NHS
Health Education England

Spiral Leadership

A development toolkit

Version 1.4

Developing people
for health and
healthcare

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Introduction

- Healthcare delivery is the collective responsibility of all individuals working within complex systems that cross disciplinary and organisational boundaries.
- Effective clinicians need to be able to work collaboratively within these systems in order to deliver high quality effective care for patients and the population.

There is now a growing evidence that supports a strong relationship between the engagement of clinicians in leadership and a range of healthcare outcomes.

In order to develop leadership and management competencies related to their work, clinicians need to pro-actively experience a variety of learning opportunities designed to acquire the key skills, knowledge and behaviours of a successful leader. All clinical staff can identify leadership and management activity within their day to day work. Speciality consultants are expected to actively contribute to organisational leadership and for a few this become a larger defined role with a potential career path of senior medical leadership.

Likewise, new models for delivering primary care mean that more GPs are finding themselves in leadership roles, this 'provides an opportunity to develop leaders with the skills to influence and change system thinking beyond the constraints of organisational boudaries'.[1]

This toolkit is designed to help trainees develop competencies to prepare them for a lifelong career in healthcare. It supports the need for practical leadership and management experience during training and seeks to put theory into practice.

As with all learning, reflective practice is pivotal to gaining competency, so undertaking a leadership or management activity is not evidence of development. The trainee's reflection and any feedback they receive should be linked along with the evidence of activity to an established leadership framework, such as the Medical Leadership Competency Framework or the Healthcare Leadership Model.

The toolkit is flexible – It can be used in its entirety or to complement existing development programmes. It has been designed as both a point of reference and as a portfolio of work over the course of a specialty training programme. A structured template is included at the end of this toolkit to facilitate the reflective development process.

Many concepts of leadership have been developed. Spurgeon and Klaber's (2011) definition of leadership is "a process of influence whereby those subject to it are inspired, motivated or become willing to undertake the tasks necessary to achieve an agreed goal" is a useful starting point for discussion, reflection and observation. The nine dimensions of leadership behaviour described in the Healthcare Leadership Model offer us insight into and guidance on how to achieve this in practice.

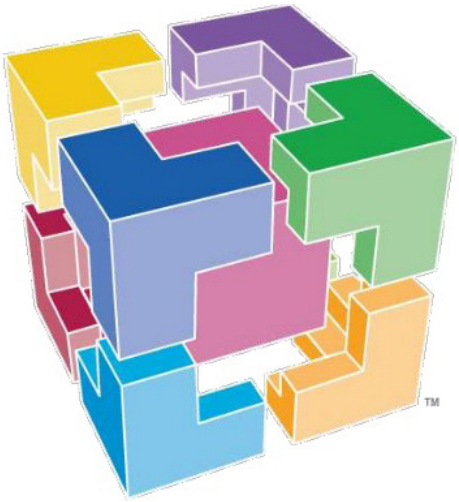
[1] *RCGP Leadership Strategy 2017*
www.rcgp.org.uk/policy/rcgp-policy-areas/rcgp-leadership-strategy.aspx

Spiral leadership toolkit

The Healthcare Leadership Model developed by the NHS Leadership Academy[2] is made up of 9 dimensions which are all linked to a series of leadership behaviours. The domains within the Spiral leadership toolkit have been designed around achieving these dimensions over the course of specialty training. The 8 domains seen below form the centre of the Spiral leadership toolkit and all activities should be planned around these. The programme also has strong links with the GMC Generic Professional Capabilities framework.

[2] *For more information visit:*
www.leadershipacademy.nhs.uk/wp-content/uploads/dlm_uploads/2014/10/NHSLeadership-LeadershipModel-colour.pdf

Healthcare leadership model



The Healthcare Leadership Model is made up of nine behavioural dimensions:

- 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

The diagram below demonstrate how each of the spiral leadership domains match to the healthcare leadership model.

Financial understanding

- Evaluating information
- Connecting our service

Team and leadership

- Inspiring shared purpose
- Leading with care
- Engaging the team
- Holding to account

Change management and improvement

- Influencing for results
- Engaging the team
- Sharing the vision
- Evaluating information
- Inspiring shared purpose

Managing self

- Inspiring shared purpose
- Evaluating information
- Holding to account
- Sharing the vision

Medico-legal issues

- Evaluating information
- Connecting our service

Confidentiality and data protection

- Developing capability
- Holding to account
- Engaging the team

Risk and governance

- Holding to account
- Developing capability
- Sharing the vision
- Evaluating information

Managing others

- Inspiring shared purpose
- Evaluating information
- Connecting our service
- Leading with care
- Sharing the vision

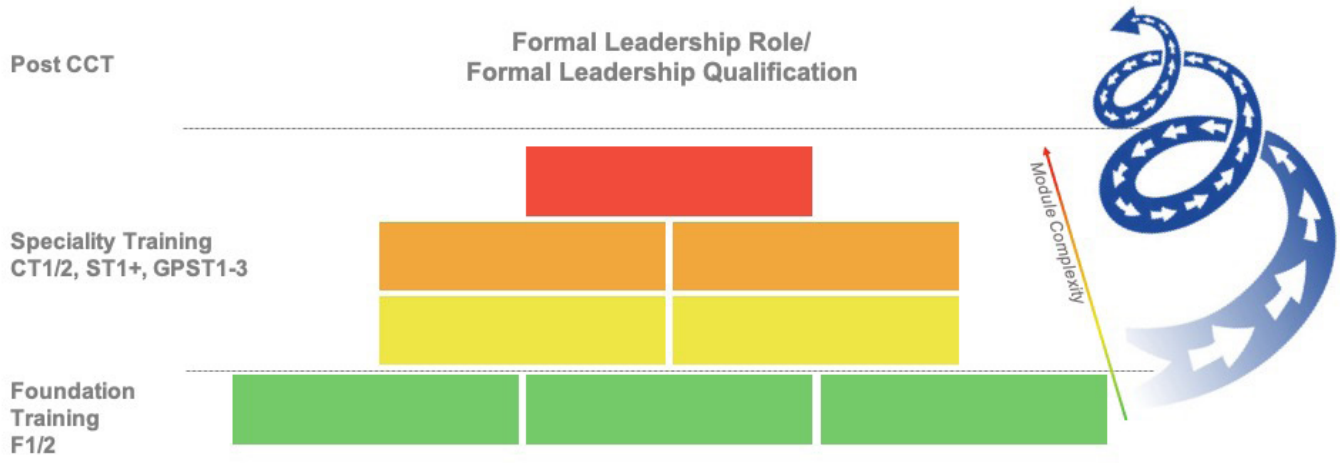
General principles – What exactly is involved in using the toolkit?

The Spiral toolkit is designed to support the long-term development of leadership skills in all healthcare professionals. The toolkit provides a framework and some resources to help achieve this for staff regardless of grade, role and specialty. Leadership learning does not have a beginning or an end and is a life-long process. You should continually reflect on your leadership style and gather feedback from colleagues as part of your ongoing personal development.

