

Fellows Induction Pack 2024-2025

NHSE Yorkshire and the Humber
Future Leaders Programme



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Foreword

Good leadership is essential for patient safety, and for improved patient experience and outcome. It does not come about because of some happy accident; good leadership needs to be grown and developed. NHS England has chosen to invest in the next generation of leaders by creating these Fellowship opportunities. This is an investment in future patient outcomes and quality of care.

Susy Stirling
Associate Dean & Future Leaders Programme Lead

Introduction

Hello and welcome to your new post as a Future Leaders Fellow. We hope that this guide is a useful introduction to the structure of the programme and your new post – which is likely to be quite different to anything you've done before!

Background

The Yorkshire and the Humber PGMDE (Post Graduate Medical and Dental Education) Committee agreed in September 2009 to establish a fixed term Leadership 'out of programme' (or OOP) training opportunity within Yorkshire and the Humber. The 'out of programme' is in reference to how medical, dental, and public health specialty registrars complete their training, and initially the programme was only available to medical and public health registrars. The decision to establish the training opportunity was in response to both a national drive to improve the leadership skills and knowledge of doctors in training and other professional groups, and recommendations from the GMC, following their visit in March 2009. During this visit, they determined that the Yorkshire and Humber Deanery had a gap in its provision of clinical leadership opportunities. In 2016, the programme was opened to other clinical professionals, including trainee dentists, nurses & midwives, allied health professionals, pharmacists, health care scientists, and SAS doctors and dentists.

Current Position

NHS England (NHSE) therefore funds the Yorkshire and Humber Future Leaders Programme (FLP) and is led by Associate Dean Dr Susy Stirling. The FLP hosts Fellows from various multi- professional specialties & settings. The settings include primary care, secondary care, a variety of schools within NHSE, primary care networks, Improvement academies, public health, local authorities, and the voluntary sector.

Each post is individually applied for by a supervisor bidding to host a 12-month post. Each post is a stand-alone experience: posts are not automatically continued once the 12 months is completed.

Cohort Information

Induction

Save the date: Wednesday 7th August 2024, Novotel Hotel Sheffield, 9 am.

You are expected to attend the induction – this will be held in person in Sheffield, so please make every effort to attend. Not only will you be provided with lots of essential information, but it is also a great opportunity to network with other fellows and meet the FLP team. You will receive an email from the FLP inbox with further details, and the agenda, in due course.

All the information about the Programme is on the FLP webpage Information for Fellows, so please familiarize yourself with this – you will find the answers to most questions there!

A word about adult learning

One of the core principles of the FLP is that you are an **adult learner**. What do we mean by this?

Adult learning refers to the process of you gaining knowledge, skills and competence during the year. During your Future Leaders Fellowship, we facilitate a range of learning opportunities: some formal & academic via your PGCert, some additional via the FLP curriculum, some informal through networking and your bimonthly meetings, and some through working practically on your project(s). Rather than following a set curriculum with learning outcomes and workplace based assessments, during your fellowship **you are responsible for identifying your own learning needs and how you are going to address them**. You will do this in discussion with your Educational Supervisor. You may also want to discuss your development with a coach, mentor, peer mentor or FLP colleague. The main ask here is that you are engaged in your own learning and responsive to your own needs.

Please also note that educational courses during the FLP are like any other professional activity, and therefore:

- you are fully present, prepared and committed to learning
- you are punctual and aware of the start and finish times
- you are generous with your contributions and feedback, mindful that your input might help a fellow participants learning
- you are clear and timely in your communication, particularly if your circumstances change affecting your ability to participate
- you practice good stewardship of the resources given to you: you have your own study budget for the year and are considered in how you use it.

How to access additional FLP courses provided for fellows

You can self-enroll on Maxcourse prior to commencing in post. Please change your profession to Leadership Fellow, to ensure that you are able to log onto the relevant courses.

IMPORTANT – PLEASE TAKE NOTE

The curriculum of additional FLP courses, offered to augment your PGCert and your project experience, has been carefully curated in response to fellows' feedback. Courses are offered to support the development of your leadership skills.

They are often costly to run and difficult to source elsewhere, therefore we would recommend attending as many as is appropriate for your particular learning needs. Places are often limited so bear this in mind when you book and ensure this is a firm commitment in your diary. Once your place on a course has been booked, please let us know in good time if your commitments change and you need to cancel your spot.

If you discover that you cannot attend, you must send apologies to the course facilitator and cancel your place via Maxcourse so that is available for another fellow. This is a professional courtesy, as is arriving punctually and staying for the duration of the course. Exceptions to this should be arranged with the course facilitator in advance. Please consider where you attend from if a course is virtual: your location should be quiet and enable you to fully participate e.g. have both video and sound access. Cars, public transport, cafes and public spaces are all inappropriate locations to dial in from. You should not have childcare or caring responsibilities at the same time. Your fellow participants may be sharing sensitive or personal reflections and need to know you are treating their contributions with the respect they deserve.

Be mindful that you are building your reputation as a leader throughout the year: clear and timely communication taking responsibility for yourself and your own learning journey is key. Please do not think 'it doesn't matter if I don't turn up, others will be there.' Non-attendance wastes resources, but perhaps more importantly impacts the running of the group; if a few people simply do not turn up, the session may not be viable. Since the merger with NHSE we are under much closer scrutiny of resources and the ongoing support of your leadership development has been tough to secure.

Poor attendance of a commissioned course may result in it ceasing to continue. Where a course has prep work e.g. completion of a questionnaire, timescales are even more important. Deadlines are set around both the commitments of the admin team and the course facilitator. Please be mindful of the competing time constraints on our admin colleagues - it is simply not possible for them to see and act on inbox emails urgently. To offer the place to someone else, purchase a questionnaire, administer and download it requires several days and sometimes over a week.

Fellows who cancel course places at very short notice or without giving apologies may have future learning opportunities restricted.

You have access to these courses for up to 6 months after your Leadership Fellowship ends.

Blackboard

The FLP VLE includes a library of useful resources, themed discussion boards, and Blackboard 'Collaborate' which is the video conferencing solution offered by Blackboard (this is very similar to Zoom/MS Teams). It is a useful tool for collating information relevant to the current cohort, including the weekly update written by the fellows to the FLP. The platform

remains under evaluation and you may be asked to provide feedback on your experience of using it.

You will be provided with a Blackboard account if you do not already have one. All fellows will be enrolled in the FLP 'organisation' on Blackboard in advance of starting in August, providing you followed the instructions detailed in your welcome email. We recommend you bookmark the Blackboard login page: <https://hee.blackboard.com/> so you can easily log in once you receive your confirmation email.

Maxcourse

This year FLP courses will be accessible via Maxcourse for booking, an email with accessibility guidelines will be sent in due course.

- You will be sent your Maxcourse username, by the FLP admin team
- If you have an existing account, the username will be for your existing account.
- To activate your account, please use the forgotten password link.
- When you log in to your account for the first time, you will need to update your Account Details, in particular your Profession and Personal Details
- The instructions at the top of the Account Details page will guide you to the information that needs to be completed.

Account Details

Warning: Before you can book on a course you must first supply the following information:

- ▶ Profession (required by some courses)
- ▶ Main occupation
- ▶ Speciality
- ▶ Trust
- You can use the Course List or Course Calendar to browse courses in Maxcourse
- To view the Future Leaders courses, change the subject filter to 'Future Leaders Programme', you may also need to change the period filter.

Course List

All regions | All subjects | From now to 1 month | Go

Summary: 17 courses available from now to 1 month

Date	Title	Short description	CPD (points)	Cost (£)	Availability
Fri 14 Jul 2023	Intending Trainer: Teaching on Consultation (GP14JUL23)	This course is only open to prospective GP Trainers who have been accepted onto the FLP. This is one of the mandatory ...	0.000	Free	🟢
Fri 14 Jul 2023	Understanding the fundamentals of Allyship (ED114072023)	The things that underpin allyship are also the fundamentals that underpin inclusivity, so this is an important ...	0.000	Free	🟢
Fri 14 Jul 2023	Coffee & Catch up for Out of Programme Trainees (RTT14JUL23a)	These sessions are hosted by our SupportRTT fellow Rhiannon. We have a relaxed place for an informal chat ...	0.000	Free	🟢

Printable version

- You have access to these courses for up to 6 months after your Leadership Fellowship ends.
- These courses have been arranged and funded by the programme in order to develop your leadership skills. They are often costly to run and difficult to source elsewhere, therefore we would recommend attending as many

courses as possible.

