

# Management and Leadership Framework

## Curriculum: Fundamentals

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## Introduction

### Fundamentals - Curricula Vision & Purpose Statements

Fundamentals serve as the foundational stage of the curriculum, designed to equip managers and leaders with the essential knowledge, skills, and behaviours necessary for effective management and leadership within the NHS. This stage establishes a solid educational framework that underpins all subsequent learning, ensuring that managers and leaders develop a strong understanding of core management and leadership principles, professional accountability, and collaborative working practices.

The vision and purpose statements for this stage outline the programme's commitment to fostering competency and confidence in management and leadership. By embedding core principles and best practices, the fundamentals stage prepares managers and leaders for the complexities of their roles, enabling them to navigate the challenges of leadership with proficiency and assurance. As individuals progress beyond this stage, they will build upon these fundamental competencies, advancing towards more specialised and complex management and leadership responsibilities.

#### Vision Statement -

To lay the educational foundation for **all** NHS managers and leaders, equipping them with the essential management and leadership knowledge, skills and behaviours required for their role. This stage fosters an understanding of fundamental management and leadership principles, accountability, and effective team collaboration including the core and fundamental competencies expected of every manager and leader, regardless of their level of seniority and role. By mastering these fundamental elements, managers and leaders are set up for success as they advance to more specialised and challenging management and leadership responsibilities.

#### Purpose Statement -

To provide a comprehensive educational foundation that empowers all NHS managers and leaders with the essential management and leadership knowledge, skills, behaviours and fundamental competencies required for their roles. This programme fosters an understanding of management and leadership principles, accountability, and effective team collaboration, preparing participants to excel in management and leadership regardless of their seniority or specific role.

## Teaching and Learning Methods

Effective teaching and learning methods are crucial in facilitating individual development and growth. Each competency statement table outlines a structured framework that categorises example instructional approaches that can be applied in the delivery of the curricula. These include the acquisition of knowledge, the application and analysis of concepts, the generation of ideas and evidence, personal development, and the ability to manage one's learning.

The methods are divided into two primary categories: **instructor-directed activities** and **individual-directed activities**. Instructor-directed activities involve structured instruction led by educators, including lectures, guest presentations, discussions, and practical workshops, all of which provide knowledge and guided learning experiences. In contrast, individual-directed activities encourage individuals to actively participate in their learning through research, project-based work, peer collaboration, and reflective practices. By incorporating a diverse range of teaching strategies, this framework supports a holistic learning experience, fostering critical thinking, problem-solving abilities, and independent learning skills that can be used by individuals within the NHS. The structured combination of these methods ensures that individuals not only gain theoretical understanding but also develop essential competencies for lifelong learning and professional success.

## Introduction to Subject-Specific Topics

The subject-specific topics within this curricula are structured across three key focus areas - Self Effectiveness, Managing People and Resources and Delivering across Health and Care, each encompassing essential competency modules that are critical for effective management and leadership in health and care settings. These modules provide a structured approach to professional development, ensuring that managers and leaders acquire the necessary skills, behaviours, and knowledge to excel in their roles and drive positive organisational and system-wide outcomes.

Group	Skills Group
Self Effectiveness	Balancing safety, productivity and wellbeing
Self Effectiveness	Communicating and listening effectively
Self Effectiveness	Leading with integrity and accountability
Managing People and Resources	Creating a High-Performing Work Environment
Managing People and Resources	Managing Performance
Managing People and Resources	Maximising Resources & Efficiencies
Delivering Across Health and Care	Improving patient outcomes & experiences
Delivering Across Health and Care	Leading with a mindset of innovation & improvement
Delivering Across Health and Care	Working collaboratively to achieve results

Each competency module within these focus areas contributes to a well-rounded approach to leadership and management, ensuring that participants are equipped to navigate the complexities of the health and care landscape with confidence and expertise.

### **Self Effectiveness**

The Self Effectiveness focus area centres on the personal attributes, skills and behaviours that managers and leaders in the NHS and healthcare sector must cultivate to effectively perform their roles. It includes self-awareness, emotional and social intelligence, personal resilience and well-being, continuous learning and development, and ethical integrity/accountability. Self Effectiveness underpins individuals' ability to manage their own workload and role responsibilities, to respond and adapt to a complex fast changing environment, role modelling effective management of self for influencing and leading others.

### **Managing People and Resources**

The Managing People and Resources focus area concentrates on the support, collaboration, trust, and shared purpose needed within a high-performing team to achieve quality healthcare outcomes. This includes clear communication, coaching and mentoring, supporting professional development, and creating an inclusive and psychologically safe environment. Managers and leaders must also address team dynamics, workload, and well-being to ensure optimal performance and cohesion.

### **Delivering Across Health and Care**

The Delivering Across Health and Care focus area aligns team goals and activities with the broader strategic objectives and core values of the NHS. It includes strategic planning, operational efficiency, resource management, compliance with policies and regulations, and promoting a culture of quality and safety. Managers and leaders working in the NHS play a critical role in translating organisational priorities into actionable plans and outcomes for their team(s).

## Self Effectiveness - Balancing safety, productivity and wellbeing - Module Summary

<b>Module Summary</b>	<p><b>Learning Outcomes for balancing safety, productivity and wellbeing</b></p> <p>By the end of this module, you will be able to:</p> <ul style="list-style-type: none"><li>• <b>Prioritise for Productivity:</b> Use evidence-based approaches to manage workload efficiently, reduce duplication, and streamline processes. Apply techniques such as time-blocking, the Pareto Principle, or Lean thinking to focus effort where it adds most value, and support team members to do the same.</li><li>• <b>Keep safe and develop wellbeing strategies:</b> Recognise the interdependence of safety and wellbeing in healthcare settings. Promote psychological safety, manage stress proactively, and adopt personal and team-based wellbeing strategies. Support a culture where staff feel safe to speak up, recover from setbacks, and access help when needed.</li><li>• <b>Commit to continuing professional development:</b> Take ownership of your development by seeking feedback, engaging in reflective and reflexive practice, and identifying learning goals that enhance your leadership and management capability. Apply new insights in practice and support a culture of shared learning, curiosity, and continuous improvement.</li></ul> <p><b>Summary</b> - These learning outcomes focus on developing the ability to communicate with clarity, purpose, and empathy, while adapting to different individuals, contexts, and emotional sensitivities. Leaders will enhance their communication skills to ensure messages are delivered effectively and respectfully, promoting trust, psychological safety, and collaboration across diverse teams and situations.</p> <p><b>Keywords-</b> Productivity; Prioritisation; Wellbeing; Resilience; Growth; Reflection</p>
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Focus Area	Skills Group	Competen cy Title	Competency Statement	Learning Outcomes - You will be able to:
Self Effectiveness	Balancing safety, productivity and wellbeing	Prioritise for Productivity	I ensure tasks align with organisational priorities, that urgent and important tasks are prioritised promptly, cost-effectiveness and the leveraging of digital tools have been considered, and any obstacles to timely and effective task completion are addressed.	Apply practical prioritisation tools (e.g. urgent/important matrix, time-blocking) to focus on tasks that align with organisational goals and deliver high value.
				Adapt priorities in response to changing needs, using workload reviews, resource awareness, and digital solutions to maintain performance and efficiency.
				Identify and address barriers to timely task completion, including system inefficiencies, resource constraints, or communication gaps.
Example Instructor directed activities		<b>Eisenhower Matrix Application Workshop</b> Introduce the urgent/important matrix. Participants map tasks to organisational priorities and explore how this method supports cost-effective, strategic decision-making. <b>Toyota Production System Case Study</b> Examine Toyota's lean approach to reducing waste and streamlining flow. In groups, apply lean principles to an NHS process, identifying time/resource inefficiencies and how digital tools might improve them. <b>NHS Staff Wellbeing Initiatives Review</b> Present an NHS example (e.g. digital task management or e-rostering systems). Facilitate discussion on how digital tools can remove blockers and support more efficient, priority-aligned task completion.		
Example Individual directed activities		<b>Personal Prioritisation and Alignment Log</b> Track tasks over five days, categorising by urgency, importance, and alignment with organisational priorities. Identify tasks to delegate, automate, or eliminate. <b>Digital Tool Trial</b> Identify a digital tool (e.g. task manager, shared calendar, AI assistant) to streamline planning or communication. Trial it for one week and reflect on impact. <b>Barrier Mapping Exercise:</b> Choose one recurring delay or inefficiency in your workflow. Map out its causes and propose one practical change (e.g. clearer communication, resource request, system fix).		