"Leadership and Learning are indispensable to each other" John F Kennedy

Spiral Learning

The programme incorporates a tiered learning structure. Each of the domains includes examples of projects that can vary in difficulty. Other factors that might affect the type of project chosen include a learner's preferred learning style or interest in a particular area. Whilst the toolkit provides a structured approach to development over the defined course of a training programme, the principles of the toolkit should guide lifelong development of leadership skills throughout your career. It is not a time bound exercise, however, postgraduate training programmes offer the perfect framework to develop such skills.



Learners are advised to always start with an easier project and work their way up to complex and challenging projects as learners mature.

If a learner's level of competence allows them to undertake a more difficult project at the beginning of the year, it may be advisable for them to subsequently undertake an easier project to help balance out the workload over the course of the year.

During Postgraduate Training

The toolkit is best used when both trainee and educational supervisor incorporate its use into personal development plans (PDPs) as an integral part of training. It can then be built upon as the trainee progresses through training, with the end result being a portfolio of activities and learning logs reflecting the trainee's personal journey through leadership development and management responsibility.

Recommendations on core domains that different professional groups may wish to focus on are outlined below.

Individuals should consider with their supervisors how they may best utilise the toolkit at each point of their career.

Foundation Trainees

You will be familiar with the LEADER – *Clinical Leadership for Work-based Assessment in Foundation* tool. It is recommended that Foundation trainees complete 1 LEADER per year. The LEADER tool provides you with a structured discussion template to consider your leadership style, effectiveness and development needs.

It may be useful during your training to familiarise yourself with the spiral toolkit, particularly the domains of 'Managing Self' and 'Team Leadership' which will complement the LEADER tool. The 'Managing Self' section provides you the opportunity to develop reflective practice in your everyday work.

Core Trainees

Starting your core training may feel daunting and there will be plenty of clinical work to be focusing on. During this time, ensure that you are considering how you want to develop as a leader within the NHS. You may wish to revisit 'Managing Self' and 'Team Leadership' in the context of your new working environment.

Specialty Trainees (Run-through and Higher)

It will be important alongside your clinical work to develop your leadership and management skills in preparedness for CCT and becoming a consultant. Identifying positive role models will be key to how you develop as a leader. In the later part of your training programme, you should develop your service, organisational and system leadership further; deepening your understanding of how the organisations you work in are run. The toolkit should be used to document the leadership roles you undertake as a trainee.

- In each of the first two years of training, trainees are strongly encouraged to complete the Managing Self domain, alongside another project chosen from any of the other domains.
- Trainees are expected to complete a maximum of two projects per year, chosen from any of the domains. However, within each domain are useful links which should be used for self-directed learning. The projects form a practical application of this knowledge.
- Trainees should use the reflection logs found at the end of this document to help inform learning needs and log progress in their leadership development to date. Domains should be revisited over the course of training to increase the complexity of the projects, in line with development needs.
- Upon completion of training, trainees should aim to have completed projects from each of the eight domains.

GP Trainees

GPS within primary care systems, even at a junior level , are expected to provide clinical leadership. You will be leading clinical decision making and co-designing clinical initiatives. Once you have completed training, you may choose to become a partner and be involved in the business and organisational development. Increasingly primary care is working 'at scale' and many of you will take lead roles in commissioning groups, STPs, Primary Care Networks, Cluster Groups and Federations. For all of these reasons, the RCGP has committed to a longitudinal curriculum for producing the next generation of skilled GP leaders.
The new GP Curriculum, published in August 2019 sets out 5 core areas of capabilities. In all of these, leadership skills are key and they map directly to the GMC generic professional capability framework (2017) through the more specific 13 'specific capabilities'. There is a new Leadership and Management Topic guide that provides more detailed information and examples, and learning outcomes https://www.rcgp.org.uk/-/media/Files/GP-training-and-exams/Curriculum-2019/Curriculum-Topic-Guides-300819.ashx?la=en

A series of new and enhanced methods of work based assessment are being developed to be introduced in August 2020. Trainees already need to demonstrate they are able to take part in Quality Improvement Activity and a new Leadership assessment tool will be added. Although the details of this have not been finalised, it is likely that trainees will be required to complete a leadership activity whilst in training to 'demonstrate your organisational skills, your willingness to take responsibility for your own decisions, team management and your understanding of health service management'. A practice presentation of your work and a Leadership MSF are also likely to be included.

This Spiral Toolkit provides an excellent tool for trainees to incorporate into their PDP and we would suggest an early discussion with the educational supervisor on how you can use it. Trainees do not need to wait until they are on placement in General Practice to get started as training in secondary care offers multiple opportunities. GP trainees are uniquely placed to provide links and comparisons between primary and secondary care.

Trainees may want to look at the 'managing self' domain early on in their training, the suggested questions may act as a trigger for a reflective learning log in the training portfolio. Later on in training you may want to offer to chair a practice meeting as part of the 'Team Management' domain. The 'Financial Understanding' domain is particularly relevant to GP practice, perhaps take the opportunity to find out about the Quality and Outcomes Framework (QOF) and how this relates to your practices GP contract. Your Quality Improvement Project (QIP) in ST3 could be carried out as part of the 'Change management and improvement' domain. Your ST3 year will likely be busy with multiple demands on your time but you may want to, for example, review the 'Risk and Governance' domain and how this relates to induction for new GPs and trainees.

Useful Links

The following links provide resources on the proposed changes to the GP portfolio and how you might want to explore this further, beyond the core curriculum.

Source: RCGP
Description: GP Curriculum
Link: https://www.rcgp.org.uk/-/media/Files/GP-training-and-exams/Curriculum-2012/RCGP-Curriculum-1-Being-a-GP.ashx?la=en

Source: RCGP
Description: Leadership Strategy 2017
Link: https://www.rcgp.org.uk/policy/rcgp-policy-areas/rcgp-leadership-strategy.aspx

Source:RCGP
Description: Plan for WBPAs
Link: https://www.rcgp.org.uk/training-exams/training/mrcgp-workplace-based-assessment-wpba/wpba-new-developments.aspx

Source: RCGP
Description: Manual for changes to WBPAs
Link: https://www.rcgp.org.uk/-/media/Files/GP-training-and-exams/WPBA/Leadership/Leadership_activity_trainers_and_trainees_manual.ashx?la=en

Source: The Faculty of Medical Leadership and Management
Description: Toolkit for developing leadership in post-graduate training
Link: https://www.fmlm.ac.uk/resources/leadership-opportunities-for-trainees-in-england

Source: Next Generation GP
Description: Programme for emerging leaders and future 'change-makers' in general practice
Link: http://nextgenerationgp.wixsite.com/2017/more-about-me

Source: RCGP
Description: Fellowship opportunities for GP trainees and post CCT
Link: https://www.rcgp.org.uk/training-exams/discover-general-practice/leadership-and-management/fellowships.aspx

The role of the trainee

All trainees should undertake the NHS Leadership Academy self-assessment as part of the "Managing self" domain: www.leadershipacademy.nhs.uk/resources/healthcare-leadership-model/supporting-tools-resources/healthcare-leadership-model-self-assessment-tool

- Trainees are expected to complete a maximum of two leadership development projects per year, chosen from any of the domains. Within each domain are useful links which should be used for self-directed learning. The projects should be considered as a way of practically applying this knowledge.
- Trainees should not feel restricted to the projects suggested under each domain and are encouraged to develop their own projects.
- All projects should be completed during the training year and mapped in line with the length of the trainee's placements. Longer projects should still be subject to annual review with a progress report completed within training year timelines.