- If you discover that you cannot attend, please cancel your place via Maxcourse as soon as possible or by emailing england.futureleaders.yh@nhs.net This allows the place to be released for another Fellow.
- It is not acceptable to cancel via WhatsApp or at very short notice. Fellows who do so will have future learning opportunities restricted.

Remote Working

Exact working arrangements will differ between posts. You will need to discuss with your educational supervisor either before or within the first few weeks of commencing in post the expectations with regards to in-person/hybrid/remote working and flexible/asynchronous hours.

Remote working can provoke feelings of loneliness and social isolation. It is important to make time to engage with colleagues on a social basis; previous cohorts have scheduled regular 'coffee & catch up' sessions which are informal, virtual meeting spaces with no set agenda. You may also want to arrange your own regional in person catch ups to network with other fellows outside of bimonthly meetings.

Tips for looking after your Physical and Mental Wellbeing at Home (from NHSE guidance):

- **Take a break:** Ensure you have regular breaks and get some fresh air whilst working from home
- **Exercise:** Build physical activity into your daily routine, either by using equipment or other options (cleaning your home, dancing to music, going up and down stairs, online exercise workouts, taking a lunchtime walk)
- **Connect:** Keep in touch digitally with people who you care about. Make plans to video chat
- **Rest:** Ensure you get enough rest, sleep, and eat well. Take care of your nutrition and hydration. Try to eat health, well balanced meals and drink enough water throughout your working day
- **Minimise:** Look after your mental wellbeing and if needed minimise your exposure to the news and have breaks from social media. Do something you enjoy which has a positive impact on your wellbeing.



The Future Leaders Programme

Programme Aims

The aims of the leadership posts are to allow health professionals:

- To develop and enhance skills and competencies that are essential for future leaders, including the nine domains built into the Healthcare Leadership Model
- To experience practical and academic experience in leadership from local experts in the field and via completion of an accredited academic leadership qualification (such as a PG Cert or equivalent)
- To build a network of contacts with local, regional, and national health and social care leaders
- To develop skills in critical thinking, problem solving and reflection, and understand how to create a leadership culture where these skills can flourish, and robust decision making can occur

Programme structure

The aims are usually achieved by undertaking:

- A leadership project(s)
- A Post Graduate Certificate (or alternative academic course) with a healthcare leadership component
- Attendance at courses offered by NHSE or other relevant organisations, such as the Leadership Academy or Improvement Academy
- Engagement with FLP activities such as attendance at the Fellows' bimonthly meetings, contribution to the FLP conference organisations

There are a wide range of formal, informal, and self-directed learning opportunities available to fellows over the course of year. These are mapped to the '[Healthcare Leadership Model](#)'. How these opportunities map to the model can be found in the **curriculum map** ([appendix 1](#)). There is typically a split between the project work and supplementary learning through academic study and personal reflective development, with a third of your time spent on each.

General Expectations

We expect the behaviour of all fellows to reflect the values of the programme and the organisation. The FLP Learning Charter ([appendix 2](#)) was drawn up by the 2021-22 cohort to outline the behaviours and attitudes expected of fellows.

Fellows are expected to engage with the wider FLP cohort, and the formal activities planned for fellows such as induction, bimonthly meetings, FLP courses, and the annual FLP conference.

- **Be courteous:** if you are unable to attend any of these activities for genuine reasons, send your apologies in advance. Less formal activities such as journal club, coffee and catch-up etc are not mandatory but can be a great way to build connections, share ideas and learn from each other.

- **The ethos of the FLP is adult learning:** fellows are responsible for identifying their own learning needs and managing their own diaries. Make sure you are building in enough time for personal development activities as well as project-specific work.

Fellows are required to sign a learner agreement at the beginning of the programme which affirms their commitment to the expected contributions and behaviours during the FLP.

Specific expectations during the year

Fellows are expected to contribute and engage with the wider FLP cohort. This includes:

- Attendance at the FLP bimonthly meetings. Dates of these meetings will be given in August and fellows should do their utmost to attend. If for any reason you are unable to attend, apologies must be submitted to Susy Stirling and the FLP inbox.
- Contributing to and attending the FLP conference: all fellows must submit a poster of work. Some fellows may also present on the day, or speak as part of a panel, depending on the conference structure – this is at the discretion of the conference organising committee, but every fellow is expected to submit a poster on some aspect of leadership.
- Attendance at and engagement with the bespoke courses funded by the FLP to meet the FLP curriculum.
- **Pay it forward:** all fellows are expected to contribute to a social contract with their colleagues, ie to share benefits of learning eg across team, unit, School, patient or advocacy group or group of other learners. This can be in any way pertinent to your own network and should be discussed with your ES at the outset of the year.

By the end of August, Fellows need to:

- Have attended the FLP Induction
- Email the **FLP Learning Agreement** (including learning objectives and personal development plan). This should be agreed with the Educational Supervisor
- Review the **FLP curriculum map** to develop the individual personal development plan
- Consider completing the Healthcare Leadership Model [Self-Assessment](#) and using tools such as the [NHS Leadership Academy App](#) or the [FMLM Navigator](#) to log your progress towards the goals in your PDP
- Consider the need for ethics approval (this would be agreed through your trust).
- Enrol onto a **PG Cert** or choose an alternative form of academic study.

The latest versions of the relevant documents can be found on the FLP webpage [Information for Fellows](#)

For the FLP annual conference:

- Fellows are expected to submit an abstract about their project or learning/personal development. The conference is usually held in February / March – details will follow nearer the time. All supervisors are invited to attend.

At the end of the Fellowship, Fellows need to:

- Consider the need to access Supported Return to Training ([SuppoRTT](#)) resources
- Complete the 'Post Summary Form' which includes an end of year report and list of

outputs

- *within final 4 weeks of post*
- Complete the FLP evaluation form *within final 4 weeks of post*
- *For doctors, public health registrars or dentists in training*, Fellows must declare all locums undertaken on their Form R, as this is the formal record of their whole scope of practice.
- Consider whether they wish to engage in the [Alumni network](#)
- Unless otherwise stated, documents need to be submitted to england.futureleaders.yh@nhs.net

Equality, Diversity, and Inclusion (EDI)

The Future Leaders Programme recognise that many of our NHS colleagues with protected characteristic experience discrimination, exclusion, and barriers which can make progressing in their careers even more challenging. “An inclusive workplace is a place where people feel a sense of belonging and where one can be their authentic self” (NHSE).

NHSE recognise the importance of EDI through their pledge to be an anti-racist organisation and work a ‘distributed leadership for inclusion framework’ amongst other initiatives.

The FLP aims to develop compassionate leaders who recognise, respect, and truly value the need for equity, diversity, and inclusion in healthcare. It is widely recognised that diversity within the workforce and inclusive cultures which value the contributions of all colleagues is linked to increased productivity and innovation, and ultimately, better care for patients.

The FLP is committed to ensuring the scheme is inclusive and that all fellows are treated equitably throughout the recruitment process and during their fellowship year. Much work has been done over the last year to ensure this is embedded into the FLP culture, though we recognise we still have work to do.

Through your PDP you will be asked to identify where you are on your own inclusion journey, where you want to be and how you are going to get there. We hope that the FLP can help you to build confidence to take on responsibility for equity in the workplace.

Tips

- Fellows start in August and are each appointed to a 12 month fixed-term fellowship. It is not possible to delay the start of fellowships according to rotation dates. Starting together as a cohort is really important for group cohesion and development of effective networks over the course of the year.
- Your development over the year should generally be equally split between your PG Certification, your project work and personal development. The specific work agreements of the post should be agreed with your supervisor.
- This is a year to really invest in your own professional and leadership self-development. It is different from our normal ways of working, so, for one year, enjoy identifying and focusing on your own development goals! Make sure you discuss with your Educational Supervisor and/or coach what goals are appropriate for your year and how you are going to meet them. Ensure these include adequate 'stretch' for you.
- There will be no clinical commitment/on-call/rotas mandated within your contract. Normal hours of work should be clarified at the outset of the year with your Educational Supervisor. Some Fellows like to keep up their clinical skills, but this must not get in the way of the Fellowship year commitments. It is not permissible to undertake clinical work during normal working hours. It is only permitted during your own time. All Fellows need to sign a locum / bank work agreement form by the end of August at the start of their fellowship and discuss this with their ES. Please note that any clinical work must be declared on Form R.
- You will manage your own diary, which is likely to be different every week. Take your time to experience and explore new opportunities whilst developing your own ideas and connections.
- Network! The success of your projects, and your development as a leader in the future, may be helped by the contacts you will make during this year.
- These contacts may be made at the Fellows' bimonthly meetings, conferences, learning events, via social media, LinkedIn or at any of the other meetings and opportunities you attend during your year.
- Don't be afraid to ask to attend meetings and meet or shadow leaders. Most people are delighted to have you interested in their work.

