

# Annual Report

2020/21



# Contents

## Future Leaders Programme

### 2020 / 2021 Report

This report can be read front to back. Alternatively, you may wish to dip in and out, learn more about projects of interest or overall achievements of the FLP. Either way, we hope you enjoy reading this report.

<b>Foreword</b> .....	3
<b>Value and outputs</b> .....	4
<b>Fellows' Profiles</b>	
<i>By Surname</i>	
A-C .....	5-8
C-H .....	10-13
H-J .....	15-18
K-M .....	20-23
M-S .....	25-28
S-W .....	30-33
W-Z .....	35-38
<b>The FLP Conference</b> .....	9
<b>The FLP in Numbers</b> .....	14
<b>FLP in Covid Times</b> .....	19
<b>Advice For Fellows</b>	
Getting Involved .....	24
Practical .....	29
General .....	34
<b>Recommendations</b> .....	39
<b>Evaluation 20/21</b> .....	40
<b>Epilogue / Acknowledgements</b> .....	41



## Foreword

The Future Leaders Programme is a twelve-month secondment or out of programme fellowship for health professionals across Yorkshire and Humber. Fellows are given the opportunity to enhance and develop skills that are essential for future healthcare leaders. They work on individual projects, undertake a postgraduate certificate in medical education or leadership and have access to tools aiding personal development such as Action Learning Sets, Coaching and 360 degree appraisal. This report aims to showcase the excellent work and achievements of the 2020/2021 Future Leaders cohort.

Many of the current fellows secured their Leadership Fellow before COVID-19 and left their

clinical roles five months into the pandemic. Whilst colleagues continued to face the brunt of COVID-19 in hospital and community settings, the future leaders were resigned to their laptops at home. The Future Leaders Programme had become virtual, and to this day, many of the fellows have never met in person. But they were in this together and began to connect over Zoom and MS Teams, chatted on WhatsApp and learnt lessons on becoming leaders.

One year on, the NHS is still under great pressure, and at times during the pandemic, has felt under threat. But its workforce is resilient, committed, compassionate and will come out of the pandemic

stronger than ever. This cohort of Future Leaders Fellows sat behind a computer screen during one of the the biggest healthcare crises of the 21st century. But in doing so, they learnt the skills to become leaders of the future; they identified a need for change and learnt how to make it happen; they recognised how to have a positive impact on not one, but many. Future Leaders Fellows are a vital cog in the wheel of our healthcare workforce. We hope you enjoy reading about our journey.

*Kate Kontou and Katie Payne,  
Fellows to the Future Leaders  
Programme 2020/2021*



# Value & Outputs

The FLP supports personal and professional development, investing in leaders of the future



## Skills training:

- Structure and power dynamics
- Presentation skills
- Writing for publication
- Human factors
- Quality improvement
- Assertiveness
- Effective meetings
- Challenging conversations
- Psychological safety
- Coaching
- Change management
- Exploration of self

## What fellows say they have learnt...

[How to] promote sustainable improvement in quality of care provided.

**O. Coen**

Enthusias[m] and optimis[m] about my future – as a leader, as an individual and as a doctor.

**A. Damazer**

Increased self-awareness, resilience and adaptability.

**C. Jennings**

Dealing with uncertainty and thinking on your feet.

**D. Smith**

The importance of being able to create psychological safety in teams.

**L. Sweeting**

Demonstrate the behaviours and values that you wish everyone display... Little steps gradually change hearts and minds.

**C. Wright**

The importance of personal and team wellbeing.

**B. Holden**

## Roles acquired following the FLP year:

- |                               |                                       |                          |
|-------------------------------|---------------------------------------|--------------------------|
| • Clinical Teaching Fellow    | • Clinical Lead Therapist             | • Corporate Nursing role |
| • Research role at University | • Clinical Fellow in Genomic Medicine | • Chief Registrar        |
| • Population Health Fellow    |                                       |                          |



# Morgan Blizzard

## Ophthalmology Specialty Trainee

### Actions To Address Ethnicity Based Differential Attainment In Postgraduate Medical Training

PG CERT | University Of Dundee | Medical Education

## Achievements

- Presented research into national exam differential attainment data at a national conference hosted by the British Association of Physicians of Indian Origin
- This work and oral presentation was awarded the 2nd Prize in their research competition.
- I was a member of the committee who organised the 2021 Leadership Conference
- Appointed as an Honorary Tutor at the medical school at The University of Leeds. I served as an Educational Supervisor for final year medical students. One student had particular health needs that necessitated advocating for logistically complex adjustments to her training.
- Designed and coordinated a reverse mentoring scheme in which trainees from ethnic minority and international background were paired with the Heads of School to share their lived experiences of challenges within training. This project intends to inform future interventions to achieve more equitable training.
- Worked to develop a train-the-trainers resource on addressing unconscious bias.
- Worked with HR to clarify visa administration processes for international medical school graduates in training wishing to pursue out of programme opportunities.
- Developed a business case for a programme of 'positive action' initiatives to support the promotion of ethnic minority postgraduate educators to more senior roles within the Deanery.
- Coordinated the development of reports exploring whether differential attainment exists in Dental Training.
- Facilitated a workshop to support job applications for international doctors hoping to practice in the NHS.

## Future Ambitions

To pursue a role in postgraduate medical education alongside clinical practice



## Sally Chapman

### Cardiology Registrar

**Creating a web-based training programme in echocardiography for cardiac sonographers in training and cardiology registrars**

**Sheffield Teaching Hospitals**

---

**PG CERT | Hull York Medical School | Medical Education**

## Reflections

This year has been very different to the year I anticipated when I got the job in December 2019. However, it has been a good year for many reasons. I have made significant progress with developing content for the training website, and I am so proud of what has been produced so far. When I leave, I know I will have left an extremely useful resource that can be used by anyone who has an interest in echocardiography. I will also leave a framework for colleagues to continue to create content and add to the site. I knew coming into the project that I was unlikely to complete the site in the year. Given the extreme pressures on the cardiology service due to COVID and staffing shortages, to have produced and edited over 20 videos is a real achievement.

This year has allowed me the opportunity to extend and build my knowledge of echo. The process of making and editing the videos has been interesting – not only developing the IT skills

involved but also allowing me to gain a better understanding of echocardiography. When back in clinical training I will be sub-specialising in cardiac imaging, particularly echo, so what I have learnt this year is invaluable to my future career. I would love to carry on contributing and producing content for the site once I am back in clinical training.

One of the main things I have learnt this year is that I like routine, and I am not great at time management! This is something I have really had to work on this year, and it is still something I need to continue to work on in the future. Working from home has been a challenge and I am really looking forward to getting back into clinical work and being able to have conversations in person!

My advice to anyone considering undertaking a FLP year is firstly that it is a great year – if you are willing to put the effort in. There will be plenty of times where you need to make your own goals and establish a timeline of how to get there – so you need to be enthusiastic and

dedicated. Take advantage of all the resources that are available to you. The courses I have attended have allowed me to see the type of leader I am, the positive and negative traits I have – and how to overcome challenges and improve. And lastly, don't underestimate how much time you need to dedicate to your PG cert!

From a personal perspective, it has been a great year. My daughter had just turned one when I started the FLP, and a year away from clinical training, especially with the added challenge of COVID, has been invaluable. Making connections with people virtually has certainly been challenging but meeting people outside of my cardiology/medic bubble has been amazing, and I can't wait to meet people in person!



## Frances Clymer

### Hospital Pharmacist

**Development and launch of Peer Assessment as a tool for the Interim Foundation Pharmacist Programme**

**School of Pharmacy and Medicines Optimisation,  
Health Education England North**

---

**PG CERT | Swansea University | Leadership for the Health Professions**

### Lessons Learnt

I have learnt so much about myself in terms of my leadership style, the environment I flourish in and how to embrace my strengths whilst working on my development areas. The courses I have had the privilege to attend have been full of content that has challenged and interested me such as "Writing for publication", "Building Assertiveness" and "Presentation skills" courses. Not only that but I have found the method of teaching has been so engaging that it has made me reflect on the teaching I provide as an education and training pharmacist. I cannot speak highly enough of the content that is provided as part of the FLP year.

### Reflections

I still struggle to deal with my imposter syndrome (although this year has at least given a name to the voice of doubt) particularly with balancing working life with home. I have always been able to leave work at the trust and leave any stress or concerns there. However, that boundary has been blurred which has meant more work worries in the home environment. I particularly worry about the effect of part time working on my FLP experience and whether I have been able to be as involved as I could have been. At times, it has been frustrating when I have not been able to attend courses or meetings due to a lack of childcare.

### Future Ambitions

As an Education and Training pharmacist, I have always been passionate about the development of others but have discovered I am particularly interested in the formal support aspect to professional development. Providing formal support within my profession is something I wish to explore in the future particularly the use of clinical supervision, coaching and peer support.



## Olly Coen

### Specialist Registrar Clinical Oncology

**'Building patient safety across Yorkshire and the Humber'**

**Yorkshire and Humber Improvement Academy**

---

**PG Cert | University Of Bradford | Leadership in Health and Social Care**

## Reflections

As a clinical leadership fellow at the Improvement Academy you are immediately welcomed in to the core team of individuals from a range of clinical and non-clinical backgrounds. The team's expertise in patient safety, improvement science, implementation science and understanding the patient and staff experience is something that is truly unique and provides excellent foundations for your own self development. The fellowship enables you time to learn from your colleagues, identify where you may have done things right in the past and where you may have done things wrong and develop your own way of doing things for the future.

