

Future Leaders Programme

Fellows Induction Pack 2022-3



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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. Health Education England – Yorkshire and the Humber 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

Health Education England (HEE) 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 Health Education England, 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.

2022-3 Cohort Information

Induction

Save the date: Wednesday 3rd August 2022

You are expected to attend the induction – like many learning events now, this will be facilitated virtually, so please make every effort to attend. Induction will include a mandatory session on Intellectual Property. 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 familiarise yourself with this – you will find the answers to most questions there!

Blackboard

2022 saw the development of a virtual learning environment (VLE) for the FLP on Blackboard. This was in response to feedback from fellows who indicated a preference for a single virtual platform for the FLP to reduce the need for multiple virtual platforms and different channels of communication. 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). 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 in May 2022. We recommend you bookmark the Blackboard login page: <https://hee.blackboard.com/> so you can easily log in once you receive your confirmation email.

Remote Working

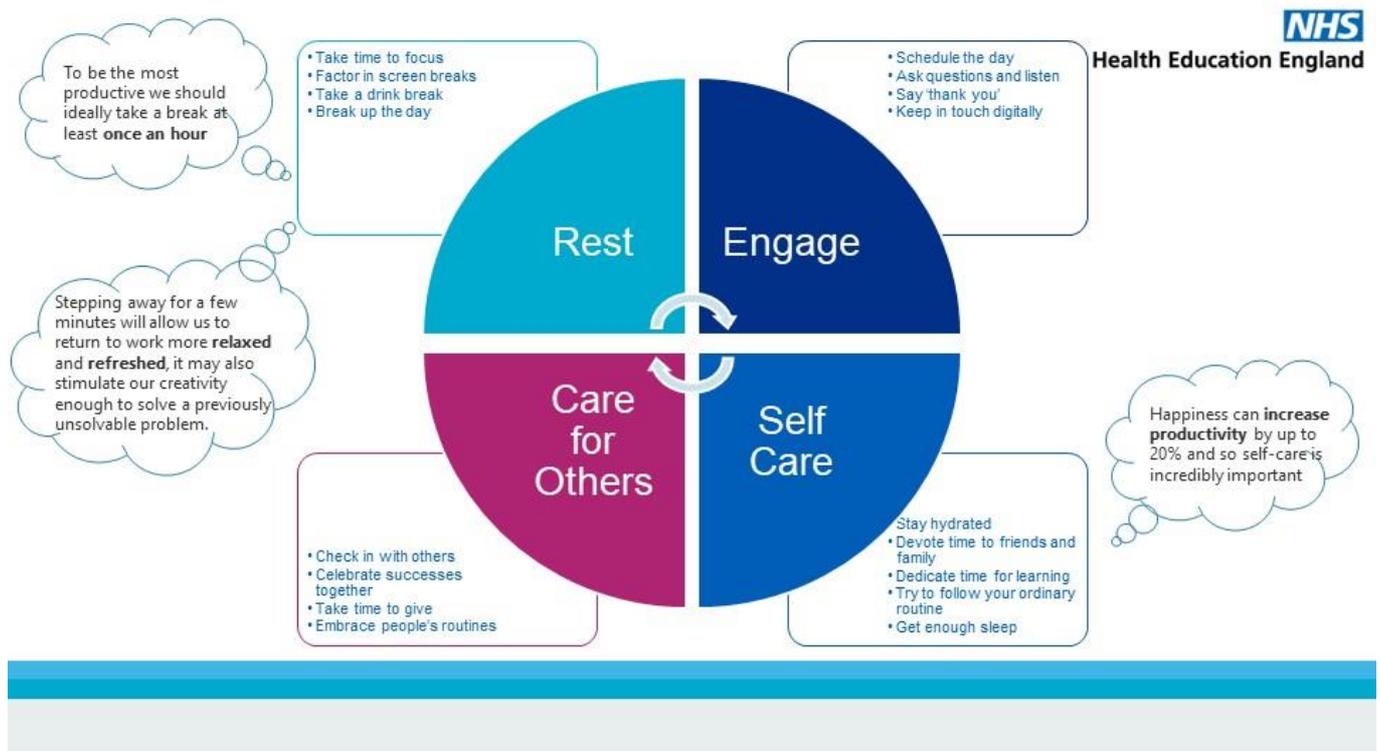
Exact working arrangements will differ between posts. You will need to discuss with your educational supervisor either before or within the first few weeks of commencing in post the expectations with regards to in-person/hybrid/remote working and flexible/asynchronous hours.