Fellowship Activities

Leadership Project

Depending on the nature of your post you will usually undertake one or more leadership projects. Some aspects of these may be determined by your supervisor, although you should expect to have autonomy in how you 'lead' this. The specifics of your project may change over the course of the year reflecting changes in strategic and political health priorities as well as new opportunities which arise during the year.

Post Graduate Certificate (PG Cert)

NHSE provides funding for an academic qualification during the year. Fellows are allocated a study budget of £3600 for this purpose. Many fellows choose to undertake a PG certificate with a Higher Education Institution although any course with a leadership element may be undertaken. Your choice of course should be discussed with and supported by your supervisor.

The FLP does not endorse any one course and supports diversity in learning opportunities. For further details and comments from previous Fellows please see the list of **PG Certs and other academic opportunities** on the [FLP webpage](#). Additionally, a good source of information on courses is from previous Fellows - so do ask! You should have already been provided with a document detailing some of the courses undertaken in the previous cohort. Make sure you do your homework and find a course that is right for you. Please note that we recommend applying early to avoid disappointment, as many courses get booked up quickly.

To request confirmation of sponsorship, please complete the PGCert Sponsorship Form (<https://forms.office.com/e/ppSUWWaaSP>). The form will be submitted to the FLP admin team. If approved, the admin team will request a purchase order for the cost of the tuition fees and provide you with formal confirmation of sponsorship."

Further information can be found on the FLP webpage [Information for Fellows](#), under 'How do I apply for my postgraduate certificate (PG Cert)?'.

FLP Courses

These courses have been arranged and funded by the programme to develop your leadership skills. They are often costly to run and difficult to source elsewhere, therefore we would recommend attending as many courses as possible. Places are often limited so reply as soon as you know you can attend. If you discover that you cannot attend, you **must** send apologies to the course facilitator and cancel your place via Maxcourse so that is available for other fellows to book. Information on how to do this can be found on the FLP webpage [Information for Fellows](#), under 'Cancelling courses / conference places'. Fellows who repeatedly cancel course places at very short notice or without giving apologies may have future learning opportunities restricted.

FLP Bimonthly Meetings

These meetings aim to promote networking with colleagues, encourage collaborative working, contain an educational content relevant to leadership and encourage group

cohesion amongst fellows of the Future Leaders Programme.

- All fellows are expected to attend – they are for your development and networking and there is an expectation that you contribute to them. Apologies such be sent in advance if you are unable to attend.

Meetings are held every other month with the dates for the year agreed at the beginning of each cohort. Meetings may either be in person or virtual, depending upon the preferences of the cohort and availability of presenters. In person meetings should rotate around the three main localities (South, West, East).

Meetings are a great opportunity to meet other Fellows, discuss your experiences, and support one another. Components of the meeting which fellows may contribute to include:

- Area of experience
- My journey
- My project

External speakers may also be invited to offer specific expertise on relevant leadership topics.

FLP Annual Conference

The Annual Future Leaders' Conference takes place in Spring each year. In 2021 and 2022 the conference was held as a virtual event and as an in person event in 2023 and 2024. The entire conference is organised and delivered by Future Leaders Fellows, chaired by the Fellows to the FLP. The budget for the conference is provided by NHSE but is managed by fellows.

Expressions of interest to join the conference committee are sought in August each year. The theme of the conference is determined by fellows, typically based upon topical leadership issues. The conference also provides opportunity to present work on quality improvement and leadership related topics for healthcare professionals across the region.

- FLP Annual Conference is usually held towards the end of each financial year, specific timing decided by conference committee.
- Target audience: Current, past, and potential leadership Fellows, supervisors, NHSE executives, potential bidders etc, healthcare professionals at all levels with an interest in leadership
- Previous conferences attendances between 170 (in-person) and 275 (virtual) places

All fellows are expected to submit a poster on some aspect of leadership to the conference whilst in post. This provides an excellent opportunity to get a poster publication on your CV.

Please see the [FLP Conference](#) webpage for further details.

Supervision

Fellows are encouraged to reach out to their Educational Supervisor before commencing in post to arrange a pre-meet; this can be helpful in forming connections and establishing expectations.

Within the first few weeks you should organise a project-specific induction. Fellows and supervisors should meet to establish:

- the remit and purpose of the project,
- consider what the measures of success will be
- how the fellow’s week may be spent

This induction should also be used to discuss the fellow’s personal development needs and to identify strategies to achieve these. You should also reflect on your learning needs relating to EDI in leadership – some prompt questions are provided within the personal development plan (PDP) to help facilitate this.

Learning outcomes should be reviewed periodically during and at the end of the fellowship year.

- Ensure you have regular supervision meetings: fellows who meet regularly with their supervisors have recorded better satisfaction and productivity during the year. Ensure that supervision focuses not only on the project, but also on the personal development.

You may also wish to seek out other mentors or sources of supervision. It is important for project momentum to meet with other leads within the host organisation (directors, chief executive) at an early stage. Your supervisor should be able to help facilitate this, along with other senior executive introductions.

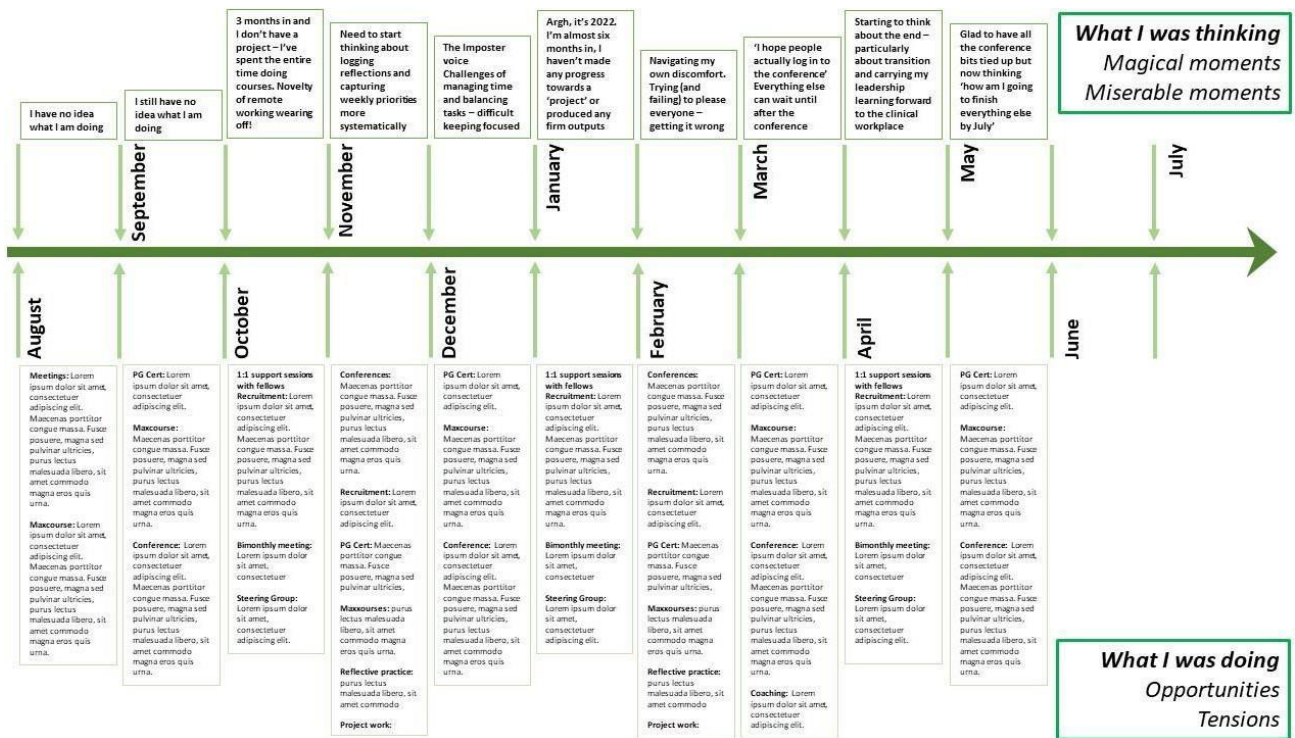
Reflection

There are many ways of recording your activities over the course of your fellowship year. It is a good idea to get into a routine of regularly reflecting on learning events as they take place. The following are suggestions which previous fellows have found helpful; you may try several methods before finding one which fits for you.

- Record progress is through an adapted version of the PDP, keeping notes on 1:2:1 conversations with supervisors and mentors and documenting steps taken to achieve objectives (see example below).