Whilst daunting at first, the role enables you to step out of your comfort zone and try something new. This year I have had the opportunity to lead the Medicines Safety Improvement Programme (MedSIP) for the region and collaborate with teams at a national level within the Patient Safety Collaborative (PSC). A core aim of the programme centres on reducing medication administration errors in care homes so to reduce severe

avoidable medication related harm. There is a strong emphasis on quality improvement and working with frontline teams and service users to help promote sustainable improvement in the quality of care provided. Learning so far has emphasised the importance of building relationships and working together so any improvement work is done with the individuals in the team rather than directed from above. The ability to develop positive relationships and engage those in improvement work is something that will be highly beneficial and transferable to a multitude of roles.

Undertaking a clinical leadership fellowship during a COVID-19 pandemic has brought unanticipated challenges but also led to significant opportunity. Confidence in the virtual meeting environment and the development of techniques to engage colleagues at a distance is one such example. The pandemic also required rapid implementation of systems level change and the development of the COVID Oximetry @home model across the region is a good example of this. Together with the wider PSC team, including

my counterpart FLP fellow, we were tasked with supporting the system to upscale remote monitoring opportunity for high-risk individuals diagnosed with COVID-19. This required collaborative working with key stakeholders across the regional footprint to explore the collective viewpoint, develop joined up pathways, both in and out of hours, and ensure that change in one part of the system did not detrimentally impact other parts of the system. This work has broadened my understanding of the wider NHS and emphasised the challenges of implementing large scale policy-driven change. This first-hand experience of what works and what doesn't work is something that will be highly beneficial for the future, especially given the planned move towards more integrated care.

Ultimately undertaking a FLP through the Improvement Academy allows you to join a well-established network of previous clinical leadership fellows and opens your eyes to how leadership can play a key role in your future clinical career.



# THE FLP IN NUMBERS



**40 POSTER  
SUBMISSIONS**



**10 PRESENTATIONS  
AT CONFERENCES**



**10 PUBLICATIONS**



**20 FELLOWS DELIVERED TEACHING AND  
TRAINING TO COLLEAGUES AND STUDENTS**



**6 BABIES**



**2 WEDDINGS**



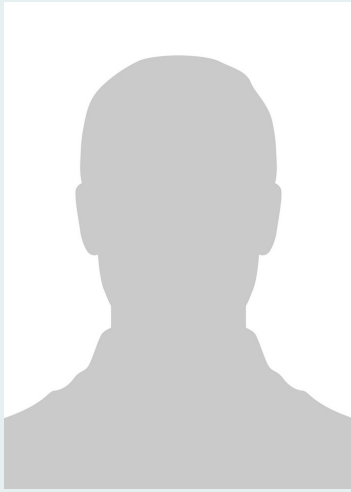
**1 ENGAGEMENT**



**10 QUALITY  
AND SERVICE  
IMPROVEMENT  
STREAMS AND  
PROJECTS  
DEVELOPED**



**3 FELLOWS  
FEATURED  
ON PODCASTS**



## Phoebe Cross

### Infectious Diseases Registrar

ARCP quality improvement project for the Foundation School in Yorkshire and Humber

---

PG CERT | Hull York Medical School | Health professions Education

## Reflections

The Future Leaders Programme has been a wonderful experience away from my usual job in clinical medicine. The skills acquired are so varied and completely different from my job as a clinician. During the year I have had to work to my own timetable and learn to project manage from home as well as navigate through the changing times of COVID as my year was interrupted by maternity leave in the middle.

My project focused on improving the quality of the ARCP process for foundation trainees. After initial research, I found that trainees can feel the ARCP is a tick box process with limited feedback. In order to change things a project was developed with the TPDs and admins within the foundation school in order to see where change could be implemented. We initially planned to implement a process developed in the North West, but after further work decided it was not possible. The project consisted of lots of small changes to try and help improve quality. I introduced

junior doctor of the year awards and supervisor of the year awards across the region to trusts who did not already have them. We encouraged the use of placement supervision groups on the e-portfolio, which is an excellent way to gain feedback for trainees. Foundation trainees can now give feedback to trainers in most trusts in order to promote excellence. As well as this I've developed skills in leading a project and implementing change, I've developed leadership skills and built relationships with varied members of the team.

During the year I have worked on my project but also got involved in lots of other things that weren't the specific focus of the fellowship. I have been involved in the Future Leaders Programme and attended training days and FLP meetings. I have been a marker in academic interviews and marking posters which is a big insight into the interview process. Through being an examiner I really feel it will help in the future to navigate my own interviews and know what

the examiners are asking and what they really want from you. I re-wrote the clinical academic interview question set for the foundation trainees which will be piloted this year.

I am completing a PG cert in medical professions education. This has really opened up my eyes on how to teach. There are so many elements I'd never considered before and this course will structure my future teaching. Advice for future FLPs is to sign up to as many of the courses aimed at FLP fellows as possible. Don't worry if you start off feeling like there isn't a lot to do, the projects workload waxes and wanes, by the end you'll probably have to say no to things in order to keep a good work-life balance. The project focus can change over time, so don't be afraid to alter your goals.



# Alex Damazer

## Paediatric Trainee (ST7)

### Less Than Full Time (LTFT) Training Opportunities in the Foundation School

#### Yorkshire and Humber Foundation School

PG CERT

University Of Leeds  
MSc Child Health

Kings Fund  
Emerging Clinical Leaders

## Achievements

### Project Specific:

- Mixed methods research - Flexible Foundation Training: Attitudes, Experiences and Preferences
- Oral Presentation NACT Foundation Sharing Event, Oral Presentation National Foundation School Directors meeting , Local presentation and discussion at foundation school committees, Planned to submit for publication
- Development of trainee guides - Flexible/LTFT Training (foundation and speciality level)
- Organisation of a Flexible Foundation Training workshop – 16 attendees across Yorkshire and the Humber
- Development of a calculator to assist trainees and the foundation school in ensuring that flexible/LTFT trainees have accurate time in training, assessments and ARCPs.

-Piloted, audited, adapted and now in use across Yorkshire and the Humber, Being considered for

national rollout and possible app development

### Non-Project Related:

- Appointed vice-Chair Yorkshire and the Humber Trainee Forum Executive
- Committee member Future Leaders Programme Conference
- Development of new Bridging the Gap Yorkshire and Humber Foundation Training Day – Ethics and Ethical Dilemmas
- Poster Presentation based on Peer Coaching experiences – Future Leaders Programme Conference
- Publication - The Positive Thinking Project – Can We Improve Trainee Morale? BMJ Paediatrics Open
- Poster Presentation – The Positive Thinking Project – RCPCH International Conference, Singapore

## Reflections

Whilst I was committed to the FLP, I had concerns about taking time out of programme. In hindsight, the FLP year has been the best year of my training. The FLP is an incredible opportunity to step off the treadmill and learn new skills and ideas, meet new people and reflect on your own personal journey. I have had multiple opportunities over the year, and have had varied and challenging experiences. Some of my work has been very successful, which I am proud of, and some ideas failed, which often taught me more than the successes! There is too much to reflect on in detail, but suffice to say that the FLP year is one that is full of challenges, successes, learning, development and training. I finish it enthusiastic and optimistic about my future – as a leader, as an individual and as a doctor. I feel incredibly fortunate to have had this opportunity.



## Louise Flint

### ST7 In Respiratory And General Medicine

Clinical Leadership Fellow in Medical Education and Quality Improvement - Leeds Teaching Hospitals NHS Trust

---

PG CERT | Hull York Medical School | Health Professionals Education

### Achievements

- Developed an induction programme for International Medical Graduates
- Involved in Trust quality improvement projects including out of hours moves and patient discharges
- Involved in recruitment for future clinical leadership fellows
- Organised Junior Doctor and Dentist Week and Awards at LTHT
- Helped develop Quality Improvement network
- Opportunity to work with Patient Quality Partners
- Educational supervisor for 5th year medical students
- Working towards becoming a Fellow of Higher Education Academy
- Poster presentation at FLP Conference (x3)
- Presented my leadership journey at the FLP Bimonthly Meeting
- Worked on developing my self-confidence and how to manage imposter syndrome

### Lessons Learnt

- Much better understanding of QI methodology and how to implement this

- Greater appreciation of Trust management system and roles of individuals within it
- Learnt a lot about leadership styles and good leadership qualities, including how to run effective meetings.

### Reflections

I came into this post having already started my final year of respiratory training. I was a little apprehensive about the timing of this and whether or not it was wise to take a year out so close to CCT. On reflection, I realise how little I previously knew or understood about management and the way in which the hospital runs. I have learnt a lot about leadership, trust structure and the way in which decisions are made. I have gained skills in quality improvement and been able to enhance my teaching through opportunities such as simulation training and clinical skills teaching. I have worked on my self-confidence and have found the coaching sessions really helpful in this. Moving forwards, I think the skills and knowledge I have developed over this past year will be extremely beneficial to me in my consultant career and I am really pleased I took this opportunity to undertake an FLP year.





