

## Future Leaders Programme

### Educational Supervisors Information Pack 2022-23



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## Foreword

On behalf of the HEE Future Leaders Programme team and the fellows I'd like to say a huge thank you to you: our educational supervisors.

Thank you for providing inspiring opportunities for leadership learning and development. Thank you for providing supervision and guidance. And thank you for willingly investing your time when we know it is often in short supply.

We know that the health and social care system needs more leadership capacity. We also know that good leadership is essential for patient safety, improved patient experience and outcome, and greater population health and wellbeing. Thanks to your support we have the chance to develop this leadership capacity.

We also know that leadership needs to be as diverse and as creative as possible in order to bring about the improvements we know we need to see in health and wellbeing. Our Future Leaders Programme is proudly multi-disciplinary, and we believe that by learning together we can forge the understanding and networks required to work across boundaries and deliver change. Thank you to those of you who have been pioneers in offering multi-disciplinary learning opportunities – these strengthen the learning experience of all Fellows.

What do we hope for our fellows?

- That they learn about themselves and understand their potential
- That they see leadership as an inspiring possibility to deliver positive change
- That they understand how to look after themselves when in positions of responsibility and challenge, so that they can look after their teams and patients with compassion
- That they explore safe decision making and ways of “working out what to do when you don't know what to do” for the wicked problems they will likely encounter
- That their learning is underpinned by academic study and evidence and enhanced by reflection and a diverse network of experience
- That they have a positive year and can be ambassadors for the rich professional experience that health and social care leadership offers

With grateful thanks for helping us deliver this,

*Susy Stirling*

*Associate Dean & Future Leaders Programme Lead*

## Introduction

Thank you for taking on the important role of Educational Supervisor for the Future Leaders Programme. We hope that this guide is a useful overview of the basic structure of a Future Leader's post. In addition to this handbook, our Future Leaders Programme (FLP) [webpage](#) includes a specific page for [Educational Supervisors](#). Please also take a few minutes to watch this [video](#) which has been created to give you an overview of the role of the Educational Supervisor.

## 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' (OOP) training opportunity within Yorkshire and the Humber. 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 2009. During this visit, they reported that the Yorkshire and Humber Deanery had a gap in its provision of clinical leadership opportunities. Initially the programme was only available to medical and public health specialty registrars, however in 2016, the programme was opened to other clinical professionals, including trainee dentists, nurses and midwives, allied health professionals, pharmacists, health care scientists, SAS doctors and dentists.

## Current position

Health Education England (HEE) funds the Yorkshire and Humber Future Leaders Programme (FLP) which is led by Dr Susy Stirling (Associate Dean). The FLP hosts fellows from various multi-professional specialties & settings. The settings include primary care, secondary care, a variety of medical schools within Health Education England, primary care networks, improvement academies, public health, local authorities, and the voluntary sector. Each cohort of new fellows begins in August each year.

The programme has a robust quality assurance process and regularly seeks feedback from fellows about their experiences during the fellowship year.

## Equity, diversity & 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. 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.

Fellows are expected to demonstrate specific attitudes and behaviours which represent the values of the programme – these are outlined in the [FLP Charter](#). We ask that Educational Supervisors recognise their unique position to role-model inclusive behaviour, which sets the tone for the year and signals that inclusion is a priority within their team and organisation. We have created a short summary for educational supervisors, which includes tips and resources – this can be viewed [here](#).

## Future Leaders Programme

### The 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 a Post Graduate Certificate in leadership and complete an accredited academic leadership qualification.
- 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.

### The programme structure

The aims are achieved by undertaking:

- Leadership project(s)
- [A Post Graduate Certificate](#) (or equivalent academic course) with a healthcare leadership component
- Attendance at courses offered by HEE or other relevant organisations, such as the Leadership Academy or Improvement Academy
- Engagement in the Future Leaders Programme activities, such as the fellows' bimonthly meetings, journal clubs, contribution to the FLP conference organisation etc.

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](#)).

### Before your fellow starts in post

The fellow will have been provided with the Fellows Induction Handbook and information to assist them in selecting a suitable [PG Cert or other academic course](#). This information is also available to access on the FLP webpage under [Information for Fellows](#).

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.