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 (take from guidance on HEE Connect):

- 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, talking 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
- Minimize: 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 HEE 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 50:50 split between the project work and supplementary learning through academic study and personal reflective development.

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.
- 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](#) and using tools such as the [NHS Leadership Academy App](#) or the [FMLM Navigator](#) 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.

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*
- 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.

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” (HEE Connect).

HEE 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

- Most Fellows start in August, occasionally some fellows start in February. Fellows are all appointed to a 12 month’s fixed-term Fellowship.
- Your development over the year follows the 70:20:10 educational model (70% experiential learning, 20% supportive relationships and networking, and 10% formal education). Practically, this means that you will spend roughly half your time working on a project and the other half on FLP personal, professional development, academic and reflective activities. 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 and declare any clinical work at the end of their Fellowship year.

- 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, 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)

HEE provides funding for an academic qualification during the year. Fellows are allocated a study budget of £3450 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! 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 have the tuition fees paid for you, the university need a letter from HEE to confirm they are funding it. To arrange this, please email futureleaders.yh@hee.nhs.uk with the following information:

- Title of course
- Web address of course
- Course provider
- Email contact for course provider
- Postal address of provider
- Cost of course (excluding VAT)
- Start date

The programme will then raise a purchase order and send a sponsorship letter via email to the course provider's contact details that you have provided. You will be copied into this email.

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

The FLP offers a range of courses throughout the year which are aligned with the Healthcare Leadership Model/FLP Curriculum. The calendar and booking portal can be found on Maxcourse: <https://www.maxcourse.co.uk/HEEYHME/>

You can self-enrol on Maxcourse prior to commencing in post. Please change your profession to Leadership Fellow, to ensure that you can access the relevant 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.

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

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. 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 HEE 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.

- Held towards the end of each financial year, specific timing decided by conference committee.
- Target audience: Current, past, and potential leadership Fellows, supervisors, HEE executives, potential bidders etc, healthcare professionals at all levels with an interest in leadership
- Previous conferences attendances between 150 (in-person) and 275 (virtual) places

All Fellows are expected to submit an abstract (summary) about their project and state what format they would like to present (usually poster or spoken presentation) 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.