- Trainees are encouraged to refer to the healthcare leadership model dimensions when carrying out projects and reflect on the process of higher/strategic level thinking in relation to their activities.
- Trainees should use the reflection logs found at the end of this document to help inform learning needs and log progress of their leadership development to date.

The role of the supervisor

- At the start of each training year, supervisors will agree with their trainees the projects they will undertake and under which domains. This should be a joint decision and take into account current opportunities within the organization they are working in.
- The supervisor role is key in ensuring that projects chosen are appropriate to the trainee's level, and are achievable given the time and resource available.
- Together the trainee and supervisor will develop a plan for completing each project; resources and signposting will be agreed, and progress will be reviewed regularly.
- Evidence of project completion could be uploaded to each trainee's ePortfolio for review at their annual ARCP. The reflection log templates at the end of the toolkit could be used as evidence.
- A summary line of progress with the toolkit could be incorporated into the Educational Supervisor Report (ESR) for ARCP.
- Supervisors are not expected to manage any of the projects themselves but are meant to signpost trainees to appropriate projects for them to complete independently.
- Trainers should note that many projects undertaken within the programme are practical and can be of benefit to their department. In many cases, trainees will be undertaking projects that can save them time e.g. by requesting a new piece of equipment on behalf of their department.
- Supervisors may work together within a Trust or across training programmes to deliver pan-specialty workshops (e.g. a face to face workshop around teamworking in the modern NHS) to support learning within specific domains.
- For trainees who wish to undertake leadership development in greater depth; trainers should discuss the options available with reference to the 'Taking It Further' section at the end of the toolkit.

Supervisors will discuss progress with their trainees throughout the year, offering conversations to a) review developmental progress with the prioritised leadership behaviours and b) recognise the leadership they are demonstrating in their day to day work. The three reflective questions below will facilitate these conversations:

1. With leadership in mind, tell me about how your behaviour has developed throughout the year.
2. With regards to leadership behaviours, what have you observed (both positive and negative) and learned from others.
3. What have people told you about your leadership behaviours – Includes feedback from individuals and multisource feedback.

Post CCT

Once you have reached CCT, your leadership journey will continue and you will grow as a clinical leader within the NHS. You may undertake a Fellowship, go straight into a consultant post, begin work as a Salaried or Locum GP or take time to pursue alternative interests. As a senior clinician, you may become more involved in particular areas that you are passionate about e.g. research, management, education and your senior leadership style will develop.

As a GP you may become a partner, take on further leadership responsibility as a clinical commissioner or help to support the next generation of doctors in their leadership journey as a GP trainer.

Locally Employed/SAS/Non-Training Grade Doctors

If you are taking some time out of a formal training programme (e.g. FY3) or are a senior SAS/LED Doctor, you can use the toolkit to show that developing clinical leadership forms part of your personal development plan. You may want to consider the Taking it Further section.

If you are planning on applying to a training programme, being able to demonstrate how you have developed your leadership during any time out of formal training will be advantageous to your application.

For those who plan on applying for a Certificate of Eligibility for Specialist Registration, you will need to be able to evidence your leadership competences. Using the toolkit will provide a helpful starting point for considering your leadership qualities.

Other Healthcare Professionals

The domains of the Spiral Toolkit and the Healthcare Leadership model's behavioural dimensions are relevant to all professionals working in the NHS. You may want to adapt the projects under each domain so it remains relevant to your clinical setting.

Toolkit

Resources and training courses

This toolkit includes signposting to useful links, resources, as well as suggested courses available to London trainees, which offers a wide range of courses on leadership, teaching and supervision skills. The Toolkit will be regularly updated and new resources linked to trusts and other organisations will be added as they become available.

This blended approach to learning is centered on both peer and self-assessed learning, delivered through classroom training, web based lectures and downloadable resources.

The next few pages provide examples of projects to be undertaken within each domain. Supervisors and trainees may wish to use and tailor these examples, or develop their own projects depending on the specialty. We would also encourage using resources available within individual trusts to support workplace based learning.

At the end of the toolkit are pages designed for learners to be able to log their reflections once they have completed their chosen domains.

Before you get started:

You may wish to familiarise yourself with NHS Structure and understanding the healthcare landscape. Two useful resources are:

- Free course from the King's Fund, The NHS Explained: How the Health System in England Really Works
- Watch and reflect on the Kings Fund clip here
- Read the Developing People Improving Care Framework here

Domains and project examples

Resources and training courses

Click on the domain to be taken to useful links and project examples for each domain

This domain focuses the individual on thinking about their own attributes and skills in communication, handling feedback, coping with stress, developing resilience and stretching oneself to develop further.

Do I adapt my communication to the needs and concerns of different groups?

Do I use stories, symbols and other memorable approaches to increase my impact?

Do I check that others have understood me?

Do I create formal and informal two-way communication channels so I can be more persuasive?

"The way that we manage ourselves is a central part of being an effective leader. It is vital to recognise that personal qualities like self-awareness, self-confidence, self-control, self-knowledge, personal reflection, resilience and determination are the foundation of how we behave. Being aware of our strengths and limitations in these areas will have a direct effect on how we behave and interact with others, and they with us. Without this awareness, it will be much more difficult (if not impossible) to behave in the way research has shown that good leaders do"

HLM

Project example

Title: How to reflect and write a reflective piece

Description: The trainee is asked to write a reflective piece in each year of training preferably using specific examples on one of the items below:

- What is my natural style of communication when not under pressure?
- What is my style of communication when challenged?
- How do I react to stress, criticism and how do I develop resilience?
- How do others perceive me in non-stressful and stressful situations?
- How do I challenge myself to learn things outside my comfort zone?

Useful links

i. **Source:** London Leadership Academy

Description: This toolkit has sections on managing self with questionnaires, suggested exercises and other tools, which are particularly relevant to the *Managing Yourself* domain. There are also sections on leading and managing others and leading teams and change.

Link: www.londonleadershipacademy.nhs.uk/leadershiptoolkit

ii. **Source:** London Leadership Academy – Healthcare Leadership Model Self- Assessment Tool

Description: A self-assessment tool to support the Healthcare Leadership Model has been developed and has a greater focus on helping individuals to assess their leadership behaviours and more fully understand their leadership development.

Link: www.leadershipacademy.nhs.uk/resources/healthcare-leadership-model/supporting-tools-resources/healthcare-leadership-model-self-assessment-tool

iii. **Source:** Professional Support and Development Courses

Description: This is a link to courses free to all London trainees on communication skills and team-working. Individual communication and language skills assessment needs can also be arranged.