Focus Area	Skills Group	Competency Title	Competency Statement	Learning Outcomes - You will be able to:
Self Effectiveness	Balancing safety, productivity and wellbeing	Keep safe and develop wellbeing strategies	I take responsibility for managing and maintaining my energy levels and wellbeing, including my emotional, mental, and physical health, recognising its impact on my ability to perform, and ensuring I access available support when needed.	Recognise early signs of stress, fatigue, or reduced wellbeing in yourself and others, and take timely action to maintain emotional, mental, and physical health.
				Use personal and team wellbeing strategies to support healthy working habits, including setting boundaries, encouraging open conversations, and accessing support when needed.
				Reflect on how wellbeing influences your performance, resilience, and judgement, and build practical habits that promote sustained energy and a positive working environment.
Example Instructor directed activities		<p><b>Psychological Safety Model Workshop:</b> Introduce Amy Edmondson's framework. Through discussion and role-play, practise techniques to foster trust, openness, and emotional safety in team settings.</p> <p><b>Google's Project Aristotle Case Study:</b> Explore Google's findings on effective teams, focusing on the role of psychological safety in wellbeing. Discuss how key behaviours (e.g. equal turn-taking, empathy) can be adapted in health and care teams.</p> <p><b>NHS Wellbeing Strategies:</b> Present NHS Trust examples (e.g. wellbeing hubs, peer support networks). Facilitate a session where participants identify one realistic initiative to trial in their own team.</p>		
Example Individual directed activities		<p><b>Stress and Wellbeing Reflection Journal</b> Track daily energy levels, stressors, and coping responses for one week. Reflect on patterns and identify strategies to improve emotional, physical, or mental health.</p> <p><b>Wellbeing Check-in Routine:</b> Set a routine check-in with yourself and/or your team to reflect on workload, energy, and wellbeing. Share resources or support options as needed.</p> <p><b>Psychological Safety Micro-Action Plan:</b> Observe one team dynamic affecting safety or wellbeing. Choose a small behaviour change (e.g. inviting feedback, acknowledging effort) and reflect on its impact over time.</p>		

Focus Area	Skills Group	Competency Title	Competency Statement	Learning Outcomes - You will be able to:
Self Effectiveness	Balancing safety, productivity and wellbeing	Commit to Continuing Professional Development	I commit to continuing professional development and learning, including seeking feedback and using reflective and reflexive practice to enhance my management and leadership skills.	Identify your development needs through reflective and reflexive practice, feedback, and self-assessment, setting clear, relevant goals to guide your ongoing growth.
				Engage with diverse learning opportunities, applying new knowledge and insights to improve your leadership and management effectiveness in real-world contexts.
				Foster a learning culture by sharing learning, encouraging feedback, and modelling reflective behaviours that support individual and team development.
Example Instructor directed activities		<p><b>Reflective Practice and Reflexivity Workshop:</b> Explore the difference between reflective and reflexive practice using models such as Gibbs or Rolfe’s frameworks. Guide participants through structured reflection on a recent leadership challenge, focusing on how values, context, and assumptions influenced their actions.</p> <p><b>LinkedIn Learning and Continuous Development Case Study:</b> Examine how LinkedIn fosters a culture of self-driven learning through digital platforms and peer learning. In groups, discuss how similar strategies could be adapted in NHS teams to promote ownership of development.</p> <p><b>NHS Development Pathways Review:</b> Present examples of NHS development programmes (e.g. Edward Jenner or Mary Seacole). Facilitate a discussion on how leaders can navigate opportunities, overcome access barriers, and integrate learning into their leadership identity.</p>		
Example Individual directed activities		<p><b>Personal Development Plan (PDP) Review and Goal Setting:</b> Update or create a PDP using feedback and reflective tools to assess development needs. Set SMART goals and identify short- and long-term learning strategies linked to your leadership role.</p> <p><b>Reflective Learning Journal:</b> Maintain a weekly journal capturing learning from practice, focusing on how your behaviours, values, and assumptions affect leadership decisions. Use this to identify patterns and areas for development.</p> <p><b>Peer Learning or Coaching Sessions:</b> Establish regular check-ins with a peer or mentor to discuss feedback, explore challenges, and share development strategies. Focus on applying insight to live issues in your role.</p>		

## Self Effectiveness- Communicating and listening effectively - Module Summary

### Module Summary

#### Learning Outcomes for communicating and listening effectively

By the end of this module, you will be able to:

- **Communicate with Mindfulness:**  
Adapt your communication style to different audiences and contexts, ensuring messages are clear, respectful, and aligned with intended outcomes. Use structured approaches to convey key information with confidence and focus.
- **Encourage open dialogue and feedback:**  
Foster an environment where team members feel heard and valued by actively listening, inviting diverse perspectives, and responding constructively to feedback. Promote open, two-way communication that builds trust and collaboration.
- **Influence, negotiate and manage upwards:**  
Use tact and evidence-based communication to influence decisions, manage expectations, and build alignment with senior stakeholders. Apply negotiation techniques to advocate effectively while maintaining positive relationships.

**Summary** - These learning outcomes focus on developing the ability to communicate with clarity, purpose, and empathy, while adapting to different individuals, contexts, and emotional sensitivities. Leaders will enhance their communication skills to ensure messages are delivered effectively and respectfully, promoting trust, psychological safety, and collaboration across diverse teams and situations.

**Keywords-** Clarity; Adaptability; Listening; Feedback; Influence; Negotiation

Focus Area	Skills Group	Competency Title	Competency Statement	Learning Outcomes - You will be able to:
Self Effectiveness	Communicating and listening effectively	Communicate with mindfulness	I communicate clearly, concisely, and respectfully to avoid misunderstandings and ensure effective information sharing.	Adapt your communication style to suit different audiences and situations, ensuring your message is clear, concise, and respectful.
				Use structured communication techniques to deliver information effectively, particularly in high-pressure or time-limited contexts.
				Reflect on how your communication is received, using feedback and self-awareness to continually improve clarity, tone, and impact.
Example Instructor directed activities		<b>SBAR Communication Workshop:</b> Introduce the SBAR (Situation–Background–Assessment–Recommendation) framework. Practise applying it to clinical and managerial scenarios to improve clarity, structure, and confidence in communication. <b>BBC Newsroom Case Study:</b> Explore how BBC journalists craft concise, accurate, and audience-sensitive messages under pressure. Discuss transferable lessons for NHS leaders communicating in fast-paced or high-stakes settings. <b>NHS Handover and Briefing Practices Review:</b> Analyse handover and team briefing processes in NHS settings. Identify good practices that reduce misunderstanding and promote clarity in multidisciplinary teams.		
Example Individual directed activities		<b>Clear Message Challenge:</b> Rewrite one complex or unclear communication (email, update, briefing) using plain language and structured formatting. Ask a peer for feedback on clarity. <b>Communication Self-Reflection Log:</b> Track two communications per week. Reflect on how your message was received, what went well, and what could have been clearer or more respectful. <b>Feedback Loop Practice:</b> Seek feedback from two colleagues on how clear and respectful your communication is. Identify one small change to improve and apply it consistently.		