## Celina Handalage

**Elderly Medicine And General Internal Medicine Registrar**

**Internal Medicine Leadership Fellow**

**School of Medicine Health Education England Yorkshire and Humber**

**PG CERT | University Of Leeds | Clinical Education**

### Achievements

- Creation of IM Year 3 Regional Teaching Programme (to run from August 2021)
- Development of Blackboard for Internal Medicine for School of Medicine
- Creation of e-learning material using Articulate to support Internal Medicine Year 3
- Creation of Specialty Guides to support Internal Medicine
- Development of QI teaching material for IM Year 3 with Ruth Colville, HUTH
- Creation of Virtual Communications Course for PACES- successfully ran at Leeds Teaching Hospitals Trust
- Poster accepted and displayed at Future Leaders Conference March 2021- "Dispelling Myths: IMT Curriculum Delivery"
- Poster accepted and for display at National Scottish Education Conference May 2021- "Dispelling the Myth of the Med Reg: Developing Delivery of the Internal Medicine Training Programme in Yorkshire and Humber"
- Co-author for published editorial "High-quality end of life care for older people with frailty: helping people to live and die well" in British Journal of Hospital Medicine October 2020
- Helped deliver ST3 induction for Geriatrics in East and West Yorkshire 21/8/2020
- Organised regional training days for East and West Yorkshire Geriatric Medicine registrars
- Poster accepted and displayed at EuGMS October 2020- "Does a geriatrician-led telephone advice line optimise care for frail older people during the COVID-19 pandemic?"
- Teaching for 5th year medical students at Leeds University, FY1s at LTHT, Internal Medicine trainees at LTHT and regional Rehabilitation Medicine registrars and consultants and filmed teaching material for 3rd year medical students for Leeds University
- Educational supervisor for two University of Leeds 5th year medical students
- BGS Trainees Conference committee- national conference due June 2021
- Presented at Sheffield Medical School Virtual Careers Fair February 2021

### Future Ambitions

Completion of Higher Specialty Training in Geriatric Medicine and General Internal Medicine with view to obtaining consultant post in Yorkshire to continue work within medical education and postgraduate training.

# Annual FLP Conference Leadership - A Shared Journey

Fellows organise the annual conference which was virtual for the first time. Below is a summary of the day

## Introduction

**Date:** 26th March 2021

**Platform:** Babl

**Themes:** Inclusivity, compassionate leadership, wellbeing.

**Aims:** Inspire people to reach their potential and demonstrate that anyone can be a leader. Showcase fellows and others work. Network.

**Target audience:** Junior doctors, band 6/7 AHPs and nursing staff who are interested in leadership and would consider applying for the FLP in the future, FLP alumni.

## Feedback

Out of 5 stars, 81% of respondents gave the workshop they attended 4 or 5 stars.



The conference also received an overall star rating in the following areas:

Content of the conference met expectations - 4.60 stars

Relevant to future/ current work - 4.57 stars

Participation encouraged - 4.34 stars

Efficient organisation and administration - 4.60 stars

66% of attendees had no technical issues.

## Speakers & Workshop Facilitators

**Professor Michael West** - Senior Visiting Fellow at the King's Fund

**Yvonne Coghill** - Race Advisor, NHS Race and Health Observatory

**Simon Fleming** - Culture Change Advocate, T&O Registrar

**Ash Birtles** - Co-Chair of The Association of LGBTQ+ Doctors and Dentists, Chair of the LHTT LGBTQ+ Staff Network, Respiratory Registrar

**Olamide Dada** - Founder and Chief Executive of Melanin Medics

**Ben Holden** - Public Health Registrar

**Katie Wallace, Rammina Yassaie** - HEE YH Leadership Faculty, previous and current Representative on the FMLM Trainee Steering Group

**Sally Sadasivam** - Director of Undergraduate Medical Education, County Durham and Darlington NHS Foundation Trust

**Jaimee Wylam** - Public Health Registrar

**Susy Stirling** - Associate Dean, Future Leaders Fellowship Scheme and Coaching Lead

**TED-style** talks from local healthcare professionals

“the most interesting hour I have had in my career so far, thank you”

**Anonymous panel attendee**



# Hannah Hardisty

## Paediatric Registrar

### Education programme for Paediatric Advance Care Planning

### Health Education England

---

### PG CERT | Palliative Care

## Lessons Learnt

I actually began my FLP journey in August 2019, centring plans for my project around face to face contact with patients and parents, before taking a pause for maternity leave. I returned in October 2020 to a new 'virtual' world and a very different FLP. Existing plans were completely revised and there was shared frustration between myself and my supervising team that our initial vision for the project could not be met. Despite that, we adapted quickly, welcoming alternatives and new ways of working, and looking back, I am grateful for the change in direction to allow the success my project has subsequently had. The lessons learnt during this year are plentiful and beyond the scope of a single page. I have learnt the art of resilience, flexibility and patience (undoubtedly helped by the arrival of a new baby!) recognising implementing change takes both determination and time, and the appreciation the agendas of others within this. I have gained confidence in speaking up for changes I believe in, recognising my role as an advocate for the needs of both patients and professionals, and, where possible, maintaining this when faced with barriers. Demonstrating passion about your subject of interest helps others understand your 'why' and may help

breakdown reluctance and encourage others open up to the idea of change.

## Project Reflections

A recognised barrier to delivery of paediatric advance care planning is the absence of formal training, and a parallel fear amongst professionals that approaching these conversations may upset families and risk established relationships. With this in mind, my project has centred around the proposal and design of an extensive, and multi-modality education programme in paediatric advance Care Planning, available for health professionals across Yorkshire and Humber involved in the care of children with life limiting conditions. This process has involved extensive collaborative working with Yorkshire and Humber Children's Palliative Care Network (YHCPCN), Health Education England and E-Learning for Health and our programme is planned for launch late 2021.

## Achievements

This post has allowed me to establish achievements outside those typical during a year of clinical training. I secured financial support for the development of the education

programme, as well as a regional post for an advance care plan nurse, supporting professionals and families in this process. I have developed and lead a workforce steering group responsible for the delivery of the project, including key stakeholders from YHCPCN, e-LFH and hospital and hospice working environments. Academic achievements have included attendance at management and leadership courses delivered through the FLP programme, local service evaluations, regional conference presentations and completion of PG certification in palliative care, beneficial to both project work and future career aspirations.

## The Best and Worst of FLP

The isolation of an FLP year at home has undoubtedly been the biggest challenge but the continuous Whatsapp conversations and opportunity to see faces, albeit virtually, at the FLP courses have been a lifeline and provided a much needed support network.



## Ben Holden

### Public Health Registrar

Creating Health Equity across South Yorkshire & Bassetlaw

PG CERT | Hull York Medical School | Health Professions Education

### Achievements

- Established my role as 'Strategic Lead for Addressing Health Inequalities' within Barnsley Hospital NHS Foundation Trust.
- Led the South Yorkshire & Bassetlaw (SYB) SYB ICS Design Group that seeks to develop a system that improves population health and addresses health inequalities.
- Developed the Barnsley Hospital NHS Foundation Trust Strategy for addressing health inequalities.
- Developed and delivered a Population Health educational programme for all those completing fellowships as part of the Future Leaders Programme.
- Published a peer-reviewed journal article of a systematic review that identifies how to improve diabetes care for adults with learning disabilities: <https://doi.org/10.1111/bld.12393>.

### Lessons Learnt

Most importantly I have been able to reflect on my leadership skills and identify areas of development. Through attendance at FLP courses and by taking advantage of the HEE Coaching Programme, I have been able to build on my strengths and progress in other areas (e.g. conflict management). This year has highlighted the importance of personal and team wellbeing and advanced my career aspirations.

### Future Ambitions

- To take what I have learned this year and apply it in my future career.
- To pursue senior leadership roles and opportunities for "acting-up."

### Goal for my FLP Year

To gain an understanding and experience of strategic leadership





# Rav Jayasuriya

## Trauma & Orthopaedic ST6

### Transition from Higher Surgical Trainee to Consultant Practice

### Sheffield Teaching Hospitals NHS Foundation Trust

PG CERT | Imperial College, London | Surgical Innovation

## Achievements

- Appointment to Clinical Research Fellowship in Paediatric Spinal Surgery to undertake an MD starting in Oct 2021
- Distinction in PG Cert in Surgical Innovation (Imperial College London)
- Co-applicant on successful NIHR HTA grant (£2.5m)
- Winner of Medical Director's QI Award 2020/21 (STH)
- Senior author on best poster presentation at RCSEd National Student's Annual Conference 2021
- 3 peer-review publications in Annals of Rheumatic Diseases, The Lancet: Rheumatology, Nature: Communications
- Authorship on 2 national collaborative projects with 2 peer-reviewed publications
- Conference presentations – 5 oral, 10 poster – as presenting author, co-author or senior author.
- Mentoring of 5 medical student and 2 junior doctor aspiring orthopaedic surgeons
- Supervision of a BmedSci student
- Interview panel member for Medical

School, Academic Foundation Programme, FLP programme.