Link: www.lpmde.ac.uk/professional-development/sccls

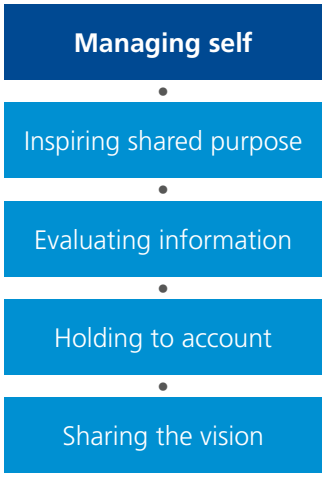
iv. **Source:** Developing Reflective Writing Skills

Description: These links are useful for developing reflective writing skills

Links: www.cumbria.ac.uk/public/liss/documents/skillsatcumbria/reflectivecyclegibbs.pdf
www.gmc-uk.org/education/continuing_professional_development/26744.asp

Please see local resources section for what is on offer in your region.

Link to Healthcare Leadership Model



Back to toolkit

This domain focuses the individual on thinking about effective team management and skills in dealing with potentially challenging team dynamics.

Do I recognise and actively appreciate each person's unique perspectives and experience?

Do I listen attentively to my team and value their suggestions?

Do I ask for contributions from my team to raise their engagement?

Project examples

- *Training in equality and diversity*
- *Managing a rota* - This project gives insight into the complexities of rota management as it involves designing a rota that provides adequate staffing levels and that accounts for annual leave, study leave, training days and taster weeks, whilst complying with the European Working Time Directive.
- *Learning about recruitment, including shortlisting and interview techniques*
- *Learning how to appraise*
- *Learning how to inspire and motivate team members*
- *Chairing a meeting* - Requires planning, including clear aims of the meeting, agenda setting, communication, allowing attendees to contribute and time-keeping

Useful links

i. **Source:** London Leadership Academy

Description: This toolkit has sections on managing self with questionnaires, suggested exercises and other tools, which are particularly relevant to the *Managing Yourself* domain. There are also sections on leading and managing others and leading teams and change.

Link: www.londonleadershipacademy.nhs.uk/leadershiptoolkit

ii. **Source:** Professional Support and Development Courses

Description: This is a link to courses free to all London trainees on communication skills and team-working. Individual communication and language skills assessment needs can also be arranged.

Link: www.lpmde.ac.uk/professional-development/sccls

iii. **Source:** eLearning for Healthcare

Description: This link is for online equality and diversity training, with an excellent communication skills section.

Link: www.e-lfh.org.uk

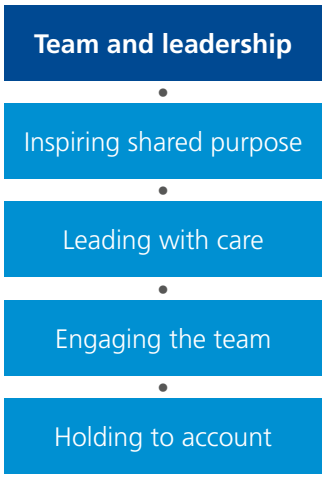
iv. **Source:** South London Trainee Network

Description: This is a link to the South London Trainee Network website. Get involved with your local trainee network and projects.

Links: www.sltn.london

Please see local resources section for what is on offer in your region.

Link to Healthcare Leadership Model



Back to toolkit

This domain focuses the individual on considering financial aspects of their everyday work.

Do you know how money flows?

Where would you look for funding?

Do you know who your Chief Financial Officer is?

Project examples

- *Writing and implementing a business case, e.g. bid to purchase a new piece of equipment with consideration of the various funding avenues, such as NHS funding or charitable funding.*
- *Contributing to a cost improvement plan*
- *Learning about payments by results, including QOF, and managing financial information*
- *Shadowing Clinical Commissioner of relevant services or attending a Clinical Commissioning Group (CCG) meeting*

Useful links

i. **Source:** Skills Development Network

Description: Operates across NHS organisations in England. Its remit is to provide the infrastructure for improving leadership and professional development skills, raising standards and sharing best practice through economy-wide learning. E-learning resources for understanding NHS finances. All NHS employees can register on the site for free and have access to easy watch videos on various finance topics.

Link: www.skillsdevelopmentnetwork.com

ii. **Source:** Future Focused Finance

Description: Future Focused Finance (FFF) is an NHS initiative to improve employee understanding of NHS finance.

Link: www.futurefocusedfinance.nhs.uk

iii. **Source:** e-LFH

Description: This is an e-Learning module on NHS finance. It is free to complete and a recommended introduction module.

Link: https://portal.e-lfh.org.uk/Login

Please see local resources section for what is on offer in your region.

Link to Healthcare Leadership Model

Financial understanding

- Evaluating information
- Connecting our service

Back to toolkit

This domain focuses the individual in the discipline of project management including planning and execution of a project with specific goals and success criteria.

Think about and reflect on the difficulties in introducing changes to current practice and how to solve problems that arise.

How do you and others respond to change?

How do you measure change?

Project examples

- *Introducing a new medical guideline - This project involves presenting how practice will change in the department or practice, educating department staff about the change and monitoring any change to practice.*
- *Introducing a new piece of equipment*
- *Developing a new service* - More complex project management skills can be developed if a trainee is part of a team introducing a new service. Planning, team work, overcoming obstacles, resilience and completer-finisher skills are developed in this scenario.

Useful link

i. **Source:** London Leadership Academy

Description: This toolkit has sections on managing self with questionnaires, suggested exercises and other tools, which are particularly relevant to the *Managing Yourself* domain. There are also sections on leading and managing others and leading teams and change.

Link: www.londonleadershipacademy.nhs.uk/leadershiptoolkit

Please see local resources section for what is on offer in your region.

Link to Healthcare Leadership Model

Back to toolkit

This domain focuses the individual on legal aspects of practicing medicine.

How do you react to complaints?

Where would you seek support?

Do you know your governance procedures?

Project examples

- *Handling a complaint* - Trainees are given genuine anonymised complaints from patients. The trainees research the Trust complaints procedure and then draft a response to the complaints. The trainers review the response and advise on whether it is appropriate and adequate to deal with issues raised by the complaint. From this the trainees achieve a good working knowledge of the NHS complaints system. By the end they will have compiled a number of worked examples for future use. Once this project has been completed, trainees are encouraged to continue answering complaints to keep their skills up.
- *Writing a report for a solicitor*
- *Death Certification/ coroner report if applicable to specialty or other specialty specific legal registration*

Useful links

i. **Source:** London Specialty School of Ophthalmology

Description: Complaint Exercise Example

Link: https://secure.synapse.nhs.uk/file/download/id/163464

Copy and paste the below link into your browser (trainee/trainer login required).

Please see local resources section for what is on offer in your region.

Link to Healthcare Leadership Model

Medico-legal issues

•

Evaluating information

•

Connecting our service

Back to toolkit

Confidentiality and data protection

This domain focuses the individual on gaining knowledge of the legislation concerning data protection and confidentiality. In May 2018 the General Data Protection Regulation (GDPR) comes into effect. This has implications on how we currently handle personal data.