<i>May 6, 2022</i>	<i>Example: Wellbeing/ Work objectives</i>	<i>Example: Agreed to book in annual leave through to September to maintain wellbeing. We reviewed work objectives set and progress towards these.</i>
Click or tap to enter a date.		

- Keep a weekly or monthly log or review helpful in terms of tracking their progress. These can be linked to the main objectives which you are prioritising at any given point. One method that some fellows have used is a ‘[Friday Reflection](#)’ which helps you to identify the small victories each week and prepares you for starting the following week off on the right foot. Another method is to record your progress in a more visual timeline of your learning journey:



- You may also wish to keep notes on your progress on a regular (e.g., monthly) basis using the following prompt questions:
 - What have you delivered?
 - How did you do that?
 - What has gone well?
 - What did you find most challenging and why?
 - What learning will you take from this into future objectives or projects?
 - Do you have any development needs?

Specific leadership portfolio tools are available in the form of the [NHS Leadership Academy App](#) or the [FMLM Navigator](#) to log your progress towards the goals in your PDP.

Reflective Writing

As you embark on your PG Certificates or equivalent academic learning on leadership you will be asked to reflect on the activities that you have been undertaking which are shaping our leadership (be that courses, meetings, or podcasts). Here are two simple guides to getting started with reflective writing:

[Reflective Writing - YouTube](#)

[Introduction - Reflective Practice Toolkit - LibGuides at University of Cambridge Subject Libraries](#)

Another part of reflective practice is to engage in critical thinking. You may find the following resources a useful starting point in developing your own critical thinking:

[Samantha Agoos: 5 tips to improve your critical thinking](#)

[3 Simple Habits to Improve Your Critical Thinking \(hbr.org\)](#)

Coaching

Fellows are encouraged to engage with the programme offered by NHSE. This is open to all fellows, regardless of professional background.

Coaching is time for you to think. Your coach won't judge you or give you advice. This means it is ok to talk about anything that you feel gets in the way of you doing your best at work. You can really think things through in a way that is different to talking things over with a friend, partner, TPD or Educational Supervisor - all people who tend to have another agenda for you. Your coach will support you, and challenge you if necessary, to help you reach a conclusion that is helpful and meaningful to you. Coaching is a normal professional activity in other high responsibility jobs.

You can have up to six sessions of free coaching with a coach. It is up to you when you start coaching, individuals will derive benefit from coaching at differing times during their FLP year.

Please see the [Coaching](#) section of the website (under Learner Support)

360 Feedback

There is funding available for all fellows to complete a 360° feedback process using the [NHS Healthcare Leadership Model 360° Feedback Tool](#). This is an online tool, which gathers information from raters via an anonymised online form, and then comprises a 2-hour facilitated feedback session. A 360° appraisal can be undertaken at any point of the Fellows choosing during the year, but it is probably most useful if undertaken in the latter half of their year. This leaves time to identify development areas and an action plan to address these, leaving enough time to work on any development points.

Further information can be found under [Information for Fellows](#).

Fellows' Networks

There are some trusts that offer a local Fellows' network, which you may wish to consider in your trust. Here are some examples below.

At **Leeds Teaching Hospitals NHS Trust**, Ali Cracknell (Consultant in Medicine for Older People and Associate Medical Director for Quality Improvement) oversees and supports the 'corporate-funded' leadership posts. As a group of CLFs from different professional backgrounds, they work together as a group at LTHT, whilst each has their own project area of work, together they are given leadership opportunities and responsibilities at Trust level too.

Examples of the opportunities for the fellows include:

- Meeting each Executive Director and senior leader; this includes Chief Executive Officer, Chief Nurse, Chief Medical Officer, HR Director, Chair of the Trust, Director of Risk, and Chief Operating Officer. These meetings often offer an opportunity to discuss the leaders' journey and how they have developed their leadership skills, alongside increasing an understanding and awareness of their role within the wider operation of the trust.
- Shadowing Executive Directors and senior leaders on executive ward rounds and virtual or face to face meetings, including participating in the "Walk in my Shoes" programme, tactical and command meetings, medical directorate meeting, workforce planning, finance, quality, and risk meetings.
- Supporting the Trainee Doctors' Body, by running the trainee doctors' awards and tackling trainee doctors' morale. Working alongside the Chief registrar to host the Junior doctors' awards and be involved with the shortlisting of the nominations.
- Hosting AHP day within the trust and be involving in other staff celebration events.
- Involvement in quality improvement (QI) projects, and being involved in QI collaboratives within the trust, this includes opportunities to lead on improvement projects and interventions, and see how small-scale changes can be spread across a large organisation, alongside working with patient quality partners
- Developing the leadership programme for the future, shaping and
- developing future innovative posts, being involved in recruitment and interviewing.

At **Sheffield Teaching Hospitals NHS Foundation Trust (STH)**, Sandi Carman (Assistant Chief Executive) holds bimonthly meetings with fellows and Graduate Management Trainees from STH. These meetings are also open to other fellows from other trusts in South Yorkshire.

Sheffield Leadership Connections host monthly interactive webinars for aspiring leaders to network and connect, with guest speakers covering a range of leadership topics. Initially set up for networking across South Yorkshire, though all fellows from across the region are welcome to join. Sheffield Leadership Connections can be found on Facebook, [Twitter](#) and [Eventbrite](#) where their events are publicized.

Administration

Terms of Employment

Through a secondment agreement between NHSE, you may be paid by a different organisation to the one you are working in. For medical and dental trainees this is typically Hull University Hospitals Trust For public health trainees this will be Leeds Teaching Hospitals

For other healthcare professionals it will be their seconding organization (for their substantive post).

Whoever pays you is your employer, and you are bound by their terms and conditions.

You are not expected to work clinically during the fellowship. In exceptional circumstances you may be asked to redeploy (such as COVID related pressures in previous years but not standard winter pressures). It is not permissible for the fellow to undertake any other form of employment during normal hours of work. Undertaking additional/alternative employment during normal work hours of a fellowship is fraudulent behaviour and fellows doing so may be subject to disciplinary procedures by their employer, NHSE and their professional regulator. This includes fellowships that are part-funded by the fellow's substantive post or organisation. Please consider carefully clinical work that is related to the project.

If you are asked to work clinically, please contact the Future Leaders Team who will support you with negotiating additional clinical commitments with your FLP responsibilities.

Less Than Full Time (Part-Time Employees)

The Future Leaders Programme is keen that working Less Than Full Time (LTFT) should not be a barrier to anyone wishing to undertake a Fellowship. However, it is important to note that:

1. The Fellowship year is a full and challenging year, with many additional opportunities, plus the commitment to undertake a PG Cert. It is worth discussing your work pattern and commitments with your supervisor before taking up the post.
2. Funding is predominantly time-limited to one year so Fellows working LTFT should complete their Fellowship alongside their full-time peers. Funding does not carry-over to enable an extension. The Educational Supervisor must be supportive of the Fellow undertaking their project on a part-time basis and it must be recognised that CPD will form 50% of their time at work.
3. The individual study leave allocation of £3,600 should be accessed only during the Fellowship and cannot be utilised once the Fellowship has ended. A Fellow working LTFT may be granted an extension to their PGCert, but this agreement would be out-with the Future Leader's Programme.
4. For doctors in training, any extension must be prospectively agreed with Training Programme Director.
5. For those with exceptional circumstances meaning they cannot work more than 60%, there is an option to extend their fellowship over 18 months. This should be discussed

and agreed with Dr Susy Stirling and the FLP team prior to the start of the fellowship, alongside discussion with the educational supervisor. For more information please see the LTFT working policy on the website

Study Leave

Fellows follow a curriculum, which identifies learning opportunities that may be explored over the course of the fellowship. Fellows are provided with a study budget, which you can use to complete a PG Cert and/or attend other events or courses useful to your personal development in the leadership domain.

All study leave requests, outside of contact sessions for PG Certificate/Academic qualification and FLP run courses, need to be completed on the study leave form.

Before requesting study leave funding, first discuss the activity with your Educational Supervisor to secure their agreement for the educational appropriateness for the activity and agreement that you can be released for the duration of the course/conference.

Once you have secured Educational Supervisor support, please complete the Study Leave Form (<https://forms.office.com/e/SK1VKiLRaB>). The form will be submitted to the FLP admin team and forwarded to the Associate Dean for consideration. If approved, the admin team will send you formal confirmation and reimbursement instructions.