## Lessons Learnt

- Well planned Gantt chart for the year resulted in a very positive start, and overall high productivity.
- Incredible satisfaction gained by work generated and experience gained during the FLP has been well recognised by local hospital, training programme and colleagues. Satisfaction of mentees generating a number of outputs for their CVs/ portfolios, as fulfilling as personal achievements.
- Taking on marginally too much has resulted in a lot of output, and I have definitely got the most out of the year.
- Locum shifts were absolutely essential to my mental welling, as it provided instant gratification rewards from work which I am far more used to - the satisfaction of treating a patient immediately gives a sense of reward which is less instantaneous for FLP project work.
- Even though I am generally good at saying no to certain opportunities during a clinical job, I found this harder during the FLP year when I was responsible for my whole job plan.

- I found separating work and home life difficult. Likely a combination of working from home due to COVID, and my entire workload being my responsibility.
- Creative thinking is cognitively tiring, so proper rest and holidays need to be planned to avoid burn out.
- Worth bearing in mind that sometimes things can't be done as perfect as I imagined, but sub par in my eyes may still be more than satisfactory for most

## Future Ambitions

Complete semistructured interview and questionnaire data analysis and write up, Deliver the ST8 Transition to Consultant Bootcamp pilot in September 2021, Support replication of ST3 bootcamp for other specialities, Support successor in this FLP post, Apply for membership of Faculty of Surgical Trainers, Complete Diploma in Surgical Innovation (Imperial), Commence MD (Sheffield) 2021-2023, Pass FRCS 2025, Complete training – CCT 2026



# Charlotte Jennings

## ST4 Histopathology Trainee

### Pathologist Light Preferences for Digital Pathology

**NATIONAL PATHOLOGY IMAGING COOPERATIVE, Research & Innovation, Leeds Teaching Hospitals NHS Trust**

---

**PG CERT | Swansea University | Leadership for Health Professions**

## Achievements

- A baby! And successful return to work following maternity leave
- Poster and oral presentation at FLP conference 2021
- Completion of postgraduate certificate in Leadership, Swansea University
- Attendance at 14 courses, 4 conferences and 8 FLP Meetings (Plus project specific events and meetings)
- Development of digital pathology project (currently in progress)
- Work included the development of a novel light measurement tool after consultation with the National Physics Laboratory
- Successful bid to host a further FLP post in the digital pathology team
- Co-organised a National Pathology Week publicity event (2019)
- Trainee member of Interview Panels at HEE YH

## Lessons Learnt

- Increased self-awareness, resilience, optimism and adaptability
- Reflection on the strengths and weaknesses of my default approaches
- Specific skills; including project, communication, writing and presentation skills

- Value of well-being and personal development activities

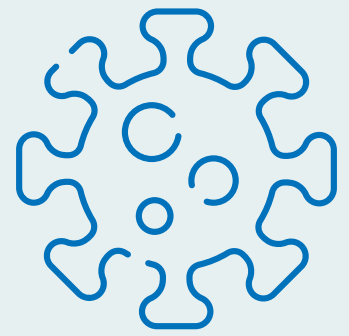
## Future Ambitions

This year has given me confidence to extend my role and to pursue a leadership and management focussed research project - creating a database for high quality morphomolecular research. This will involve working closely with Genomics England, the National Pathology Imaging Cooperative and a large number of other stakeholders. My application to extend out of programme time has been approved and my University application is pending. Overall, this experience has broadened my career ambitions beyond pure clinical work.

## Best & Worst of FLP

**Worst:** Feeling a bit at sea early on and during some of the slower project moments. Concern re. return to training and meeting expectations of self and supervisors.

**Best:** Valuable time, space and funding for my development. Rewarding process of developing a project and working with a team closely for an extended period.



# FLP in COVID-19

## How Fellows Responded to the Global Pandemic

“ I felt somewhat guilty when I began my fellowship... My friends and colleagues were slaving away on the frontline with no end of the pandemic in sight whilst I was working from the comfort of my front room.

**L. Sweeting**

“ I started the year with some really grand plans for what I wanted to achieve. Sadly the Covid-19 pandemic poured cold water on many of those ideas. The first few months of my FLP were thus filled with a lot of anxiety and stress.

**D. Smith**

“ I found separating work and home life difficult. Likely a combination of working from home due to COVID, and my entire workload being my responsibility.

**R. Javasuriya**

“ Working at home by myself made me feel quite isolated and lonely during the pandemic

**F. Clymer**

“ The isolation of an FLP year at home has undoubtedly been the biggest challenge.

**H. Hardisty**

## ACTIONS TO ADDRESS THE PANDEMIC

### Coffee and Catch Up

#### Fortnightly informal virtual catch up

During lockdown, this virtual initiative was introduced to reduce isolation and reinstate that sense of belonging. Fellows were encouraged to drop in, and catch up on personal life and projects.

### Moments of Joy

#### Settling in before a meeting

A core component for effective meetings. This allowed fellows to feel comfortable within the virtual room.

### Additional Courses

#### Peer Coaching, VUCA

It was recognised that some fellows were finding the isolation of working from home a challenge, therefore additional courses were introduced to enhance sustainable support for one another.

### Well-Being Check In

#### 15 minutes at each Bimonthly meeting

At the start of each bimonthly, fellows were placed into break out rooms in pairs to touch base with one another and raise any concerns.

## What did we learn?

To project manage from home as well as navigate through the changing times of Covid-19.

**P. Cross**

Don't hold ideas too tightly.

**K. Kontou**

...think of yourself as the main project.

**B. Holden**

Be kind to yourself and look after yourself.

**E. Pearson**





## Kate Kontou

### Respiratory Physiotherapist

#### Fellow to the Future Leaders Programme

#### Health Education England

---

PG CERT | The University of Sheffield | Public Health (Leadership & Management)

### Achievements

- Attaining a place on the Population Health fellowship scheme
- New role as Clinical Lead Therapist at Sheffield Teaching Hospitals
- FLP extension to establish reverse mentoring programme to raise AHP voice and peer coaching initiative
- My highest ever academic score on an assignment
- Bradcliff Breathing Certification
- Re-establishment of the Sheffield Fellows Network
- Links established with AHP Leaders within the YH/NE region
- Hosting of the first virtual FLP conference which was a resounding success
- AHP specific bids – one providing the opportunity to explore the potential for assigning a Chief AHP

### Future Ambitions

Get a place on the Public Health Registrar Programme – I was asked during my fellowship whether I'd missed my calling to public health or whether I'd met my glass ceiling professionally – I believe it to be a combination of the two

### Lessons Learnt

- Don't hold ideas too tightly – ensure they can flex in light of unpredictable events
- Even if the goalposts move, the aim is still to score a goal
- If confidence was a muscle – you would exercise it by stretching and strengthening it – practice makes perfect, feel the fear and do it anyway!
- Imposter syndrome is real but don't make assumptions about what people may/may not be thinking – it's not productive – stick to the facts and don't sell yourself out
- Time is better than perfection
- Take time to be responsive, not reactive – be curious about the why
- Shared purpose shows care – share don't impose
- Show vulnerability – story telling can be so powerful

### Best of the FLP

The supportive nature of the FLP and finding yourself in a group of like-minded people who value compassionate leadership. Feeling psychologically safe to contribute in a space without judgement. Making meaningful connections and being able to get back to being me.





# Helen Livesey

## Paediatric Registrar

Leadership Fellow to Further Medical Social Accountability in Paediatrics

Hosted by Health Education England

---

PG CERT | Swansea University | Medical Education

## Achievements

- Gaining a distinction in my PGCert in Medical Education
- Poster presentation of my project work so far at NACT conference
- Getting a letter published in the Journal of Paediatrics and Child Health
- Completing the Edward Jenner Programme
- Being involved in the founding of FLP Journal club
- Being on the Future Leaders Programme conference committee (and holding an awesome conference!)

## Lessons Learnt

Things will not always go to plan! Hopefully things will be different for future fellows, but networking can be very difficult when working remotely with an unfamiliar team. Perseverance is key – do not be afraid to send a second (or third...) email.

## Reflections

I think that the main focus of the program isn't the output of your project, but the knowledge and skills

that you develop along the way. There were several aspects of my project that didn't go to plan or haven't yet come to fruition, but this has helped me to learn a lot about why things 'fail'. I've also learnt a lot about how I respond in those situations, why I respond that way, and how I could respond differently in future if required.

## Future Ambitions

I have resigned from the paediatric training programme and am starting a new role as a clinical fellow in genomic medicine (with the aim of obtaining an ST3 training post in clinical genetics).

## Best & Worst of FLP

**The best:** Making new friends. And being able to focus on professional development during working hours.

**The worst:** social isolation. Working alone at home all year has been a challenge!



# Thomas Mackrell

**GPST**

**Future Leaders Fellow in Primary Care Workforce**

**Health Education England working across Yorkshire and the Humber**

---

**PG CERT | Swansea University | Leadership for the Health Professions**

## Lessons Learnt

- HEEYH Trainee webinar. Both its regular production and presentation but also associated work which has been presented at the FLP Conference and was commended at the Your Future in Medical Education event.
- Next Generation GP Yorkshire and Humber: started a Yorkshire Virtual Cohort with events to encourage Associates in Training and early career GPs to take

## Reflections

Invest time getting to know and working with the other FLPs. They are a talented group with diverse skills and perspectives that can help you with project work. More importantly, their friendship and peer support has been helpful when trying to reconcile the balance between projects/personal development. If isolated and working from home they can be your team and seeing them can really help your wellbeing.