Who is your Duty of Candour lead?

Have you experienced a data breach and how did you deal with it?

Project examples

- *Completion of Trust Mandatory training in Information Governance*
- *Information governance - learning the principles of Information Governance; then teaching fellow trainees about data protection*
- *Reviewing breaches of information governance e.g. patient confidentiality*
- *Learning about how GP records are stored and how reception staff are trained*

Useful link

i. **Source:** NHS England

Description: This resource page has been designed to help locate the information needed to answer most Information Governance related queries.

Link: www.england.nhs.uk/ourwork/tsd/ig/ig-resources

ii. **Source:** NHS Digital

Description: This resource page gives up to date information on GDPR as it is released.

Link: https://digital.nhs.uk/information-governance-alliance/General-Data-Protection-Regulation-guidance

Please see local resources section for what is on offer in your region.

Link to Healthcare Leadership Model

Confidentiality and data protection

- Developing capability
- Holding to account
- Engaging the team

Back to toolkit

Risk and governance

This domain focuses the individual on demonstrating involvement in departmental clinical governance meetings and understanding risk management or how a GP practice investigates significant events.

Do you understand your governance structure?

Do you know how to report serious incidents?

Project examples

- *Providing evidence of attendance and contribution to clinical governance meetings, over a period of six months*
- *Investigating an incident; learning about root cause analysis* - At some point in professional life, most doctors will be involved in a serious incident (SI). Trainees can spend time with senior colleagues working through the process of how an SI is investigated, using real examples and how a timeline of events is constructed, and root cause analysis is performed to discover why an incident has occurred. Time is spent trying to devise interventions so that precipitating events that led to the SI will not reoccur
- *Drawing up and receiving the departmental risk register*
- *Designing and implementing a project to reduce risk*
- *Designing and implementing an induction programme* - Understanding relevant risks and strategies to mitigate these risks as well as communication skills are developed with planning and delivering induction. This may also include being a Dr Toolbox champion for the department.

Please see local resources section for what is on offer in your region.

Link to Healthcare Leadership Model

Risk and governance

Holding to account

Developing capability

Sharing the vision

Evaluating information

Back to toolkit

This domain focuses the individual on understanding the skills required to be an effective manager within the NHS.

How do I develop myself in a leadership role?

How do you share your knowledge with others?

Project examples

- *Research NHS principles and values and trainee to evidence how they apply this to working life*
- *Providing evidence of attendance at management courses with reflective notes - Reflective note writing is encouraged after the course, and this is discussed with the trainer. The advantage of attending a course is that much information in different areas of management can be obtained in a relatively short period of time*
- *Providing evidence of shadowing Trust management with reflective notes*
- *Experience of how ISTC (Independent Sector Treatment Centre) or other independent providers contribute to clinical services*
- *Experience of multi-professional community or hospital based schemes with reflective notes*

Useful links

i. **Source:** eLearning for Healthcare

Description: eLearning for Healthcare provides access to an online equality and diversity training, which includes an excellent communication skills section.

Link: www.e-lfh.org.uk

ii. **Source:** Kings Fund

Description: Courses for senior trainees in leadership

Link: www.kingsfund.org.uk/audio-video/management-specialist-trainees-leadership-development

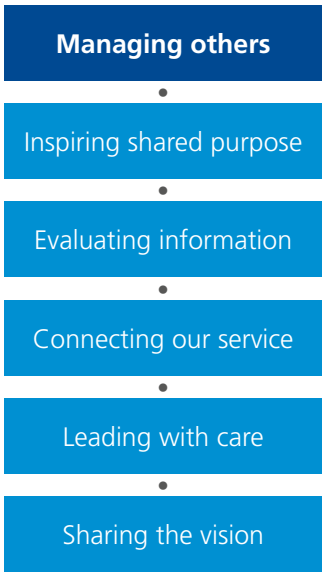
iii. **Source:** Skills Development Network

Description: Operates across NHS organisations in England. Its remit is to provide the infrastructure for improving leadership and professional development skills, raising standards and sharing best practice through economy-wide learning. E-learning resources for change leadership. All NHS employees can register on the site for free.

Link: www.skillsdevelopmentnetwork.com

Please see local resources section for what is on offer in your region.

Link to Healthcare Leadership Model



Back to toolkit

Local resources

Different organisations (primary and secondary care) across London have various courses on offer. Please see a list of what is available broken down by region

Useful links

i. **Source:** Faculty of Medical Leadership and Management

Description: The Faculty of Medical Leadership and Management (FMLM), established in 2011 by all the UK medical royal colleges and faculties and endorsed by the Academy of Medical Royal Colleges, is the UK professional home for medical leadership. Our primary objective is to raise the standard of patient care by improving medical leadership. They have courses, qualifications and fellowships on offer.

Link: www.fmlm.ac.uk

ii. **Source:** Darzi Fellowships

Description: The Darzi Fellowship Programme is a prestigious, high profile initiative that has been shown to have a profound impact not only on participants, but also on their employing organisation.

Link: www.londonleadershipacademy.nhs.uk

iii. **Source:** NHS Leadership academy

Description: The Edward Jenner programme is your first port of call if you're looking to build a strong foundation of leadership skills that can help enhance your confidence and competence in your role. This is a free online course open to all healthcare professionals

Link: www.londonleadershipacademy.nhs.uk

iv. **Source:** Medical Education Fellows

Description: Trusts and HEE offer Medical Education Fellowships to Doctors in Postgraduate Training at various points of the year which can be taken as a mix of training and OOP or OOP only. These are advertised on NHS jobs throughout the year as available.

Links: www.jobs.nhs.uk

Local trust resources

South London

Epsom and St Helier University Hospitals NHS Trust

Course: IMPACT (Ill Medical Patients, Acute Care and Treatment) Course

Description: Blended learning comprising 15 hours of e-learning and 2-day intensive practical skills course and assessment. Open to all MTIs, medical trainees at CT1 level and FY2 trainees in their 3rd placements.

Course: Outstanding Manager Programme

Description: Open to all levels of clinical and non-clinical managers and leaders. This consists of 2-hour sessions delivered over a period of 5 – 6 months.

Course: Leading with Respect Masterclass

Description: Open to all levels of clinical and non-clinical leaders. 1-day course.

Guy's and St Thomas' Foundation Trust

Education
at Guy's and St Thomas

School of Improvement

Guy's and St Thomas' NHS Foundation Trust is one of the largest teaching hospitals in the UK. The Medical Education Team have developed the School of Improvement to provide support, training and education for our staff. For further information or to book a place please contact the team at: Schoolofimprovement@gstt.nhs.uk

www.guysandstthomaseducation.com/project/school-of-improvement/

Course: Stress and Resilience

Description: This event and workshop covers personal organisation and resilience, stress management and how to cope, looking after yourself, and bullying and harassment.

Course: Clinical Leadership on the Ward

Description: This event and workshop covers developing skills as a leader, dealing with different personalities, human factors, and team building.

Course: Business and Strategy

Description: This course is a half day workshop on business planning, commissioning and Trust performance.