Please send requests at least 4 weeks in advance, otherwise we may be unable to process requests at short notice. Please complete all fields to avoid delay. Your request will be considered taking the following factors into account:

- Overall study budget available is £3600; to include the cost of the PG Cert/equivalent academic qualification and other professional development opportunities over the 12-month period of the fellowship. NHSE will cover costs associated with study leave during your Fellowship
- Any costs associated with your project, including travel, should be funded by your School (incase of 100% NHSE costs) or your employer (in cases of 50/50 funded posts).
- Requests exceeding the overall study budget will not be considered, if you choose a PG Cert or equivalent exceeding the allocated budget you will be required to self-fund the remaining cost

Training activities completed during the FLP year which are related to your speciality will be at the discretion of your FLP supervisor. You should also seek agreement from your parent school, TPD or substantive team. This will not be covered by the FLP study budget.

Expenses

Expenses related to your project and study related to the FLP curriculum, such as excess travel and parking, are claimed and paid via your employing trust

For information about how to set up your account, contact your employing trust (see [key contacts](#)). This can sometimes take a while to set up.

- Further information is on the FLP webpage [Information for Fellows](#), under 'Requesting Funding for Additional Courses / Conferences'.

Research Approval for your Leadership Project

Do I need research approval for my project?

During your FLP year you will carry out a quality improvement or service evaluation project. These projects should NOT be ones that are classed as research, or which require NHS Research Ethics approval. This is because the research approval process takes several months to obtain, and you are unlikely to be able to complete a research project within the remaining time available. From August 2024, we will be asking the named link for the host institution to check this before a bid for a fellowship project is submitted.

You can check and see if your project is classed as research using this 'Decision Tool' from the HRA <http://www.hra-decisiontools.org.uk/research/>

This tool also has a useful table with explanations about the difference between research and service evaluation.

Can I publish my project?

If you intend to publish your work in a traditional academic journal then it is important to identify a journal that can publish this, e.g. one that publishes service evaluation work with a new methodology. A good example is BMJ Quality and Safety.

If you wanted to publish work that was specific to a specialty (e.g. Psychiatry, Paediatrics or Public Health) it is worth contacting the journal to see if they would publish these sorts of initiatives under the service evaluation umbrella.

What if my project changes and it is now classed as research?

Things can change throughout a fellowship, and your project may evolve into something that is research. In this situation, you need to have a discussion as soon as possible with your supervisor about whether the project is suitable for completion within the FLP year. Your supervisor is responsible for ensuring that you have access to the necessary support, whether academic or service evaluation.

Indemnity

In terms of indemnification of work undertaken by Future Leaders, cover is provided under the NHS Resolution scheme for Fellows undertaking service evaluations. This would normally be through the Fellow's employer. Where however the project primarily benefits NHSE rather than the employing NHS trust, it has been agreed that NHSE indemnifies the employer, and that NHSE will take the lead in the unlikely event of any litigation arising from the Future Leader's work.

However, where the project primarily benefits NHSE rather than the employing NHS Trust, it has been agreed that NHSE indemnifies the employer. Therefore, NHSE will take the lead in the unlikely event of any litigation arising from the Fellow's work.

Doctors and dentists in training should contact their medical indemnity provider to advise them of their change in role, you should also consider whether you wish to undertake locum work within a trust as this may alter the premium paid.

Extensions

Fellows are appointed to a 12 month's fixed-term post. This means that if you take any statutory leave or work Less Than Full Time (LTFT), your post will not be automatically extended. There is an extension process for parental leave, significant periods of sick leave, exceptional circumstances, or unforeseen changes.

The current extension policy can be found on the FLP webpage [Information for Fellows](#), under 'I am a current Fellow and would like to extend my Fellowship, how do I apply?' and also under the documents section at the end of the webpage.

If you would like to remain in post longer than 12 months, then an FLP OOP extension form must be submitted together with any supporting documentation to Future Leaders inbox. Applications for an extension must include:

1. Formal letter, for the attention of the Postgraduate Dean (PGD), outlining the personal reason(s) for requesting an extension
2. Letter in support of extension from the Supervisor of Future Leaders Programme Project.
3. Letter in support of extension from the Head of School of your parent specialty (for medical, dental, or public health registrars in training only) or your substantive manager.
4. Letter from a budget holder within employing organisation (for posts which are Trust-led projects funded by Trust only) confirming funding is available for duration of the extension.

Please note that a letter from a budget holder within the employing organisation is not needed if the post is funded and led by Health Education England – Yorkshire and the Humber / a School funded post. If you are in doubt as to who funds your post, please seek clarification from your Project Supervisor.

These items should be collected and sent to the Future Leaders inbox at england.futureleaders.yh@nhs.net

Applications will be reviewed on a case-by-case basis. If approved, you are still required to submit the regular OOP extension form to your training programme director and Associate Dean (for doctors/dentists in training only). Approval is related to the extension of the Fellowship, NOT a certification that the training programme can accommodate the extension. Appropriate and timely communication must occur with your Training Programme Director/Line manager to discuss this.

Workplace Wellbeing

The transition from a clinical environment to a leadership role, where you are expected to undertake a much more self-directed workload, can be challenging. Remote working can provoke feelings of loneliness and social isolation. Exploring leadership topics can also be uncomfortable, particularly those which explore polarisation and opposing opinions. You should seek support from your educational supervisor if you are having difficulties adjusting to the new ways of working.

Additional support is available from NHSE through their counselling and psychological services. Counselling can be a helpful process for individuals to share what they are worried or stressed about, for example issues of self-confidence, self-esteem, depression, anxiety, bereavement, relationship breakdown and addictions. This is accessible on a confidential, self-referral basis. [Counselling and psychological support | Health Education Yorkshire and Humber \(yorksandhumberdeanery.nhs.uk\)](https://www.yorksandhumberdeanery.nhs.uk)

HEE values and behaviours



Our values and behaviours

The golden thread that connects all of our values is the need for a people-centred approach. Having developed these values together, we are ensuring we are putting people first and being the best possible version of ourselves. Here you can see each of our four values and the behaviours that support them.

Responsible

We will be proud of doing things right, taking personal and collective responsibility for our actions We will act as role models and challenge poor behaviour
We will communicate clearly and openly, helping each other to contribute to our work.

Fair

We will prioritise fairness, consistency, and equality
We will respect and value everyone as a person - regardless of role, function or grade
We will think and speak well of each other, recognising talent and commitment, not hierarchies

Confident

We will celebrate, recognise and thank each other for our performance and contribution We will promote creativity and respond positively to feedback to help us do better
We will support each other to fix things and learn lessons when we make mistakes or things don't turn out as planned.

Inclusive

We will celebrate and respect our diversity and differences to ensure everyone is included We will be warm and approachable and treat each other kindly
We will be considerate, including respecting boundaries between work and home lives.
We ask that everyone at NHSE takes individual responsibility for upholding our NHSE values; helping to embed them in everything we do.

NHSE Y&H Offices

Postgraduate Medical and Dental Education (PGMDE) occupies three offices in Hull, Leeds, and Rotherham. Currently NHSE staff are working hybrid and you should discuss the expectations of home or office working with your Educational Supervisor. All fellows who are undertaking a School based post (100% FLP funded) has the option to work out of any of the three offices listed. All offices operate hot-desking system meaning staff have to book a desk for any days they plan to work from the office and bring their equipment (dual monitors and laptop charges are available at every desk). Please use the linked desk booking system to arrange as you require. You may of course wish to work from a flexible location, including your home and we'd encourage you to discuss this with your ES.

Be mindful that working from home for long stretches can be isolating and plan around this. You may want to meet up with other fellows working in your locality, or who are working on similar project themes. Fellows bi-monthly meetings as well as other sessions such as journal club are a really good way of ensuring that you stay connected with colleagues and to the programme, and these will be delivered virtually for the foreseeable future.

Hull - Willerby Hill
Health House, Grange Park Lane, Willerby, Hull, HU10 6DT Reception: 01482 421180
Leeds: Blenheim House
Blenheim House, Duncombe Street, Leeds, LS1 4PL Telephone: 0113 887 1688
Rotherham: Riverside House
Floors 1 & 4, Rotherham Borough Council, Main Street, Rotherham, S60 1QY

For further information see:

https://www.yorksandhumberdeanery.nhs.uk/about_us/our_offices

NHSE Account

If you are working solely within NHSE (100% FLP funded post), you will be given an NHSE email address and full access to the NHSE network (Office 365) for the duration of your Fellowship. To enable this HR must put a temporary secondment agreement in place to facilitate network access for governance purposes. You will be contacted before your start date setting out arrangements for the secondment and the steps you should take to fulfil the requirements set out by NHSE Human Resources.