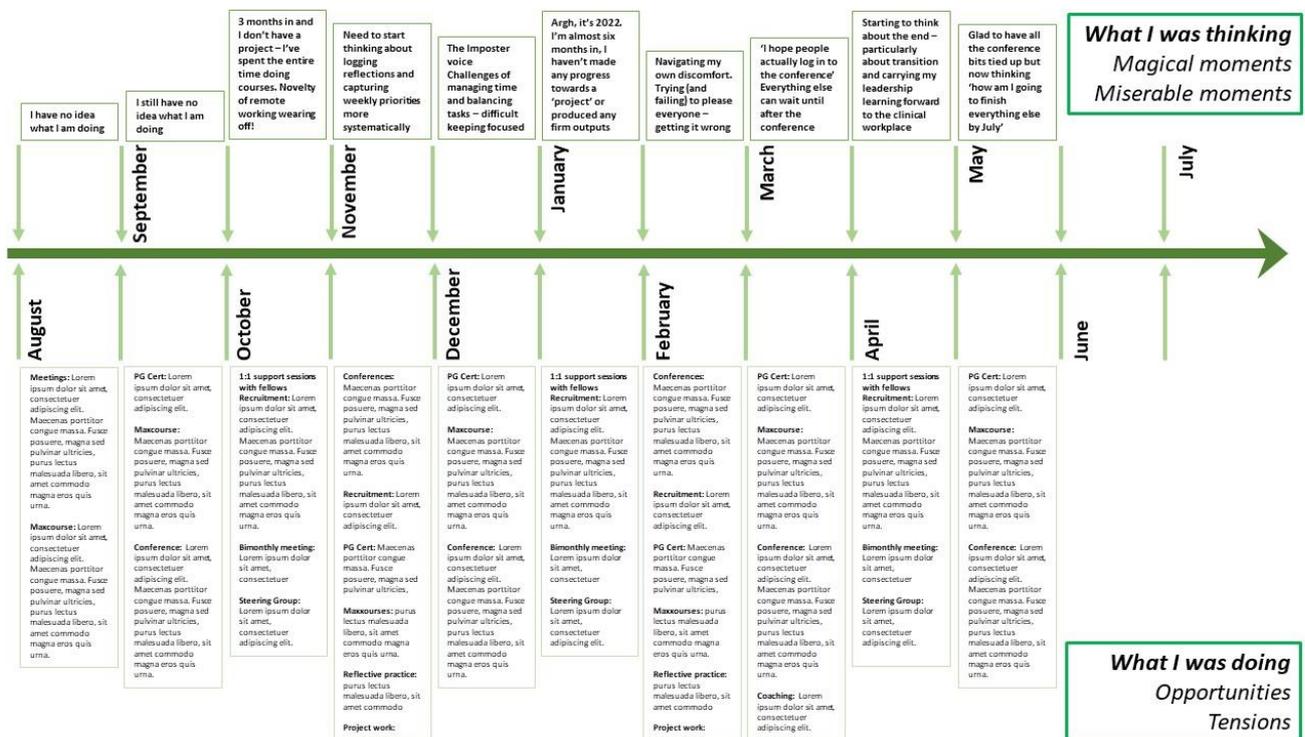
Reflection

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 121 conversations with supervisors and mentors and documenting steps taken to achieve objectives (see example below).

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

- 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 HEE. 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 publicised.

Administration

Terms of Employment

Through an arrangement between the deanery and HEE, 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 and for other healthcare professionals it will be their seconding organisation. 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, 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.

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)/part-time 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 time-limited to one year so Fellows working LTFT/part-time 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 £3,450 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 PG Cert, 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

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**. The following process needs to be followed:

- Complete the appropriate study leave form (either for trainees or in substantive posts (available from [Information for Fellows](#) webpage). This should be approved and signed by your Educational Supervisor.
- Email the completed form to the futureleaders.yh@hee.nhs.uk for approval by Dr Susy Stirling (Associate Dean for the Future Leaders Programme).
- In the body of your email, include a supporting statement relating to why you want to go on this course / conference and how this relates to your learning needs.

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 £3450; to include the cost of the PG Cert/equivalent academic qualification and other professional development opportunities over the 12-month period of the fellowship. HEE will cover costs associated with study leave during your Fellowship
- Any costs associated with your project, including travel, should be funded by your School (in case of 100% HEE 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'.

Ethics Approval for your Leadership Project

Detailed information about the requirement for NHS Research Ethics Approval and the process for obtaining this is available on the FLP webpage: [Information for Fellows](#), under 'When would NHS Research Ethical Approval be required for a quality improvement or service evaluation project?'

Many projects fall under the umbrella of 'service evaluation' and do not require full research ethics approval but you should discuss this with your project supervisor at the earliest opportunity as the process can be lengthy.

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 HEE rather than the employing NHS trust, it has been agreed that HEE indemnifies the employer, and that HEE will take the lead in the unlikely event of any litigation arising from the Future Leader's work.

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.

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.

Further information regarding 'Indemnity' can be found on the FLP webpage [Information for Fellows](#).