Course: New Consultants Programme

Description: This 2-day programme has been developed for consultants in the first year. Topics covered include Trust and Values, Job Planning, Leading Teams, Resilience and Trigger points and Leadership style.

Local trust resources

Course: Delivering Quality Care Course

Description: This 1-day course provided by GSTT School of Improvement includes handling complaints, duty of candour and patient experience.

Course: Leadership and Management

Description: This half-day event includes managing performance and conduct, unconscious bias and human factors in leadership.

Course: MBTI

Description: This half-day programme will help you look at your personality traits and how these impact on your leadership style. The session will provide valuable information on how you can play to the strengths of yourself and others. As well as how you can manage conflict more successfully to ensure you operate effectively in the working environment.

Opportunity: Junior Doctor Leadership Group

Description: This year-long leadership development programme includes 7 development days and covers topics such as MBTI, co-production, resilience and the NHS landscape. Participants commit to deliver a quality/safety improvement project within the Trust. Application deadline is in September with the course starting in November.

Opportunity: Medical Education Fellowship

Description: The year-long scheme has been designed to facilitate the development of trainees who have a specific interest in medical education and aspire to be a lead educator. The fellowship is undertaken alongside current training commitments and the cost is £400 for the year from study leave allowance. Fellows are expected to complete a PgCert in Education in this year. Application deadline is in July.

Simulation

Opportunity: Paired Learning programme

Description: This year-long programme pairs up doctors and managers in the organization, allowing pairs to shadow each other in their daily roles, deliver service improvements, and build valuable working relationships across traditional professional boundaries. The 6 half-day workshops cover topics ranging from transformation and service improvement, to productive team working, to governance and safety. Participants on the programme will also have access to observe high-level Trust meetings (not normally freely accessible to many people in the organisation). For more information, and to apply to the programme, please contact joanna.ward2@gstt.nhs.uk

Opportunity: Faculty Development in Simulation

Description: Our programme of courses for developing your skills as simulation faculty is based on the South London Simulation Network's Faculty Development Framework. The essential simulation programme consists of course such as Introduction to simulation, essential debriefing and introduction to human factors in healthcare. Advanced and expert simulation programmes are also available.

www.guysandstthomaseducation.com/project/simulation-faculty-training

Local trust resources

King's College Hospital NHS Foundation Trust

Course: Leadership and Management for Registrars

Description: This one-day course will enable participants to understand the NHS leadership framework and its implications and looks at how to incorporate leadership within career development. Participants will learn how to develop successful approaches to team leadership and engagement and understand how to support Clinical Governance.

Course: SLR (Senior Leadership Registrar)

Description: SLR Programme is a 4-module accredited, well planned programme run monthly for Registrars in readiness for their Consultant posts. It encompasses key aspects of modern leadership and management in the NHS and beyond.

Course: Teaching the Teachers

Description: This course will give participants:

- A practical overview of the planning, delivery, assessment and evaluation of their teaching
- An understanding of work-place based assessments
- Help to generate ideas to approach teaching in different environments
- Learn how to give effective feedback
- Opportunity to do a 10-minute presentation and receive hot feedback on their teaching

Course: KITE (King's Improvement through Engagement)

Description: KITE is a junior doctor's network that aims to:

- Improve staff engagement with management
- Raise staff morale
- Develop leadership
- Facilitate quality improvement

Through involvement with KITE, junior doctors also have the opportunity to be involved with Trust Committees and meetings.

Opportunity: Trainee Representatives

Description: There is opportunity for trainees to become trainee representatives and get involved in Local Faculty Groups, the Junior Doctors Forums and participate in wider Trust activities.

Local trust resources

Kingston Hospital NHS Foundation Trust

Course: QIP training

Description: This in house QIP training programme based on Lean Methodology (White belt ½ day or Yellow belt 2 days) is available for all staff and is free for trainees. Kingston Hospital encourages staff to be involved in quality improvement projects (an important aspect of leadership work) in conjunction with their QIP team, supervised by a consultant.

Course: Clinical Leadership day

Description: A course for trainees using simulation due to start in September 2019.

Opportunity: Chief Registrar post

Description: This is currently in medicine with 2 days of Chief Registrar & 3 days of clinic each week (18 months duration, funding for the RCP leadership programme is provided).

Opportunity: Bespoke leadership projects

Description: This is in conjunction with the Medical Director & DME. Do approach them to explore this.

Oxleas

Oxleas trust is committed to improve leadership skills and use quality improvement as the tool to implement change.

Opportunity: The whole trust has embarked in a quality improvement program, as such all trainees are invited to attend a 2-day quality improvement course which runs on a regular basis.

Opportunity: In addition to this the trust offer a bespoke course for core trainees as part of their local teaching which is a half day compressed training session.

Opportunity: Their QI coaches join them on a monthly basis to deliver action learning sets with trainees with the aim of supporting and facilitating new quality improvement projects or recruiting trainees to existing projects within the trust.

Course: 3-day Leadership course for Higher trainees

Description: Oxleas are also running a bespoke in house 3-day Leadership course for Higher trainees which includes general principles of leadership, the differences between leadership and management, time management, a clinical director presentation and the opportunity to shadow the top leaders within the organisation.

For further information please contact our medical education department: oxl-tr.medicaleducation@nhs.net

St Georges Hospital University Foundation Trust

Course: Leadership Academy Course

https://sgh.govintra.net/wp-content/uploads/2018/09/Leadership-Academy-Course-Catalogue-Sep-18.pdf

Local trust resources

South London and Maudsley NHS Foundation Trust

Course: Edward Jenner Programme

Description: This is accompanied with coaching and learning sets three times a year for core psychiatry trainees.

Course: Leadership and Professional Skills Course

Description: A 3-day course open to higher trainees across specialties.

Course: QI Training and Showcase

Description: A one-day QI training programme for all new core trainees with booster sessions and an opportunity to present their projects at a QI showcase event.

Opportunity: Management and leadership streams

Description: Occuring in the monthly taught programme for General Adult and Old Age Higher training.

Opportunity: Paired Learning Programme

Description: This leadership programme pairs Year 3 core trainees and non-medical managers.

Course: A leader's role in quality improvement

Description: This one-day quality improvement training is offered to leaders and managers to create an understanding of the quality improvement (QI) theory and methodology. This course will cover QI methodology, the use of data for quality improvement, introduce QI tools and techniques, and address the role of leaders in supporting implementation of QI in teams.

www.maudsleylearning.com/course/a-leaders-role-in-quality-improvement-2

Course: Coaching Skills and Leadership Development for Supervisors & Mentors

Description: This course will help leaders and managers further develop their leadership abilities, allowing them the opportunity to learn and apply new skills, such as effective communication, empathic insights, team motivation, and coaching.

www.maudsleysimulation.com/simulation-courses

South West London and St George's Mental Health NHS Trust

Course: Coaching Skills and Leadership Development for Supervisors & Mentors

Description: Available for 12 SWLStG doctors which is often oversubscribed

Course: Trust QI training and projects

Description: All higher trainees are expected to get involved in this for leadership experience.

