance Culture
- _ Multi-Disciplinary Team Working

Detailed actions and indicative timelines have been developed for each work stream and an overview of the main actions follows.