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 futureleaders.yh@hee.nhs.uk

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 HEE Yorkshire and Humber 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://yorksandhumberdeanery.nhs.uk)

Health Education England

“Health Education England (HEE) exists for one reason only: to support the delivery of excellent healthcare and health improvement to the patients and public of England by ensuring that the workforce of today and tomorrow has the right numbers, skills, values, and behaviours, at the right time and in the right place.”

<https://hee.nhs.uk>

Values

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 HEE takes individual responsibility for upholding our HEE values; helping to embed them in everything we do.

HEE Y&H Offices

Postgraduate Medical and Dental Education (PGMDE) occupies three offices in Hull, Leeds, and Sheffield. Pre-COVID-19, Fellows were able to work from hot desks in any of the three offices if this was suitable for your project. Currently most HEE staff continue to work from home, you should discuss the expectations of home or office working with your Educational Supervisor. Fellows who are employed 100% can request equipment such as a laptop and additional monitor to facilitate home working. This is requested via the Future Leaders Programme Support team. You may be able to book a desk at any of the office sites: <https://healtheducationengland.sharepoint.com/sites/HEERTWH/SitePages/how-to-book-a-desk.aspx>

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 NB. Some free parking available on-site.
Leeds: Blenheim House
Blenheim House, Duncombe Street, Leeds, LS1 4PL Telephone: 0113 887 1688 NB. Very limited car parking available
Sheffield: Don Valley House
Ground Floor, Don Valley House, Savile Street East, Sheffield, S4 7UQ Telephone: 0114 399 2200 NB. Limited free parking on-site and on-road

For further information see:

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

HEE Account

If you are working solely within HEE, you will be given a HEE email (@hee.nhs.uk) address and full access to the HEE network for the duration of your Fellowship. For this to happen, 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 HEE Human Resources.

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

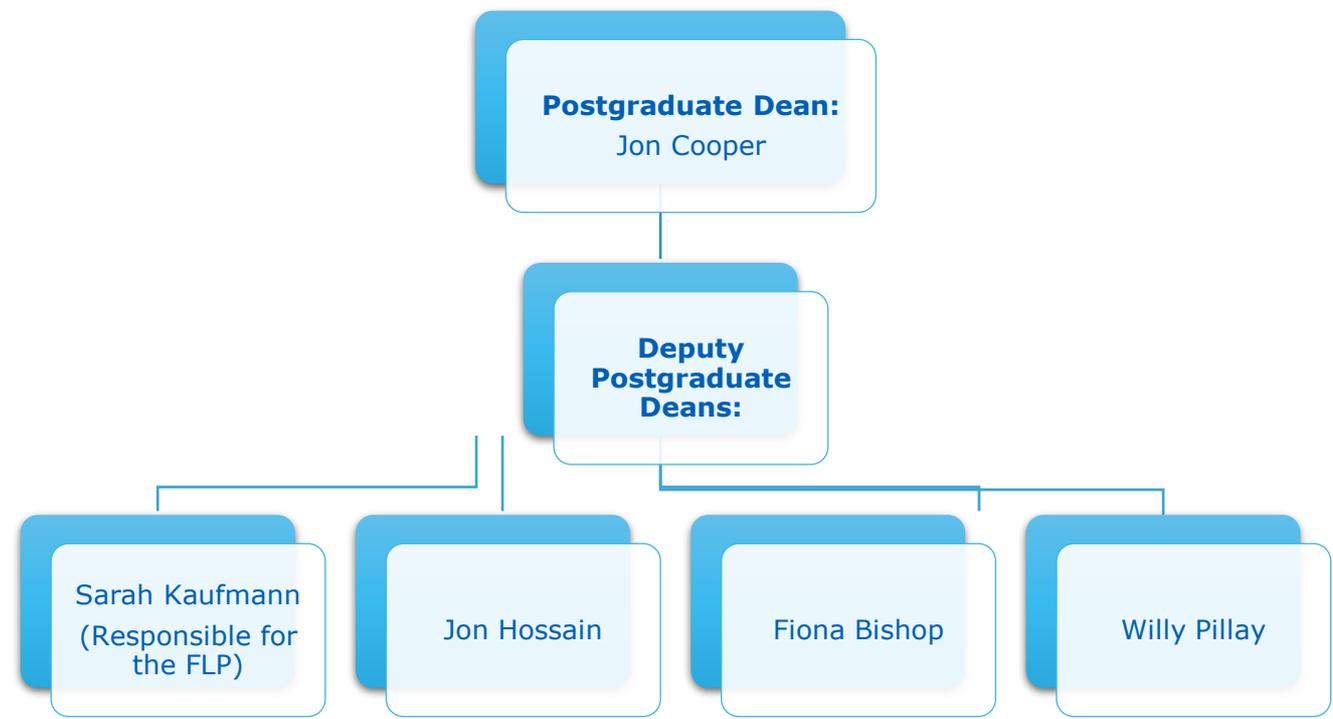
- Telephone: 0113 8871726
- Email: IT.North@hee.nhs.uk