Issues related to accounts and NHSE email should be directed to IT North

- Telephone: 0113 8871726
- Email: IT.North@hee.nhs.uk

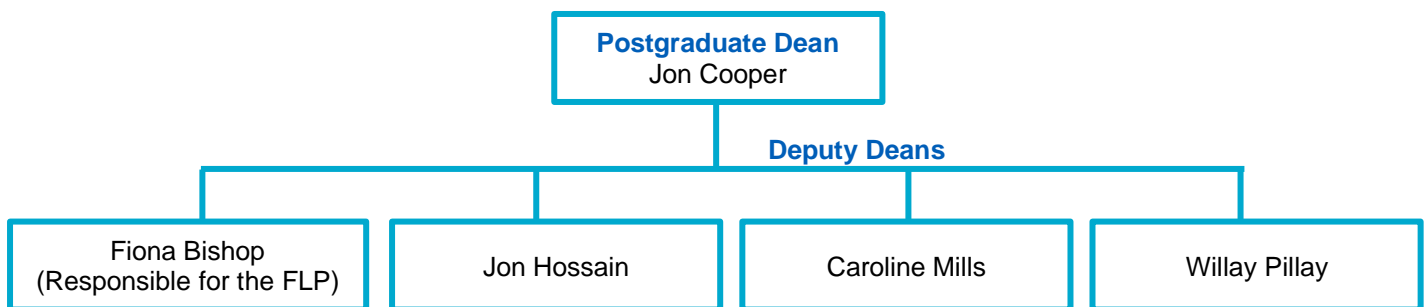
The full range of email and Office 365 services can be accessed at www.office.com. You can also access the intranet site '[NHSE Hub](#)' site using your NHSE acc

NHSE Branding

NHSE has branding guidance and templates available via [NHS England templates and logos](#).

These can be used for letterheads, PowerPoints, posters etc and are available to those with NHSE email accounts (100% NHSE employees). Support with branding and publicity documents may also be available at [Meet the Team | Content & Publishing](#).

NHSE Yorkshire & Humber Postgraduate School structure



Key Contacts & Web Links

Name	Role	Email
NHSE		
Fiona Bishop	Deputy Postgraduate Dean	fiona.bishop7@nhs.net
Kelly Rothery	PA to Fiona Bishop	kelly.rothery@nhs.net
Susy Stirling	Associate Dean	susy.stirling1@nhs.net
Katie Cobb	Business Manager	katie.cobb2@nhs.net
Hazem Khaled Kenni Lai	Fellows to the FLP (2023-2024)	hazem.khaled@nhs.net kenni.lai@nhs.net
Samantha Sharky Uchechika Iroegbu	Fellows to the FLP (2024-2025)	tbc
NHSE Learner Support and Faculty Development Team		
Chloe Anderson Andrew Wild	Programme Support Coordinator Programme Support Administrator	england.futureleaders.yh@nhs.net
Hull Hospital Admin Support/Expenses		
Charlotte Precious	Medical Education Manager, deals with expenses	Charlotte.Precious@nhs.net
Dawn Askwith	Payroll Officer	Dawn.Askwith@nhs.net Tel: 01482 624184
Joey Robson	HR Officer and Team Leader, Medical Staffing	Joseph.Robson@nhs.net Tel: 01482 674067

Websites

You can find information regarding the **Future Leader's Programme** via:

http://www.yorksandhumberdeanery.nhs.uk/future_leaders_programme/

You can book onto courses via **Max Course**: <https://www.maxcourse.co.uk/HEEYHME>

NHSE have a national website with a Yorkshire and Humber area, with a 'news and events' section: <https://www.hee.nhs.uk/hee-your-area/yorkshire-humber/news-events>

Resources

Organisations & Events

NHS Leadership Academy

The NHS Leadership Academy aims to help everyone in the NHS discover their full leadership potential and achieve the highest standards in health and care. All their leadership programmes, lifelong learning and talent scheme are designed to deliver the NHS People Plan and our People Promise. Host leadership development programmes, bitesize learning (through their learning hub), coaching, organisational tools and regular events.

[Leadership Academy – Better Leaders, Better Care, Brighter Future](#)

Faculty of Medical Leadership & Management (FMLM)

The Faculty of Medical Leadership and Management was established by all the UK medical royal colleges and endorsed by the Academy of Medical Royal Colleges in 2011, in recognition of the importance of effective medical and dental leadership and the impact this has on patient care. The aim was to create a body promoting the recruitment and development of doctors and dentists wishing to be actively involved in healthcare leadership, with FMLM becoming the professional home for medical leadership within the UK. The strategy of FMLM has therefore built on this fundamental aim.

Regular events and conference (Autumn); [Education and CPD | Faculty of Medical Leadership and Management \(fmlm.ac.uk\)](#)

King's Fund

The King's Fund is an independent charitable organisation working to improve health and care in England. Our vision is that the best possible health and care is available to all

We were founded in 1897 by the Prince of Wales, later King Edward VII, to raise money for London's voluntary hospitals. The work of the Fund has evolved over time in response to the changing needs of the population, but our mission – to improve health and care for all – has endured. They are not aligned with any political, professional or any other interests.

Regular events and conference (Autumn); [Events | The King's Fund \(kingsfund.org.uk\)](#)

National Association of Clinical Teachers (NACT)

The National Association of Clinical Tutors (NACT) was originally founded in 1969 to further the interests of what were then called District Clinical Tutors nationally and to help and support them in their work. Our membership has grown since then to encompass the variety of leading educators involved at the local level in the management and delivery of postgraduate medical education across the UK. Through our courses, workshops and conferences, we provide opportunities for our members and others to improve their skills and knowledge in the field of PGME. Alternating 'Winter Meeting' and 'DEMEC: Developing Excellence in Medical Education Conference'

Events; [NACT UK](#)

Healthcare Leadership Academy

The Healthcare Leadership Academy formed in response to demand from young clinicians and medical students to learn about leadership. The HLA houses an exciting faculty from across the health sector and beyond. Our shared aim is to inspire and nurture the next generation of healthcare leaders. Too often in healthcare, leadership is confused with management. Through a combination of mentoring, Socratic discussion, and philosophical exploration, the HLA aims to inspire our scholars to change the world of healthcare, one small step at a time. At a time when the world seems an ever more worrying place, it is important that the next generation of healthcare professionals truly understand how to motivate the people they work with in order to best look after the populations they serve.

Courses; [HLA Programme \(medics.academy\)](https://medics.academy)

Events and Essay prize; [Home | Healthcare Leadership Academy](#)

Podcasts (External & Alumni)



NHS Leadership Academy: [Leadership Listens Leadership Academy](#)



King's Fund
[The King's Fund podcast | The King's Fund \(kingsfund.org.uk\)](#)



TED Talks
[TED Talks Daily | TED Talks | Programs & Initiatives | About | TED](#)
Also;
WorkLife with Adam Grant; [WorkLife with Adam Grant: A TED original podcast | Podcasts | TED](#)
How To Be A Better Human; [How To Be A Better Human | Podcasts | TED](#)



You are not a frog
[Podcasts - You are not a frog](#)



CIPD – Chartered Institute for Personal Development
[Podcasts | CIPD](#)



Harvard Business Review – HBR IdeaCast
[Podcasts \(hbr.org\)](#)

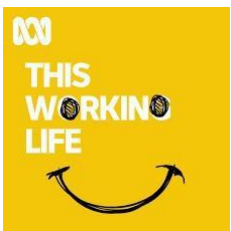
Also:

Women at Work; [Women at Work \(hbr.org\)](#)

Race at Work; [Race at Work \(hbr.org\)](#)



High Performance Podcast
[Podcast — High Performance Podcast \(thehighperformancepodcast.com\)](#)



This Working Life
[Episodes - This Working Life - ABC Radio National](#)



Squiggly Careers
[Podcasts Archive | Amazing If](#)



Compassionate Leadership Podcast – Chris Whitehead
[The Compassionate Leadership Interview | Podcast | Sheffield \(compassionate-leadership.co.uk\)](#)



How To Fail: Elizabeth Day

[Podcast — Elizabeth Day \(elizabethdayonline.co.uk\)](http://elizabethdayonline.co.uk)



Dare to Lead – Brene Brown

[Podcast Episodes Archive - Brené Brown \(brenebrown.com\)](http://brenebrown.com)

Also

Unlocking Us



Defining Your Success - Waqas Din

<https://open.spotify.com/show/7oNoNTXtQR6pwbVbAXo7AU?si=50808838ed084fba>

Fellow to the FLP alumni and ENT registrar



Fairhealth Health Inequalities Podcast –

Harvir Braich FLP alumni and GP Registrar



Supported Return to Training Yorkshire and Humber International Medical Graduate Podcast Series- Raykal Sim.