Focus Area	Skills Group	Competency Title	Competency Statement	Learning Outcomes - You will be able to:
Self Effectiveness	Communicating and listening effectively	Encourage open dialogue and feedback	I encourage open dialogue and feedback, to foster a supportive environment, by listening to others and ensuring colleagues and patients feel safe to speak up, share concerns and challenge upwards.	Foster an inclusive and psychologically safe environment where colleagues and patients feel able to speak openly, raise concerns, and contribute ideas without fear.
				Demonstrate active listening and constructive responses to feedback, supporting mutual trust, learning, and continuous improvement.
				Reflect on how your communication style encourages or inhibits openness, and adapt your approach to strengthen upward challenge and shared voice in your team or setting.
Example Instructor directed activities		<p><b>Johari Window Workshop:</b> Introduce the Johari Window to explore how self-awareness and feedback build trust. In pairs, exchange feedback to uncover blind spots and strengths. Reflect on how expanding the “open area” supports open dialogue.</p> <p><b>Pixar’s Braintrust Model Case Study:</b> Explore Pixar’s open-feedback approach where candid input is welcomed without hierarchy. Discuss how respectful challenge and shared learning could be embedded in NHS teams.</p> <p><b>NHS Feedback Culture Panel:</b> Host a Q&amp;A with NHS staff from a trust promoting psychological safety (e.g. Civility Saves Lives). Focus on practical strategies for encouraging upward feedback and peer-to-peer openness.</p>		
Example Individual directed activities		<p><b>Active Listening Log:</b> Note two recent conversations where you practised active listening (e.g. paraphrasing, open-ended questions). Reflect on the response you received and what helped the dialogue feel open.</p> <p><b>Feedback Invitation Challenge:</b> Ask two colleagues for feedback on your communication or leadership. Reflect on how you received it and what you’ll adjust to foster more openness.</p> <p><b>Safe Space Starter:</b> Begin your next team meeting with a check-in or appreciation round. Note whether this changes the tone or encourages team members to speak more freely.</p>		

Focus Area	Skills Group	Competency Title	Competency Statement	Learning Outcomes - You will be able to:
Self Effectiveness	Communicating and listening effectively	Influence, negotiate and manage upwards	I recognise the value of influencing others, including using storytelling and knowing how to manage upwards, to effectively gain support and achieve desired outcomes.	Communicate with clarity and confidence when engaging senior stakeholders, using storytelling and tailored messaging to align with their priorities and leadership styles.
				Use influencing and negotiation techniques to gain support, manage expectations, and navigate complex or high-pressure situations.
				Reflect on your approach to managing upwards, using feedback and lived experience to strengthen relationships and advocate for your team or service more effectively.
Example Instructor directed activities		<p><b>Cialdini’s Influence Techniques Workshop :</b> Introduce Robert Cialdini’s six principles of influence (e.g. reciprocity, social proof, authority). In role-plays, practise using these techniques to gain senior stakeholder buy-in for a proposed change.</p> <p><b>Toyota Stakeholder Alignment Case Study:</b> Explore how Toyota builds collaborative partnerships through negotiation and trust. Discuss how these methods can inform NHS leaders’ approach to influencing upwards and managing expectations.</p> <p><b>NHS Upward Influence Review:</b> Present examples where NHS leaders successfully influenced executive decisions. Analyse the use of storytelling, data, and timing. Facilitate discussion on adapting these strategies in participants’ own roles.</p>		
Example Individual directed activities		<p><b>Influence Reflection Log:</b> After interactions with senior stakeholders, reflect on which influence techniques worked or didn’t. Note what could be improved and plan one new approach to try.</p> <p><b>Negotiation Role-Play Practice:</b> Practise negotiating a realistic scenario (e.g. securing resources, reprioritising workload) with a peer. Focus on building alignment and addressing concerns calmly and persuasively.</p> <p><b>Upward Communication Plan:</b> Before your next meeting with a senior leader, outline your message using a storytelling approach—what’s the issue, the evidence, and the ask. Reflect on clarity, confidence, and results afterwards.</p>		

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## Self Effectiveness- Leading with integrity and accountability - Module Summary

<b>Module Summary</b>	<p><b>Learning Outcomes for leading with integrity and accountability</b></p> <p>By the end of this module, you will be able to:</p> <ul style="list-style-type: none"><li>• <b>Take accountability for my actions:</b> Consistently take ownership of your decisions and behaviours, acknowledging successes and mistakes alike. Demonstrate reliability by learning from experiences and holding yourself responsible for outcomes.</li><li>• <b>Be visible, transparent and present:</b> Maintain an active and approachable presence within your team and organisation. Communicate openly and honestly to build trust, provide clarity, and ensure your leadership is accessible and engaged.</li><li>• <b>Manage with civility and compassion:</b> Lead with a balance of kindness, respect, and fairness. Show empathy in decision-making and interactions, creating a positive environment where people feel valued and supported, even during challenging times.</li></ul> <p><b>Summary</b> -These learning outcomes focus on developing leaders who take clear responsibility for their actions, demonstrate consistent visibility and transparency, and lead with compassion and respect. By embodying accountability, openness, and civility, leaders build trust, foster a positive culture, and inspire confidence across their teams and organisations.</p> <p><b>Keywords-</b> Accountability; Responsibility; Transparency; Visibility; Compassion; Respect</p>
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Focus Area	Skills Group	Competency Title	Competency Statement	Learning Outcomes - You will be able to:
Self Effectiveness	Leading with integrity and accountability	Take accountability for my actions	I reflect on my actions, reactions and biases, both conscious and unconscious, to better understand and manage their impact on myself and others.	Acknowledge the impact of your actions and decisions, including mistakes and successes, and take ownership in a way that builds trust and responsibility.
				Use structured reflection and feedback to explore how your behaviours and biases affect others, and apply learning to improve future performance.
				Model accountability and self-awareness, fostering a culture of openness, fairness, and continuous improvement in your team or service.
Example Instructor directed activities		<b>Reflective Practice workshop :</b> Introduce Schön’s concepts of <i>Reflection-in-Action</i> and <i>Reflection-on-Action</i> . Use a recent workplace scenario to guide structured reflection, exploring personal reactions, assumptions, and decision-making processes. <b>Toyota “Jidoka” Case Study:</b> Explore Toyota’s principle of stopping work to fix problems immediately. Discuss how NHS teams can adopt similar habits of accountability and collective responsibility without blame. <b>NHS Incident Debrief Simulation:</b> Facilitate a simulated incident review. Focus on how leaders can model open ownership, reflect on personal biases, and encourage learning rather than blame during debriefs.		
Example Individual directed activities		<b>Accountability Reflection Log:</b> Keep a weekly journal capturing key decisions, actions, emotional responses, and lessons learned. Include notes on how bias or assumptions may have shaped behaviour. <b>Feedback on Impact:</b> Invite feedback from two colleagues on how your behaviours and decisions affect the team. Use insights to set one goal for improving fairness, openness, or response to mistakes. <b>Share Personal Learning:</b> Share a story with your team about a time you recognised and learned from a mistake or bias. Use it to model self-awareness and encourage openness in others.		

Focus Area	Skills Group	Competency Title	Competency Statement	Learning Outcomes - You will be able to:
Self Effectiveness	Leading with integrity and accountability	Be visible, transparent and present	I develop trust and engagement with others, ensuring that I am approachable, value their input, share information openly, and encourage honest feedback to foster a collaborative and transparent environment.	Engage regularly and meaningfully with your team and stakeholders, showing approachability and valuing their input to build trust and mutual respect.
				Communicate transparently about decisions, challenges, and change, creating clarity and supporting honest, two-way dialogue.
				Reflect on how your visibility and communication style impact morale, and adapt your behaviours to foster a more inclusive and engaged environment.
Example Instructor directed activities		<p><b>Authentic Leadership Seminar:</b> Explore principles of authentic leadership and psychological safety. Practise techniques for transparent communication and approachable leadership.</p> <p><b>Apple Leadership Case Study:</b> Analyse how Apple leaders foster trust through visible, values-led behaviours and open engagement. Discuss how similar approaches can be applied in NHS contexts.</p> <p><b>NHS Senior Leadership Walkrounds Review:</b> Examine examples of NHS leaders using walkrounds to increase visibility and gather honest staff feedback. Discuss impact and how to embed this practice locally.</p>		
Example Individual directed activities		<p><b>Plan a visibility Hour:</b> Set aside one hour each week to connect informally with colleagues. Use this time to listen, share updates, and build trust through regular presence.</p> <p><b>Transparent Update Practice:</b> Deliver a clear, honest update on a current challenge or decision. Invite input and feedback to show openness.</p> <p><b>Feedback on Presence and Approachability:</b> Seek anonymous feedback from your team on how visible and approachable you are. Use insights to adjust your style or routines.</p>		