# Katy Mallender-Ward

## Reporting Radiographer

### Clinical Leadership Fellow in Quality Improvement

#### Leeds Teaching Hospitals

---

PG CERT | Swansea University | Leadership for the Health Professions

## Reflections

At the beginning of my CLF year on the FLP I was extremely nervous about meeting other CLFs on the programme. I imagined lots of super confident people, that I wouldn't fit in with or be able to be myself around. It wasn't surprising I scored highly for imposter syndrome! The other CLF's both in Leeds and regionally have unknowingly been a huge part of my development. It has been lovely to work and develop in a friendly environment full of encouragement and honesty, this is something I really value and appreciate. A lot of interaction is through attending the FLP courses together, these are well thought out and full of brilliant content you wouldn't get anywhere else, especially as an AHP. Having contacts across the region is really useful and I hope to maintain those in the years to come.

More locally at Leeds Teaching Hospitals I have been involved in various Trust wide Quality Improvement collaboratives with a varying degree of involvement including Reducing Falls, Health Care Acquired Infections, Sepsis, Deteriorating Patients, Managing

Challenging Behaviour, and I have more recently joined the Pressure Ulcer Collaborative to provide QI support, carrying on into my future role within corporate nursing. I have spent the year developing my QI skills, knowledge and experience, through delivering QI teaching and QI coaching for staff, and the development of an internal QI network. Part of this work has also involved working with and supporting patient representatives who are in a patient partner role within the QI collaboratives. This has been a really valuable experience, and something I will use and encourage others to engage with in my future roles and career.

As an Allied Health Professional, I think it is important to increase visibility of AHP's in the NHS. I helped lead on celebrations for AHP day at LTHT this year, I was pleased to see this generated some really great engagement and promotion of all the AHP professional groups. More recently I have been involved in the development and implementation of the Trust wide IRIS Awards for staff at Leeds Teaching Hospitals. The IRIS awards mirror the DAISY awards which were already in place for Nurses and Midwives, so we can

now celebrate other professions in the Trust too.

## Recommendations

Learn about organisational structure it helps make sense of things, it's a year to find things out, ask questions and get yourself known, take opportunities when they come up, and talk to people.

I would really recommend to others making the most of the courses on Max course, and getting to know other CLFs. Attend and get involved with as much as you can, it opens doors and gets you seen. Don't take on too much though, you won't have time to lead anyone else if you don't have time for you!

The hardest thing I've found to do this year is focus on me. I found doing coaching early on really helped with that, taking time to focus on me and understand myself has been really valuable and given me space to start developing into the leader I want to be.

# ADVICE

## on getting involved



### Learning Opportunities



Get involved with all the extras - courses, journal club, bi-monthly meetings

**C. Jennings**



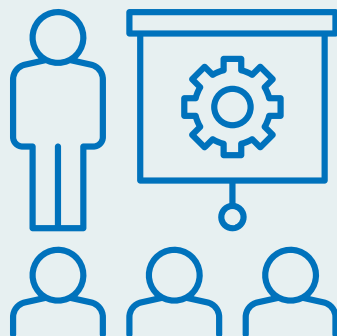
Get involved in the conference committee, it's a great way to network with other fellows

**M. Blizzard**



Make the most of the opportunities offered to you – attend all the courses and conferences you can, enjoy meeting other people (even if only virtually!), and take up opportunities to be part of interview panels/ARCP panels/teaching faculty etc.. You never know where they might lead!

**A. Damazer**



### The Power of Peers

Talk to peers... push yourself into new environments... some of my most valuable learning came at unexpected times... It's always worth an ask

**C. Jennings**

Make the most of the opportunities to meet people and attend events at the start of the year

**C. Wilson**

Invest time getting to know and working with the other FLPs. They are a talented group with diverse skills and perspectives that can help you with project work. More importantly, their friendship and peer support has been helpful when trying to reconcile the balance between projects/ personal development. If isolated and working from home they can be your team and seeing them can really help your wellbeing.

**T. Mackrell**

### Other Reflections

It's OK to say NO without feeling guilty - be flattered people have asked you to be involved, but don't feel you're letting yourself/them down by saying NO

**C. Handalage**

Working from home can feel isolating, Proactively create network of peers to include those you directly collaborate with, and others with whom the relationship is more social and pastorally supportive.

**M. Blizzard**







## Sarah Martell

### ST4 in Rehabilitation Medicine

#### Improving Support Provision for Disabled Medical Students

#### University of Leeds

---

PG CERT | Hull York Medical School | Health Professionals Education Professions

## Lessons Learnt

- The FLP has provided countless learning opportunities for me. It is difficult to describe them as a whole but to summarise what type of things a future fellow could expect;
- Leadership opportunities (shadowing leadership roles at LTHT, attendance and running meetings within project area, working with colleagues on a shared goal and managing expectations of one another – I had a lot of experience in this area as my fellowship was split between myself and another fellow).
- Improving knowledge (multiple courses on presentation skills, writing for publication, how to run effective meetings, the list goes on! Check out max course for an idea of what courses available).
- Teaching opportunities (based at the university so got chances to teach, but also fascinating to learn about the inner workings and complexities of a huge institution like a medical school)
- PG Cert (I chose a health education one from HYMS which had a nice mix of teaching and leadership stuff in the modules).
- Personal growth (returning from mat leave I took the opportunity to attend the Support courses and found them very valuable – such as “Know your Why” and “Personal and Professional Wellbeing”. I also really valued Coaching and have used it to make some difficult decisions in my professional life. The leadership year is one of the only times you will get in your career to stop and think and it has been an incredibly valuable time for me to do this and think about what I want from my career in medicine and goals for the future.

## Reflections

It has been interesting participating in the FLP pre-covid in 2019 and now with the adaptations made for home working and virtual learning. I have been impressed with the delivery of courses and contribution from the fellows to continue a virtual learning environment. However I do reflect that the experience was a little more engaging when I was based at the university, and the opportunity to run ideas by peers and colleagues in the university has changed. Overall though I have enjoyed finishing the year and it helped that I already had a defined project and outcomes I wanted to achieve.

## Achievements

My fellowship involved creating a tool at the University of Leeds to evaluate the undergraduate medical programme at supporting disabled medical students, which has highlighted key gaps in the medical school which will now be addressed with individual quality improvement projects within departments. This was following the 2019 GMC Welcomed and Valued guidance which was used as best practice. The work has been presented nationally at a conference for disability higher education practitioners and we are currently finalising three pieces of work to be submitted for publication (not done previously due to a period of maternity leave and project halted during covid lockdowns).

## Future Ambitions

Following discussions with my colleagues at the university, and the relevance of the project to my usual role, I will be keeping in contact with the team on the projects progress when I leave and wish to remain involved in any way I can alongside my clinical commitments.



## Katie Payne

### Paediatric Registrar

Developing the Wider Leadership Offer at HEE YH

Email: [kathryn.payne@hee.nhs.uk](mailto:kathryn.payne@hee.nhs.uk)

---

PG CERT | Lancaster University | Medical Leadership

## Achievements

- Co-chaired the first virtual FLP conference which was a great success
- Helped in adapting a face-to-face course to a virtual format
- Submitted a proposal for funding for a virtual course which has been secured for another year
- Developed the wider leadership offer for HEE YH by creating a signposting resource of leadership opportunities
- Involved in the roll out of a leadership apprenticeship for core trainees across Yorkshire and Humber
- Poster displayed at 8th Future Leaders Annual Conference, entitled: Facing Failure: Striving for Success
- Panellist for the Foundation Psychiatry Programme Review in YH
- Panel member for the Leadership and Management Training Evaluation in YH
- Secured a 1 day/week extension to the FLP to continue roll-out of the wider leadership offer
- Got married!

## Reflections

I love my role as a paediatrician but having taken on additional responsibility as an educationalist, I felt there was more for me to learn and explore to be my best self. With support and guidance I am working on my imposter syndrome, accepting failure as part of the process, and plan to support others by becoming a peer coach. I feel better prepared to take on challenges and succeed.

## Future Ambitions

Complete training and continue to pave a career in leadership and education.

## Best & Worst of FLP

**The best:** The opportunity and space to reach the end of my thoughts. Working on my values in order to better direct my thoughts and therefore actions. Being around people who see me for me.

**The worst:** That it only lasts a year! Rarely being able to see in real life the people that have helped me grow this last year.