<https://open.spotify.com/episode/5ZB88fc9X1tKftnYLhRytb?si=5-2Lm0cHQoeIKqchtg4UcQ>

FLP alumni and IMG GP Registrar



Hidden Healthcare Leaders Podcast Series by Alexander Booth

[Hidden Healthcare Leaders Podcast • A podcast on Spotify for Podcasters](#)

FLP Alumni and physiotherapist

Appendix 1: FLP Curriculum Map

Future Leaders Programme Curriculum Map; [The Healthcare Leadership Model](#)

	Inspiring Shared Purpose	Leading with care	Evaluating information	Connecting our service	Sharing the vision	Engaging the team	Holding to account	Developing capability	Influencing for results
	<ul style="list-style-type: none"> Valuing a service ethos Curious about how to improve services and patient care Behaving in a way that reflects the principles and values of the NHS 	<ul style="list-style-type: none"> Having the essential personal qualities for leaders in health and social care Understanding the unique qualities and needs of a team Providing a caring, safe environment to enable everyone to do their jobs effectively 	<ul style="list-style-type: none"> Seeking out varied information using information to generate new ideas and make effective plans for improvement or change making evidence-based decisions that respect different perspectives and meet the needs of all service users 	Understanding how health and social care services fit together and how different people, teams or organisations interconnect and interact	Communicating a compelling and credible vision of the future in a way that makes it feel achievable and exciting	Involving individuals and demonstrating that their contributions and ideas are valued and important for delivering outcomes and continuous improvements to the service	<ul style="list-style-type: none"> Agreeing clear performance goals and quality indicators Supporting individuals and teams to take responsibility for results Providing balanced feedback Holding to account 	<ul style="list-style-type: none"> Building capability to enable people to meet future challenges Using a range of experiences as a vehicle for individual and organisational learning Acting as a role model for personal development 	<ul style="list-style-type: none"> Deciding how to have a positive impact on other people Building relationships to recognise other people's passions and concerns Using interpersonal and organisational understanding to persuade and build collaboration
Formal learning opportunities	<p>FLP</p> <p><u>NHS Leadership Academy</u> Edward Jenner Mary Seacole <i>additional cost</i> Rosalind Franklin <i>additional cost</i> Elizabeth Garrett Anderson <i>additional cost</i> (link)</p> <p><u>Improvement Academy</u> Silver QI <i>additional cost</i> (link)</p> <p><u>Sheffield MCA</u> LEAD: Introduction to QI <i>additional cost</i> (link)</p>	<p>FLP Myers Briggs I & II</p> <p>Personal Wellbeing</p> <p>Effective meetings</p> <p>Know your why</p> <p>Tools for Leaders: 10 minute pause</p> <p><u>King's Fund</u> Emerging Clinical Leaders programme <i>(additional cost)</i> (link)</p> <p><u>Improvement Academy</u> Silver Human Factors <i>Additional Cost</i> (link)</p>	<p>FLP Action Learning Sets</p> <p>Writing for publication</p> <p><u>Improvement Academy</u> Silver QI <i>additional cost</i> (link)</p> <p>Measurement for Improvement workshops <i>additional cost</i> (link)</p> <p><u>Sheffield MCA</u> LEAD: Introduction to QI <i>additional cost</i> (link)</p> <p><u>HFMA</u> Introductory award in healthcare finance <i>additional cost</i> (link)</p> <p><u>Sustainable Healthcare</u> Introduction to sustainable healthcare <i>additional cost</i> (link)</p>	<p>FLP Structure and Power Dynamics in Healthcare Systems</p> <p>Leadership in a VUCA environment</p> <p><u>NHS Leadership Academy</u> Edward Jenner Mary Seacole <i>additional cost</i> Rosalind Franklin <i>additional cost</i> Elizabeth Garrett Anderson <i>additional cost</i> (link)</p> <p><u>King's Fund</u> Emerging Clinical Leaders programme <i>(additional cost)</i> (link)</p>	<p>FLP Presentation skills</p> <p><u>Improvement Academy</u> Achieving Behaviour Change <i>additional cost</i> (link)</p>	<p>FLP Action Learning Sets</p> <p>Imposter Syndrome</p> <p>Effective meetings</p> <p><u>Improvement Academy</u> Silver QI <i>additional cost</i> (link)</p> <p>Achieving Behaviour Change <i>additional cost</i> (link)</p>	<p>FLP Action Learning Sets</p> <p>Building skills in Assertiveness and saying no</p> <p>Managing challenging conversations</p>	<p>FLP Action Learning Sets</p> <p>Introduction to Coaching</p> <p>Tools for Leaders; 10 minute pause</p> <p><u>NHS Leadership Academy</u> (link) Edward Jenner [also available via FutureLearn link]</p> <p>Mary Seacole <i>additional cost</i></p> <p>Rosalind Franklin <i>additional cost</i></p> <p>Elizabeth Garrett Anderson <i>additional cost</i></p>	<p>FLP Building skills in Assertiveness and saying no</p> <p>Effective meetings</p> <p>Managing challenging conversations</p> <p><u>Improvement Academy</u> Achieving Behaviour Change <i>additional cost</i> (link)</p>

	Inspiring Shared Purpose	Leading with care	Evaluating information	Connecting our service	Sharing the vision	Engaging the team	Holding to account	Developing capability	Influencing for results
	<ul style="list-style-type: none"> Valuing a service ethos Curious about how to improve services and patient care Behaving in a way that reflects the principles and values of the NHS 	<ul style="list-style-type: none"> Having the essential personal qualities for leaders in health and social care Understanding the unique qualities and needs of a team Providing a caring, safe environment to enable everyone to do their jobs effectively 	<ul style="list-style-type: none"> Seeking out varied information using information to generate new ideas and make effective plans for improvement or change making evidence-based decisions that respect different perspectives and meet the needs of all service users 	Understanding how health and social care services fit together and how different people, teams or organisations interconnect and interact	Communicating a compelling and credible vision of the future in a way that makes it feel achievable and exciting	Involving individuals and demonstrating that their contributions and ideas are valued and important for delivering outcomes and continuous improvements to the service	<ul style="list-style-type: none"> Agreeing clear performance goals and quality indicators Supporting individuals and teams to take responsibility for results Providing balanced feedback Holding to account 	<ul style="list-style-type: none"> Building capability to enable people to meet future challenges Using a range of experiences as a vehicle for individual and organisational learning Acting as a role model for personal development 	<ul style="list-style-type: none"> Deciding how to have a positive impact on other people Building relationships to recognise other people's passions and concerns Using interpersonal and organisational understanding to persuade and build collaboration
Self-directed learning	<p>Horizons NHS School for change agents (link)</p> <p>NHS England Improvement Fundamentals: QI Hikers (link)</p> <p>NHS Improvement Hub The Productive Leader (link)</p> <p>Healthcare Leadership Academy Basic Level One (link)</p> <p>HEE Train the Healthcare Trainer (FutureLearn link)</p>	<p>King's Fund An introduction to leading with kindness and compassion in health and social care (FutureLearn Link)</p> <p>NHS Improvement Hub The Productive Leader (link)</p> <p>Improvement Academy Bronze Human Factors (link)</p> <p>South Yorkshire & Bassetlaw ICS Workforce wellbeing – compassion and inclusivity resource list (link)</p> <p>Supporting our NHS people How to guides (link)</p>	<p>e-LfH Healthcare Financial Management Association (HFMA): Short, Intermediate & Advanced courses (link)</p> <p>NHS England Improvement Fundamentals: QI Hikers (link)</p> <p>Improvement Academy Bronze Quality Improvement (link)</p> <p>London Leadership Academy Mini leadership toolkit (link)</p> <p>FMLM Recommended reading list (link)</p>	<p>e-LfH Leadership for clinicians: Clinical Leader (link)</p> <p>Healthcare Financial Management Association (HFMA): Short, Intermediate & Advanced courses (link)</p> <p>Population Health Digital Toolkit (link)</p>	<p>Horizons NHS School for change agents (link)</p> <p>NHS Improvement Hub The Productive Leader (link)</p> <p>Healthcare Leadership Academy Basic Level One (link)</p>	<p>Horizons NHS School for change agents (link)</p> <p>e-LfH Management and Leadership skills (link)</p> <p>BMJ Learning Leadership possible additional cost (link)</p> <p>NHS England Improvement Fundamentals: QI Hikers (link)</p> <p>NHS Improvement Hub The Productive Leader (link)</p> <p>Improvement Academy Bronze Quality Improvement (link)</p> <p>FMLM Leading as a junior doctor toolkit (link)</p>	<p>FMLM FMLM Navigator (link)</p> <p>FMLM Leadership Development passport (link)</p> <p>e-LfH Management and Leadership skills (link)</p> <p>Healthcare Financial Management Association (HFMA): Short, Intermediate & Advanced courses (link)</p> <p>BMJ Learning Leadership possible additional cost (link)</p> <p>NHS England Improvement Fundamentals: QI Hikers (link)</p>	<p>NHS Leadership Academy Healthcare Leadership Model App and Self assessment tool (link)</p> <p>King's Fund An introduction to leading with kindness and compassion in health and social care (FutureLearn)</p> <p>Emerging Clinical Leaders programme (additional cost) (link)</p> <p>BMJ Learning Leadership possible additional cost (link)</p> <p>NHS England Improvement Fundamentals: QI Hikers (link)</p> <p>NHS Improvement Hub The Productive Leader (link)</p> <p>HEE Train the Healthcare Trainer (FutureLearn link)</p>	<p>Horizons NHS School for change agents (link)</p> <p>BMJ Learning Leadership possible additional cost (link)</p> <p>e-LfH Project and Change Academy (CPM) (link)</p>