Focus Area	Skills Group	Competency Title	Competency Statement	Learning Outcomes - You will be able to:
Self Effectiveness	Leading with integrity and accountability	Manage with civility and compassion	I role model respectful behaviour, consciously demonstrating what civility and compassion mean within the healthcare workplace and creating a positive and supportive atmosphere.	Demonstrate respectful and compassionate leadership in your day-to-day interactions, modelling the behaviours you expect from others.
				Approach difficult conversations and conflict with fairness, emotional intelligence, and a focus on maintaining trust and dignity.
				Contribute to a positive team environment where civility, and psychological safety help people feel valued, supported, and able to thrive.
Example Instructor directed activities		<b>Compassionate Leadership Training:</b> Introduce Goleman’s Emotional Intelligence framework. Practise responding to challenging situations with empathy, clarity, and emotional control. <b>Starbucks Servant Leadership Case Study:</b> Review how Starbucks applies servant leadership principles to promote respect and compassion. Discuss lessons for building a supportive culture in healthcare teams. <b>NHS Staff Support Program Review:</b> Explore initiatives such as the <i>Civility Saves Lives</i> campaign or wellbeing guardians. Identify practical steps participants can apply locally to promote respect and inclusion.		
Example Individual directed activities		<b>Active Listening in Action:</b> During a 1:1 or team meeting, intentionally practise active listening—focusing on presence, empathy, and withholding judgment. Reflect on the outcome. <b>Reflect on Difficult Conversations:</b> Think back to a recent challenging interaction. Reflect on how compassion and civility were (or weren’t) demonstrated and plan one improvement for future conversations. <b>Weekly Kindness Plan:</b> Commit to one small weekly act of kindness (e.g. recognition, support, encouragement). Track how it affects team morale and relationships over time.		

## Managing People and Resources- Creating a high-performing work environment - Module Summary

<b>Module Summary</b>	<p><b>Learning Outcomes for creating a high-performing work environment</b></p> <p>By the end of this module, you will be able to:</p> <ul style="list-style-type: none"><li>• <b>Create a sense of engagement:</b> Foster a culture of purpose, inclusion, and motivation by building trust, recognising contributions, and aligning individual strengths with team goals.</li><li>• <b>Support people to feel safe in the workplace:</b> Promote psychological safety by encouraging open communication, responding to concerns with empathy, and creating an environment where people feel respected and valued.</li><li>• <b>Manage challenging circumstances:</b> Respond calmly and constructively to conflict, pressure, or change by applying fair processes, listening actively, and supporting people through uncertainty or difficulty.</li></ul> <p><b>Summary</b> - These learning outcomes focus on creating supportive, motivated, and psychologically safe teams where individuals feel valued and equipped to perform at their best. Leaders will build engagement, respond constructively to challenges, and foster a culture that encourages openness, resilience, and shared responsibility.</p> <p><b>Keywords-</b> Engagement; Motivation; Safety; Trust; Support; Resilience</p>
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Focus Area	Skills Group	Competency Title	Competency Statement	Learning Outcomes - You will be able to:
Managing People and Resources	Creating a high-performing work environment	Create a Sense of Engagement	I foster engagement by clarifying roles, valuing contributions, supporting development, and celebrating successes, including learning from challenges.	Clarify individual roles and strengths to build shared purpose and connect contributions to team and organisational goals.
				Recognise and celebrate progress and achievements, while using challenges as opportunities to reflect, learn, and maintain motivation.
				Foster inclusive engagement by encouraging diverse input, supporting development, and creating space for everyone to contribute and grow.
Example Instructor directed activities		<p><b>Strengths-Based Engagement Workshop:</b> Introduce the principles of strengths-based leadership. Guide participants to explore how aligning individual strengths with roles builds engagement and shared purpose.</p> <p><b>LEGO Group Case Study – Employee Involvement:</b> Review LEGO’s approach to staff engagement, including development opportunities, team innovation, and recognition. Discuss what NHS teams can learn about building ownership and energy.</p> <p><b>NHS Celebration and Learning Rounds Review:</b> Explore how NHS teams use structured check-ins or learning rounds to celebrate achievements and reflect on challenges. Identify actions participants can trial locally.</p>		
Example Individual directed activities		<p><b>Engagement Reflection Journal:</b> Over two weeks, note when team members appeared engaged or disengaged. Reflect on patterns and identify changes you could make to better support motivation and connection.</p> <p><b>Strengths Alignment Check-in:</b> Meet with each team member to review their key strengths and interests. Identify one small role or task shift to better align their contributions with what energises them.</p> <p><b>Recognition and Learning Plan:</b> Create a plan to regularly recognise team achievements—big or small—and use team meetings to reflect briefly on what can be learned from both successes and setbacks.</p>		

Focus Area	Skills Group	Competency Title	Competency Statement	Learning Outcomes - You will be able to:
Managing people and resources	Creating a high-performing work environment	Support people to feel safe in the workplace	I identify and remove hazards which could cause harm to myself or others, by dynamically assessing if it is safe to act, considering both physical and psychological safety, and reporting issues, concerns and incidents, including near-misses, promptly.	Assess and respond to risks in real time, considering both physical and psychological safety before deciding to act.
				Identify and address environmental, behavioural, or cultural factors that could compromise wellbeing or create unsafe conditions.
				Report safety issues and near-misses promptly and constructively, helping to build a culture of shared responsibility and continuous improvement.
Example Instructor directed activities		<p><b>Psychological Safety Theory Workshop:</b> Present Amy Edmondson’s psychological safety model. Use team-based scenarios to practise identifying risks related to silence, stress, or error concealment—and explore safe responses.</p> <p><b>Pixar Braintrust Style Case Study:</b> Review Pixar’s open-feedback culture that reduces fear and improves outcomes. In groups, identify ways to adapt respectful challenge and mistake-sharing into NHS teams.</p> <p><b>NHS Civility Saves Lives Campaign Review:</b> Explore data linking civility to safety and performance. Discuss how to address unsafe behaviours and foster a climate where concerns and near-misses are raised early.</p>		
Example Individual directed activities		<p><b>Psychological Safety Pulse Check:</b> Run a quick survey or ask informal questions to gauge how safe your team feels speaking up. Use the insight to make one change that improves openness.</p> <p><b>Active Listening Practice Log:</b> Track your use of listening techniques over two weeks. Note how this affected others’ willingness to share concerns or feedback.</p> <p><b>Workplace Risk Spotting Log:</b> Over a week, note environmental or behavioural risks (e.g. interruptions, tension, unsafe norms). Report or act on one issue that could affect psychological or physical safety.</p>		

Focus Area	Skills Group	Competency Title	Competency Statement	Learning Outcomes - You will be able to:
Managing people and resources	Creating a high-performing work environment	Manage challenging circumstances	I approach challenging circumstances calmly, by actively listening to ensure understanding, and seeking help or advice if required, to promptly address difficult situations.	Respond calmly and constructively to pressure, conflict, or uncertainty, using active listening to understand the situation before taking action.
				Support others through difficult situations by showing empathy, offering practical guidance, and involving others when appropriate.
				Apply fair, consistent, and timely approaches to resolve issues, maintain team focus, and uphold a respectful working environment.
Example Instructor directed activities		<b>Conflict Resolution Skills Workshop:</b> Introduce the Thomas-Kilmann Conflict Model. Use real-world scenarios to practise different conflict styles, and reflect on personal approaches to handling pressure and disagreement. <b>Ritz-Carlton Service Recovery Case Study:</b> Examine how Ritz-Carlton empowers employees to resolve issues with empathy and accountability. Explore how similar strategies could support NHS teams under pressure or during complaints. <b>NHS Change Support Simulation:</b> Run a simulation of a real NHS change (e.g. rota redesign). Participants practise supporting colleagues through uncertainty, while staying calm, communicative, and service-focused.		
Example Individual directed activities		<b>Pressure Points Reflection Log:</b> Keep a brief log of high-pressure moments over two weeks. Reflect on your emotional responses, listening habits, and strategies that helped maintain composure. <b>Check-in Conversations:</b> Hold short, supportive conversations with team members during a difficult time. Practise empathetic listening and offer practical guidance or escalation where needed. <b>Conflict Debrief Template:</b> After a disagreement or challenge, complete a quick debrief: What was the issue? How did I handle it? What could I do differently? Use insights to shape a calmer, fairer response next time.		