## Emma Pearson

### Specialist Pharmacist (Acute Medicine)

Supporting transitions between care settings as an early year's pharmacist

Foundation Pharmacy team, North School of Pharmacy and Medicines Optimisation, Health Education England

---

PG CERT | Hull York Medical School | Health Professions Education

## Achievements

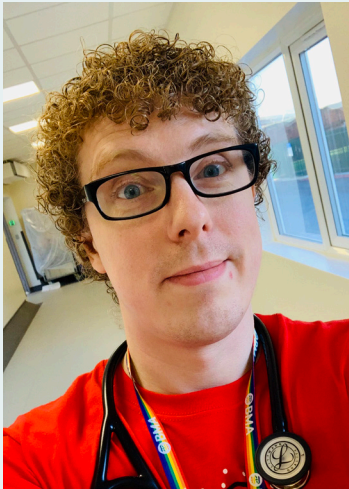
- Published article in Pharmacy journal showcasing the semi-structured interview work I conducted as part of the project to explore perspectives from educational supervisors on barriers to early careers pharmacists transitioning between care settings
- Produced a range of resources to support a large national cohort of trainees in their preparation for the registration exam, including practical exam support and health and wellbeing support.
- Presented at and collected data from several senior stakeholder meetings including the North Pharmacy ICS group, North-east PRAG, RPS ECPAG
- Completed a PG Cert in medical education and developed my skills in teaching and education throughout the year
- Gained excellent feedback on my observed teaching on a 3-hour regional study day to 25 trainees

## Reflections

I have a passion for teaching, and I am looking forward to taking my learning over the year back into practice to experiment with new ideas and initiatives to improve training within the trust.

## LESSONS LEARNT

1. Networking is key
2. Reflection time is important
3. Working From Home is HARD- be kind to yourself and look after yourself



## Dave Smith

General Practice Trainee (ST3)

Health Inequality & Social Accountability

NIHR funded Academic Clinical Fellow in Primary Care

PG CERT | Hull York Medical School | Health Professions Education

### Reflections & Achievements

As you might imagine, I've learnt a lot about leadership and myself this past year. I started the year with some really grand plans for what I wanted to achieve. Sadly the Covid-19 pandemic poured cold water on many of those ideas. The first few months of my FLP were thus filled with a lot of anxiety and stress around "what could I achieve?". One of the main things I've learnt this year, is that this is normal. Plans in the NHS are rarely executed without problems. Dealing with uncertainty and thinking on your feet are all important aspects of being an effective leader.

Looking back, I've achieved so much this year. My proudest achievement has been working to establish and support a regional network of medical students who meet regularly and produce educational materials around health inequality. It's been fantastic to work alongside these students who have such a passion for making others aware of the issues surrounding health inequalities.

I've worked alongside my FLP colleagues to run the annual FLP conference. Trying to organise and run a conference during the pandemic was no lean feat! I was really honoured to have the opportunity to chair a panel discussion surrounding issues of leadership & inclusivity campaigns. I'm used to giving presentations where I know exactly what I'm going to say next, so I was pretty nervous at having to chair a discussion where anything could be said! I think the panel discussion went down really well with the audience and I had a great time chairing.

During my FLP I've managed to get an article published in BJGP Life: [view here](#). I've also produced a poster for HEE's Yorkshire & Humber Academic Presentation day, based on work I produced for my PGCert: [view here](#).

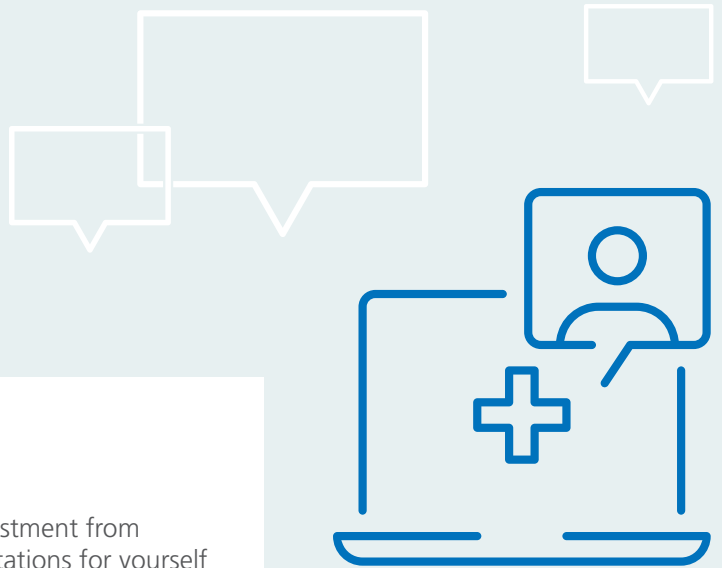
Through my development on the FLP I've learnt that I'm very much a novel thinker. If you need someone to disrupt the status quo, then I'm your man! I'm a big fan of sharing information by telling stories. One of my smaller projects this year has been to start a podcast (because everyone made a podcast during the

pandemic..). I wrote a short horror story about life as an FY1 Junior Doctor, which I roped some fellow Doctors & FLPs into acting in. I wanted to give some social commentary (how hard it is to work as a Junior Doctor) through the lens of a scary story. It ended up being really good & if I'd had more time I'd really like to make some more episodes. Being an FLP gave me the freedom to explore some of these more novel ideas & I'm really grateful for my FLP experience this year.

### Future Ambitions

I'm definitely going to continue on my leadership adventure. I want to work in academia so I hope to be a university professor one day. I would love to head up a research team & design a curriculum for my students. I'm a general practice trainee & alongside my academic work I hope to be the partner in my own practice. Completing my FLP has set me up perfectly for these goals.

# Practical ADVICE



## Starting Out

- The start of the fellowship can be challenging adjustment from clinical work. Avoid setting overly ambitious expectations for yourself in the early months - spend time meeting others or attending courses instead.
- It takes time to adapt to the change of pace – compared to a busy rota the FLP feels slow at first. Remember that everyone feels the same, and use the time for personal development. But beware! By the middle of the year you will not have enough time to do everything you signed up to. Learn the power of saying no and putting yourself and your own needs first. This is a skill I hope to take back into clinical practice.
- Ring fence time to prioritise your own wellbeing (and learning around this) during this year. This is a brilliant opportunity to practise good behaviours like ensuring to take a dedicated lunch break and only answering emails in hours.
- Coaching and Action Learning Sets are really useful ways to clarify issues that develop during your work. Start these early.
- Get to grips with Outlook calendar early

## Other Key Points

It may help to think of yourself as the “main project,” and the work you have to do for a specific project as secondary to that. The greatest outcome you can hope for is development of your own leadership and management skills.

Everyone loves new technology but take some time to make sure it is fit for purpose before you start (and pay) for things!



## Staying on Track

Keep a record of things you have done during the year – it is easier to record things contemporaneously than to have to compile it all at the end.

**WRITE EVERYTHING DOWN!** You'll learn and experience so much that it's hard to recall what you did in the first few months

Avoid leaving PGCert assignments to the last minute – consider sticking to a 'little but often approach'

Time does not always equal productivity. Go for a walk, listen to a podcast, read a book and come back to it with a fresher, energised mind





# Harry Soar

## Anaesthetics

Junior Doctor Quality Improvement Fellow Organisational Development

Sheffield Teaching Hospitals NHS Foundation Trust

PG CERT | University Of Cambridge | Clinical Research, Leadership and Education

## Achievements

- 16 courses attended- from Myers Briggs to Medical Ethics. The vast array of learning opportunities has been a fantastic element of the year for me.
- 7 Virtual training days delivered
- 2 QI textbook chapters written
- 2 QI e-learning modules created
- 1 QI Award launched
- 1 PG Cert completed
- 1 baby
- 1 house move

## Reflections

“Know others and know thyself, and you will not be endangered by innumerable battles”.

**Sun Tze, *The Art of War***

Understanding myself better through completing Myers-Briggs has been immensely helpful. Knowing how I prefer to operate and interact and how my personality can be a help and hindrance to others, has made me more mindful of how I work in teams.

### **Don't assume what others are going to say.**

I would often go into meetings thinking I know what the other person is going to say/ think/do/ask, this was often confounded by reality. So I've learnt to go into meetings with an open mind and a less cynical attitude. "How can I be helpful here?"

### **Talk to people**

Don't be afraid of talking to people. People are very willing to

talk, particularly if you're wanting to listen. Book in meetings with people you find interesting and find out what they are about. Hear their story. Talking to people opens a lot of interesting doors.

## Future Ambitions

- Attempt to attain a good standard of clinical skill by completing clinical training.
- Leverage the learning I've done this year by being a positive agent for change in the future systems I'm a part of.
- Maintain and develop a network of interesting people to learn from.



## Lizzie Sweeting

GP Trainee

Leadership Fellow The Improvement Academy Bradford

---

PG CERT | Lancaster University | Medical Leadership

### Reflections

It's been a funny old year. When I applied to the Future Leaders Programme in December 2019 I didn't know quite what to expect, but it certainly wasn't a global pandemic. In the midst of the first wave of the Covid-19 pandemic, working in the Emergency Department, I did consider if the year would even go ahead. When I accepted my post I had visions of me attending conferences and meetings all around the country, little did I know that I would be sat at a laptop on my kitchen table five days a week.

I felt somewhat guilty when I began my fellowship year back in August. My friends and colleagues were slaving away on the frontline with no end of the pandemic in sight, whilst there I was, working 9 to 5 Monday to Friday from the comfort of my front room with a cup of tea. Although I felt guilty, I also felt relieved. It was so great to have the time to settle into a new role rather than having a bleep thrust into my hand following a short induction into a completely

new department and new specialty. It was such a surreal experience having the luxury of a relatively 'light' diary in my first few weeks. It felt weird not having a 'to-do' list. I had time to read and listen to podcasts about leadership. Not only did I have the time to read and listen, I had the time to think about what I was seeing and hearing. There were so many lightbulb moments of 'so that's why we do that!'

It also took a few weeks to adjust to a new way of working – teams and zoom calls becoming a staple part of my diary. I was being invited to meetings with all kinds of leaders; academic, clinical and non-clinical. I was in rooms, albeit virtual ones, with people I would never normally get the opportunity to work with. I was out of my comfort zone. I had heard the term 'imposter syndrome' before but never really paid any attention to it. I was feeling it and it was so reassuring to hear other fellows suffered from it too.

Openness and honesty has been a theme that has run throughout the

year – up until this year I had never considered how important this was in terms of leadership. Even though I've only met a handful of the other fellows due to covid restrictions, we've created a 'safe space' in our breakout rooms through our shared vulnerability. The importance of being able to create psychological safety in teams, whether that is in meetings, presentations or in frontline teams, is something I will take with me from this year.



## Andrew Viggars

### ST5 Clinical Oncology

Clinical Leadership Fellow: Sustainability in the acute oncology unit

Leeds Teaching Hospitals Trust

---

PG CERT | University of Lancaster | Medical Leadership

### Lessons Learnt

I didn't really go into this year because I was desperate to become a leader (controversial I know!). I think I am not alone in that I saw an interesting project title in an area which appealed to me and I was starting to feel fatigued by training and clinical life, so the idea of a year out sounded good! Despite this, I have 100% grown in my ability to lead, I started from a very low baseline (even sending an email or having to organise a meeting was a terrifying prospect to me) and through this year I have been able to grow in confidence, but perhaps also learn more about myself and why I was so anti-leadership.

This year has impacted not only on my ability to start thinking of myself as a leader, but also, to have given me a valuable insight into who I am at work, how I interact with others and will impact on my leading in the future but also clinical contacts too as, after all, as healthcare professionals, we have to lead patients everyday!

### Future Plans

I am returning to my training from August 2021 less than full time (60%) with an aim to complete my remaining fellowship exams in around 12 months' time. With the other 40% I will be working as the chief registrar for medicine at Leeds Teaching Hospitals Trust to continue my development as a leader. I particularly want to help work on training recovery

with the COVID-19 pandemic, improve training and workplace culture surrounding junior doctor wellbeing.

### Best & Worst of FLP

**The best:** 1) when you do something and make a change that people love- it is such a high, especially to know you are making colleagues lives easier; 2) the people. The FLPs this year have been a great source of support, hilarity and ideas, I think we have all learnt a lot from each other throughout this process and I really hope we all stay in touch as a group in the future.

**The worst:** pouring your heart into something and then have people not get excited about it, or worse, actively dislike it. This is inevitable as a leader and the challenge is then where you take this, do you re-group and re-model to try again, or scrap it completely?



## Verena Walsh

Paediatric Trainee ST3 / ST4

**Improving perinatal and early care in preterm infants less than 30 weeks' gestation through reducing time to medication and parenteral nutrition from admission**

---

PG CERT | Swansea University | Leadership for the Health Professions

### Achievements

- Leading a trust Quality Improvement project which engaged the team and increased awareness of perinatal teamwork, communication and aims of early preterm care to demonstrate early evidence of a sustained improvements, which I presented at the Yorkshire and Humber Operational Delivery Network Conference.
- Launching a local "Neonatal QI Forum" to raise awareness and understanding of QI, provide peer support and time and space for discussion to staff starting or leading ongoing projects and improve wider team engagement with ongoing QI projects.
- Leading a regional QI workstream team on "Golden Hour" preterm care. This involved organising and chairing the regular regional meetings and presenting our work at regional executive meetings and multidisciplinary regional forums.
- Member of a regional Early care working group who developed a Yorkshire & Humber Neonatal ODN Clinical Framework on Early Care of the Preterm Infant.
- Introduced new documentation and huddle checklists for perinatal management of preterm infants in my neonatal unit and am currently developing this further into an initial draft of guidance and template proforma to be adapted in neonatal units across the region.
- Developed and delivered a teaching session on paediatric history taking for the Enhanced Paediatric Nursing Skills (EPNS) module at the University of Bradford.
- Worked as part of a team to organise and deliver the virtual Future Leaders Programme conference attended by healthcare professionals nationally.

### Lessons Learnt

- Take the time to listen, value and appreciate ideas from all around you. Valuable and innovative ideas can come from anyone and they can open you to blind spots.
- The 'Ten components of a thinking environment' really are important and improve the quality of meetings!
- Leadership means learning to trust, delegate and say "no" to some tasks. It is not sustainable to do everything.
- Get to know your "resistors", involve them, and see the situation from their perspective to move forward.
- Leaders need to develop resilience. Your "star followers" and "early adopters" are important and can provide support when the project journey becomes more turbulent.
- Be brave to take the difficult decision. To move forward, even if you are a 'people pleaser' you need to accept and become more comfortable making decisions despite not 100% agreement.
- Importance of being aware how leadership style and working preferences affect others and manage these to reduce conflict to develop more efficient and culturally positive teamworking.
- Preparation and getting to know the system and environment you work in early on is very important. This includes knowing who is involved in processes, who to ask for what advice, and who works where and when. It will make your work easier and help reduce frustrating inefficiencies!
- The importance of keeping transactions in the 'adult' ego state and being a supportive leader who gives the time and attention required to adapt my interaction according to my followers' skill, knowledge and commitment.

### The Best of FLP

Working as part of the fantastic FLP conference committee! Working in such a lovely team made me more confident that perhaps in time there will be a movement of leadership change within the NHS to a more effective teamwork and inclusive culture in the NHS workforce!



## General ADVICE

### Work On You!

“The personal journey is as much the point of this year as the project outcomes. “Use the FLP year to be what you need it to be”

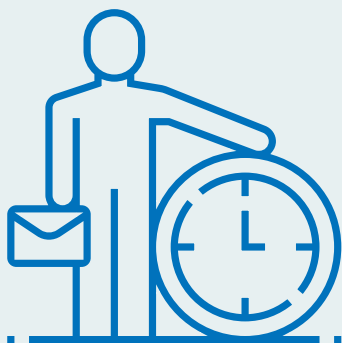
**A. Damazer**

“Sign up for coaching – it’s invaluable and not scary!

**C. Wright**

“The priority for the fellowship year is your own personal development. The project you undertake is just to facilitate and provide examples of learning. The best output is personal development and changes in your practice.

**B. Holden**



### Take Your Time

The FLP year is unpredictably hectic at times... it may feel like there’s a mountain to climb with no clear path but try to start early, especially with your project. You can plan your time to a certain extent but there will be deadlines that need to be delivered and getting ahead makes it so much easier.

**F. Clymer**

Don’t be in a rush to change things. There is an internal expectation you will hit the ground running and start leading and changing things day 1 into the job. Take some time to breathe, switch out of clinical work and really take stock of the challenge ahead. Get opinions, search for people who have done similar, really plan your weeks ahead.

**A. Viggars**

### Don’t Be Afraid of Failure

Don’t worry if things don’t go to plan. Being able to be flexible and learning to “roll with the punches” is super important. Pick yourself up, dust yourself off and keep going. Whatever you achieve will be brilliant!

**D. Smith**

Seek advice - You are not alone in your world of problems. Many people around you have skills in the very thing you’re trying to do. Don’t be afraid of failure. There is rich learning in failure!

**H. Soar**







## Suzie Welford

ST3 In Paediatric Dentistry

Clinical Leadership Fellow in Quality Improvement

Leeds Teaching Hospitals Trust

---

PG CERT | University of Sheffield | Public Health (Leadership & Management)

### Achievements

- Webinar series to support doctors and dentists in training.
- Second prize for poster at NACT Conference.
- Presenting at FLP conference.
- Improvement work on paediatric dental pathways.
- Running a series of Quality Improvement Network events.
- Teaching on QI training sessions and supporting Trust QI Collaboratives.
- Involvement in tendering for training bids, and leading on production of mandatory training package.
- Producing training videos for inpatient mouthcare (in progress).
- Co-author on HEE oncology document.

### Reflections

The aspect I have enjoyed most this past year has been taking time to explore other aspects of a career in healthcare. Having the time and support to look at the wider networks within healthcare including hospital trust structure and HEE have been incredibly interesting. Within my normal job the focus is purely on clinical work, and any additional interests are expected to be done in your own personal time. Finding out about posts

that are able to incorporate improvement work, medical education and various other aspects has made me think in more depth about what I want from my career in the long term.

I have also learnt more about myself, my style of working and my values. This will be a huge help in the future, as it can help me be more effective when planning work, when working with others and particularly in times of conflicting opinions.

### Future Ambitions

During my PGCert I have developed a strong interest in public health, particularly looking at inequalities in health. This relates well to my background of paediatric dentistry as there are stark inequalities in child oral health. I am keen to explore opportunities in the future, using my paediatric dentistry training and developing further skills in public health.

### Best & Worst of FLP

**The best** part has been getting to know and work with a wonderful group of enthusiastic, friendly and incredibly caring FLPs. Also having control over your own time and the chance to take opportunities you would not otherwise have.

**The worst** part is that it goes so quickly! Time absolutely flies, so take time to enjoy it.



## Rebeka Whalley

### MRI Radiographer

**The introduction of an Acute take within AMU, with an aim to reduce the time to senior review.**

**Organisation Development at Sheffield Teaching Hospitals**

---

**PG CERT | Swansea University | Leadership for Health Professions**

## Achievements

- Undertook and successfully completed PgCert
- As part of the FLP conference committee, help to plan the FLP conference
- Submitted a Poster to a regional conference
- Expand my knowledge and teaching ability on Quality improvement
- Developed knowledge and skills to improve my leadership ability
- Developed my confidence in public speaking
- Helped develop an acute take model as part of a senior multidisciplinary team, which after trials has resulted in Trust investment and continued development until a final model can be agreed
- Connected and formed friendships with fellow health professionals, which will last far beyond my FLP year.

## Reflections

The past 12 months have been fantastic, the experiences and opportunities that I've had in spite of Covid and its restrictions have been amazing and experiences that I would have never been able to have in my clinical role. The team I worked with have been so welcoming and always happy to share their wealth of knowledge with me, I will be truly sad to finish my fellowship. This year has given me the opportunity to see my Trust from outside of my clinical silo,

gaining a better understanding of how the Trust works and why good leadership is so important. Before my fellowship, if myself and leadership were mentioned in conversation I'd feel a certain awkwardness, imposter syndrome. Although I don't think that awkwardness will ever fully disappear I now enjoy discussing leadership both mine and others, and why leadership is so important. This year has helped me recognise that as I develop as a health professional I do want more leadership responsibilities and that I shouldn't feel uncomfortable to let others including my managers know that.

## Future Ambitions

- Leadership is for everyone and doesn't necessarily have anything to do with authority.
- There's no such thing as a stupid question.
- If you want something or to be involved in something just ask. The worst they can say is no.

## Best & Worst of FLP

Without a doubt it's the people you'll meet, fellow FLPs, those involved in the courses you attend and the people you work with. All these people have a passion and a drive for good leadership and for me it was very refreshing.



## Claire Wilson

### Oral Surgery Registrar

Workplace Behaviour Change – School of Surgery

Health Education England

---

PG CERT | University of Sheffield | Public Health (Management & Leadership)

## Achievements

- Oral presentation at the FLP conference 2021.
- 2 publications during the FLP year and another accepted for publication.
- 2 abstracts for work carried out in the FLP year accepted for international presentation.
- Collaborated with other FLPs on the HEE YH trainee webinar and survey of trainees' experiences of the pandemic – the summary findings of which helped to highlight the issues for trainees in national meetings. Subsequent poster presentation of this webinar work at NACT national conference was commended.
- Developed a regional toolkit for peer review in primary care dentistry
- Got ethical approval and led two research projects during the year

## Future Ambitions

- Share my learning on workplace culture and communication with the dental profession as this is something that is not talked about in my own field.
- Take my research to international conferences and publishing this work on workplace culture.
- Continue to develop my passion for improvement of culture in training and healthcare.

## Reflections

- Failure to get outcomes from a project isn't the end of the world – when things have not gone to plan this year this has led to some of my greatest learning. This is something that my project supervisor told me from the start but I've definitely learnt this lesson myself over the year.
- Don't be afraid to collaborate – particularly with those from different backgrounds. Sharing ideas and working with other trainees and those in non-training roles has really helped me to develop my leadership and feel more comfortable with delegation.
- Communication is key to successful working and fostering a supportive culture. Whilst the activities I've been a part of this year have been quite varied, the common underlying theme has been the need to address a communication barrier, and how this is vital to share learning.
- It was definitely more challenging to achieve some of my project-related goals with working remotely.
- However, this was also one of the best aspects as working from home and accessing meetings remotely enabled me to engage with more than I would have likely been able to access previously.
- The very best thing has been the opportunity to meet others from across the region. Learning from and working with these people has been a real joy and highlights the passion and dedication of those working in NHS organisations.



# Caraline Wright

General Practice ST2/3

Clinical Engagement with Digital Projects (with some doctor wellbeing on the side)

Airedale Hospital

PG CERT | Newcastle University | Medical Education

## Achievements

- As part of the Next Generation GP Yorkshire team we have planned and delivered a series of talks over 6 months on leadership in general practice for GP trainees and first-5s. The most valuable learning from it has been being part of an amazing team and promoting each other's strengths.
- Made the team more visible within the Trust by circulating a regular team newsletter around the Trust and created a 'Meet the Team' document to introduce each member of the team.
- Arranged to be a guest on the Rachel Morris podcast to discuss Second Victim phenomenon in general practice.
- I have chaired a monthly meeting with consultants and clinical leads on challenging topics. As well as learning about how to structure effective meetings, I have developed the confidence to mine for conflict and become comfortable lead those with higher levels of power.
- Planned and led the first Airedale Junior Doctor's Week.
- Improved team cohesion and wellbeing by creating a twice a week team virtual tea break. Also led a group session on team values and communication to improve team dynamics.
- Most importantly, I have learnt to appreciate my own skills and values and how important it is to be your true self at work.

## Lessons Learnt

- Ask, ask, ask. It is just a conversation; people will say no if they need to.
- Focus on and enjoy the journey rather than the end goal.
- Appreciate the failures and the learning in them.
- Don't be disheartened by the culture. Demonstrate the behaviours and values that you wish everyone displayed and always be kind. Little steps gradually change hearts and minds
- It doesn't matter where you are on the ladder, you can lead from the back
- You can have conflict and disagreements and stand up for what you believe in whilst still showing consideration and compassion. People will appreciate your bravery

## Future Ambitions

- I am taking another year out of programme to work as a Clinical Teaching Fellow at LTHT
- I'm looking forward to returning to general practice training in 2022 with new insights and a wealth of experience and skills to enable me to forge a varied, fulfilling career

# Recommendations



## Time to Think

*Nancy Kline*

## Games People Play

*Eric Berne*

## Bully In Sight: How to Predict, Resist, Challenge and Combat Workplace Bullying

*Tim Field*

## Also Human

*Caroline Elton*

## Black Box Thinking

*Matthew Syed*

## The Toyota Way to Lean Leadership

*G. Convis, J. Liker*

## Learned Optimism

*Martin Seligman*

## Working With Difficult People

*Raphael Lapin*

## The Life-Changing Magic of Not Giving a F\*\*K

*Sarah Knight*

## Dare to Lead Daring Greatly

*Brené Brown*

## Turn the Ship Around

*David L Marquet*

## Our Iceberg is Melting

*Dr. John Kotter and Holger Rathgeber*



## You Are Not a Frog

*Rachel Morris*

**KeyLIME**

## The Next GenCast

## Unlocking Us

*Brene Brown*





# EVALUATION 20/21

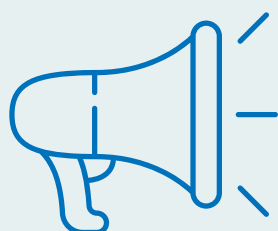


## FELLOWSHIP RATINGS

**60%** Rated Excellent

**40%** Rated Good

**95%** Would recommend the fellowship to others



## ADVERTISING

80% of fellows heard about the FLP via word of mouth. This would suggest there is still improvements to be made in how the programme is advertised as opposed to chance conversations.

## PG CERTS

Some PGCerts were better than others:

**36%** Excellent,

**41%** Good,

**14%** Average,

**9%** Poor



### Top Performing PGCerts

- Medical Leadership - Lancaster
- Public Health (Leadership & Management) - University of Sheffield

## FLP COURSES

### Top Performers

- Myers Briggs 1
- Effective Meetings
- Writing for publication
- Imposter Syndrome



# FLP

## Future Leaders Programme

### Epilogue & Acknowledgements

Congratulations Future Leaders! This is a wonderfully impressive report: what an inspiring group of individuals you are, and what a diverse and impactful collection of achievements. Each one of you has made significant positive difference in your work – what a legacy.

Our health and social care system needs agile leaders to address the wicked problems within it. What we are aiming for through the FLP is the development of a workforce with the ideas, flexibility and energy to address the wicked challenges of today and the future. We say in the FLP that the only way to fail is to walk away - that whatever happens during your fellowship year is information for reflection and growth. However taking on a leadership fellowship at the outset of an emerging pandemic - having all your support structures and connections removed and having to reinvent either your whole project, or the way you set out to achieve it - is a different level of challenge. And one you each rose to.

On behalf of HEE I want to say well done to each of you – for what you have delivered in terms of positive change in our health system, for your perseverance and resilience working in a period of complexity and uncertainty, and also for the positive way you have approached both your own leadership projects and your own personal development.

This report is full of wise reflections and new perspectives, and that speaks to the willingness of fellows to seize opportunities available to them, and make the most of them regardless of situational constraints. It is also full of impact. Quite something in a global pandemic. Congratulations to you all.

With warm wishes,

**Susy Stirling, Associate Dean & Future Leaders Programme Lead**

**[susy.stirling@hee.nhs.uk](mailto:susy.stirling@hee.nhs.uk)**

*On behalf of all the fellows, past and present, we would like to give a special thank you to Susy Stirling for her guidance and support throughout the last year. She is an exceptional leader who is approachable and compassionate and has truly been an inspiration to us all. Thank you.*