	Inspiring Shared Purpose	Leading with care	Evaluating information	Connecting our service	Sharing the vision	Engaging the team	Holding to account	Developing capability	Influencing for results	
	<ul style="list-style-type: none"> Valuing a service ethos Curious about how to improve services and patient care Behaving in a way that reflects the principles and values of the NHS 	<ul style="list-style-type: none"> Having the essential personal qualities for leaders in health and social care Understanding the unique qualities and needs of a team Providing a caring, safe environment to enable everyone to do their jobs effectively 	<ul style="list-style-type: none"> Seeking out varied information using information to generate new ideas and make effective plans for improvement or change making evidence-based decisions that respect different perspectives and meet the needs of all service users 	Understanding how health and social care services fit together and how different people, teams or organisations interconnect and interact	Communicating a compelling and credible vision of the future in a way that makes it feel achievable and exciting	Involving individuals and demonstrating that their contributions and ideas are valued and important for delivering outcomes and continuous improvements to the service	<ul style="list-style-type: none"> Agreeing clear performance goals and quality indicators Supporting individuals and teams to take responsibility for results Providing balanced feedback Holding to account 	<ul style="list-style-type: none"> Building capability to enable people to meet future challenges Using a range of experiences as a vehicle for individual and organisational learning Acting as a role model for personal development 	<ul style="list-style-type: none"> Deciding how to have a positive impact on other people Building relationships to recognise other people's passions and concerns Using interpersonal and organisational understanding to persuade and build collaboration 	
Informal learning opportunities	<p>FLP Bimonthly meetings</p> <p>NE Leadership Academy Lunch & Learn, see Events</p> <p>Horizons NHS #caring4nhspeople (link)</p> <p>King's Fund Annual conference (link)</p>	<p>FLP Bimonthly meetings</p> <p>NE Leadership Academy Lunch & Learn, see Events</p> <p>NHS Leadership Academy Bitesize (link)</p> <p>Support for leaders (link)</p> <p>Horizons NHS #caring4nhspeople (link)</p> <p>East Midlands Leadership & Management Programme (LMP) (NHS learning hub link)</p>	<p>FLP Journal club (monthly)</p> <p>FMLM Trainee Steering Group See events @FMLM_TSG_</p> <p>Bitesize Book Club (on Twitter) (link)</p> <p>BMJ Leader Journal and blog (link)</p> <p>King's Fund Annual conference (link)</p> <p>Leadership Online Leadership and management resource directory, focused toward NHS and public sector (link)</p>	<p>Future Leaders Conference Annually in February/March (link)</p> <p>King's Fund Annual conference (link)</p> <p>FMLM Annual Conference</p>	<p>Future Leaders Conference Annually in February/March (link)</p>	<p>FLP Bimonthly meetings</p> <p>NE Leadership Academy Lunch & Learn, see Events</p> <p>Horizons NHS #caring4nhspeople (link)</p> <p>FMLM Trainee Steering Group See events @FMLM_TSG_</p> <p>Bitesize Book Club (on Twitter) (link)</p>		<p>FLP Bimonthly meetings</p> <p>Future Leaders Conference Annually in February/March (link)</p> <p>NE Leadership Academy Lunch & Learn, see Events</p> <p>NHS Leadership Academy Bitesize (link)</p> <p>Support for leaders (link)</p>	<p>NHS Leadership Academy Bitesize (link)</p> <p>Support for leaders (link)</p>	
	Project work									
	Shadowing/Observation									
	Coaching									
	Leadership 360°									
PG Certificate qualification (or equivalent)										

We would suggest fellows review the NHS leadership self-assessment tool at the beginning of the year to help facilitate the formulation of the PDP and target areas for learning

Appendix 2: FLP Learning Charter

Future Leaders' Programme Learning Charter

Our fundamental principles are to listen to understand with curiosity for learning

Fellows are adult learners and take responsibility for identifying and meeting their own learning and development needs. Fellows should seek out learning opportunities with allow them to foster:

Respect and compassion for self and others
Humility, kindness and courage
Commitment to learning and improvement
Flexibility in approach and perspective
Inclusion and collaboration

Our commitment to specific behaviours which form our journey towards visible and inclusive leadership:

1. We recognise the diversity of individuals, and seek opportunities to learn together from our differences in perspectives and lived experiences
2. We understand that each of us is on a life-long learning journey which includes making mistakes and getting it wrong
3. We seek to understand our own biases and work to move beyond them through learning and discovery
4. We each take responsibility for generating a safe, respectfully curious learning space
5. We recognise that leadership includes the need to engage with challenging and polarising topics which may sometimes be upsetting
6. We aspire to leading with compassion, both for ourself and others

Fellows are expected to participate in a thinking environment, through appropriate preparation, punctuality, generative attention, non-interruption, listening to understand, generosity with engagement and feedback, delivered with respect and appreciation of perspectives differing from our own

We expect the behaviour of all fellows to represent the values of the programme and organisation.



Appendix 3. EDI Summary for Fellows



NHS
Health Education England

Future Leaders' Programme

Inclusion, Equity & Belonging in the FLP: A Summary for Fellows

The Future Leaders Programme aims to develop compassionate leaders who recognise, respect and truly value the need for equity, diversity and inclusion (EDI) in healthcare.

It is widely recognised that diversity within the workforce and inclusive cultures which value the contributions of all colleagues is linked to increased productivity and innovation, and ultimately, better care for patients.

The nine protected characteristics (Equality Act 2010)



7 As of Authentic Allyship

Developed by Yvonne Coghill, Director of Workforce Race Equality

It is imperative that all Fellows, and their Educational Supervisors, have a grasp of the importance of EDI as a leadership issue, as well as awareness and understanding of the FLP values. The [FLP Charter](#) was co-created by the 2021/22 cohort of Fellows to make the ethos and values of the programme clear, and to outline the attitudes and behaviours expected of Fellows.

Image: Yvonne Coghill, [7 A's of Authentic Allyship](#)

Fellows are in a unique position - as future healthcare leaders - to role model positive behaviours and to foster a sense of inclusion, equality and belonging within their teams. We therefore suggest all fellows should:

- Familiarise themselves with the [FLP Charter](#)
- Have an open and honest discussion with their Educational Supervisor during the initial induction to identify any specific learning needs around EDI - recognising that all of us are at different stages of learning in relation to this topic
- Consider your own feelings towards EDI – do you feel comfortable to have these discussions? Do you recognise your own [unconscious bias](#)? Use the questions in the FLP learner agreement as prompts for self-reflection.

★ There are many excellent EDI resources on the [FLP Blackboard site](#), as well as an EDI-specific discussion board where Fellows can share ideas, examples of good practice, and useful resources.

Understanding Intersectionality

Many people have more than one protected characteristic, and this means they are more likely experience multiple types of discrimination and disadvantage.

It is important to recognise how the different characteristics, health inequalities and socio-economic issues interlink and can lead to further marginalisation and isolation in the workplace and in wider society. By approaching our EDI work through a lens of intersectionality, we become more effective at fighting injustice.

Resources:

- [What is Intersectionality? A Short Video](#)
- [Intersectionality 101: What is it and why is it important?](#)

Additional Resources/Suggested Reading:

Building Inclusive Workplaces: Assessing the Evidence - CIPD	Equity Resources – Sussex & NE Essex ICS
50 Potential Privileges in the Workplace – Better Allies	Supporting LGBTQ+ NHS staff – The King's Fund
Becoming anti-racist: it takes discomfort – Inclusive Employers	Supporting disabled staff in the workplace – NHS Employers
Free Multi-faith Cultural Calendar (2022-23) – HEE	Supporting students from diverse backgrounds – University of Nottingham (a great guide written for University Tutors but equally applicable healthcare leaders)

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