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

HEE Branding

HEE has branding guidance and templates available via HEE intranet (“[HEE Connect](#)”). These can be used for letterheads, PowerPoints, posters etc and are available to those with HEE email accounts (100% HEE employees). Support with branding and publicity documents may also be available from the inhouse communications team comms@hee.nhs.uk.

HEE Yorkshire & Humber Postgraduate School structure



Key Contacts & Web Links

Name:	Role:	Email:
HEE		
Sarah Kaufmann	Deputy Postgraduate Dean	Sarah.Kaufmann@hee.nhs.uk
James McCourt	PA to Sarah Kaufmann	James.Mccourt@hee.nhs.uk
Susy Stirling	Associate Dean	Susy.Stirling@hee.nhs.uk
Katie Cobb	Business Manager	Katie.Cobb@hee.nhs.uk
Hayley Boyce & Bianca Caudwell	Fellows to the FLP (2021-2022)	Hayley.Boyce@nhs.net b.caudwell@nhs.net
Waqas Din & Emma Duffy	Fellows to the FLP (2022-2023)	TBC
HEE Learner Support and Faculty Development Team		

Fellows Induction Pack 2022-3

Chloe Anderson	Programme Support Coordinator	Chloe.Anderson@hee.nhs.uk
Andrew Wild	Programme Support Administrator	Futureleaders.yh@hee.nhs.uk
FLP recruitment inbox managed by recruitment team		futureleadersrec.yh@hee.nhs.uk
For all queries once Fellows have been appointed to post		futureleaders.yh@hee.nhs.uk
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>

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>

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 \(medics.academy\)](#)

Events and Essay prize; [Home | Healthcare Leadership Academy \(thehealthcareleadership.academy\)](#)

Podcasts



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:

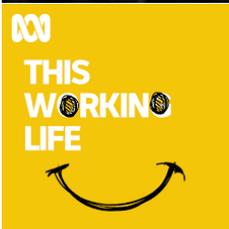
Women at Work; [Women at Work \(hbr.org\)](#)

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](#)



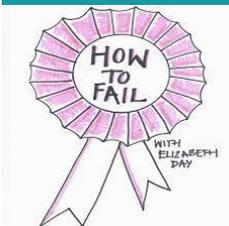
Squiggly Careers

[Podcasts Archive | Amazing If](#)



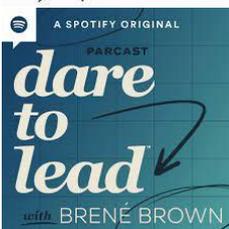
Compassionate Leadership Podcast – Mike Whitehead

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



How To Fail: Elizabeth Day

[Podcast — Elizabeth Day \(elizabethdayonline.co.uk\)](#)



Dare to Lead – Brené Brown

[Podcast Episodes Archive - Brené Brown \(brenebrown.com\)](#)