### Top tips

We have developed some 'top tips' for successful fellowships. This is based on past evaluation of the programme and projects by previous fellows. This may be particularly useful as many supervisors are hosting a fellow for the first time, and fellows often don't know what to expect from a year which is very different in nature to their usual clinical working patterns. Things to consider are:

- Have a project-specific induction within the first week. Fellows and supervisors should meet to establish the remit and purpose of the project, consider what the measures of success will be, and 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. We also suggest the fellow should reflect on their learning needs relating to EDI in leadership – some prompt questions are provided within the personal development plan (PDP) to help facilitate this.
- Ensure board level buy-in in your organisation: fellows are much more likely to achieve success with their project if appropriate senior leadership in their organisation are aware of, and supportive of the work. Supervisors should make the chief executive/trust board aware of the fellowship and project in advance, and fellows should be encouraged to network with and shadow the executive team.
- Establish learning outcomes and a personal development plan within the first month and review this periodically during, and at the end of the fellowship year. Fellows need to take responsibility for identifying their own learning needs, and your guidance and experience may be important here. Appraisals at the start and end of the fellowship are also useful for those on secondment, who may have an appraisal date fixed for another time. There is funding available for fellows to make use of the Leadership Academy's 360° feedback tool, which includes a two-hour facilitated feedback and coaching session. It is strongly advised that fellows make use of this facility in the latter half of their year, leaving enough time so that they can work on any development points if they wish.
- Fellows should be released to attend the FLP induction – for the 2022/23 cohort this will take place on **Wednesday 3<sup>rd</sup> August 2022**. They will also need to be released

to attend the fellows' bimonthly meetings, FLP courses offered to meet the fellow's curriculum, and any other FLP activities of interest to the fellow (such as the FLP journal club, conference planning committee etc).

- For nursing, AHPs, pharmacy, health care scientists, SAS doctors and dentists: Appraisals or personal development reviews usually need to be submitted on a yearly basis. Please advise the fellow as to whether they still need to complete their annual appraisal, in the format normally required from their Trust, at the set time that they usually complete it.
- For doctors, public health registrars and dentists in training only: On returning to programme all Fellows should have an ARCP appraisal by their home school. Fellows should pre-empt and prompt this to happen.
- 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 fellow's personal development.
- A well-recognised model for learning and development is a 70:20:10 split: 70% spent on a work-based project; 20% spent on supportive relationships; and 10% spent on formal education. In practice this typically translates to a 50:50 split between the project work and supplementary learning through academic study and personal reflective development. It is recommended that expected work arrangements (in-person/hybrid/remote and flexible/asynchronous hours) and project specific details such as learning objectives and outputs are discussed early on between the supervisor and fellow.
- In addition to their supervisors, fellows should be encouraged to seek out other mentors or other sources of supervision. This may be useful when the clinical background of the fellow differs from their supervisor. You may be able to help your fellow look for other sources of support and learning.
- To improve project momentum, it is important that the fellow meets with and discusses their plans with appropriate leads within their organisation (e.g. directors, chief executive) at an early stage. You may be well placed to facilitate other senior executive introductions.
- Fellows should be encouraged to consider how best to promote their project. We highly recommend that they attend the 'Writing for publication' course which is provided by the FLP.
- Please remember that personal development during the fellowship is just as important as the project! Fellows should be encouraged to actively seek out opportunities for personal development and to engage with activities which facilitate this.
- You are welcome to attend HEE run Training the Trainer courses and Mentoring and Coaching workshops. Please contact the FLP Learner Support & Faculty

Development Coordinator for further information on [futureleaders.yh@hee.nhs.uk](mailto:futureleaders.yh@hee.nhs.uk). Other resources can be found at the [NHS Leadership Academy](#) and [Faculty of Medical Leadership Management](#).

### 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 Sheffield and Chesterfield. The STH fellows are able to attend key meetings across the Trust.

**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 and Twitter where their events are publicised.

## Administration

### What is expected 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.
- Contributing to and attending the FLP conference.
- Attendance at and engagement with the bespoke courses funded by the FLP to meet the FLP curriculum.

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 (link) and using tools such as the NHS Leadership Academy App (link) or the FMLM Navigator (link) to log your progress towards the goals in your PDP
- Email the [Locum-Bank Work Whilst Undertaking FLP](#).
- 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.

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*



- Email a summary of any clinical work that has been undertaken. *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](#) via the Future NHS Collaboration platform

Unless otherwise stated, documents need to be submitted to [futureleaders.yh@hee.nhs.uk](mailto:futureleaders.yh@hee.nhs.uk).