## Managing People and Resources- Managing Performance - Module Summary

<b>Module Summary</b>	<p><b>Learning Outcomes for creating a high-performing work environment</b></p> <p>By the end of this module, you will be able to:</p> <ul style="list-style-type: none"><li>• <b>Provide purpose and vision:</b> Clearly communicate team goals and the wider organisational mission, helping individuals understand how their work contributes to shared success and long-term impact.</li><li>• <b>Manage performance:</b> Use fair, consistent approaches to set expectations, review progress, and provide feedback that supports continuous improvement and accountability.</li><li>• <b>Manage conflict and sensitive conversations:</b> Approach difficult conversations with empathy and clarity, using effective communication techniques to address issues constructively and preserve working relationships.</li></ul> <p><b>Summary</b> - These learning outcomes focus on developing leaders who can inspire clarity of purpose, drive high standards, and navigate sensitive conversations with empathy and fairness. By aligning individual contributions with organisational goals, supporting performance, and addressing challenges openly, managers create an environment of accountability, growth, and trust.</p> <p><b>Keywords-</b> Purpose; Clarity; Accountability; Feedback; Empathy; Resolution</p>
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Focus Area	Skills Group	Competency Title	Competency Statement	Learning Outcomes - You will be able to:
Managing people and resources	Managing Performance	Provide purpose and vision	I provide a clear sense of purpose and direction, anticipating future trends and challenges, ensuring everyone understands how their role contributes to departmental objectives, broader organisational goals, and the future of the NHS, including its 10-year plan.	Communicate a clear sense of direction, linking team and individual roles to departmental goals, NHS priorities, and long-term system ambitions.
				Inspire engagement by sharing a compelling vision, rooted in service values, that motivates others to contribute meaningfully.
				Adapt your leadership approach and messaging to maintain clarity and alignment through change, uncertainty, or future planning.
Example Instructor directed activities		<p><b>Simon Sinek’s ‘Start With Why’ Workshop:</b> Introduce Sinek’s Golden Circle (Why–How–What). Participants apply it to define their team’s core purpose and connect it to NHS priorities.</p> <p><b>LEGO Case Study on Vision-Led Turnaround:</b> Explore how LEGO’s renewed vision restored innovation and focus. In groups, discuss how NHS teams can use similar clarity of purpose to navigate change.</p> <p><b>NHS Trust Strategy Review Session :</b> Review a current NHS Trust strategy or the NHS Long Term Plan. Identify how team roles support wider objectives and where clearer links could be made.</p>		
Example Individual directed activities		<p><b>Purpose Alignment Mapping:</b> Chart how your daily tasks link to your team’s goals and NHS priorities. Use this to prompt clearer purpose conversations in meetings or 1:1s.</p> <p><b>Vision Message Practice:</b> Write a short, inspiring message that explains your team’s purpose. Share it in a huddle or email to test its clarity and impact.</p> <p><b>Role Purpose Reflection:</b> Write a brief reflection on what makes your role meaningful and how it contributes to patient care and long-term NHS goals. Share in a team session or use it to support peer morale.</p>		

Focus Area	Skills Group	Competency Title	Competency Statement	Learning Outcomes - You will be able to:
Managing people and resources	Managing Performance	Manage performance	I manage the performance of colleagues within my area of responsibility, ensuring provision of constructive feedback, celebrating achievements, and addressing underperformance in a timely and appropriate manner.	Set clear, measurable expectations and review progress regularly to support accountability, motivation, and continuous improvement.
				Provide timely and constructive feedback, celebrating achievements and encouraging development in a way that builds confidence and capability.
				Address underperformance fairly and promptly, using structured, supportive approaches to agree actions and enable improvement.
Example Instructor directed activities		<b>SMART Objectives Workshop:</b> Facilitate a session where participants write and peer-review SMART goals. Use clinical and operational examples to highlight good practice. <b>Apple Retail Performance Culture Case Study:</b> Explore how Apple uses structured reviews and feedback to build team capability. Discuss relevance to NHS contexts and motivation. <b>NHS Appraisal Toolkit Deep Dive:</b> Review an NHS appraisal process. Discuss how to make reviews more consistent, motivational, and developmental.		
Example Individual directed activities		<b>Feedback Journal:</b> Track your feedback to others over two weeks. Note timing, tone, and impact—identify one thing to improve or continue. <b>Performance Check-In Practice:</b> Hold two informal check-ins with team members. Use open questions and goal-setting to support growth and engagement. <b>SMART Objective Setting Template:</b> Work with one team member to co-create clear objectives. Review progress in four weeks and refine where needed.		

Focus Area	Skills Group	Competency Title	Competency Statement	Learning Outcomes - You will be able to:
Managing people and resources	Managing Performance	Manage conflict and sensitive conversations	I approach challenging and sensitive conversations with professionalism and composure, actively listening to all parties and identifying mechanisms to de-escalate potential or actual conflict.	Lead sensitive or challenging conversations with empathy, clarity, and professionalism, preparing effectively and focusing on shared solutions.
				Remain calm, respectful, and objective when managing conflict, distress, or difficult behaviour, using active listening to understand all perspectives.
				Apply de-escalation and conflict resolution techniques to reduce tension, build trust, and protect team relationships and wellbeing.
Example Instructor directed activities		<b>Crucial Conversations Skills Workshop:</b> Introduce core tools from the <i>Crucial Conversations</i> framework (e.g., stay curious, create safety, state your intent). Use roleplay scenarios to practise applying these techniques to real NHS challenges. <b>Netflix’s Radical Candor Case Study:</b> Explore how Netflix promotes a culture of direct, honest feedback rooted in care. Facilitate discussion on how this approach can be balanced with NHS values of compassion and respect. <b>NHS Restorative Just Culture Review:</b> Present the NHS Just Culture principles and how they support fair, non-punitive approaches to conflict and mistakes. Review real examples where trust and relationships were restored through open dialogue.		
Example Individual directed activities		<b>Difficult Conversation Planner:</b> Use a structured tool to prepare for an upcoming sensitive conversation—clarify the issue, your purpose, likely emotional responses, and potential outcomes. <b>Conflict Reflection Log:</b> After a challenging conversation, reflect using guided prompts: What triggered the conflict? How did I respond? What worked well, and what would I do differently? <b>Calm Under Pressure Practice:</b> In high-pressure moments, intentionally pause before responding. Track when and how you used this pause, and reflect on how it influenced the conversation’s outcome.		

## Managing People and Resources- Maximising resources and efficiencies - Module Summary

### Module Summary

#### Learning Outcomes for creating a high-performing work environment

By the end of this module, you will be able to:

- **Allocate and optimise resources:**  
Distribute time, skills, and assets effectively to meet service needs, adapting to changing demands and ensuring resources are used where they add most value.
- **Manage Public Money:**  
Take responsibility for using public funds appropriately and transparently, applying relevant policies and controls to support financial sustainability and trust.
- **Use data, evidence and critical thinking:**  
Apply critical thinking to interpret data and evidence, making informed decisions that improve quality, safety, and resource use.

**Summary** - These learning outcomes focus on developing leaders who can make informed, responsible decisions to use resources wisely and transparently. By optimising capacity, applying financial rigour, and using data and evidence effectively, managers will strengthen service quality, sustainability, and public trust.

**Keywords-** Efficiency; Flexibility; Accountability; Value; Insight; Judgement

Focus Area	Skills Group	Competency Title	Competency Statement	Learning Outcomes - You will be able to:
Managing people and resources	Maximising resources and efficiencies	Allocate and optimise resources	I understand the importance of optimising resources for current and future needs, working collaboratively to identify opportunities for improvement and digitalisation, and maximise effectiveness and efficiency.	Assess how time, people, and assets are currently used to identify opportunities for improved efficiency, digital innovation, and long-term value.
				Make collaborative resource decisions that respond to evolving service demands, capacity, and organisational priorities.
				Adapt and reallocate resources to manage emerging pressures while maintaining safety, continuity, and equity of service.
Example Instructor directed activities		<b>NHS Resource Reallocation Simulation:</b> Facilitate a scenario-based exercise where participants respond to rising service pressures by reallocating staff, time, and space. Debrief on how decisions supported safety, fairness, and efficiency. <b>Virgin Media O2 Case Study:</b> Review how Virgin Media O2 uses flexible staffing models and tech-enabled planning tools. Discuss how similar digital and agile approaches could enhance NHS resource management. <b>Mini Panel: NHS Operational Leads:</b> Invite two NHS managers to share real-world strategies for optimising resources under demand. Focus discussion on innovation, prioritisation, and planning for future needs.		
Example Individual directed activities		<b>Micro Resource Audit:</b> Choose a process or rota and assess how time, staff, or assets are used. Suggest one change that improves efficiency or enables digital support. <b>One-In, One-Out Prioritisation Exercise:</b> For any new responsibility, identify a task to stop, delegate, or redesign. Track the impact on personal and team effectiveness. <b>Team Skills and Capacity Map:</b> Create a simple visual map of your team’s current skills and capacity. Identify opportunities to redistribute tasks or develop underused strengths.		

Focus Area	Skills Group	Competency Title	Competency Statement	Learning Outcomes - You will be able to:
Managing people and resources	Maximising resources and efficiencies	Manage public money	I recognise that I work in a publicly funded organisation and ensure that my actions future-proof the NHS, by seeking ways to deliver financial accountability, optimise efficiency, sustainability, value for money, and responsible spending.	Apply financial policies and procedures to ensure public funds are used sustainably, and with maximum value.
				Monitor and manage budgets effectively, identifying variances and taking timely corrective action to improve financial performance.
				Justify financial decisions with accountability, clearly linking spending to service outcomes, long-term value, and NHS sustainability goals.
Example Instructor directed activities		<p><b>Scenario-Based Budget Challenge:</b> Present a mock NHS budget scenario with emerging cost pressures. In groups, prioritise spending cuts or reallocations using value-based reasoning. Debrief on the impact of trade-offs and transparency.</p> <p><b>John Lewis Partnership Case Study on ethical spending:</b> Explore how John Lewis applies values to financial decision-making and stakeholder trust. Compare with NHS responsibilities around public money and ethical resource use.</p> <p><b>Finance Co-Learning Session:</b> Facilitate a joint session with NHS finance and operational staff to explore how financial stewardship and service planning intersect. Use real-life examples to identify shared challenges and collaboration opportunities.</p>		
Example Individual directed activities		<p><b>"Follow the Pound" Reflection:</b> Trace the end-to-end cost of one patient-facing activity (e.g., outpatient clinic, discharge process). Reflect on where value is delivered or lost and how it could be improved.</p> <p><b>Spending Justification Log:</b> Track key spending or procurement decisions over a month. For each, note the rationale, alignment with policy, and any potential value-for-money risks.</p> <p><b>Cost Avoidance Action Plan:</b> Identify one area of avoidable cost in your service (e.g., unplanned agency spend). Create a short plan outlining a proactive change to reduce this cost while maintaining safety and quality.</p>		

Focus Area	Skills Group	Competency Title	Competency Statement	Learning Outcomes - You will be able to:
Managing people and resources	Maximising resources and efficiencies	Use data, evidence and critical thinking	I use appropriate digital tools to interrogate data and evidence, applying findings to identify opportunities which future-proof the service, and enable my area of responsibility to be more innovative, efficient, productive, and sustainable.	Confidently use appropriate digital tools to analyse key data sets, identifying trends, risks, and opportunities to enhance service innovation, efficiency, and sustainability.
				Critically evaluate evidence from diverse sources—including quantitative data, qualitative feedback, and external research—to support balanced and forward-looking decision-making.
				Apply critical thinking frameworks to question assumptions, interpret complex information, and develop creative solutions that strengthen future service delivery and resilience.
Example Instructor directed activities		<p><b>Critical Thinking Puzzle Room:</b> Use a ‘data escape room’ format with NHS-relevant metrics and conflicting evidence. Teams must evaluate sources and recommend a course of action.</p> <p><b>BBC Case Study: Editorial Decision-Making Under Pressure:</b> Explore how BBC teams assess multiple data sources quickly to make fast but accurate editorial calls. Discuss how these skills translate to NHS decision-making.</p> <p><b>NHS Quality Improvement Deep Dive:</b> Analyse a local QI project’s data, comparing baseline and outcome figures. Facilitate discussion on how data shaped actions and sustained change.</p>		
Example Individual directed activities		<p><b>Evidence-in-Action Note:</b> After making a key decision, document what evidence (data, policy, or experience) informed it. Identify one opportunity to improve your evidence use.</p> <p><b>Bias Spotting Exercise:</b> Pick a recent decision and challenge it using three questions: "What assumptions did I make?", "What did I ignore?", and "What data would change my mind?"</p> <p><b>Mini Lit Search:</b> Choose a current workplace issue and spend 15–20 minutes finding one recent UK-based study or guideline that could inform next steps. Share findings with a colleague.</p>		

## Delivering across health and care- Improving patient outcomes and experience - Module Summary

### Module Summary

#### Learning Outcomes for improving patient outcomes and experiences

By the end of this module, you will be able to:

- **Respond to patient safety, needs and preferences:**  
Recognise and respond to patient safety concerns and individual preferences, taking timely and appropriate action to promote safe, person-centred care.
- **Prioritise people-centred care to deliver a quality service:**  
Champion compassionate, inclusive care by involving patients, families and carers in decisions, and shaping services around what matters most to them.
- **Apply compliance, governance and policy to improve patient outcomes:**  
Use relevant governance frameworks, policies and standards to guide safe, lawful practice and continuous improvement in patient care and outcomes.

**Summary** - These learning outcomes focus on delivering high-quality, safe, and person-centred care by responding to individual needs, applying policy and governance effectively, and working in partnership with patients and carers. Leaders will strengthen their ability to make informed, compassionate decisions that improve patient outcomes, experience, and trust in services.

**Keywords-** Safety; Personalisation; Compassion; Engagement; Governance; Quality



Focus Area	Skills Group	Competency Title	Competency Statement	Learning Outcomes - You will be able to:
Delivering across health and care	Improving patient outcomes and experiences	Respond to patient safety, needs and preferences	I understand patient uniqueness and diversity, prioritising safety by reporting concerns and incidents, and adapting my approach to individual needs and preferences.	Identify and respond promptly to patient safety concerns, fostering a culture of openness where all staff and service users feel safe to speak up and report issues.
				Adapt your communication and care approach to reflect the diverse needs, preferences, and backgrounds of individuals, promoting safety, dignity, and personalised care.
				Support team learning from safety incidents through open discussion, reflection, and shared action to continuously improve care and reduce future risk.
Example Instructor directed activities		<b>Reason’s Swiss Cheese Model Workshop:</b> Introduce James Reason’s system failure model. Use a patient safety case to explore how multiple defences failed and identify leadership actions to strengthen safety culture. <b>Virgin Atlantic 'Speak Up' Culture Case Study:</b> Discuss Virgin Atlantic’s approach to encouraging open communication. Compare with NHS initiatives and identify how to promote speaking up in healthcare teams. <b>Learning from Patient Safety Incidents:</b> Invite leaders to share lessons from real NHS safety events. Facilitate Q&A on what supported improvement and how teams reflected and adapted in response.		
Example Individual directed activities		<b>Safety Walkaround:</b> Do a short walkaround with a safety lens. Note risks or concerns raised by staff, then share and address one actionable improvement with your team. <b>Person-Centred Handover Checklist:</b> Design or adapt a handover checklist that includes patient needs and safety issues. Test it for a week and reflect on its impact. <b>Reflective Incident Review:</b> Select a recent safety incident. Reflect on your response, what could be improved, and how learning can be shared to prevent recurrence.		