Also

Unlocking Us

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>FLP</p> <p>NHS Leadership Academy Edward Jenner Mary Seacole <i>additional cost</i> Rosalind Franklin <i>additional cost</i> Elizabeth Garrett Anderson <i>additional cost</i> (link)</p> <p>Improvement Academy Silver QI <i>additional cost</i> (link)</p> <p>Sheffield MCA 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>King's Fund Emerging Clinical Leaders programme (<i>additional cost</i>) (link)</p> <p>Improvement Academy Silver Human Factors <i>Additional Cost</i> (link)</p>	<p>FLP Action Learning Sets</p> <p>Writing for publication</p> <p>Improvement Academy Silver QI <i>additional cost</i> (link)</p> <p>Measurement for Improvement workshops <i>additional cost</i> (link)</p> <p>Sheffield MCA LEAD: Introduction to QI <i>additional cost</i> (link)</p> <p>HFMA Introductory award in healthcare finance <i>additional cost</i> (link)</p> <p>Sustainable Healthcare 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>NHS Leadership Academy Edward Jenner Mary Seacole <i>additional cost</i> Rosalind Franklin <i>additional cost</i> Elizabeth Garrett Anderson <i>additional cost</i> (link)</p> <p>King's Fund Emerging Clinical Leaders programme (<i>additional cost</i>) (link)</p>	<p>FLP Presentation skills</p> <p>Improvement Academy Achieving Behaviour Change <i>additional cost</i> (link)</p>	<p>FLP Action Learning Sets</p> <p>Imposter Syndrome</p> <p>Effective meetings</p> <p>Listening to Understand: Exploring Polarisation and Difference of Opinion</p> <p>Improvement Academy 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>NHS Leadership Academy (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>Listening to Understand: Exploring Polarisation and Difference of Opinion</p> <p>Improvement Academy 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
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>NHS North West Leadership Academy Videos & Podcasts (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>NHS Employers Introduction to Organisational Development (futurelearn)</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>NHS Project and Change Academy (CPM) (link)</p> <p>BMJ Learning Leadership <i>possible additional cost</i> (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 <i>possible additional cost</i> (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>North East Leadership Academy Event (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 (<i>additional cost</i>) (link)</p> <p>BMJ Learning Leadership <i>possible additional cost</i> (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 <i>possible additional cost</i> (link)</p> <p>e-LfH NHS 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	
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 Appraisal									
	PG Certificate or equivalent									

Appendix 2: FLP Learning Charter



Health Education England

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:

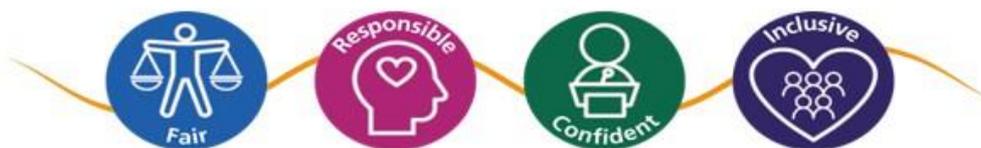
Respect and compassion for self and others
Humility, kindness and courage
Commitment to learning and improvement
Flexibility in approach and perspective
Inclusion and collaboration

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.



HEE's Values

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

Action
Take demonstrative steps to establish equality and be accountable.

Assume
Don't assume, develop informed views by seeking to understand individuals.

Apologise
Express sympathy that racism is affecting people of certain races.

Acknowledge
Openly acknowledge that the problem needs to be dealt with.

Accept
Accept the reality. We don't need more data to tell us there is a problem.

Ask
Ask questions about race, be curious, read, learn and educate yourself.

Appetite
Do you have the appetite to increase yourself in the complex, emotive world of race equality?

Developed by Yvonne Coghill, Director of Workforce Race Equality

Image: Yvonne Coghill, 7 A's of Authentic Allyship

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.

★ 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.

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.

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:

<ul style="list-style-type: none"> 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 (2022-23) – HEE 	<ul style="list-style-type: none"> 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 healthcare leaders)
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