### Clinical Work

Fellows must be mindful of the fact that they are employed to undertake a fellowship and that is their primary responsibility. The whole of their employed time is to be spent in this fellowship, irrespective of the funding of the post. You should clarify normal hours of work at the outset of the year with the fellow.

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, Health Education England, 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.

Some fellows express concern at spending a year away from clinical work and may wish to take steps to mitigate this concern and maintain their skills, e.g., through locum or bank work. Locum or bank work is permitted providing it is undertaken in a fellows' own time, i.e., during evenings, weekends, or annual leave. Locum or bank work must not interfere with a fellows' ability to carry out their fellowship role.

### Study Leave

Each fellow is given an overall study budget of £3450 which they can use to complete a Post Graduate Certificate and/or attend other events or courses useful to their personal leadership development. A list of PG Certs and other courses is provided to fellows along with feedback from other fellows who have completed these courses in the past. The information provided is not exhaustive and the FLP does not endorse any particular course.

Fellows follow a curriculum (Appendix 1), which identifies courses that are deemed useful for them to attend. This includes a variety of formal, informal and self-directed learning opportunities. HEE FLP run courses are free of charge.

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](#). The form needs to be approved and signed by you as Educational Supervisor and then the fellow needs to email the form to the [futureleaders.yh@hee.nhs.uk](mailto:futureleaders.yh@hee.nhs.uk) for approval by Dr

Susy Stirling (Associate Dean for the Fellowship). The costs of any requests exceeding the overall study budget should be borne by individual fellows.

Training activities completed during the fellowship year which are speciality specific are at the discretion of the Education supervisor. Agreement should also be sought from the parent school, TPD or substantive team. This will not be covered by the FLP study budget unless deemed necessary for FLP project work.

### Expenses

- Expenses related to the fellow's project and study related to the FLP curriculum, such as excess travel and parking, are claimed and paid via their employer e.g. Hull & East Yorkshire NHS Hospitals Trust
- Further information is on the FLP webpage [Information for Fellows](#), under 'Can I Claim Travel Expenses?'
- Other expenses related to additional study are claimed from the fellow's study budget. The fellow needs to complete a study leave form, which needs to be approved by both you as Educational Supervisor and Susy Stirling (Associate Dean).
- Further information is on the FLP webpage [Information for Fellows](#), under 'Requesting Funding for Additional Courses / Conferences'.

### Ethics Approval for the Fellow's Leadership Project

Please discuss with the fellow if they need to apply for ethics approval at the earliest opportunity. Further information is on the FLP webpage [Information for Fellows](#), under 'When would NHS Research Ethical Approval be required for a quality improvement or service evaluation project?'

### Indemnity

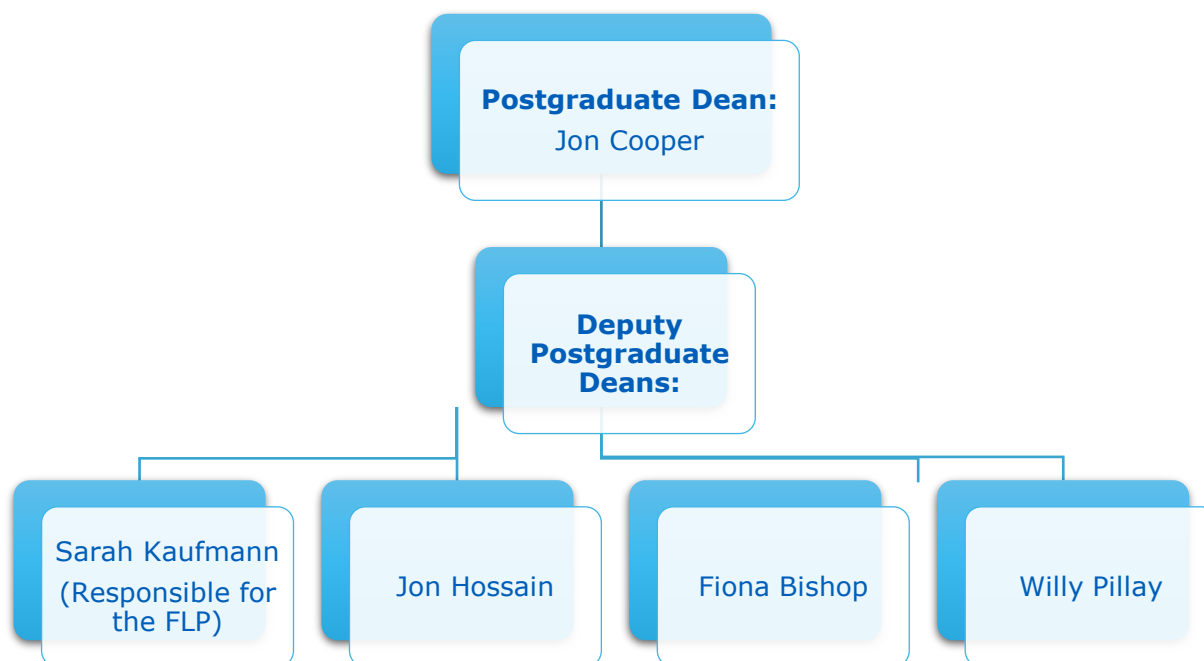
In terms of indemnification for fellows undertaking service evaluations, cover is provided under the NHS Resolution scheme. This is normally through the fellow's employer.

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

Further information is on the FLP webpage [Information for Fellows](#), under 'Indemnity'.

# Health Education England

## The Postgraduate School:



## Key Contacts and Website Links

Name:	Role:	Email:
<b>HEE</b>		
Sarah Kaufmann	Deputy Postgraduate Dean	<a href="mailto:Sarah.Kaufmann@hee.nhs.uk">Sarah.Kaufmann@hee.nhs.uk</a>
James McCourt	PA to Sarah Kaufmann	<a href="mailto:James.Mccourt@hee.nhs.uk">James.Mccourt@hee.nhs.uk</a>
Susy Stirling	Associate Dean	<a href="mailto:Susy.Stirling@hee.nhs.uk">Susy.Stirling@hee.nhs.uk</a>
Katie Cobb	Business Manager	<a href="mailto:Katie.Cobb@hee.nhs.uk">Katie.Cobb@hee.nhs.uk</a>
<b>HEE Learner Support and Faculty Development Team</b>		
Chloe Anderson	Programme Support Coordinator	<a href="mailto:Chloe.Anderson@hee.nhs.uk">Chloe.Anderson@hee.nhs.uk</a>
Andrew Wild	Programme Support Administrator	<a href="mailto:Futureleaders.yh@hee.nhs.uk">Futureleaders.yh@hee.nhs.uk</a>
FLP recruitment inbox managed by recruitment team		<a href="mailto:futureleadersrec.yh@hee.nhs.uk">futureleadersrec.yh@hee.nhs.uk</a>
For all queries once fellows have been appointed to post		<a href="mailto:futureleaders.yh@hee.nhs.uk">futureleaders.yh@hee.nhs.uk</a>

Name:	Role:	Email:
<b>Hull Hospital Admin Support/Expenses</b>		
Charlotte Precious	Medical Education Manager, deals with expenses	<a href="mailto:Charlotte.Precious@nhs.net">Charlotte.Precious@nhs.net</a>
Dawn Askwith	Payroll Officer	<a href="mailto:Dawn.Askwith@nhs.net">Dawn.Askwith@nhs.net</a> Tel: 01482 624184
Joey Robson	HR Officer and Team Leader, Medical Staffing	<a href="mailto:Joseph.Robson@nhs.net">Joseph.Robson@nhs.net</a> Tel: 01482 674067

### Websites

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

[http://www.yorksandhumberdeanery.nhs.uk/future\\_leaders\\_programme/](http://www.yorksandhumberdeanery.nhs.uk/future_leaders_programme/)

HEE 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>

# 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
	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	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	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	Agreeing clear performance goals and quality indicators Supporting individuals and teams to take responsibility for results Providing balanced feedback Holding to account	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	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><b>FLP</b></p> <p><b>NHS Leadership Academy</b> Edward Jenner Mary Seacole additional cost Rosalind Franklin additional cost Elizabeth Garrett Anderson additional cost (<a href="#">link</a>)</p> <p><b>Improvement Academy</b> Silver QI additional cost (<a href="#">link</a>)</p> <p><b>Sheffield MCA</b> LEAD: Introduction to QI additional cost (<a href="#">link</a>)</p>	<p><b>FLP</b> Myers Briggs I &amp; II</p> <p>Personal Wellbeing</p> <p>Effective meetings</p> <p>Know your why</p> <p>Tools for Leaders: 10 minute pause</p> <p><b>King's Fund</b> Emerging Clinical Leaders programme (additional cost) (<a href="#">link</a>)</p> <p><b>Improvement Academy</b> Silver Human Factors Additional Cost (<a href="#">link</a>)</p>	<p><b>FLP</b> Action Learning Sets</p> <p>Writing for publication</p> <p><b>Improvement Academy</b> Silver QI additional cost (<a href="#">link</a>)</p> <p>Measurement for Improvement workshops additional cost (<a href="#">link</a>)</p> <p><b>Sheffield MCA</b> LEAD: Introduction to QI additional cost (<a href="#">link</a>)</p> <p><b>HFMA</b> Introductory award in healthcare finance additional cost (<a href="#">link</a>)</p> <p><b>Sustainable Healthcare</b> Introduction to sustainable healthcare additional cost (<a href="#">link</a>)</p>	<p><b>FLP</b> Structure and Power Dynamics in Healthcare Systems</p> <p>Leadership in a VUCA environment</p> <p><b>NHS Leadership Academy</b> Edward Jenner Mary Seacole additional cost Rosalind Franklin additional cost Elizabeth Garrett Anderson additional cost (<a href="#">link</a>)</p> <p><b>King's Fund</b> Emerging Clinical Leaders programme (additional cost) (<a href="#">link</a>)</p>	<p><b>FLP</b> Presentation skills</p> <p><b>Improvement Academy</b> Achieving Behaviour Change additional cost (<a href="#">link</a>)</p>	<p><b>FLP</b> Action Learning Sets</p> <p>Imposter Syndrome</p> <p>Effective meetings</p> <p>Listening to Understand: Exploring Polarisation and Difference of Opinion</p> <p><b>Improvement Academy</b> Silver QI additional cost (<a href="#">link</a>)</p> <p>Achieving Behaviour Change additional cost (<a href="#">link</a>)</p>	<p><b>FLP</b> Action Learning Sets</p> <p>Building skills in Assertiveness and saying no</p> <p>Managing challenging conversations</p> <p><b>NHS Leadership Academy</b> (<a href="#">link</a>) Edward Jenner [also available via FutureLearn <a href="#">link</a>]</p> <p>Mary Seacole additional cost</p> <p>Rosalind Franklin additional cost</p> <p>Elizabeth Garrett Anderson additional cost</p>	<p><b>FLP</b> Action Learning Sets</p> <p>Introduction to Coaching</p> <p>Tools for Leaders; 10 minute pause</p> <p><b>NHS Leadership Academy</b> (<a href="#">link</a>) Edward Jenner [also available via FutureLearn <a href="#">link</a>]</p> <p>Mary Seacole additional cost</p> <p>Rosalind Franklin additional cost</p> <p>Elizabeth Garrett Anderson additional cost</p>	<p><b>FLP</b> Building skills in Assertiveness and saying no</p> <p>Effective meetings</p> <p>Managing challenging conversations</p> <p>Listening to Understand: Exploring Polarisation and Difference of Opinion</p> <p><b>Improvement Academy</b> Achieving Behaviour Change additional cost (<a href="#">link</a>)</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
Self-directed learning	<p><b>Horizons NHS</b> School for change agents (<a href="#">link</a>)</p> <p><b>NHS England</b> Improvement Fundamentals QI Hikers (<a href="#">link</a>)</p> <p><b>NHS Improvement Hub</b> The Productive Leader (<a href="#">link</a>)</p> <p><b>Healthcare Leadership Academy</b> Basic Level One (<a href="#">link</a>)</p> <p><b>HEE Train the Healthcare Trainer</b> (<a href="#">FutureLearn link</a>)</p>	<p><b>King's Fund</b> An introduction to leading with kindness and compassion in health and social care (<a href="#">FutureLearn Link</a>)</p> <p><b>NHS Improvement Hub</b> The Productive Leader (<a href="#">link</a>)</p> <p><b>Improvement Academy</b> Bronze Human Factors (<a href="#">link</a>)</p> <p><b>South Yorkshire &amp; Bassetlaw ICS</b> Workforce wellbeing – compassion and inclusivity resource list (<a href="#">link</a>)</p> <p><b>Supporting our NHS people</b> How to guides (<a href="#">link</a>)</p> <p><b>NHS North West Leadership Academy</b> Videos &amp; Podcasts (<a href="#">link</a>)</p>	<p><b>e-LfH</b> Healthcare Financial Management Association (HFMA): Short, Intermediate &amp; Advanced courses (<a href="#">link</a>)</p> <p><b>NHS England</b> Improvement Fundamentals QI Hikers (<a href="#">link</a>)</p> <p><b>Improvement Academy</b> Bronze Quality Improvement (<a href="#">link</a>)</p> <p><b>London Leadership Academy</b> Mini leadership toolkit (<a href="#">link</a>)</p> <p><b>FMLM</b> Recommended reading list (<a href="#">link</a>)</p> <p><b>NHS Employers</b> Introduction to Organisational Development (<a href="#">futurelearn</a>)</p>	<p><b>e-LfH</b> Leadership for clinicians: Clinical Leader (<a href="#">link</a>)</p> <p>Healthcare Financial Management Association (HFMA): Short, Intermediate &amp; Advanced courses (<a href="#">link</a>)</p> <p>Population Health Digital Toolkit (<a href="#">link</a>)</p>	<p><b>Horizons NHS</b> School for change agents (<a href="#">link</a>)</p> <p><b>NHS Improvement Hub</b> The Productive Leader (<a href="#">link</a>)</p> <p><b>Healthcare Leadership Academy</b> Basic Level One (<a href="#">link</a>)</p>	<p><b>Horizons NHS</b> School for change agents (<a href="#">link</a>)</p> <p><b>e-LfH</b> Management and Leadership skills (<a href="#">link</a>)</p> <p>NHS Project and Change Academy (CPM) (<a href="#">link</a>)</p> <p><b>BMJ Learning</b> Leadership possible additional cost (<a href="#">link</a>)</p> <p><b>NHS England</b> Improvement Fundamentals QI Hikers (<a href="#">link</a>)</p> <p><b>NHS Improvement Hub</b> The Productive Leader (<a href="#">link</a>)</p> <p><b>Improvement Academy</b> Bronze Quality Improvement (<a href="#">link</a>)</p> <p><b>FMLM</b> Leading as a junior doctor toolkit (<a href="#">link</a>)</p>	<p><b>FMLM</b> FMLM Navigator (<a href="#">link</a>)</p> <p>FMLM Leadership Development passport (<a href="#">link</a>)</p> <p><b>e-LfH</b> Management and Leadership skills (<a href="#">link</a>)</p> <p>Healthcare Financial Management Association (HFMA): Short, Intermediate &amp; Advanced courses (<a href="#">link</a>)</p> <p><b>BMJ Learning</b> Leadership possible additional cost (<a href="#">link</a>)</p> <p><b>NHS England</b> Improvement Fundamentals: QI Hikers (<a href="#">link</a>)</p> <p><b>NHS Improvement Hub</b> The Productive Leader (<a href="#">link</a>)</p> <p><b>HEE Train the Healthcare Trainer</b> (<a href="#">FutureLearn link</a>)</p>	<p><b>NHS Leadership Academy</b> Healthcare Leadership Model App and Self assessment tool (<a href="#">link</a>)</p> <p>North East Leadership Academy Event (<a href="#">link</a>)</p> <p><b>King's Fund</b> An introduction to leading with kindness and compassion in health and social care (<a href="#">FutureLearn</a>)</p> <p>Emerging Clinical Leaders programme (additional cost) (<a href="#">link</a>)</p> <p><b>BMJ Learning</b> Leadership possible additional cost (<a href="#">link</a>)</p> <p><b>NHS England</b> Improvement Fundamentals: QI Hikers (<a href="#">link</a>)</p> <p><b>NHS Improvement Hub</b> The Productive Leader (<a href="#">link</a>)</p> <p><b>HEE Train the Healthcare Trainer</b> (<a href="#">FutureLearn link</a>)</p>	<p><b>Horizons NHS</b> School for change agents (<a href="#">link</a>)</p> <p><b>BMJ Learning</b> Leadership possible additional cost (<a href="#">link</a>)</p> <p><b>e-LfH</b> NHS Project and Change Academy (CPM) (<a href="#">link</a>)</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
Informal learning opportunities	<p><b>FLP</b> Bimonthly meetings</p> <p><b>NE Leadership Academy</b> Lunch &amp; Learn, see <a href="#">Events</a></p> <p><b>Horizons NHS</b> #caring4nhspeople (<a href="#">link</a>)</p> <p><b>King's Fund</b> Annual conference (<a href="#">link</a>)</p>	<p><b>FLP</b> Bimonthly meetings</p> <p><b>NE Leadership Academy</b> Lunch &amp; Learn, see <a href="#">Events</a></p> <p><b>NHS Leadership Academy</b> Bitesize (<a href="#">link</a>)</p> <p>Support for leaders (<a href="#">link</a>)</p> <p><b>Horizons NHS</b> #caring4nhspeople (<a href="#">link</a>)</p> <p><b>East Midlands Leadership &amp; Management Programme (LMP)</b> (<a href="#">NHS learning hub link</a>)</p>	<p><b>FLP</b> Journal club (monthly)</p> <p><b>FMLM Trainee Steering Group</b> See <a href="#">events</a> @FMLM_TSG</p> <p>Bitesize Book Club (on Twitter) (<a href="#">link</a>)</p> <p><b>BMJ Leader</b> Journal and blog (<a href="#">link</a>)</p> <p><b>King's Fund</b> Annual conference (<a href="#">link</a>)</p> <p><b>Leadership Online</b> Leadership and management resource directory, focused toward NHS and public sector (<a href="#">link</a>)</p>	<p><b>Future Leaders Conference</b> Annually in February/March (<a href="#">link</a>)</p> <p><b>King's Fund</b> Annual conference (<a href="#">link</a>)</p> <p><b>FMLM Annual Conference</b></p>	<p><b>Future Leaders Conference</b> Annually in February/March (<a href="#">link</a>)</p>	<p><b>FLP</b> Bimonthly meetings</p> <p><b>NE Leadership Academy</b> Lunch &amp; Learn, see <a href="#">Events</a></p> <p><b>Horizons NHS</b> #caring4nhspeople (<a href="#">link</a>)</p> <p><b>FMLM Trainee Steering Group</b> See <a href="#">events</a> @FMLM_TSG</p> <p>Bitesize Book Club (on Twitter) (<a href="#">link</a>)</p>		<p><b>FLP</b> Bimonthly meetings</p> <p><b>Future Leaders Conference</b> Annually in February/March (<a href="#">link</a>)</p> <p><b>NE Leadership Academy</b> Lunch &amp; Learn, see <a href="#">Events</a></p> <p><b>NHS Leadership Academy</b> Bitesize (<a href="#">link</a>)</p> <p>Support for leaders (<a href="#">link</a>)</p>	<p><b>NHS Leadership Academy</b> Bitesize (<a href="#">link</a>)</p> <p>Support for leaders (<a href="#">link</a>)</p>
Project Work									
Shadowing/Observation									
Coaching									
Leadership 360 Appraisal									
PG Certificate or equivalent									



## Appendix 2. FLP Charter



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 Information for Educational Supervisors





Health Education England

# Future Leaders' Programme

## Inclusion, Equity & Belonging in the FLP: A Summary for Educational Supervisors

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



Educational Supervisors are in a unique position to role model positive behaviours and to foster a sense of inclusion, equality and belonging for their Fellow(s). We therefore suggest Educational Supervisors:

- Familiarise themselves with the [FLP Charter](#)
- Facilitate a discussion with their Fellow 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 with your Fellow? Do you recognise your own [unconscious bias](#)? Do you feel you need additional training to enable you to address this as a leader?

It is imperative that Educational Supervisors have a grasp of the importance of EDI as a leadership issue, as well as awareness and understanding of the FLP values, and the attitudes and behaviours expected of Fellows.

The [FLP Charter](#) was co-created by the 2021/22 cohort of Fellows to set the tone and make the ethos and values of the programme clear.

### 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

[50 Potential Privileges in the Workplace](#) - Better Allies

[Becoming anti-racist: it takes discomfort](#) - Inclusive Employers

[Free Multi-faith Cultural Calendar](#) - HEE

[Equity Resources](#) - Sussex & NE Essex ICS

[Supporting LGBTQ+ NHS staff](#) - The King's Fund

[Supporting disabled staff in the workplace](#) - NHS Employers

[Supporting students from diverse backgrounds](#) - University of Nottingham (a great guide written for University Tutors but equally applicable to Educational Supervisors)

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