Focus Area	Skills Group	Competency Title	Competency Statement	Learning Outcomes - You will be able to:
Delivering across health and care	Improving patient outcomes and experiences	Prioritise people-centred care to deliver a quality service	I proactively support the reduction of health inequalities and improve patient outcomes by recognising and valuing diversity, building trust, and promoting inclusion to provide care that centres on each person's individual needs.	Engage individuals and those important to them in shaping decisions about care, ensuring their values, preferences, and lived experiences guide personalised planning.
				Promote inclusive communication and culturally sensitive practice that builds trust, strengthens relationships, and reduces barriers to equitable care.
				Use patient and community feedback to evaluate and improve service quality, focusing on dignity, access, and the reduction of health inequalities.
Example Instructor directed activities		<p><b>Picker’s Eight Principles of Patient-Centred Care:</b> Introduce the Picker Institute’s framework. In groups, review a patient story and evaluate how well each principle was addressed. Discuss where improvements could be made and how leaders influence this.</p> <p><b>Co-op Food’s Inclusive Service Design Case Study:</b> Review how the Co-op redesigned its funeral care service using customer insight and inclusive engagement. Discuss parallels in health and care and how to embed genuine co-production into service improvement.</p> <p><b>Experience-Based Co-Design (EBCD):</b> Explore how trusts have used EBCD to improve services through patient and staff experiences. Review a short video or case summary, and brainstorm how to adapt similar methods locally.</p>		
Example Individual directed activities		<p><b>Shadowing or Patient Journey Mapping:</b> Shadow a patient or follow a typical care pathway in your service. Note barriers to people-centred care and opportunities to improve experience or communication. Share one improvement idea with your team.</p> <p><b>Feedback Review and Action:</b> Gather recent patient experience feedback (e.g. FFT, complaints, compliments). Identify a theme and propose a small action to address it, involving colleagues or patients where possible.</p> <p><b>Empathy Reflection:</b> Recall a recent interaction with a patient or carer. Reflect on how well you demonstrated empathy and what could have enhanced the experience for the individual.</p>		

Focus Area	Skills Group	Competency Title	Competency Statement	Learning Outcomes - You will be able to:
Delivering across health and care	Improving patient outcomes and experiences	Apply compliance, governance and policy to improve patient outcomes	I understand and identify the policies and procedures relevant to my area of responsibility, applying these to ensure best practice and continuously improve patient outcomes.	Apply relevant policies, procedures, and frameworks to guide day-to-day decision-making and ensure services meet quality, safety, and legal standards.
				Use assurance and compliance data to identify risks or gaps in practice, taking timely action to support continuous improvement in patient care.
				Balance compliance with compassionate, values-led leadership, ensuring that governance processes enhance both outcomes and patient experience.
Example Instructor directed activities		<p><b>CQC KLOEs Workshop:</b> Introduce the Care Quality Commission’s Key Lines of Enquiry. Use fictional or anonymised examples to assess how a service would perform against one domain (e.g., safe or well-led). Encourage team discussion on improvement actions.</p> <p><b>John Lewis Partnership – Governance and Ethical Leadership Case Study:</b> Explore how John Lewis uses governance not just for compliance but to align values and customer trust. Discuss how ethical leadership in the NHS can support both assurance and positive culture.</p> <p><b>NHS Learning from Deaths Review:</b> Review a sample structured judgement review (SJR) from NHS data. Facilitate small group reflection on how the governance process drives learning, change and accountability in care outcomes.</p>		
Example Individual directed activities		<p><b>Policy-to-Practice Review:</b> Choose one key policy (e.g. safeguarding, consent, clinical governance). Map how it is applied in practice in your team, identifying any gaps or areas to strengthen compliance and clarity.</p> <p><b>Audit/Quality Review Participation:</b> Take part in (or lead) a small-scale audit, review or quality improvement activity. Reflect on how governance processes support patient care and safety, and identify an area for improvement.</p> <p><b>Ethical Dilemma Reflection:</b> Document a time when you had to balance compliance with patient need or values (e.g. discharging early vs. safe continuity of care). Reflect on your decision-making and what guided you.</p>		

## Delivering across health and care- Leading with a mindset of improvement and innovation - Module Summary

### Module Summary

#### Learning Outcomes for leading with a mindset of improvement and innovation

By the end of this module, you will be able to:

- **Drive continuous improvement and innovation:**  
Lead ongoing improvements by identifying opportunities for change, applying structured improvement methods, and fostering a culture where experimentation and learning are encouraged.
- **Prioritise people-centred care to deliver a quality service:**  
Stay informed and open to emerging technologies. Promote digital innovation that improves patient care, efficiency, and collaboration, while considering usability, equity, and risk.
- **Apply compliance, governance and policy to improve patient outcomes:**  
Lead with empathy and clarity during times of change. Build trust, reduce resistance, and help others feel supported, involved, and ready for transition.

**Summary** - These outcomes focus on cultivating a proactive and forward-thinking leadership approach that embraces continuous improvement, digital innovation, and compassionate change management. Leaders will build the confidence and tools to drive transformation, support adoption of new technologies, and empower others through evolving contexts.

**Keywords-** Improvement; Innovation; Digital Literacy; Technology; Change; Support

Focus Area	Skills Group	Competency Title	Competency Statement	Learning Outcomes - You will be able to:
Delivering across health and care	Leading with a mindset of improvement and innovation	Drive continuous improvement and innovation	I seek ways to test new ideas, improve processes, and implement continuous improvement solutions, to drive positive change and solve problems within my area of responsibility.	Apply structured improvement tools (e.g. PDSA, process mapping, root cause analysis) to test and evaluate new ideas that enhance service quality and efficiency.
				Foster a culture of improvement by encouraging colleagues and service users to raise ideas, share learning, and engage in continuous problem-solving.
				Reflect on previous improvement work to identify successes, challenges, and transferable lessons for future change initiatives.
Example Instructor directed activities		<p><b>Deming Cycle in Practice:</b> Introduce the PDSA (Plan–Do–Study–Act) cycle as a method for continuous improvement. Use a healthcare service scenario for participants to map out a real-life improvement cycle, identifying key metrics and reflection points.</p> <p><b>Toyota Lean Management Case Study:</b> Explore Toyota’s lean principles and how these can reduce waste and optimise value. In groups, apply lean thinking to a healthcare scenario to improve patient flow or reduce delays.</p> <p><b>NHS Quality Improvement (QI) Success Stories:</b> Share case studies such as the East London NHS Foundation Trust’s QI programme. Facilitate discussion on leadership behaviours that enabled frontline-led innovation.</p>		
Example Individual directed activities		<p><b>Run a Micro QI Project:</b> Identify a small area for improvement in your team. Use a simple PDSA cycle to plan, test, and review a change idea over 2–4 weeks.</p> <p><b>Reflective Log: Barriers to Improvement:</b> Keep a short weekly log of improvement ideas and note what enabled or blocked progress. Reflect on patterns and possible solutions.</p> <p><b>Team Suggestion Challenge:</b> Run a mini “innovation challenge” in your team where all members submit small ideas to improve working conditions or patient experience.</p>		

Focus Area	Skills Group	Competency Title	Competency Statement	Learning Outcomes - You will be able to:
Delivering across health and care	Leading with a mindset of improvement and innovation	Engage with technology and innovation	I use technology and innovation to enhance my area of responsibility's effectiveness and improve patient outcomes, assessing the positive and negative impact of these changes to minimise risk.	Assess digital tools and innovations for their relevance, usability, risk, and potential to improve care quality, patient outcomes, and staff efficiency.
				Work collaboratively to implement or adapt technology-driven improvements that solve operational challenges and deliver measurable service benefits.
				Reflect on your digital capability, seeking learning opportunities to improve confidence and ensure responsible, informed use of innovation.
Example Instructor directed activities		<b>Digital Health Adoption Frameworks:</b> Introduce the NHS Digital Maturity Index or Technology Acceptance Model. In groups, identify common barriers to tech uptake and discuss how to overcome them in real settings. <b>Babylon Health Case Study:</b> Explore Babylon Health’s AI-powered GP model. Debate benefits and risks around access, patient safety, and digital inclusion <b>NHS App Implementation Review:</b> Review lessons from the NHS App rollout. Discuss how staff engagement and local adaptation influenced success across different trusts.		
Example Individual directed activities		<b>Digital Confidence Self-Check:</b> Complete a short digital skills assessment. Identify one tool to explore and apply in your current role. <b>Shadow a Digital Team:</b> Spend time observing a digital or IT team. Reflect on how their work supports service innovation and what you can take back to your team. <b>Tech Feedback Review:</b> Gather informal feedback from patients or staff on a digital tool your team uses. Suggest one realistic improvement based on their insights.		