Local trust resources

North Central and East London

Barts Health NHS Trust

Course: Junior Doctors Leadership Course
Description: 1 day course for Foundation, Core and Early Higher trainees. It introduces the concept of leadership styles, NHS structure, finances, patient safety, governance, conflict and mentoring (Level 1)
Link: www.bartshealth.nhs.uk/the-education-academy

Course: Senior Management/ SpR Leadership Course - 2.5 days
Description: Leadership, managing change, conflict and communication as well as QI/ Patient safety (Level 1)
Link: www.bartshealth.nhs.uk/the-education-academy

Course: QI Training for Core Medical Trainees
Description: Design and implementation of QI project with guidance and coaching (Level 2)
Link: www.bartshealth.nhs.uk/the-education-academy

Course: Education Fellows funded to join PgCert in Medical Education
Description: Includes leadership, coaching and mentoring
Link: www.bartshealth.nhs.uk/the-education-academy

Course: Mary Seacole and Edward Jenner Programmes
Description: This formal programme, which includes online modules and workshops, run by LLA is available for all staff.
Link: www.bartshealth.nhs.uk/the-education-academy

Local trust resources

North East London NHS Foundation Trust

Course: QI Training for Junior Doctors

Description: QI training and guidance on implementation of projects supported by the QI department.

www.nelft.nhs.uk/postgraduate-and-undergraduate-education

Course: Working together, leading together programme

Description: This programme is aimed at all consultants and band 8 employees within NELFT.

The programme allows all the candidates to gain knowledge and develop skills by exploring the attitudes, beliefs and values of successful health leaders and by developing participant's ability to lead teams and develop people within a multi-disciplinary setting.

A key part of this programme will be the implementation of a quality improvement project mapped to quality, innovation, productivity and prevention (QIPP) which can be included as supporting information for consultant revalidation portfolios.

www.nelft.nhs.uk/postgraduate-and-undergraduate-education

Local trust resources

Homerton Hospital NHS Trust

Course: Clinical Fellow in QI scheme
Description: Fully funded role for SpRs to take up an OOPE in Clinical Leadership and QI.
Link: www.homerton.nhs.uk/choosing-homerton/education-and-training/medical-education

Course: MSc in Medical Leadership (RCP/Birkbeck) scheme
Description: Funded for Higher trainees to undertake a formal qualification with service management work through RCP.
Link: www.homerton.nhs.uk/choosing-homerton/education-and-training/medical-education

Course: Leadership development programme
Description: Includes Ward Sisters Leadership programme, Midwifery Leadership programme, and Band 6 development programme.
Link: www.homerton.nhs.uk/choosing-homerton/education-and-training/medical-education

Course: The Learning and Development course
Description: To be competent to lead, manage and coach their staff to enable them ultimately to contribute positively to the constant improvement of patient care.
Link: www.homerton.nhs.uk/choosing-homerton/education-and-training/medical-education

Primary care

Hackney GP Training Scheme: QI and Coaching
Contact: Dr Mel Sayer and Dr Dominic Roberts

Newham GP Training Scheme: QI
Contact: Dr Lakh Lar

Further updates coming soon

Local trust resources

North West London

Chelsea and Westminster Hospital NHS Foundation Trust

Course: Leadership and Management Course

Description: A two-day in-house course aimed at senior registrars (>ST4) preparing for CCT. Speakers within the Trust include the Medical Director; Patient Safety Lead, and Chief Financial Officer. Topics covered include NHS structure; strategic vision; quality improvement; NHS finance; writing business plans; medical education, and risk governance. A booklet of course materials is provided. Trainee feedback has been universally excellent, praising the opportunity to interact with prominent leadership figures, and many felt more engaged with the organisation. If you are interested in attending, please email ChelwestPGTeaching@chelwest.nhs.uk

Course: Junior Leadership and Management Course

Description: A one-day course aimed at core trainees and junior registrars (<ST4). If you are interested in attending, please email ChelwestPGTeaching@chelwest.nhs.uk

Opportunity: Innovation and Improvement Clinical Fellowships

Description: An exciting and ambitious scheme seeking to actively engage junior doctors in identifying and delivering quality improvements. The role is designed to develop future medical leaders by supporting them in a 12-month project-based attachment at the Trust. The job offers a unique opportunity to develop the capability necessary for their future roles as clinical leaders. Working with divisional medical, nursing and operational leads and with close links to the medical directors and executives, the post holder will lead the development of service changes that support the organisation's clinical strategy. We welcome a dedicated clinician who has proven interest in quality improvement, multi-disciplinary learning and clinical leadership. This prestigious opportunity is highly recommended for aspiring clinical leaders.

Fellows maintain a protected, part-time clinical role across both Chelsea and Westminster and West Middlesex Hospitals, allowing them to remain well informed on current areas for development with full vision of the organisation.

The Hillingdon Hospitals NHS Foundation Trust

Opportunity: Trainee Representative positions

Description: Each department has trainee representatives or associate college tutors who represent their colleagues at local faculty groups. There are also trainee representatives on the education committee, local negotiating committee and drug safety committee.

Local trust resources

Imperial College Healthcare NHS Trust

Course: Senior Specialty Trainees (SST) Education Programme

Description: A bespoke education programme has been developed for the SSTs which comprises of leadership development, improvement methodology, top topics (integrated care, digital strategy, workforce development, etc.) and educational development modules.Engagement with trainees is critical to the development and monitoring of the specialist training programmes at Imperial. Imperial believe that by developing the role of the specialty senior trainee in each specialty they can enhance their understanding of the challenges and opportunities for training. The SST plays an invaluable role in providing feedback to trainers and helping shape new initiatives. SSTs are appointed by the unit training leads and should attend the Local Faculty Group to ensure that they are aware of local concerns and be released to attend the Junior Doctor's Forum (JDF) at least once a quarter.

Course: Emerge Programme

Description: The Emerge programme will support junior doctors to understand the essentials of leadership as they aspire to be the medical leaders of the future. The programme is designed as an 'introduction to leadership' covering the core aspects of leadership in line with the standards established by the Faculty of Medical Leadership and Management and mapped to the spiral leadership framework. The programme is designed to sit within Imperial's internal leadership framework with Frontier as the next step in their leadership development at Imperial and includes theory (with practical relevance), experiential activities and personal diagnostics to help the participants better understand themselves as well as receiving relevant and evidence-based leadership content.

Northwick Park Hospital

Course: Leadership Programme

Description: Northwick Park Hospital leadership programme across the training years, based around the clinical leadership competency framework with sessions on self-awareness ('knowing me, knowing you), decision making and critical thinking, understanding context and innovation ('Dragon's Den).

Ealing Hospital

Course: Offering Leadership and Facilitating Change' is available for staff.

Local trust resources

Royal Brompton & Harefield NHS Foundation Trust

Course: Leadership and Management Programme

Description: A 1-day leadership and management programme three times a year, which covers an introduction to leadership, finance, business cases and how to think differently in today's NHS. The course can be found through the Trust intranet.

Opportunity: Trust board meetings

Description: There are a small number of places for final year trainees to spend a week meeting senior leaders across the Trust and attend a board meeting. Please enquire via the medical education department.