Focus Area	Skills Group	Competency Title	Competency Statement	Learning Outcomes - You will be able to:
Delivering across health and care	Leading with a mindset of improvement and innovation	Support others through change	I embrace and support change, demonstrating followership through positive communication, and by signposting help and advice for others, where necessary.	Apply governance, regulatory, and policy frameworks to guide colleagues safely through change while maintaining care quality.
				Use compliance and assurance data to identify risks and communicate their implications clearly, supporting informed team actions during change.
				Balance regulatory requirements with compassionate leadership by promoting understanding and providing guidance that aligns policy with patient and staff needs.
Example Instructor directed activities		<b>Kotter's 8-Step Change Model Workshop:</b> Introduce Kotter's model and apply it to a real or fictional change initiative. Participants identify where their team is on the journey and practical next steps. <b>Tesco Transformation Case Study:</b> Review Tesco's turnaround strategy and how leadership and communication supported large-scale workforce change. Discuss transferable insights for public services. <b>NHS Change Champions Panel:</b> Invite NHS staff who have led change to share their experiences and lessons learned. Facilitate small group reflection on what leadership behaviours supported success.		
Example Individual directed activities		<b>Change Curve Reflection:</b> Use the Kubler-Ross Change Curve to reflect on a personal or team change. Note emotional stages and what helped move forward. <b>Feedback Conversations:</b> Hold a short feedback conversation with a colleague about a recent change. Use active listening and summarise their concerns and suggestions. <b>Mini Change Navigator:</b> Create a one-page "change guide" for a small upcoming service update — purpose, benefits, who's affected, and how to support them.		

## Delivering across health and care- working collaboratively to achieve results - Module Summary

### Module Summary

#### Learning Outcomes for working collaboratively to achieve results.

By the end of this module, you will be able to:

- **Build impactful relationships:**  
Develop authentic, trust-based relationships across roles and boundaries by communicating with empathy, adapting to different perspectives, and investing in mutual respect.
- **Lead a collaborative team:**  
Foster a team environment where individuals feel empowered to contribute, co-create solutions, and work together towards shared goals with clarity and accountability.
- **Share good practice:**  
Actively seek out, share, and apply insights, innovations, and successful approaches from across the system to drive improvement, learning, and cross-boundary impact.

**Summary** - These learning outcomes focus on strengthening collaboration by building trust, leading inclusive teams, and sharing successful practices across boundaries. By developing strong relationships, encouraging joint problem-solving, and applying learning from others, leaders can deliver more integrated, innovative, and effective services.

**Keywords-** Trust; Communication; Alignment; Teamwork; Learning; Innovation



Focus Area	Skills Group	Competency Title	Competency Statement	Learning Outcomes - You will be able to:
Delivering across health and care	Working collaboratively to achieve results	Build impactful relationships	I build respectful, trusting relationships by listening actively, showing empathy, and adapting my approach to connect effectively with others.	Build trust and rapport by actively listening, showing empathy, and communicating respectfully with colleagues, patients, and stakeholders across roles and boundaries.
				Adapt communication style and behaviour to meet the needs of diverse individuals and contexts, promoting mutual understanding and collaboration.
				Reflect regularly on the quality of your working relationships and implement strategies to enhance connections that support shared goals and positive outcomes.
Example Instructor directed activities		<b>Transactional vs Transformational leadership workshop:</b> Introduce Burns’ theory. Facilitate a group activity where participants analyse leadership styles in building trust, influence, and team cohesion. Discuss how different approaches impact workplace relationships and culture. <b>LEGO Group Case Study – Purpose-Driven Relationships:</b> Review LEGO’s cultural transformation, focusing on rebuilding trust and collaboration across teams. In groups discuss how these could apply in health and care teams. <b>NHS Peer Support Models Review:</b> Examine peer support and mentoring approaches used in NHS Trusts to build strong working relationships. Facilitate discussion on how fostering informal support networks can enhance collaboration, morale, and resilience.		
Example Individual directed activities		<b>Active Listening Challenge:</b> For one week, practise focused listening in meetings. Record reflections on how this affected engagement, trust, and outcomes in a brief journal. <b>Perspective-Taking Exercise:</b> Choose a colleague you find challenging to connect with. Reflect on their perspective in a short written piece, and adjust your communication approach accordingly. <b>Relationship Mapping:</b> Create a map of key internal and external relationships. Assess strength, trust, and communication patterns, and identify two actions to strengthen weaker links.		

Focus Area	Skills Group	Competency Title	Competency Statement	Learning Outcomes - You will be able to:
Delivering across health and care	Working collaboratively to achieve results	Lead a collaborative team	I promote collaborative working within my area of responsibility, actively contributing to cross-team initiatives and ensuring everyone's input is heard and valued, to build inclusive, innovative and high-performing working environments and relationships.	Facilitate open and inclusive discussions that actively engage all team members, encouraging diverse perspectives to inform shared decision-making.
				Foster a clear, shared sense of purpose and mutual accountability by defining roles, expectations, and collaborative goals within your area of responsibility.
				Cultivate a supportive environment where collaboration is embedded in everyday practice, empowering individuals to contribute confidently and work effectively across teams.
Example Instructor directed activities		<b>Belbin Team Roles Workshop:</b> Introduce Belbin's team role theory. Have participants identify their own roles and those of colleagues. Facilitate group discussions on achieving balanced, high-performing teams. <b>Spotify Squad Model Case Study:</b> Explore Spotify's agile "squad" structure. In groups, examine how autonomy, collaboration, and shared goals boost innovation and delivery. Identify transferable elements for healthcare teams. <b>NHS Improvement Collaborative Review:</b> Study a recent NHS collaborative (e.g., Getting It Right First Time or Maternity Safety Collaboratives). Discuss how cross-team working delivered measurable improvements.		
Example Individual directed activities		<b>Team Charter Co-Creation:</b> Facilitate a team session to create a team charter outlining shared values, goals, and communication norms. Review and refine it quarterly. <b>Peer Feedback Loop:</b> Set up a process for regular peer-to-peer feedback within your team. Track how it improves team dynamics and individual development. <b>Collaboration Pulse Survey:</b> Conduct a brief anonymous team survey on collaboration and psychological safety. Review results and lead a team discussion to address key themes.		

Focus Area	Skills Group	Competency Title	Competency Statement	Learning Outcomes - You will be able to:
Delivering across health and care	Working collaboratively to achieve results	Share good practice	I model the sharing of good practice and learning, proactively seeking information and knowledge from others to enhance my understanding and professional development.	Proactively seek, document, and share effective practices and lessons learned to drive improvement within and beyond your team.
				Actively explore and adapt innovations, ideas, or case studies from diverse settings to enhance your own practice.
				Foster a culture of continuous learning by encouraging openness, curiosity, and knowledge exchange across teams and systems.
Example Instructor directed activities		<b>Knowledge Management Models Workshop:</b> Introduce Nonaka and Takeuchi’s SECI model (Socialisation, Externalisation, Combination, Internalisation). Explore how tacit and explicit knowledge can be shared more within teams. <b>Unilever Case Study – Cross-Sector Learning:</b> Review how Unilever shares sustainability best practice across countries and functions. Discuss what health and care can learn from their approach to embedding shared learning culture. <b>NHS Horizons Innovation Exchange:</b> Explore the NHS Horizons platform and its role in sharing innovation. Invite a speaker who has used it to implement change in their Trust.		
Example Individual directed activities		<b>Mini-Lunch &amp; Learn Session:</b> Host a short informal session sharing a piece of learning, article, or innovation with your team. Capture feedback and ideas sparked from discussion. <b>Best Practice Log:</b> Create a personal log where you track one new good practice idea per week (internal or external), with a note on how it might apply to your team or service. <b>Cross-Team Shadowing:</b> Arrange to shadow a colleague in a different team or department. Reflect on one improvement idea or approach you could adopt from their practice.		

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