Resource: All junior doctors have access to the Institute of Healthcare Improvement (IHI) elearning platform and courses in leadership, QI, and patient safety – please enquire via the Trust Library.

There is also the opportunity for trainees to become trainee representatives and get involved in Local Faculty Groups, the Junior Doctors Forums and participate in wider Trust activities such as transformation and digital health.

Most GP training schemes in North West London run the following sessions

- Exploring leadership through the arts
- Residential sessions on leadership
- Half day release sessions on leadership
- Leading change – improvement and innovation
- Clinical leadership – Complaints and SEA
- Education leadership – planning half day release programme.

Additional Leadership reading

Please visit the Spiral Leadership Toolkit page on the London Postgraduate Medical and Dental Education (LPMDE) website to find a list of additional leadership reading that is to support the toolkit. Here you'll find further links to help develop leadership competencies by reading more about different leadership methodologies, models and materials.

Taking it further

The toolkit provides a framework for developing leadership skills within the day-to-day job of a doctor in postgraduate training. There are a wide range of opportunities to take leadership development further through out of programme (OOP) years, formal qualifications and flexible portfolio careers.

Useful links

i. **Source:** Faculty of Medical Leadership and Management

   Description: The Faculty of Medical Leadership and Management (FMLM), established in 2011 by all the UK medical royal colleges and faculties and endorsed by the Academy of Medical Royal Colleges, is the UK professional home for medical leadership. Our primary objective is to raise the standard of patient care by improving medical leadership. They have courses, qualifications and fellowships on offer.

   Link: www.fmlm.ac.uk

ii. **Source:** Darzi Fellowships

   Description: The Darzi Fellowship Programme is a prestigious, high profile initiative that has been shown to have a profound impact not only on participants, but also on their employing organisation.

   Link: www.londonleadershipacademy.nhs.uk

iii. **Source:** NHS Leadership academy

   Description: The Edward Jenner programme is your first port of call if you're looking to build a strong foundation of leadership skills that can help enhance your confidence and competence in your role. This is a free online course open to all healthcare professionals

   Link: www.londonleadershipacademy.nhs.uk

iv. **Source:** Chief Registrar

   Description: Chief registrars are senior doctors in training working to build stronger leadership, management and quality improvement skills through the Royal College of Physicians' (RCP's) bespoke development programme.

   Links: www.rcplondon.ac.uk/projects/rcp-chief-registrar-scheme

v. **Source:** Medical Education Fellows

   Description: Trusts and HEE offer Medical Education Fellowships to Doctors in Postgraduate Training at various points of the year which can be taken as a mix of training and OOP or OOP only. These are advertised on NHS jobs throughout the year as available.

   Links: www.jobs.nhs.uk

National resources

https://secure.synapse.nhs.uk/pages/group_1316/d855fd859772757b565fb0f981aaf79a
This is a link to the London School of Ophthalmology Synapse page, which includes a set of leadership resources.

www.londonleadershipacademy.nhs.uk/leadershiptoolkit
This toolkit has sections on managing self with questionnaires, suggested exercises and other tools, which are particularly relevant to the Managing Change domain. There are also sections on leading and managing others and leading teams and change.

www.fmlm.ac.uk/resources/launch-of-resource-for-junior-doctors
This Toolkit has been designed by the FMLM and HEE to help develop their leadership skills.

www.leadershipacademy.nhs.uk/resources/healthcare-leadership-model/supporting-tools-resources/healthcare-leadership-model-360-degree-feedback-tool
360 degree feedback is a powerful tool to help individuals identify their leadership strengths and developmental needs.

http://elearning.rcgp.org.uk
RCGP Have a range of resources available to GP trainees.

www.e-lfh.org.uk/home
e-Learning for Health is a HEE Programme in partnership with the NHS and Professional Bodies providing high quality content free of charge for the training of the NHS workforce across the UK.

www.lpmde.ac.uk/professional-development/sccls
This is a link to courses free to all London trainees on communication skills and team-working. Individual communication and language skills assessment needs can also be arranged.

www.lpmde.ac.uk/training-programme/specialty-schools/public-health/teamup
This is a link to a variety of volunteering projects available in London which provide opportunities for team-working, chairing and leading.

www.dr-toolbox.com
Dr Toolbox is a website and mobile app which provides local hospital and department information to trainee doctors. Dr Toolbox also includes a leadership programme, which has been developed to encourage editors to manage and maintain their respective Dr Toolbox pages as part of the quality improvement requirements set within postgraduate medical curricula.

www.skillsdevelopmentnetwork.com
Operates across NHS organisations in England. Its remit is to provide the infrastructure for improving leadership and professional development skills, raising standards and sharing best practice through economy-wide learning. All NHS employees can sign up to the site for free.

www.futurefocusedfinance.nhs.uk
Future Focused Finance (FFF) is an NHS initiative to improve employee understanding of NHS finance.

https://improvement.nhs.uk/resources/qsir-programme/#h2-qsir-college
QSIR College is designed to develop candidates to become associate members of the QSIR teaching faculty and go on to upskill other staff across their organisation or within their system. To ensure sustainability, it is necessary for applications from individual NHS organisations to feature at least three candidates. Recruitment timelines can be found in the link above.

Reflection log

The next few pages allow space for the trainee to log a short summary and reflection of their activities in meeting the domains they chose over the course of each year.

Consider using this reflection log to have a conversation about your development needs with your educational supervisor. These pages can be uploaded into your portfolio for ARCP as evidence of your leadership and management development.

Reflection log

Level of training **Trainee**

Education Supervisor

Domains chosen:

1. 2.

Activities undertaken:

Projects completed:

Reflection:

Key leadership areas for development in next stage of training:

Reflection log

Level of training **Trainee**

Education Supervisor

Domains chosen:

1. 2.

Activities undertaken:

Projects completed:

Reflection:

Key leadership areas for development in next stage of training:

Reflection log

Level of training **Trainee**

Education Supervisor

Domains chosen:

1. 2.

Activities undertaken:

Projects completed:

Reflection:

Key leadership areas for development in next stage of training:

Reflection log

Level of training **Trainee**

Education Supervisor

Domains chosen:

1. 2.

Activities undertaken:

Projects completed:

Reflection:

Key leadership areas for development in next stage of training:

Reflection log

Level of training **Trainee**

Education Supervisor

Domains chosen:

1. 2.

Activities undertaken:

Projects completed:

Reflection:

Key leadership areas for development in next stage of training:

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Level of training **Trainee**

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Domains chosen:

1. 2.

Activities undertaken:

Projects completed:

Reflection:

Key leadership areas for development in next stage of training:

Reflection log

Level of training **Trainee**

Education Supervisor

Domains chosen:

1. 2.

Activities undertaken:

Projects completed:

Reflection:

Key leadership areas for development in next stage of training:

Reflection log

Level of training **Trainee**

Education Supervisor

Domains chosen:

1. 2.

Activities undertaken:

Projects completed:

Reflection:

Key leadership areas for development in next stage of training: