

Management and Leadership Framework

Full Curriculum



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Curriculum: Fundamentals

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Introduction

Fundamentals - Curricula Vision & Purpose Statements

This Fundamentals document serves as the foundational stage of the curriculum, designed to equip all current and aspiring 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 management and leadership with proficiency and assurance. As they 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** current and aspiring 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, they 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 current and aspiring 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 approaches support a spiral curriculum model, in which key competencies are revisited at progressively deeper levels, and an integrated curriculum approach, where knowledge, skills, and professional behaviours are developed in a connected, holistic way. Learning activities address 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 own learning.

The methods are divided into two primary categories: facilitator-led activities and self-directed activities.

- Facilitator-led activities involve structured instruction led by educators, including lectures, guest presentations, discussions, and practical workshops, all of which provide knowledge and guided learning experiences. Examples are provided against the learning outcomes for each competency statement.
- Self-directed activities encourage individuals to actively participate in their learning through research, coaching and mentoring, peer collaboration, and reflective practices. These activities can be incorporated throughout and tailored to the learning outcomes.

Examples of self-directed activities:

For: ***I communicate clearly and respectfully, using the right methods, data, and information for the situation.***

Message Rewrite Challenge: Rewrite one complex or unclear communication (e.g., email, update, briefing) using plain language and structured formatting. Ask a peer for feedback on clarity, tone, and accessibility, noting changes that make the message more inclusive and impactful.

For: ***I build trust by sharing information openly and am approachable, honest, and collaborative.***

Visibility Commitment Plan: Dedicate a regular time each week to engage informally with colleagues, actively listening to their experiences, sharing relevant updates, and strengthening relationships through consistent presence.

For: ***I demonstrate my understanding that I work in a publicly funded organisation and look for ways to save money, reduce waste, and spend more wisely.***

Spending Reflection and Justification Log: Individually track key spending or procurement decisions over several weeks. For each, reflect on the rationale, alignment with NHS values, impact on patient care, productivity, and potential risks to equitable resource use. Share reflections in peer coaching pairs for feedback.

By revisiting core concepts through a variety of methods and connecting learning across different contexts, this framework enables learners to deepen their understanding, strengthen interdisciplinary links, and apply their skills in increasingly complex situations. 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 within the NHS

Please note that all facilitator-led and self-directed activities should be considered examples and can be replaced according to context and specific role. For instance, where examples include reference to a specific organisation, learning providers and participants can choose instead to use and draw on a different organisation from outside of the NHS that they know well or have researched.

Introduction to Subject-Specific Topics

The subject-specific topics within this curricula are structured across three key focus areas - Personal Impact, 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 and standardised 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
Personal Impact	Personal Productivity and Wellbeing
Personal Impact	Communicating Well
Personal Impact	Responsibility and Integrity
Managing People and Resources	Building Teams
Managing People and Resources	Performance and Delivery
Managing People and Resources	Efficiency and Effectiveness
Delivering Across Health and Care	Improving quality
Delivering Across Health and Care	Innovation and improvement
Delivering Across Health and Care	Working collaboratively



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

Personal Impact

Focuses on personal capabilities and competencies that are required for managers and leaders in health and social care to do their jobs well. This includes being self-aware, understanding others' feelings, and acting with honesty and integrity; competency in these areas will help managers and leaders to be effective, make fair decisions, and model inclusive, compassionate leadership.

Managing people and resources

Focuses on the trust, support and shared purpose required to build strong teams that deliver safe, high-quality care. This includes the need to create safe and inclusive workplaces, help people develop by communicating with them clearly and honestly, and supporting professional growth.

Delivering across health and care

Focuses on keeping teams aligned with the values, strategic objectives, and regulations across the health and care system. This includes the importance of strategic planning, working in partnership and, fair decision making and continuous improvement.

Personal Impact

Personal Productivity and Wellbeing - Module Summary

Module Summary	Learning outcomes for personal productivity and wellbeing By the end of this module, you will be able to: Prioritise for personal productivity • Apply practical prioritisation tools, such as the urgent/important matrix and time-blocking, to manage your workload efficiently and focus on tasks that align with organisational goals. • Develop awareness of how to adapt priorities using workload reviews, resource insights, and digital solutions, while identifying and addressing common barriers like system inefficiencies and communication gaps. Develop health and wellbeing strategies • Recognise the links between safety, wellbeing, and quality of care. • Promote psychological safety, model healthy boundaries, and adopt personal and team-based wellbeing practices. • Create an environment where colleagues feel supported to speak up, access help, and recover from challenges. Commit to continuing professional development • Take responsibility for your learning through reflective and reflexive practice, feedback, and self-assessment. • Identify clear, relevant development goals, engage with diverse learning opportunities, and apply new insights to improve your leadership effectiveness. • Promote a culture of shared learning by encouraging feedback, coaching, and peer support within your teams. Summary: These learning outcomes focus on equipping current and aspiring managers and leaders to manage their time and resources effectively while safeguarding personal and team wellbeing. By embedding reflective practice, structured feedback, and continuous learning into daily work, they will contribute to a culture of safety, inclusivity, and improvement that aligns with NHS priorities and long-term goals. Keywords: Productivity; Prioritisation; Wellbeing; Resilience; Growth; Reflection
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Focus Area	Standard	Competency
Personal Impact	Personal productivity and wellbeing	Prioritise for personal productivity
Competency Statement	I make sure tasks align with my organisation’s goals. I prioritise urgent and important tasks and remove obstacles to delivery.	
Learning Outcomes - You will be able to:	Explore practical ways to prioritise work in line with organisational goals, using basic tools such as the urgent/important matrix or time-blocking to support task planning.	
	Adapt priorities responsively by reflecting on team workload, using digital tools (including AI) to support inclusive decision-making, and ensuring changes balance patient outcomes, staff wellbeing, and service sustainability.	
	Identify and address barriers to timely task completion (e.g. unclear communication, conflicting demands, resource gaps) by applying transparent, collaborative strategies that promote fairness, equity, and psychological safety.	
Example Facilitator-Led Activities <i>Please note these are examples and can be replaced according to context and specific role.</i>		
Inclusive prioritisation workshop Use the urgent/important matrix to categorise tasks by urgency and importance. Facilitate reflection on how prioritisation impacts equity, workload distribution, and patient outcomes. Encourage participants to adapt the tool for diverse roles and accessibility needs.		
Lean flow for equity and clarity Apply lean principles to an NHS process (e.g. handovers). Identify inefficiencies and propose small, inclusive changes that improve clarity, fairness, and digital accessibility, ensuring improvements benefit both staff and patients.		
Digital Inclusion and Task Efficiency Share an example of a digital task completion tool (such as e-rostering). Facilitate a discussion on how this tool reduces delays and supports task alignment. Include prompts on how using digital tools can drive accessibility and fairness.		

Focus Area	Standard	Competency
Personal Impact	Personal productivity and wellbeing	Develop personal health and wellbeing strategies
Competency Statement	I take responsibility for my health and wellbeing. I recognise its importance, and access support when I need it.	
Learning Outcomes - You will be able to:	Recognise and know how to address early signs of stress, fatigue, or reduced wellbeing in yourself. Use accessible tools and peer support to maintain emotional, mental, and physical health as part of ethical, values-led leadership.	
	Explore and practise simple personal and team wellbeing approaches, such as setting healthy boundaries, encouraging open conversations, and signposting to support. Understand how these practices contribute to workforce sustainability and resilience.	
	Share experiences with peers or mentors to develop practical habits that promote integrity, sustainable energy, and a supportive working environment, aligned with leadership principles and team resilience.	
Example Facilitator-Led Activities <i>Please note these are examples and can be replaced according to context and role.</i>		
Psychological Safety Model Workshop: Introduce Amy Edmondson’s model of psychological safety, focusing on creating environments where team members feel safe to speak up, share ideas, and admit mistakes without fear. Through discussion and role-play, practise techniques that foster trust, openness, and emotional safety, supporting compassionate leadership and wellbeing.		
NHS Wellbeing Strategies: Examine NHS examples of wellbeing initiatives (such as peer support networks or wellbeing hubs). Facilitate identification of one practical wellbeing action that can be implemented locally, linking it to workforce planning and leadership practice.		

Focus Area	Standard	Competency
Personal Impact	Personal productivity and wellbeing	Commit to continuing professional development
Competency Statement	I commit to personal development. I build my skills and knowledge through learning, feedback from others, and reflection.	
Learning Outcomes - You will be able to:	Identify personal development needs through reflective and reflexive practice, actively seeking diverse feedback and setting clear, achievable goals that embed equity, inclusion, and sustainability alongside ethical growth and leadership development.	
	Explore diverse learning opportunities, including formal and informal training, coaching, mentoring, and peer discussions. Apply new knowledge and skills to improve effectiveness in real-world management situations, including navigating conflict constructively and supporting team cohesion.	
	Promote a culture of continuous learning by sharing insights and encouraging open feedback. Model reflective behaviours that support team development, leadership practice, and ongoing improvement.	
Example Facilitator-Led Activities <i>Please note these are examples and can be replaced according to context and role.</i>		
Reflective Practice and Reflexivity Workshop: Explore the difference between reflective and reflexive practice using established models like Gibbs or Rolfe’s frameworks. Through facilitated group reflection and paired exercises, participants examine how their values, cultural context, and assumptions influence leadership decisions, with attention to equity, inclusion, and ethical conflict resolution. Consider how reflexivity supports strategic thinking and values-led leadership in complex team environments.		
NHS Development Pathways: Review NHS management and leadership development opportunities aligned with the NHS Long Term Plan. Facilitate discussion on how managers and leaders can access diverse learning pathways, co-produce personal development plans, and foster supportive learning environments within their teams.		

Communicating Well - Module Summary

Module Summary	Learning outcomes for communicating well: By the end of this module, you will be able to: Communicate with clarity and purpose • Adapt your communication style to different audiences and contexts, ensuring messages are clear, respectful, inclusive, and aligned with intended outcomes. • Use structured approaches to convey key information with confidence, ensuring marginalised voices and diverse perspectives are represented. Encourage open dialogue and feedback • Foster an environment of psychological safety where colleagues and patients feel heard, valued, and empowered to speak openly. • Actively hear and listen to others, invite diverse perspectives, and respond constructively to feedback. • Support upward challenge and peer learning to build trust, equity, and collaboration. Influence, negotiate and advocate • Use tact, evidence, and storytelling to influence decisions, manage expectations, and build alignment with senior stakeholders. • Apply negotiation and co-production techniques to advocate effectively for your team, service, and the communities you serve, ensuring equity and lived experience inform outcomes. Summary: These learning outcomes focus on enabling all current and aspiring managers and leaders to communicate with clarity, empathy, and cultural awareness, while actively representing diverse perspectives in decision-making. They strengthen the ability to create safe spaces for dialogue, promote equity, and use influence with integrity to achieve shared goals. By embedding inclusive listening, lived experience, and real-world influencing strategies, these managers and leaders can build trust, foster collaboration, and drive meaningful change across NHS teams and systems. Keywords: Clarity; Adaptability; Listening; Feedback; Influence; Negotiation
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Focus Area	Standard	Competency
Personal Impact	Communicating well	Communicate with clarity and purpose
Competency Statement	I communicate clearly and respectfully, using the right methods, data, and information for the situation.	
Learning Outcomes - You will be able to:	Adapt communication approaches to suit different audiences, situations, and cultural contexts. Ensure messages are inclusive, respectful, and accessible to all, while fostering a welfare culture that encourages openness and psychological safety.	
	Communicate with clarity, authenticity, and respect when engaging with senior or junior stakeholders, using approaches that build understanding, alignment, and strategic influence. Recognise how storytelling can support upward challenge and safe escalation of concerns.	
	Seek and act on feedback from colleagues, mentors, or reverse mentoring partnerships to understand how your communication is received, using reflection and self-awareness to continually improve clarity, tone, and impact. Model respectful dialogue that supports a culture of continuous improvement and ethical leadership.	
Example Facilitator-Led Activities <i>Please note these are examples and can be replaced according to context and role.</i>		
SBAR Communication Workshop: Introduce the SBAR (Situation–Background–Assessment–Recommendation) framework alongside inclusive communication principles (e.g., accessible language, cultural sensitivity, and avoiding jargon). In small groups, practise applying SBAR to diverse clinical and managerial scenarios, including conflict management, considering how equity and inclusion influence message clarity and reception.		
NHS Handover & Briefing Peer Review: Review examples of NHS handover and briefing processes from different Trusts. In pairs or triads, role-play handovers and briefings, then provide each other with feedback using a coaching approach. Identify actions to improve clarity, reduce misunderstanding, and strengthen consistent communication.		

Focus Area	Standard	Competency
Personal Impact	Communicating well	Encourage open dialogue and feedback
Competency Statement	I encourage open conversations by listening, sharing concerns, and asking for feedback for staff and their representatives.	
Learning Outcomes - You will be able to:	Foster an environment where colleagues and patients feel genuinely heard and listened to, encouraging open conversations and feedback. Enable colleagues and patients to speak openly, raise concerns, and share ideas without fear, using appropriate channels such as Freedom to Speak Up, and support constructive dialogue through clear and respectful communication.	
	Demonstrate attentive hearing and active listening, responding constructively to feedback in ways that build mutual trust, uphold integrity, and support learning and continuous improvement across teams and services.	
	Reflect on how your listening habits influence openness in your team, and adapt your approach to strengthen upward challenge, promote dialogue, and encourage feedback. Ensure every voice is valued within a culture of safety, respect, and accountability by listening actively, sharing concerns constructively, and encouraging feedback.	
Example Facilitator-Led Activities <i>Please note these are examples and can be replaced according to context and role.</i>		
Johari Window for Inclusive Dialogue Workshop Introduce the Johari Window model to explore how self-awareness and feedback expand trust and openness. In diverse peer groups, exchange feedback to reveal blind spots and strengths, focusing on how hearing and listening to all perspectives (including those from underrepresented voices) can expand the “open area” and foster inclusivity.		
NHS Psychological Safety Forum: Host a panel with NHS staff from other teams who are recognised for fostering open dialogue. Explore practical strategies for creating a safe space for upward feedback, linking these practices to appraisal and performance development systems.		

Focus Area	Standard	Competency
Personal Impact	Communicating well	Influence, negotiate and advocate
Competency Statement	I influence others effectively. I use data, stories, expertise, and lived experience to gain support and achieve results. I engage trade union representatives proactively where appropriate.	
Learning Outcomes - You will be able to:	Communicate with clarity, authenticity, and respect when engaging senior stakeholders, using data, stories, expertise, and lived experience to build understanding, alignment, and strategic influence. Recognise how storytelling can support upward challenge and safe escalation of concerns.	
	Apply influencing and negotiation skills that foster collaboration and trust. Ensure decisions are informed by relevant evidence and perspectives, and that conflict is addressed constructively to support strategic outcomes.	
	Reflect on and adapt your approach to managing upwards, seeking feedback to strengthen relationships, advocate effectively, and achieve results. Consider how clear communication and appropriate reporting mechanisms contribute to accountability and integrity.	
Example Facilitator-Led Activities <i>Please note these are examples and can be replaced according to context and role.</i>		
Influence and Equity in Practice Workshop: Introduce Robert Cialdini’s six principles of influence, exploring how they can be applied in NHS contexts to secure senior stakeholder buy-in. Use role-plays that incorporate marginalised voices or real scenarios where tackling health inequalities or escalating concerns (e.g. whistleblowing or Freedom to Speak Up) is central, enabling participants to practise aligning persuasive communication with values of equity, integrity, and inclusion.		
Storytelling for Change – NHS Upward Influence Review: Present examples where NHS leaders successfully influenced executive decisions, highlighting the use of lived experience, patient voice, and inequality data alongside compelling storytelling. Guide participants in designing their own short influence pitch for a real-world organisational priority.		

Personal Impact

Responsibility and Integrity - Module Summary

Module Summary	Learning Outcomes for leading with responsibility and integrity By the end of this module, you will be able to: Take accountability for actions • Consistently own your decisions and behaviours, openly acknowledging both successes and setbacks. • Demonstrate dependability by reflecting on experiences, learning from them, and accepting responsibility for outcomes. Be visible, transparent and present • Maintain an approachable and engaged presence within your team and organisation. • Communicate with openness and honesty to build trust, provide clarity, and ensure your leadership remains accessible and connected. Manage with civility and compassion • Lead with empathy, respect, and fairness in all interactions and decisions. • Foster a positive and supportive environment where individuals feel valued, heard, and empowered—even in difficult situations. Summary: These learning outcomes cultivate current and aspiring managers and leaders who embrace accountability, practice visible and transparent communication, and lead with compassion and respect. By modelling these behaviours, they build trust, nurture inclusive cultures, and inspire confidence and collaboration across their teams and organisations. Keywords: Accountability; Responsibility; Transparency; Visibility; Compassion; Respect; Integrity
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Focus Area	Standard	Competency
Personal Impact	Responsibility and integrity	Take accountability for actions
Competency Statement	I reflect and improve on my actions, reactions, and biases - both conscious and unconscious - to better understand and manage their impact on myself and others.	
Learning Outcomes - You will be able to:	Acknowledge and own the impact of your actions and decisions (including successes, challenges, and mistakes) to build trust, transparency, and shared responsibility across diverse teams and settings.	
	Reflect critically on behaviours, values, and both conscious and unconscious biases using feedback, self-assessment, and lived experience to understand how they affect colleagues, patients, and service outcomes.	
	Model accountability and reflexive leadership by demonstrating openness to challenge, creating spaces for dialogue, and embedding fairness, integrity, and continuous improvement into team culture and organisational processes.	
Example Facilitator-Led Activities <i>Please note these are examples and can be replaced according to context and role.</i>		
Reflexive Practice Workshop: Introduce Schön's concepts of Reflection-in-Action and Reflection-on-Action. Facilitate guided reflection on a recent workplace scenario, examining personal reactions, underlying assumptions, and decision-making. Encourage participants to explore how these factors, including bias, influence team outcomes and equity of service delivery.		
NHS Incident Review Simulation: Simulate a realistic incident debrief, using an NHS context. Practise leading the conversation with openness, acknowledging personal contributions and biases, and inviting perspectives. Emphasise how to create a constructive environment for learning and continuous improvement.		

Focus Area	Standard	Competency
Personal Impact	Responsibility and integrity	Be visible, transparent and present
Competency Statement	I build trust by sharing information openly and am approachable, honest, and collaborative.	
Learning Outcomes - You will be able to:	Build trust and mutual respect by engaging authentically with colleagues and stakeholders, demonstrating approachability, valuing diverse perspectives, and recognising all contributions. Use collaborative leadership to foster cohesion, resolve conflict, and share ownership of outcomes.	
	Communicate with transparency and integrity, sharing decisions, challenges, and changes openly. Use appropriate channels for feedback, challenge, and reporting to strengthen confidence in leadership and build trust.	
	Adapt leadership behaviours to enhance motivation and morale, reflecting on how visibility, tone, and actions affect engagement. Apply strategies to ensure voices are heard and respected across teams and systems, fostering openness and collaboration.	
Example Facilitator-Led Activities <i>Please note these are examples and can be replaced according to context and role.</i>		
Authentic Leadership Workshop Explore the behaviours and mindsets underpinning authentic leadership, with emphasis on psychological safety, approachability, and transparent communication. Practise skills for active listening, sharing intent clearly, and responding constructively to challenge and feedback.		
Leadership Visibility Review Review examples of leaders strengthening engagement through purposeful visibility—such as structured walkrounds, informal drop-ins, or open forums. Discuss how to adapt these approaches to your own setting, including how visibility can support conflict resolution and surface hidden concerns.		

Focus Area	Standard	Competency
Personal Impact	Responsibility and integrity	Manage with civility and compassion
Competency Statement	I am respectful, kind and civil and contribute to building a supportive working environment.	
Learning Outcomes - You will be able to:	Consistently model respectful, kind, and civil management and leadership through everyday interactions, setting a visible example that reinforces integrity and shared values across teams and systems, and contributes to a supportive working environment.	
	Manage difficult and sensitive conversations, and conflict with fairness, empathy, and emotional intelligence, fostering trust, preserving dignity, and encouraging safe challenge and resolution.	
	Contribute actively to a team culture grounded in civility and psychological safety, where individuals feel valued, supported, and empowered to speak up, raise concerns and thrive.	
Example Facilitator-Led Activities <i>Please note these are examples and can be replaced according to context and role.</i>		
Respectful Leadership Training: Explore Goleman’s Emotional Intelligence framework through interactive exercises and role-plays focused on responding with kindness, clarity, and emotional regulation. Include peer coaching segments where participants provide feedback and support to one another in applying these skills to challenging or sensitive situations, reinforcing civility and a supportive working environment.		
NHS Staff Support Program Review: Review NHS initiatives like Civility Saves Lives and wellbeing guardians, alongside peer-led sharing of locally effective strategies. Engage participants in co-creating action plans that promote respect, inclusion, and psychological safety, empowering their own teams to speak up and raise concerns.		

Managing People and Resources

Building Teams - Module Summary

Module Summary	Learning Outcomes for building teams By the end of this module, you will be able to: Build engagement • Build a culture of trust, inclusion, and motivation by valuing contributions, clarifying roles, and aligning individual strengths with shared team and organisational goals. Make sure people feel safe in the workplace • Promote psychological safety by fostering open dialogue, addressing concerns empathetically, and cultivating an environment where respect, fairness, and belonging are foundational. Manage challenges • Respond calmly and constructively to conflict, pressure, or change by applying consistent, fair approaches, practising active listening, and providing supportive guidance through uncertainty. Summary: These learning outcomes focus on equipping all current and aspiring managers and leaders with the skills required to foster engaged, resilient, and psychologically safe teams where everyone feels valued and empowered. By modelling openness, fairness, and empathy, they will inspire trust, navigate challenges effectively, and cultivate a culture of shared responsibility and continuous growth. Keywords: Engagement; Motivation; Safety; Trust; Support; Resilience
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Focus Area	Standard	Competency
Managing People and Resources	Building teams	Build engagement
Competency Statement	I build trust and engagement. I am clear about what's expected, recognise success and learn from what doesn't go to plan.	
Learning Outcomes - You will be able to:	Clarify and communicate individual roles and strengths to build shared purpose, linking contributions to team and organisational goals. Use collaborative leadership to align efforts, reduce friction, and support strategic delivery across systems.	
	Recognise and celebrate progress and achievements, using challenges as opportunities for reflection, learning, and motivation. Build trust and engagement by applying strategic thinking to surface lessons, resolve tensions, and embed continuous improvement.	
	Foster inclusive engagement by encouraging diverse input, supporting development, and creating space for all team members to contribute and grow. Strengthen team culture by modelling openness, responsiveness, and shared ownership of outcomes.	
Example Facilitator-Led Activities <i>Please note these are examples and can be replaced according to context and role.</i>		
Strengths-Based Engagement Workshop: Introduce strengths-based leadership principles and then break participants into small action learning sets. Each group discusses how to apply strengths alignment within their teams, shares challenges, and collaboratively develops practical solutions to increase engagement.		
NHS Celebration and Learning Rounds Review: Use small group discussions or action learning sets to review current team practices around celebration and learning. Groups identify barriers and co-create actionable plans for embedding these practices, with opportunities to share progress in future sessions.		

Focus Area	Standard	Competency
Managing People and Resources	Building teams	Make sure people feel safe in the workplace
Competency Statement	I assess the environment and identify and remove hazards. I report issues, concerns, and incidents - including near-misses - promptly.	
Learning Outcomes - You will be able to:	Continuously assess and respond to risks, integrating physical and psychological safety before taking action. Apply strategic awareness to ensure decisions are clear, practical, and support a safe working environment.	
	Identify environmental, behavioural, and cultural factors that may affect safety or wellbeing in everyday practice. Respond appropriately and seek support when needed, contributing to a safe and inclusive environment.	
	Report safety concerns, incidents, and near-misses promptly and constructively, using appropriate channels such as Freedom to Speak Up.	
Example Facilitator-Led Activities <i>Please note these are examples and can be replaced according to context and role.</i>		
Psychological Safety Culture Workshop: Introduce Edgar Schein’s organisational culture framework, exploring artifacts, espoused values, and underlying assumptions. Use team scenarios to identify how these cultural layers influence hazard awareness and reporting behaviours, focusing on barriers to speaking up and ways to foster openness, trust, and prompt issue escalation.		
NHS Freedom to Speak Up Guardians Review: Explore the role of Freedom to Speak Up Guardians and whistleblowing mechanisms in fostering a psychologically safe, inclusive, and ethically accountable culture. Examine how strategic leadership, governance structures, and team behaviours can either enable or inhibit safe speaking up.		

Focus Area	Standard	Competency
Managing People and Resources	Building teams	Manage challenges
Competency Statement	I deal with difficult situations actively and calmly - listening carefully and asking for help and advice when I need it.	
Learning Outcomes - You will be able to:	Respond to pressure, conflict, or uncertainty with calmness and constructive engagement. Use active listening to understand diverse perspectives and seek support or escalate appropriately to address challenges in a timely and inclusive way.	
	Support colleagues through difficult situations by demonstrating empathy, modelling fair and consistent behaviours, and encouraging collaboration to maintain team focus and psychological safety.	
	Apply calm, values-led approaches to resolving challenges, fostering a respectful working environment that promotes wellbeing and shared accountability. Listen carefully and seek help or advice when needed to manage situations effectively.	
Example Facilitator-Led Activities <i>Please note these are examples and can be replaced according to context and role.</i>		
Conflict Resolution Skills Workshop: Introduce the Thomas-Kilmann Conflict Model. Use real-world scenarios to practice different conflict styles and reflect on personal approaches to managing pressure and disagreement. Incorporate peer coaching to explore diverse perspectives and strategies.		
NHS Change Support Simulation: 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. Emphasise the connection between effective conflict and pressure management and maintaining patient safety throughout the process.		

Managing People and Resources

Performance and Delivery - Module Summary

Module Summary	Learning Outcomes for performance and delivery By the end of this module, you will be able to: Provide clear purpose, vision and deliverables - Clearly communicate team goals and the wider organisational mission, helping individuals understand how their work contributes to shared success, long-term impact, and improved productivity within an equitable and inclusive environment Manage and measure performance - Use fair, consistent, and development-focused approaches to set expectations, review progress, and provide feedback that supports continuous improvement, accountability, and skills growth aligned with NHS priorities. Manage conflict and sensitive conversations - Approach difficult conversations with empathy, clarity, and professionalism, using effective communication and coaching techniques to address issues constructively, preserve working relationships, and foster a culture of respect and psychological safety. Summary: These learning outcomes focus on developing current and aspiring managers and leaders who inspire clarity of purpose and vision, drive high standards and productivity, and navigate sensitive conversations with empathy, fairness, and equity. By aligning individual contributions with organisational goals, promoting continuous growth, and addressing challenges openly, these managers and leaders cultivate an environment of trust, inclusivity, and shared responsibility that supports both team wellbeing and NHS long-term success. Keywords: Purpose; Clarity; Accountability; Feedback; Empathy; Resolution
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Focus Area	Standard	Competency
Managing People and Resources	Performance and delivery	Provide clear purpose, vision and deliverables
Competency Statement	I set realistic goals aligned with organisational and national priorities - and make sure everyone knows how they can contribute.	
Learning Outcomes - You will be able to:	Clearly articulate how individual and team contributions align with departmental and organisational objectives, national priorities, and the NHS long-term vision for an equitable, inclusive, and sustainable health system.	
	Inspire and motivate others by communicating a clear vision that aligns with organisational and national priorities, promoting wellbeing and encouraging meaningful engagement across all roles.	
	Adapt your management and leadership style and communication to maintain clarity and alignment during periods of change and uncertainty. Ensure contributions are recognised and future planning reflects organisational priorities and shared accountability.	
Example Facilitator-Led Activities <i>Please note these are examples and can be replaced according to context and role.</i>		
Simon Sinek’s ‘Start With Why’ Workshop: Introduce the Golden Circle framework and guide participants to define their team’s core purpose linked to NHS priorities and sustainability goals. Facilitate discussions on how this purpose drives inclusive engagement, psychological safety, and team productivity by aligning diverse strengths and lived experiences.		
NHS Trust Strategy & Purpose Alignment Session: Review a current NHS Trust strategy or the NHS Long Term Plan, identifying how inclusive leadership, sustainability commitments, and clarity of roles can drive equitable outcomes, psychological safety, and team productivity. Encourage reflection on how strategic foresight supports system-wide transformation.		

Focus Area	Standard	Competency
Managing People and Resources	Performance and delivery	Manage and measure performance
Competency Statement	I support colleagues by providing regular constructive feedback, recognising good work and addressing performance issues promptly and compassionately.	
Learning Outcomes - You will be able to:	Provide timely, constructive feedback that supports colleagues' development, recognises strengths, and encourages growth. Use feedback as a lever to build capability and support team performance.	
	Celebrate individual and team achievements to enhance motivation, reinforce shared values, and drive sustained performance. Promote a culture of appreciation that aligns with organisational strategy and supports collaboration.	
	Address underperformance fairly and promptly through supportive, skills-focused conversations that uphold dignity, manage conflict constructively, and promote continuous improvement. Ensure approaches are consistent with organisational goals and workforce strategy.	
Example Facilitator-Led Activities <i>Please note these are examples and can be replaced according to context and role.</i>		
SMART Goals and Inclusive Development Workshop: Facilitate a session where participants co-create SMART objectives with an emphasis on equitable access to development opportunities and alignment with NHS workforce strategy. Use diverse clinical and operational examples to explore how goal-setting can support skills growth, address underperformance constructively, and foster a culture of psychological safety and continuous improvement.		
NHS Appraisal and Skills Development Toolkit Review: Review the NHS appraisal process focusing on how to integrate skill-building and developmental feedback equitably. Highlight best practices for making reviews motivational, supportive, and aligned with organisational productivity goals.		

Focus Area	Standard	Competency
Managing People and Resources	Performance and delivery	Manage conflict and sensitive conversations
Competency Statement	I handle sensitive conversations calmly and respectfully and act quickly to reduce conflict. I listen to all parties and their representatives.	
Learning Outcomes - You will be able to:	Facilitate challenging and sensitive conversations with professionalism, calmness, and respect. Prepare thoroughly to foster shared understanding, and seek advice or support when needed to manage situations effectively and promptly.	
	Maintain composure and respect when managing conflict or difficult behaviour. Actively listen, validate diverse perspectives, and model inclusive leadership to promote psychological safety, dignity, and constructive dialogue across teams and systems.	
	Apply evidence-based de-escalation and conflict resolution strategies to reduce tension, protect relationships, and sustain a collaborative working environment.	
Example Facilitator-Led Activities <i>Please note these are examples and can be replaced according to context and role.</i>		
Crucial Conversations Skills Workshop: Introduce key tools from the Crucial Conversations framework (e.g., staying curious, creating safety, stating intent). Practise techniques in peer coaching pairs using NHS-based roleplay scenarios (e.g., performance, equity, service pressures). Debrief as a group to share insights and identify system-level enablers for inclusive, values-led dialogue.		
NHS Restorative Just Culture & Action Learning Sets: Present NHS Just Culture principles for fair, non-punitive conflict resolution. In small groups, apply coaching techniques to real feedback or conflict challenges. Reflect on how approaches can balance openness with sensitivity, protect relationships, and encourage seeking advice or support when needed.		

Managing People and Resources

Efficiency and Effectiveness - Module Summary

Module Summary	Learning Outcomes for efficiency and effectiveness By the end of this module, you will be able to: Allocate and optimise the use of resources - Effectively distribute time, skills, and assets to meet evolving service demands, leveraging digital tools and AI insights to enhance productivity and ensure equitable resource use. Maximise best value for public money - Demonstrate ethical stewardship of public funds by applying transparent policies and controls that promote financial sustainability, value for money, and trust in publicly funded services. Use data, evidence and critical thinking - Critically evaluate diverse data sources—including AI-driven analytics and qualitative feedback—to make informed, balanced decisions that improve service quality, safety, efficiency, and equity. Summary: This module equips all current and aspiring managers and leaders with the skills to make responsible, data-informed decisions that optimise resources transparently and ethically. By embracing AI and digital innovation, applying financial discipline, and promoting equity and productivity, managers and leaders will drive sustainable, high-quality services that maintain public trust. Keywords: Efficiency; Flexibility; Accountability; Value; Insight; Judgement
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Focus Area	Standard	Competency
Managing People and Resources	Efficiency and effectiveness	Allocate and optimise the use of resources
Competency Statement	I strive to make the best use of resources. I look for opportunities for improvement, digitalisation, and getting the best value for money.	
Learning Outcomes - You will be able to:	Facilitate regular check-ins, team reflections, and open feedback loops to help colleagues identify and communicate operational risks, resource gaps, and opportunities for the efficient, equitable, and sustainable use of resources.	
	Use coaching and collaborative problem-solving techniques to develop practical, adaptable solutions that advance goals within existing constraints. Foster ownership and openness to innovation that supports improvement, digitalisation, and achieving best value for money.	
	Recognise when resource limitations or risks require escalation. Use evidence-based insights, inclusive team perspectives, and strategic awareness to advocate for support or adjustments aligned with organisational values, sustainability goals, and national priorities.	
Example Facilitator-Led Activities <i>Please note these are examples and can be replaced according to context and role.</i>		
Coaching for Resourcefulness Workshop: Introduce the GROW coaching model (Goal, Reality, Options, Will). In pairs, practise coaching conversations that help colleagues recognise resource constraints and co-create practical, equitable solutions. Highlight opportunities to integrate digital tools or AI to boost productivity and sustainability.		
Peer-Led Resource Challenge Simulation: Facilitate small teams tackling a realistic resource bottleneck (e.g., staffing, equipment, budget). Use collaborative, solution-focused approaches to identify actions, assess risks, and develop inclusive escalation strategies. Encourage consideration of digital innovation and long-term sustainability.		

Focus Area	Standard	Competency
Managing People and Resources	Efficiency and effectiveness	Maximise best value for public money
Competency Statement	I demonstrate my understanding that I work in a publicly funded organisation and look for ways to save money, reduce waste, and spend more wisely.	
Learning Outcomes - You will be able to:	Understand how financial decisions affect patient care and team productivity. Engage colleagues to identify improvements that enhance outcomes through cost-effective, equitable, and sustainable practices.	
	Use financial data and digital planning tools, including AI-enabled insights, to monitor resources, reduce waste, and support inclusive, evidence-based decisions aligned with budget constraints and NHS priorities.	
	Recognise the value of frontline insights in driving improvements. Coach others to identify opportunities where better use of time, materials, or processes reduces waste, saves money, and enhances productivity in a publicly funded organisation.	
Example Facilitator-Led Activities <i>Please note these are examples and can be replaced according to context and role.</i>		
Coaching for Financial Stewardship Workshop: Introduce the CLEAR coaching model (Contracting, Listening, Exploring, Action, Review). In pairs or small groups, practise coaching conversations focused on team resource challenges, exploring solutions that balance cost-effectiveness, quality patient care, sustainability and equity.		
Collaborative Finance and Operations Workshop: Run a joint session with finance and clinical/operational staff to explore how financial accountability and service planning intersect. Use real NHS examples to identify shared challenges and co-create strategies to optimise resource use while maintaining patient care and equity.		

Focus Area	Standard	Competency
Managing People and Resources	Efficiency and effectiveness	Use data, evidence and critical thinking
Competency Statement	I use data, evidence and digital tools, and engage experts as needed to make better decisions and improve how we work.	
Learning Outcomes - You will be able to:	Use digital tools, including AI-enabled platforms, to analyse diverse data sets, uncovering trends, risks, and opportunities that drive innovative, efficient, equitable, and sustainable service improvements.	
	Critically appraise different types of evidence (numbers, feedback, research) to make well-rounded decisions that support high-quality patient care and future service needs.	
	Think critically about the information and data used within your area of responsibility, and ask purposeful questions to co-create practical solutions that strengthen services and improve productivity. Use evidence, research, digital tools, and expert input as needed to inform better decisions and improve how you work.	
Example Facilitator-Led Activities <i>Please note these are examples and can be replaced according to context and role.</i>		
AI Bias Simulation: Introduce a simple AI tool (e.g., predictive triage or scheduling algorithm) and walk through a scenario where biased input data leads to skewed outcomes. Ask participants to identify where cognitive bias may have influenced the algorithm’s design or interpretation. Reflect on ethical implications and how NHS teams can mitigate bias in digital decision-making.		
NHS Quality Improvement Deep Dive: Analyse data from a local QI project, comparing baseline and outcomes. Ask participants to revisit the QI data and identify one change that improved environmental or operational sustainability (e.g., reduced waste, streamlined processes). Facilitate a discussion on how sustainability metrics can be embedded into future QI cycles, linking to strategic NHS goals and digital innovation.		

Delivering Across Health and Care

Improving Quality - Module Summary

Module Summary	Learning Outcomes for improving quality By the end of this module, you will be able to: Respond to patient safety concerns, needs and preferences • Recognise and act promptly on patient safety concerns, ensuring all voices—including those that are harder to hear—are valued and responded to. • Adapt approaches to reflect each person's unique needs, preferences, and background, maintaining both safety and dignity. Personalise care • Champion compassionate, inclusive care that balances quality with efficiency by involving patients, families, and carers in decisions, and shaping services around what matters most to them. Implement policies and ensure good governance • Use relevant governance frameworks, policies, and standards to guide safe, lawful practice, ensuring compliance supports both compassionate care and effective, productive service delivery. Summary: These learning outcomes focus on developing current and aspiring managers and leaders who deliver safe, inclusive, and person-centred care while optimising productivity and resources. By hearing and acting on diverse perspectives, applying governance with compassion, and engaging in reflective, coaching-led practice, these managers and leaders create services that are responsive, efficient, and trusted. In doing so, they strengthen patient outcomes, experience, and equity across the system. Keywords: Safety; Personalisation; Compassion; Engagement; Governance; Quality
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Focus Area	Standard	Competency
Delivering Across Health and Care	Improving quality	Respond to patient safety concerns, needs and preferences
Competency Statement	I put the needs of patients and the people we serve first and act quickly when I identify safety risks or concerns.	
Learning Outcomes - You will be able to:	Respond promptly to patient safety concerns and foster an environment where all voices - especially those often overlooked - feel safe, respected, and empowered to speak up. Promote the use of formal channels, such as whistleblowing and Freedom to Speak Up, to reinforce a culture of ethical accountability and system-wide learning.	
	Adapt communication, decision-making, and care delivery to reflect patient needs and preferences. Ensure safety, dignity, and access to high-quality care is aligned with NHS values and national priorities.	
	Facilitate open, respectful discussions following safety concerns or incidents. Support team reflection, shared insight, and collaborative action to prevent recurrence, strengthen patient safety, and improve outcomes.	
Example Facilitator-Led Activities <i>Please note these are examples and can be replaced according to context and role.</i>		
Reason's Swiss Cheese Model in Practice: Introduce James Reason's system failure model, then apply it to a real NHS safety case. In mixed-role groups, map the "layers" that failed and identify actions to close the gaps, prioritising those that protect vulnerable patients and improve workflow efficiency.		
Learning Together from Safety Events: Review anonymised NHS safety incidents in small groups. Use a guided framework to discuss: what happened, whose perspectives might have been missed, how the team responded, and what changes would both reduce risk and streamline service delivery.		

Focus Area	Standard	Competency
Delivering Across Health and Care	Improving quality	Personalise care
Competency Statement	I build trust with individuals and seek to understand their specific needs to ensure they get the best outcomes.	
Learning Outcomes - You will be able to:	Co-design care with patients and those important to them, ensuring decisions are guided by their values, preferences, and lived experiences. Actively seek out and amplify voices that are often harder to hear, using personalised planning to improve outcomes, reduce inequalities, and optimise time and resource use across systems.	
	Model clear, respectful communication that builds trust, strengthens relationships, and reduces barriers to care. Navigate conflict and difference with integrity, using reasoning and resolution strategies to prevent delays and improve outcomes.	
	Gather and act on patient and community feedback to improve service quality, dignity, and access. Demonstrate understanding of how organisational strategy and priorities inform efforts to improve productivity, resource use, and patient outcomes.	
Example Facilitator-Led Activities <i>Please note these are examples and can be replaced according to context and role.</i>		
Picker’s Eight Principles in Action: Introduce the Picker Institute’s framework. In groups, analyse a real patient story, paying special attention to whether the voices of underrepresented groups were heard. Identify at least two improvements that could enhance equity, patient outcomes, and reduce inefficiencies caused by unmet needs.		
Experience-Based Co-Design (EBCD) Simulation: Watch or read an NHS EBCD example. In small groups, design a short plan for adapting this method locally — ensuring that those whose voices are least heard are actively included, and highlighting any process changes that could improve care and productivity.		

Focus Area	Standard	Competency
Delivering Across Health and Care	Improving quality	Implement policies and ensure good governance
Competency Statement	I know and apply my organisation's policies and procedures and use them to ensure best practice.	
Learning Outcomes - You will be able to:	Confidently apply relevant policies, procedures, and frameworks to daily decisions, ensuring safety, legal and regulatory compliance, to deliver quality and productive service. Demonstrate awareness of how these align with organisational strategy, system-wide objectives, and national priorities.	
	Interpret assurance, compliance, and performance data to identify risks, inequities, or inefficiencies in care. Take timely, proportionate action to support improvements that reflect strategic goals, enhance patient outcomes, and optimise service productivity.	
	Balance policy compliance with effective leadership, recognising how governance processes and system structures contribute to fair, safe, and high-quality care.	
Example Facilitator-Led Activities <i>Please note these are examples and can be replaced according to context and role.</i>		
CQC KLOEs in Practice: Introduce the Care Quality Commission's Key Lines of Enquiry (KLOEs). In small groups, use anonymised case examples to assess a service against one domain (e.g., safe, effective, well-led). Discuss how improvements could strengthen safety, equity, and productivity.		
Learning from Deaths – Turning Data into Change: Review a sample Structured Judgement Review (SJR). In breakout groups, analyse how governance processes translate into tangible changes in care, and how diverse staff and patient voices, including those raised through whistleblowing or Freedom to Speak Up, can shape the learning process. Consider how psychological safety, inclusive dialogue, and system feedback loops contribute to meaningful and ethical improvement(s).		

Delivering Across Health and Care

Innovation and Improvement - Module Summary

Module Summary	Learning Outcomes for innovation and improvement By the end of this module, you will be able to: Drive continuous improvement and innovation • Lead ongoing service enhancements by identifying opportunities for change, applying structured improvement tools, and fostering an inclusive culture where experimentation, diverse perspectives, and learning are encouraged. Transform through technology and innovation • Stay informed about emerging technologies and promote digital solutions that enhance patient care, efficiency, and collaboration—while actively considering usability, equity, accessibility, and potential risks. Support others through change • Guide teams through change with empathy and clear communication, building trust and reducing resistance by ensuring everyone feels supported, valued, and involved in the transition process. Summary: This module focuses on developing proactive, inclusive, and compassionate management and leadership skills that drive continuous improvement and innovation. All current and aspiring managers and leaders will gain confidence and practical tools to lead transformational change, embrace emerging technologies responsibly, and empower diverse teams to deliver equitable, high-quality care in evolving healthcare environments. Keywords: Improvement; Innovation; Digital Literacy; Technology; Change; Support
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Focus Area	Standard	Competency
Delivering Across Health and Care	Innovation and improvement	Drive continuous improvement and innovation
Competency Statement	I test new approaches and use continuous improvement methods to solve problems.	
Learning Outcomes - You will be able to:	Apply structured continuous improvement methods (e.g. PDSA cycles, process mapping, root cause analysis) to test and evaluate new approaches and innovations - including digital tools and AI-enabled solutions - that enhance quality, equity, and productivity across systems.	
	Cultivate a collaborative culture of continuous improvement by empowering colleagues to contribute ideas, share learning, and engage in problem solving. Recognise how digital platforms and feedback loops can support innovation and improvement.	
	Reflect on past improvement efforts, identifying successes, challenges, and transferable insights to inform future initiatives. Demonstrate awareness of how these align with organisational goals, priorities, and outcomes.	
Example Facilitator-Led Activities <i>Please note these are examples and can be replaced according to context and role.</i>		
Deming Cycle in Practice: Introduce the PDSA (Plan–Do–Study–Act) cycle as a core improvement tool. In small groups, use a real NHS service scenario to design an improvement plan that integrates equity, productivity, and sustainability measures. Encourage use of digital tools or AI-enabled insights to support data analysis and decision-making. Practice coaching peers to set clear metrics, reflection points, and system-aware feedback loops throughout the cycle.		
NHS Quality Improvement (QI) Success Stories: Present case studies of QI initiatives. Highlight leadership behaviours that promote a culture of continuous learning, inclusivity, and sustainable productivity gains. Encourage peer sharing of local improvement efforts.		

Focus Area	Standard	Competency
Delivering Across Health and Care	Innovation and improvement	Transform through technology and innovation
Competency Statement	I build my digital skills by using new tools and thinking about how they can support my work and the services we provide.	
Learning Outcomes - You will be able to:	Assess digital and AI-enabled tools for usability, equity, and ethical impact. Consider risks, sustainability, and potential to improve care quality, outcomes, and team productivity. Use curiosity and systems thinking to surface blind spots and guide responsible adoption.	
	Work with colleagues and stakeholders to adapt technology that solves operational challenges. Promote the effective use of digital tools and AI to support measurable service improvements and strengthen ways of working.	
	Reflect on your own digital capabilities, including your understanding of AI, data ethics, and systems thinking. Seek opportunities to build confidence and apply ethical, patient-centred innovation. Stay curious and critically aware to ensure technology enhances human-led care.	
Example Facilitator-Led Activities <i>Please note these are examples and can be replaced according to context and role.</i>		
Digital Health Adoption Frameworks Workshop: Introduce the NHS Digital Maturity Index or Technology Acceptance Model. In teams, explore barriers to adopting digital and AI-enabled tools, considering ethical risks, sustainability, and system-wide impact. Use coaching approaches to design inclusive strategies that support diverse staff and patient needs, fostering curiosity and confidence in innovation.		
NHS App Rollout Reflection Session: Review the NHS App implementation focusing on how local teams adapted and engaged staff. Use group coaching techniques to identify lessons for improving adoption and sustaining productivity in diverse settings.		

Focus Area	Standard	Competency
Delivering Across Health and Care	Innovation and improvement	Support others through change
Competency Statement	I embrace organisational change and keep in regular contact with colleagues during change processes.	
Learning Outcomes - You will be able to:	Apply governance, policy, and regulatory frameworks to guide colleagues through change, ensuring care, quality, and operational effectiveness. Use systems thinking to support safe, confident decision-making and maintain regular communication throughout change processes.	
	Interpret compliance and assurance data to identify risks and communicate them clearly. Support inclusive, informed team responses that uphold fairness, address diverse needs, and promote sustainable improvement.	
	Balance regulatory demands with compassionate leadership. Promote understanding, and offer supportive guidance to support wellbeing, the responsible use of digital tools, and engagement during change processes.	
Example Facilitator-Led Activities <i>Please note these are examples and can be replaced according to context and role.</i>		
Kübler-Ross Change Curve Workshop: Introduce the Kübler-Ross Change Curve to explore emotional responses to change. In small groups, map recent experiences onto the curve and identify leadership behaviours, coaching strategies, and system-aware supports that helped or could help progression. Use action learning questions to surface ethical tensions, digital enablers (including AI), and opportunities to foster curiosity, compassion, and sustainable adaptation.		
NHS Change Champions Panel with Peer Learning: Invite NHS staff who have led change to share experiences. Facilitate small group discussions to reflect on leadership behaviours, challenges faced, and practical strategies, encouraging peer coaching and collaborative problem-solving.		



Delivering Across Health and Care

Working Collaboratively - Module Summary

Module Summary	Learning Outcomes for working collaboratively. By the end of this module, you will be able to: Build effective relationships • Cultivate genuine, trust-based connections across roles by communicating with empathy, adapting to diverse perspectives, and fostering mutual respect. Lead a collaborative team • Create an empowering team culture where everyone actively contributes, co-creates solutions, and shares clear goals and responsibilities. Share good practice • Proactively seek, share, and apply insights and innovations from across the system to fuel improvement, learning, and collaborative impact. Summary: These outcomes focus on enhancing collaboration through trust-building, inclusive management and leadership, and knowledge sharing. By strengthening relationships, promoting teamwork, and leveraging shared learning, all current and aspiring managers and leaders can deliver more integrated, innovative, and effective services. Keywords: Trust; Communication; Alignment; Teamwork; Learning; Innovation
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Focus Area	Standard	Competency
Delivering Across Health and Care	Working collaboratively	Build effective relationships
Competency Statement	I build good working relationships by treating people with respect, valuing their input and engaging with relevant organisations representing staff in partnership.	
Learning Outcomes - You will be able to:	Build trust and rapport through active listening, empathy, and respectful communication. Model management and leadership behaviours that strengthen collaboration, drive team productivity, and support organisational goals.	
	Tailor your communication style to meet individual needs, fostering mutual understanding and respect. Use strategic awareness to align behaviours with organisational values and effective team outcomes.	
	Regularly assess the quality of your working relationships. Apply purposeful strategies to deepen trust, align with shared goals, and strengthen collaboration across teams and stakeholder groups.	
Example Facilitator-Led Activities <i>Please note these are examples and can be replaced according to context and role.</i>		
Transactional vs Transformational leadership workshop: Introduce Burns’ theory of leadership styles. Facilitate a group activity analysing how different styles influence trust, empathy, and team productivity. Discuss practical ways to build respectful, inclusive workplace relationships that support collaboration and well-being.		
NHS Peer Support and Reverse Mentoring Models Review: Review examples of peer support, coaching, and reverse mentoring in NHS settings. Facilitate group discussion on how these approaches foster mutual respect, hearing different perspectives, and build resilience while boosting team productivity.		

Focus Area	Standard	Competency
Delivering Across Health and Care	Working collaboratively	Lead a collaborative team
Competency Statement	I work well with others by joining cross-team projects and building good relationships.	
Learning Outcomes - You will be able to:	Facilitate open, inclusive discussions that engage all team members, valuing diverse perspectives and lived experiences to shape innovative, sustainable solutions through shared decision-making.	
	Build a clear, shared sense of purpose and mutual accountability by collaboratively defining roles, expectations, and goals that reflect individual strengths and support system-wide improvement.	
	Nurture a supportive culture where collaboration is embedded in daily practice, empowering individuals to communicate openly, work across boundaries, and deliver high-quality outcomes that strengthen relationships and support cross-team projects.	
Example Facilitator-Led Activities <i>Please note these are examples and can be replaced according to context and role.</i>		
Belbin Team Roles Workshop: Introduce Belbin’s team role theory. Participants identify their own and colleagues’ roles, exploring how diverse strengths contribute to a balanced, high-performing team. Facilitate discussions on how understanding roles improves collaboration, productivity and sustainability.		
NHS Improvement Collaborative Review: Study a recent NHS collaborative initiative (e.g., Getting It Right First Time). Discuss how cross-team collaboration and valuing diverse inputs led to measurable service improvements and identify lessons for your own area.		

Focus Area	Standard	Competency
Delivering Across Health and Care	Working collaboratively	Share good practice
Competency Statement	I seek out good practice and new ideas that will help me do my job better.	
Learning Outcomes - You will be able to:	Proactively seek, document, and share effective practices and lessons learned, incorporating diverse perspectives, ethical considerations, and AI-enabled and research-based insights to drive inclusive innovation, improvement, and team productivity.	
	Explore and adapt innovations, ideas, and case studies from varied settings to improve performance and effectiveness. Apply learning to strengthen practice and deliver better outcomes in your role.	
	Foster a culture of continuous learning by encouraging openness, curiosity, and knowledge exchange across teams. Strengthen collaboration and apply new ideas to improve ways of working and service delivery.	
Example Facilitator-Led Activities <i>Please note these are examples and can be replaced according to context and role.</i>		
Knowledge Management Models Workshop: Introduce Nonaka and Takeuchi’s SECI model to explore sharing tacit and explicit knowledge. Include paired coaching exercises to practice active listening and questioning, highlighting how knowledge sharing boosts equity and productivity.		
NHS Horizons Innovation Exchange: Explore the NHS Horizons platform and invite a speaker to share their experience of implementing change through inclusive, ethical leadership and coaching. Focus the discussion on empowering equitable, sustainable innovation, including the role of AI and digital tools in improving outcomes. Use action learning questions to surface system-wide insights, risks, and opportunities for embedding values-led transformation.		



Curriculum: Stage 1

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Introduction

Stage 1 - First Time (or First-Line) Line Managers and Leaders - Curricula Vision & Purpose Statement

Stage 1 - First-Time Managers and Leaders is designed to support managers and leaders transitioning into their first formal management and leadership roles. This stage builds upon the core foundations established in the previous stage, providing first-time managers and leaders with the essential knowledge, skills, and behaviours required to lead teams, manage resources, and drive organisational objectives effectively.

At this stage, the focus is on bridging theoretical understanding with practical application, ensuring that managers and leaders develop the confidence and competence to navigate the complexities of management and leadership in the NHS. Through structured learning and applied practice, individuals will refine their leadership approach, enhance their decision-making capabilities, and cultivate a strong professional presence.

By mastering these fundamental management and leadership capabilities, first-time managers and leaders will be well-prepared to progress into mid-level management and leadership roles, where they can assume greater operational and strategic responsibilities. This stage serves as a critical stepping stone in their professional development, equipping them with the tools and insights necessary to manage and lead with clarity, effectiveness, and impact.

Vision Statement: To advance the educational development of first-time line managers and leaders, enabling them to develop their ability to lead and manage teams, projects, processes, manage resources, and communicate organisational goals effectively. This stage focuses on bridging theoretical management and leadership understanding with practical application, helping managers and leaders build confidence and refine their management and leadership approach. By mastering these foundational management and leadership capabilities, individuals are prepared to transition into mid-level management and leadership roles, where they can take on greater operational and strategic responsibilities.

Purpose Statement: To deliver tailored educational development that equips first-time managers and leaders with the management and leadership knowledge and skills to effectively lead teams, manage resources, and communicate organisational goals. This programme bridges theoretical learning with practical application, fostering confidence and supporting participants in refining their management and leadership approach.

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 approaches support a spiral curriculum model, in which key competencies are revisited at progressively deeper levels, and an integrated curriculum approach, where knowledge, skills, and professional behaviours are developed in a connected, holistic way. Learning activities address 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 own learning.

The methods are divided into two primary categories: facilitator-led activities and self-directed activities.

- Facilitator-led activities involve structured instruction led by educators, including lectures, guest presentations, discussions, and practical workshops, all of which provide knowledge and guided learning experiences. Examples are provided against the learning outcomes for each competency statement.
- Self-directed activities encourage individuals to actively participate in their learning through research, coaching and mentoring, peer collaboration, and reflective practices. These activities can be incorporated throughout and tailored to the learning outcomes.

Examples of self-directed activities:

For: I prioritise tasks effectively and make sure my team and I have the resources we need to deliver efficiently and on time.

Reflection - Personal time and energy audit: Track your tasks and energy levels over five working days. Use the Eisenhower Matrix to categorise them and reflect on where productivity dips occur and why.

For: I help colleagues and patients to speak up. I listen and follow up on what they say

Voice Reflection Journal: Over one week, record feedback or concerns you receive, noting who raised them and whether they were heard and addressed. Reflect on patterns, considering how you can better support colleagues and patients to speak up while maintaining team efficiency. Identify one improvement to embed in your daily practice.

For: *I make sure that everyone acts safely, feels safe to speak up, and is able to identify risks and safety training needs.*

Safety Risk & Equity Log: Track physical and psychological safety risks over one week, noting any patterns related to inclusion, access, or role. Propose one action to address a priority risk, then discuss it with your team or a peer coach for refinement.

By revisiting core concepts through a variety of methods and connecting learning across different contexts, this framework enables learners to deepen their understanding, strengthen interdisciplinary links, and apply their skills in increasingly complex situations. 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 within the NHS

Please note that all facilitator-led and self-directed activities should be considered examples and can be replaced according to context and specific role. For instance, where examples include reference to a specific organisation, learning providers and participants can choose instead to use and draw on a different organisation from outside of the NHS that they know well or have researched.

Introduction to Subject-Specific Topics

The subject-specific topics within this curricula are structured across three key focus areas - Personal Impact, 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 and standardised 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
Personal Impact	Personal Productivity and Wellbeing
Personal Impact	Communicating Well
Personal Impact	Responsibility and Integrity
Managing People and Resources	Building Teams
Managing People and Resources	Performance and Delivery
Managing People and Resources	Efficiency and Effectiveness
Delivering Across Health and Care	Improving quality
Delivering Across Health and Care	Innovation and improvement
Delivering Across Health and Care	Working collaboratively

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

Personal Impact

Focuses on personal capabilities and competencies that are required for managers and leaders do their jobs well in health and social care. This includes being self-aware, understanding others' feelings, and acting with honesty and integrity, and will help managers and leaders be effective, make fair decisions and model inclusive, compassionate leadership.

Managing people and resources



Focuses on the trust, support and shared purpose required to build strong teams that deliver safe, high-quality care. This includes the need to create safe and inclusive workplaces, help people develop by communicating with them clearly and honestly, and supporting professional growth.

Delivering across health and care

Focuses on keeping teams aligned with the values, strategic objectives, and regulations across the health and care system. This includes the importance of strategic planning, working in partnership and, fair decision making and continuous improvement.

Personal Impact

Personal Productivity and Wellbeing - Module Summary

Module Summary	Learning Outcomes for balancing safety, productivity and wellbeing By the end of this module, you will be able to: Prioritise for personal productivity • Plan and sequence tasks using recognised time management and resource optimisation techniques, adapting to changing priorities. • Apply approaches that sustain high performance for yourself and your team, while maintaining efficiency, inclusivity, and equity in outcomes. Develop health and wellbeing strategies • Identify and respond to early signs of fatigue, stress, or overload in yourself and others. • Apply self-compassion, healthy boundaries, and supportive team practices that protect resilience, promote psychological safety, and sustain productivity in demanding NHS environments. Commit to continuing professional development • Engage in continuous learning through reflection, feedback, benchmarking, and peer exchange. • Use insights to enhance personal leadership capability, promote equitable service delivery, and embed improvements that deliver both value for money and positive team culture. Summary: These learning outcomes equip first-time managers and leaders with the skills needed to balance high productivity with sustainable wellbeing and safe practice. By combining effective workload management, inclusive and compassionate leadership, and a commitment to ongoing professional growth, participants will strengthen their ability to deliver equitable, efficient, and resilient services in the NHS. Keywords: Prioritisation; Wellbeing; Resilience; Psychological Safety; Professional Development
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Focus Area	Standard	Competency
Personal Impact	Personal productivity and wellbeing	Prioritise for personal productivity
Competency Statement	I prioritise tasks effectively and make sure my team and I have the resources we need to deliver efficiently and on time.	
Learning Outcomes - You will be able to:	Plan and prioritise effectively by applying recognised time management and productivity techniques. Use digital tools and Lean principles to optimise resources, manage risks, and support sustainable service delivery within agreed timeframes.	
	Maintain performance and wellbeing by recognising early signs of overload, energy depletion, or reduced focus; taking proactive steps to rebalance workload. Seek support through coaching, mentoring, or escalation, with awareness of strategic planning and team impact.	
	Reflect and adapt by regularly reviewing the link between workload, energy levels, and output. Create a personal improvement plan that incorporates EDI principles, sustainability goals, and feedback from peers or managers to support ongoing development.	
Example Facilitator-Led Activities <i>Please note these are examples and can be replaced according to context and role.</i>		
Eisenhower Matrix and Lean Wastes Workshop: Explore how to use the Eisenhower Matrix for prioritisation. In groups, apply this model and the Lean “8 wastes” model to a common NHS workload scenario to identify where efficiency and sustainability can be improved without compromising equity, accessibility, or patient care. Encourage reflection on how small changes in time, materials, or processes can reduce waste and support long-term service resilience.		
NHS Virtual Ward Project Review: Examine how an NHS Trust implemented digital tools to streamline care and manage caseloads. Identify how inclusive design, patient engagement, and effective resource allocation drove productivity gains.		

Focus Area	Standard	Competency
Personal Impact	Personal productivity and wellbeing	Develop health and wellbeing strategies
Competency Statement	I manage my health and wellbeing. I set realistic goals and seek support when I need it.	
Learning Outcomes - You will be able to:	Apply recognised wellbeing and energy management strategies to set realistic goals, maintain healthy boundaries, and sustain productivity in demanding environments. Understand how these practices contribute to effective planning and long-term team effectiveness.	
	Recognise early signs of stress, fatigue, or overwhelm, and take proactive steps, including seeking support through coaching, mentoring, or Freedom to Speak Up, routes to protect resilience, decision-making, and consistent performance.	
	Reflect on the link between personal wellbeing, productivity, and leadership behaviours. Use insights to foster a positive team culture where healthy working habits are modelled and strategic priorities are supported.	
Example Facilitator-Led Activities <i>Please note these are examples and can be replaced according to context and role.</i>		
Stress Vulnerability Model & Self-Compassion Workshop: Explore Brabban & Turkington’s Stress Vulnerability Model, linking it to self-compassion practices. In small groups, analyse scenarios where workload pressure impacts productivity. Co-create strategies that balance resilience, inclusivity, and sustained performance.		
Cognitive Behavioural Tools for Leaders: Deepen understanding of Beck’s Cognitive Behavioural Theory in a management context. Practise reframing unhelpful thought patterns that impact wellbeing and output. Include a peer-coaching element where participants support each other in applying reframing techniques to real workplace situations.		
NHS Wellbeing Best Practice Review: Examine the NHS Health and Wellbeing Framework, focusing on initiatives that address both equity and productivity. In groups, adapt one best-practice idea to your own context, ensuring it supports diverse needs and can be measured for impact on team performance.		

Focus Area	Standard	Competency
Personal Impact	Personal productivity and wellbeing	Commit to continuing professional development
Competency Statement	I continuously build skills and knowledge. I encourage participation in peer learning and development, sharing good practice and seeking feedback.	
Learning Outcomes - You will be able to:	Engage in benchmarking and peer-learning activities to compare performance across teams and services, identifying opportunities to improve quality and productivity. Use insights to strengthen practice and deliver value for money in healthcare.	
	Seek, reflect on, and apply constructive feedback from colleagues, patients, and stakeholders, using coaching conversations, appraisal discussions, and lived experience to enhance individual and team effectiveness. Align feedback with strategic goals that support inclusive, sustainable, and equitable service delivery.	
	Share and adapt good practices and innovations across teams and systems, ensuring they are relevant and aligned with productivity goals. Foster a culture of continuous learning, mentoring, and knowledge exchange that supports leadership and improvement.	
Example Facilitator-Led Activities <i>Please note these are examples and can be replaced according to context and role.</i>		
Kolb’s Experiential Learning Cycle in Practice: Explore Kolb’s four stages (experience, reflection, conceptualisation, experimentation) through NHS-relevant scenarios. In groups, apply the cycle to recent team challenges, identifying inclusive, sustainable, and high-value solutions that improve service quality, address health inequalities, and enhance productivity.		
NHS Improvement Collaboration Review: Examine a live or recent NHS collaborative (e.g., GIRFT, Maternity Safety Collaboratives, Core20PLUS5) to understand how benchmarking and knowledge sharing improved outcomes and value for money. Co-develop actions to embed similar approaches in your own team, with a focus on strengthening collaboration and continuous improvement.		

Personal Impact

Communicating Well - Module Summary

Module Summary	Learning Outcomes for communicating well By the end of this module, you will be able to: Communicate with clarity and purpose • Develop the ability to listen actively and empathetically (hearing as well as listening) to colleagues, patients, and underrepresented voices. • Apply mindful communication techniques to tailor your approach for clarity, equity, and understanding, ensuring your interactions support team cohesion and productivity. Encourage open dialogue and feedback • Foster psychological safety by promoting honest conversations and constructive feedback. • Enable your team and stakeholders to voice concerns, ideas, and lived experiences freely, reflecting on feedback to make inclusive, actionable decisions that enhance team performance and service outcomes. Influence, negotiate and advocate • Build confidence in advocating for your team and service users by effectively negotiating and escalating concerns when needed. • Use strategic, equitable communication to influence decisions, secure support from senior leaders, and ensure all voices, including those less heard, inform service improvements and operational effectiveness. Summary: These learning outcomes equip first-time managers and leaders with the skills needed to communicate mindfully, actively listen to and hear diverse perspectives, and foster open dialogue. They will develop skills to advocate effectively, negotiate, and escalate concerns with equity and impact, creating a culture of trust, inclusivity, and shared voice while sustaining team productivity and service performance within the NHS. Keywords: Mindful Communication; Psychological Safety; Active Listening; Advocacy; Inclusivity
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Focus Area	Standard	Competency
Personal Impact	Communicating well	Communicate with clarity and purpose
Competency Statement	I adapt how I communicate to suit the audience and situation - and ask for feedback to check people have understood.	
Learning Outcomes - You will be able to:	Tailor communication style and method to suit diverse audiences and contexts, ensuring clarity, psychological safety, and equity. Use inclusive communication to build trust, manage conflict, and support effective decision-making.	
	Seek and apply feedback from colleagues, patients, and stakeholders to improve communication, foster understanding, and strengthen team cohesion. Use coaching and appraisal discussions to refine the approach and model inclusive leadership.	
	Respond to conflict, concerns, or breakdowns using clear communication strategies to de-escalate, resolve, and uphold professional standards. Encourage open feedback and model leadership behaviours that help colleagues feel heard and understood.	
Example Facilitator-Led Activities <i>Please note these are examples and can be replaced according to context and role.</i>		
Transactional vs. Transformational Communication Workshop: Explore transactional vs transformational communication in NHS contexts. Role-play scenarios involving conflict, breakdowns, and whistleblowing. Practise adapting style for different audiences and reflect on how each approach supports inclusion, psychological safety, and productivity. Co-create a team communication charter aligned with ethical leadership and Freedom to Speak Up.		
NHS Feedback-Led Communication Initiative Review: Examine a case where an NHS Trust improved communication through systematic staff and patient feedback. Identify practical tactics and co-create one action plan to enhance audience-specific messaging in your own team.		

Focus Area	Standard	Competency
Personal Impact	Communicating well	Encourage open dialogue and feedback
Competency Statement	I help colleagues and patients to speak up. I listen and follow up on what they say.	
Learning Outcomes - You will be able to:	Advocate for team and service user needs, ensuring all voices are heard, valued, and integrated into decision-making to improve service delivery and patient outcomes.	
	Escalate concerns using local protocols, including Freedom to Speak Up, to promote timely responses that manage risk, maintain team performance, and improve patient outcomes.	
	Reflect on and adapt your communication, negotiation, and advocacy approaches to enhance inclusivity, equity, and fairness, while balancing the need to maintain team efficiency, workflow, service outcomes and risk awareness	
Example Facilitator-Led Activities <i>Please note these are examples and can be replaced according to context and role.</i>		
Assertive Communication Simulation: In small groups, role-play scenarios using Transactional Analysis (Parent–Adult–Child model) to practise advocating for diverse and hard-to-hear voices. Focus on clear, respectful communication while maintaining team productivity. Reflect on what approaches worked well and what could be improved.		
NHS Freedom to Speak Up Workshop: Join a session led by a Freedom to Speak Up Guardian or ambassador. Explore real NHS examples of how concerns are raised, escalated, and resolved to manage risk and improve patient outcomes. In teams, map your local escalation pathways, identifying ways to strengthen openness and uphold service productivity.		

Focus Area	Standard	Competency
Personal Impact	Communicating well	Influence, negotiate and advocate
Competency Statement	I make sure people’s voices are heard and concerns are escalated, negotiating on their behalf if necessary.	
Learning Outcomes - You will be able to:	Represent the perspectives of all team members and service users - including underrepresented and hard-to-hear voices - in meetings and decision-making forums. Promote equity, inclusion, and person-centred service delivery, especially in relation to health inequalities and patient outcomes.	
	Escalate concerns raised by others using appropriate protocols - including Freedom to Speak Up - to ensure timely, safe, and inclusive responses. Consider the varied needs, experiences, and intersectionality of those involved, while supporting team cohesion and service effectiveness.	
	Reflect on and adapt your advocacy approach, adjusting communication, negotiation, and follow-up behaviours to build trust, promote fairness, and sustain performance. Use insights to strengthen psychological safety, address health inequalities, and uphold patient safety.	
Example Facilitator-Led Activities <i>Please note these are examples and can be replaced according to context and role.</i>		
Assertive Communication Simulation: In small groups, practise assertive advocacy using the Transactional Analysis (Parent–Adult–Child model). Take turns role-playing both advocate and recipient, focusing on representing team and service user needs clearly, respectfully, and productively. Debrief together to share insights and strategies that worked well.		
Speaking Up in the NHS: Join a facilitated session reviewing NHS Freedom to Speak Up initiatives and whistleblowing protocols. Map local escalation routes and coach a peer on strengthening advocacy for staff or patients, especially those facing health inequalities or marginalisation. Reflect on how collaborative action supports psychological safety, patient outcomes, and efficient service delivery.		

Personal Impact

Responsibility and Integrity - Module Summary

Module Summary	Learning Outcomes for Integrity By the end of this module, you will be able to: Take accountability for actions • Use self-awareness, reflection, and feedback to evaluate how your behaviours impact colleagues and patients. • Take responsibility for both successes and mistakes, and apply learning to strengthen credibility, consistency, and compassionate leadership. Be visible, transparent and present • Share timely, relevant information and updates clearly, respond to concerns professionally, and maintain an approachable presence that encourages inclusion, psychological safety, and trust. Manage with civility and compassion • Demonstrate empathy, integrity, and respect in all interactions. Actively listen to colleagues and patients, acknowledge differing viewpoints, and lead by example through professional, inclusive, and considerate conduct. Summary: These learning outcomes are designed to develop self-aware, empathetic first-time managers and leaders who model accountability, transparency, and compassion. By consistently showing integrity, actively listening, and responding inclusively, these managers and leaders foster trust, psychological safety, and a supportive, high-performing environment where colleagues and patients feel respected and valued. Keywords: Accountability; Self-awareness; Transparency; Empathy; Professionalism; Inclusion
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Focus Area	Standard	Competency
Personal Impact	Responsibility and integrity	Take accountability for actions
Competency Statement	I take responsibility for my actions and use feedback and self-reflection to help me improve how I act.	
Learning Outcomes - You will be able to:	Take ownership of your actions and decisions, responding to feedback with both responsibility and self-compassion. Use insights gained to adjust behaviours constructively, maintaining trust, credibility, and psychological safety within your team, especially when navigating challenge or conflict.	
	Use structured self-reflection tools to evaluate your management and leadership style, strengths, and development areas. Apply self-compassion alongside honest reflection to support personal and professional growth, without self-criticism. Begin to recognise how your behaviours influence wider team dynamics and service delivery.	
	Recognise how your values, assumptions, and emotional responses shape your approach. Adapt behaviours thoughtfully to strengthen relationships, improve collaboration, and build confidence in managing tensions and complexity while modelling strategic awareness.	
Example Facilitator-Led Activities <i>Please note these are examples and can be replaced according to context and role.</i>		
Blind Spot Breakthrough Exercise: In small groups, share your perceived strengths and development areas. Receive constructive feedback from peers on behaviours, traits, or blind spots you may not fully recognise. Reflect on any surprises and emotional responses, using self-compassion to process feedback without defensiveness.		
Apple’s Leadership Accountability Culture: Explore how large organisations, such as Apple, foster ownership and feedback within teams. In small groups, identify behaviours that demonstrate accountability and discuss how they could be adapted in NHS settings. Use peer coaching to commit to one practical accountability action.		

Focus Area	Standard	Competency
Personal Impact	Responsibility and integrity	Be visible, transparent and present
Competency Statement	I help colleagues and patients to feel included. I share updates, listen to their views and interact with them openly and respectfully.	
Learning Outcomes - You will be able to:	Model ethical leadership by sharing timely, relevant, and accessible information with colleagues and patients to foster transparency, trust, and a sense of belonging, especially for voices from underrepresented, marginalised, or hard-to-reach groups.	
	Demonstrate integrity through active listening and empathetic communication, respecting differing experiences and viewpoints. Acknowledge intersectionality and diverse lived experiences to strengthen collaboration, reduce harm, and promote psychological safety.	
	Reflect regularly on your interactions to assess how effectively you include, inform, and engage others in decisions. Adjust your approach to uphold relevant professional standards, strengthen respect, and ensure shared ownership of outcomes.	
Example Facilitator-Led Activities <i>Please note these are examples and can be replaced according to context and role.</i>		
Empathy Mapping Roleplay: In pairs, use an empathy map to role-play a patient or colleague scenario. Explore what the other person thinks, feels, hears, and needs, including ethical tensions, cultural context, and lived experience. As a group, discuss how empathy mapping supports inclusive communication, ethical decision-making, and values-led management and leadership.		
NHS Team Brief Simulation: In simulated NHS team briefings or huddles, practise delivering clear, values-aligned updates and responding empathetically to concerns. Receive peer feedback on tone, timing, clarity, and ethical framing. Reflect in a career coaching-style discussion on how your communication models integrity, psychological safety, and inclusive leadership.		

Focus Area	Standard	Competency
Personal Impact	Responsibility and integrity	Manage with civility and compassion
Competency Statement	I listen and respond to colleagues and patients’ concerns with interest, care, and professionalism.	
Learning Outcomes - You will be able to:	Listen actively and empathetically to colleagues and patients to understand their concerns. Respond in ways that validate their perspectives, promote trust, and support early conflict resolution, patient safety, and inclusive care.	
	Lead by example in professionalism by consistently demonstrating respect, equity, and integrity in all interactions. Foster a culture of psychological safety and shared responsibility, encouraging openness and the use of Freedom to Speak Up routes when concerns arise.	
	Assess how your actions and communication influence others, using feedback and reflection to adapt your approach. Strengthen relationships and role model professional behaviours that support patient outcomes, team cohesion, and effective leadership.	
Example Facilitator-Led Activities <i>Please note these are examples and can be replaced according to context and role.</i>		
Empathic Communication Role-Play: In pairs, practise using the SOLER model (Egan, 1998) for active listening and non-verbal communication in scenarios involving patient or staff concerns. After each role-play, provide peer feedback on how effectively empathy and understanding were demonstrated.		
NHS Values and Behaviour Simulation: Using anonymised NHS feedback, simulate leadership responses to positive and challenging scenarios. Focus on empathy, professionalism, conflict resolution, and safety. Practise inclusive responses that support speaking up, then reflect on impact and approach.		

Managing People and Resources

Building Teams - Module Summary

Module Summary	Learning Outcomes for creating a high-performing work environment By the end of this module, you will be able to: Build engagement • Recognise and leverage individual strengths within your team, encourage collaboration, and celebrate contributions to support motivation, inclusion, and productivity in everyday work. Make sure people feel safe in the workplace • Apply practical strategies to maintain psychological and physical safety, respond empathetically to concerns, and ensure colleagues feel respected, heard, and supported. Manage challenges • Respond calmly and constructively during change or pressure, focusing on controllable factors, clear communication, and supporting colleagues to navigate uncertainty effectively. Summary: These learning outcomes focus on helping first-time managers and leaders to create inclusive, motivated, and psychologically safe teams. Managers and leaders will recognise individual strengths, foster collaboration, respond effectively to challenges, and ensure colleagues feel supported, respected, and able to contribute their best work. Keywords: Engagement; Motivation; Safety; Trust; Support; Resilience.
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Focus Area	Standard	Competency
Managing People and Resources	Building teams	Build engagement
Competency Statement	I help people feel involved. I recognise their strengths, encourage teamwork, celebrate success and share what we've learned.	
Learning Outcomes - You will be able to:	Identify and celebrate the strengths within your team. Leverage these assets to improve collaboration, teamwork, and service delivery in ways that align with organisational priorities.	
	Encourage a culture of participation by removing barriers that limit engagement. Facilitate collaboration and planning that supports development, teamwork, and effective outcomes.	
	Recognise and celebrate achievements at all levels, ensuring acknowledgement is purposeful and aligned with organisational priorities. Use these moments to reinforce shared values, boost morale, and inspire continuous improvement that supports personal growth and team success.	
Example Facilitator-Led Activities <i>Please note these are examples and can be replaced according to context and role.</i>		
Strengths and Growth Mindset Workshop: Introduce Clifton Strengths and growth mindset principles. In small groups, identify individual and collective strengths, including lived experience and underrepresented perspectives. Discuss how inclusive leadership and strategic planning can address health inequalities and enhance collaboration. Apply insights in a short, team-based task allocation exercise.		
NHS Celebration and Learning Rounds Action Set: Review an NHS Trust example where recognising achievements and encouraging development improved both morale and productivity. In an action learning set, identify one local engagement challenge, share experiences, and agree on an inclusive recognition strategy to trial.		

Focus Area	Standard	Competency
Managing People and Resources	Building teams	Make sure people feel safe in the workplace
Competency Statement	I make sure that everyone acts safely, feels safe to speak up, and is able to identify risks and safety training needs.	
Learning Outcomes - You will be able to:	Follow agreed safety procedures by applying physical and psychological safety practices in daily work. Ensure all colleagues feel safe, included, and confident to speak up, including through whistleblowing and Freedom to Speak Up routes.	
	Spot and respond to safety risks by identifying issues promptly, considering how they affect different people, and taking or escalating action that protects wellbeing, supports inclusion, and informs strategic planning.	
	Complete and support safety learning by making time for training, sharing updates, and adapting approaches to meet team needs. Embed safety insights into planning and leadership behaviours to strengthen safe practice and drive continuous improvement.	
Example Facilitator-Led Activities <i>Please note these are examples and can be replaced according to context and role.</i>		
Swiss Cheese Model Workshop: Introduce James Reason’s Swiss Cheese Model of accident causation. In mixed-role groups, analyse NHS safety scenarios through the model, considering how risks affect people differently by role, background, or lived experience. Co-design a strategic action plan to strengthen safety defences and support speaking up.		
NHS Safety Huddles Role Play: Simulate an NHS safety huddle where participants share updates, raise concerns, and co-create solutions. Rotate roles to practise facilitation, recording, and advocacy for underrepresented voices. Reflect on how the process supports trust, wellbeing, and Freedom to Speak Up.		

Focus Area	Standard	Competency
Managing People and Resources	Building teams	Manage challenges
Competency Statement	I support colleagues in tackling challenging situations - encouraging them to focus on what they can control during change or crisis.	
Learning Outcomes - You will be able to:	Help colleagues focus on what they can influence during change or crisis, using inclusive and ethical approaches that consider diverse perspectives, manage risk, and maintain team productivity.	
	Communicate clearly and calmly to provide information, direction, and reassurance, adapting your style to meet varied needs. Encourage constructive action, ethical decision-making, and confidence to speak up when concerns arise	
	Reflect on your own approach to challenging situations, identifying practical adjustments that strengthen integrity, support wellbeing, and promote effective leadership across the team.	
Example Facilitator-Led Activities <i>Please note these are examples and can be replaced according to context and role.</i>		
Resilience Building Workshop: Introduce the concept of resilience using the Transactional Model of Stress and Coping. In small groups, practise techniques that help teams focus on what they can control during change or crisis, ensuring approaches are inclusive and considerate of different lived experiences and needs.		
Peer Coaching Session – Shared Challenges: In small groups, share recent challenging experiences and discuss how you managed control, emotions, and decision-making. Give and receive feedback with a focus on inclusive support, equity, and learning from different perspectives		

Managing People and Resources

Performance and Delivery - Module Summary

Module Summary	Learning Outcomes for performance and delivery By the end of this module, you will be able to: Provide clear purpose, vision and deliverables • Communicate team, departmental, and organisational strategies with clarity and inclusivity, helping individuals understand how their roles contribute to broader NHS goals. • Use coaching-based leadership to inspire alignment, motivation, and a shared sense of purpose. Manage and measure performance • Apply fair, consistent, and equity-driven methods to set expectations, monitor progress, and deliver constructive feedback. • Integrate performance management systems and feedback loops to support continuous development, accountability, and productivity. Manage conflict and sensitive conversations • Handle difficult conversations with composure and respect, using structured approaches and emotional intelligence. • Balance transparency with empathy, ensuring inclusive, solution-focused outcomes that strengthen trust and team cohesion. Summary: These learning outcomes develop managers and leaders who communicate purpose with clarity and inclusivity, manage performance through equitable and structured approaches, and navigate sensitive conversations with empathy and professionalism. By connecting individual roles to wider NHS objectives and fostering a culture of feedback, coaching, and continuous improvement, first-time managers and leaders will build trust, accountability, and sustainable growth. Keywords: Purpose; Clarity; Accountability; Feedback; Empathy; Resolution
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Focus Area	Standard	Competency
Managing People and Resources	Performance and delivery	Provide clear purpose, vision and deliverables
Competency Statement	I work with others to set team and individual objectives that are embedded into meaningful appraisals and aligned with organisational and national plans and objectives - so that everyone understands how their work fits into the bigger picture.	
Learning Outcomes - You will be able to:	Explain how team, departmental, organisational, and national NHS strategies connect to daily work, helping colleagues understand their role in delivering long-term healthcare priorities and reducing health inequalities.	
	Collaborate to set clear, achievable objectives that link individual roles to wider service aims and organisational objectives. Use strategic planning to support motivation, clarity, and accountability across diverse teams.	
	Hold regular coaching-style discussions that connect everyday tasks to NHS plans and national priorities. Promote shared understanding and alignment with organisational and national objectives so everyone sees how their work fits into the bigger picture.	
Example Facilitator-Led Activities <i>Please note these are examples and can be replaced according to context and role.</i>		
Golden Thread Mapping Workshop: Introduce the “golden thread” concept, showing how personal objectives connect to team, organisational, and NHS-wide strategy. Participants individually map how their own role contributes to a national priority and then reflect on opportunities to enhance impact.		
NHS Trust Strategy Alignment Simulation: Provide participants with a current NHS Trust strategy. In facilitated triads, participants role-play as team leaders engaging in coaching-style conversations with colleagues. Their task is to co-create SMART objectives that align personal roles with organisational and national NHS priorities, including future-focused goals such as workforce sustainability, digital transformation, and health equity.		

Focus Area	Standard	Competency
Managing People and Resources	Performance and delivery	Manage and measure performance
Competency Statement	I help colleagues succeed. I am clear about what’s expected and embed this into meaningful appraisals, giving support, guidance, and development opportunities - and address underperformance when necessary.	
Learning Outcomes - You will be able to:	Communicate roles, responsibilities, and strategic goals with clarity and transparency, ensuring all team members understand expectations, interdependencies, and how their work contributes to team, organisational, and system-wide NHS objectives.	
	Recognise early signs of underperformance or conflict and apply career coaching-based approaches to explore barriers, mediate tensions, and offer constructive, trauma-informed feedback that supports fair, inclusive improvement and psychological safety.	
	Foster a growth-oriented environment by enabling access to tools, guidance, and opportunities. Recognise strengths and provide support that builds development, resilience, and sustained performance across teams.	
Example Facilitator-Led Activities <i>Please note these are examples and can be replaced according to context and role.</i>		
GROW Model Coaching Simulation: Introduce the GROW model (Goal, Reality, Options, Will). Through role-play, participants practise supportive conversations that clarify expectations and guide underperforming staff towards solutions, incorporating career coaching techniques and inclusive approaches to engage all team members.		
Strategic Performance Enablement Simulation: Present a realistic NHS scenario involving a team member experiencing performance challenges within a high-pressure, system-wide initiative (e.g. digital transformation, workforce sustainability, or equity improvement). In small groups, participants role-play as strategic leaders conducting career coaching-style conversations to explore barriers, mediate conflict, and co-create improvement plans.		

Focus Area	Standard	Competency
Managing People and Resources	Performance and delivery	Manage conflict and sensitive conversations
Competency Statement	I remain calm and respectful when managing difficult conversations. I balance openness with sensitivity and seek expert advice and support when needed.	
Learning Outcomes - You will be able to:	Demonstrate the ability to manage difficult conversations with composure, respect, and strategic intent, integrating coaching-based management and leadership techniques to balance transparency with empathy, inclusivity, and ethical decision-making. Achieve constructive outcomes that reflect equity, professionalism, and system-wide accountability.	
	Apply structured, inclusive approaches to sensitive discussions using relevant models - such as SBI, DESC, and GROW. Embed feedback loops, trauma-informed practice, and performance management principles to support continuous improvement, conflict resolution, and psychological safety across diverse teams.	
	Reflect on emotional triggers and communication habits to strengthen personal resilience and remain calm in difficult conversations. Engage in peer learning and group-based reflective exercises to enhance self-awareness, sound judgement, and team cohesion, while seeking expert advice and support when needed.	
Example Facilitator-Led Activities <i>Please note these are examples and can be replaced according to context and role.</i>		
SBI/DESC Framework Role Play with Career Coaching Lens: Introduce the SBI and DESC models as structured approaches for managing difficult conversations. In pairs or triads, participants role-play a scenario involving ethical tension, underperformance, or interpersonal conflict, such as navigating equity concerns, resource constraints, or impact on health inequality.		
Emotional Regulation and Inclusive Leadership Workshop: Introduce Daniel Goleman’s Emotional Intelligence theory. Facilitate a group discussion on emotional regulation, intersectionality, and inclusive leadership in high-stakes conversations. Practice techniques such as grounding, reframing, and inclusive language. Explore how emotional intelligence supports productivity and team cohesion.		

Managing People and Resources

Efficiency and Effectiveness - Module Summary

Module Summary	Learning Outcomes for efficiency and effectiveness By the end of this module, you will be able to: Allocate and optimise the use of resources ● Assess and improve how time, people, and assets are used to enhance productivity, efficiency, and long-term value. ● Make collaborative, inclusive decisions that respond to evolving service demands and priorities. ● Adapt and reallocate resources using structured methodologies to maintain safety, continuity, and equity. Maximise best value for public money ● Understand how financial decisions influence service quality and operational impact. ● Use financial data and digital tools to monitor resource use, reduce waste, and support cost-effective care. ● Engage teams in identifying improvements that align budgets with patient needs, organisational goals, and public value. Use data, evidence and critical thinking ● Support the use of performance, quality, and service user data to drive inclusive, evidence-based decision-making. ● Encourage critical analysis, challenge assumptions, and reflect on diverse perspectives. ● Create opportunities for team members to contribute insights that improve outcomes, drive innovation, and enhance productivity. Summary - These learning outcomes develop first-line managers and leaders who make informed, inclusive, and accountable decisions by optimising resources, managing public funds responsibly, and applying critical thinking to data and evidence. Through coaching-based leadership and a focus on continuous improvement, managers and leaders strengthen service quality, equity, and productivity - building trust and delivering greater value across the NHS. Keywords: Efficiency; Flexibility; Accountability; Value; Insight; Judgement
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Focus Area	Standard	Competency
Managing People and Resources	Efficiency and effectiveness	Allocate and optimise the use of resources
Competency Statement	I use resources effectively, delivering objectives, meeting financial targets and deadlines, and escalating risks.	
Learning Outcomes - You will be able to:	Review how time, people, and assets are deployed across your area of responsibility, identifying opportunities for improved efficiency, digital innovation, and long-term value. Use inclusive, data-informed approaches and AI-enabled insights to support strategic planning and equitable resource optimisation.	
	Make collaborative resource decisions that respond to evolving service demands, capacity challenges, and organisational priorities. Apply practical approaches and feedback mechanisms to strengthen resilience, agility, and accountability in meeting objectives, financial targets, and deadlines.	
	Adapt and reallocate resources proactively to manage emerging pressures - using Lean methodologies and project management tools. Integrate digital tool - such as AI and predictive analytics - to maintain safety, continuity, and equity of service delivery while anticipating future needs and mitigating risk.	
Example Facilitator-Led Activities <i>Please note these are examples and can be replaced according to context and role.</i>		
NHS Resource Reallocation Simulation: Facilitate a scenario-based exercise where participants respond to rising service pressures by reallocating staff, time, and space. Encourage career coaching-style dialogue and inclusive decision-making. Debrief on how choices supported safety, fairness, and operational efficiency, linking to performance targets and equity outcomes.		
Mini Panel: NHS Operational Leads on Strategic Resource Optimisation: Invite two NHS first-time managers to share real-world strategies for optimising resources under pressure. Focus the discussion on innovation, prioritisation, and planning for future needs. Include reflections on coaching-based leadership, equity in decision-making, and the use of Lean or Six Sigma principles.		

Focus Area	Standard	Competency
Managing People and Resources	Efficiency and effectiveness	Maximise best value for public money
Competency Statement	I apply good financial principles. I use digital tools to identify savings and cut waste, making sure we stay within budget and give good value for public money.	
Learning Outcomes - You will be able to:	Recognise the connection between financial decisions, service quality, and equity. Consider how financial choices mitigate risk and contribute to long-term system sustainability.	
	Use financial data, research, AI-enabled tools, and digital planning platforms to monitor resource use, reduce waste, and support collaborative decisions. Align actions with budgetary constraints, productivity goals, organisational objectives, and national priorities, while anticipating risk and adapting to emerging pressures.	
	Use insights from colleagues and everyday practice to identify opportunities where better use of time, materials, or processes enhances impact. Apply financial awareness to planning, risk management, and continuous improvement to stay within budget and deliver value for money.	
Example Facilitator-Led Activities <i>Please note these are examples and can be replaced according to context and role.</i>		
Data Deep-Dive Workshop: In small groups, analyse recent team or departmental data and research using AI-enabled dashboards or digital planning tools. Use career coaching-style questioning to challenge assumptions, surface risks, and explore diverse perspectives. Agree on one inclusive action to test and co-design an accountability plan to monitor its impact on value, equity, and efficiency		
Empowering Staff for Financial Efficiency: Facilitate a discussion on Northumbria Healthcare’s ‘Listening into Action’ or a similar initiative. Explore how frontline insights can identify operational improvements. Guide the group to design a trial that optimises time, people, and financial resources, while embedding equity, risk awareness, and strategic alignment.		

Focus Area	Standard	Competency
Managing People and Resources	Efficiency and effectiveness	Use data, evidence and critical thinking
Competency Statement	I support and encourage colleagues to use data, evidence, digital tools, colleagues' expertise, and their own judgement to make evidence-based decisions.	
Learning Outcomes - You will be able to:	Use digital and non-digital performance, quality, and service user data to guide inclusive, evidence-based decision-making across your team. Drive measurable improvements in service delivery, safety, quality, and productivity, that aligning with national priorities and NHS values.	
	Encourage colleagues to apply critical thinking and challenge assumptions, drawing on diverse perspectives - including lived experience, intersectional insight, and frontline intelligence - to enhance outcomes. Identify opportunities for more efficient, high-impact working practices that balance innovation with operational resilience.	
	Create opportunities for team members to contribute meaningfully to decisions, using data, coaching conversations, and feedback loops. Embed continuous learning and reflection into everyday practice to strengthen decision-making and team effectiveness.	
Example Facilitator-Led Activities <i>Please note these are examples and can be replaced according to context and role.</i>		
Critical Thinking Simulation - Aravind Eye Care Decision Lab: Use a scenario inspired by Aravind Eye Care (India), where teams must evaluate conflicting data on patient flow, resource use, and service quality. Participants analyse metrics, challenge assumptions, and recommend a course of action that balances safety, equity, and productivity. Debrief on how data-informed decisions drive impact in resource-constrained settings.		
Data-Driven Decision-Making at Groote Schuur Hospital (South Africa): Explore how Groote Schuur Hospital uses real-time data and multidisciplinary input to make fast, inclusive decisions in high-pressure environments. In groups, discuss how similar approaches can be applied in NHS settings to improve responsiveness, quality, and productivity.		
NHS Quality Improvement Deep Dive Choose a recent or ongoing Quality Improvement initiative with accessible baseline and outcome data. Include metrics on service quality, safety, equity, and productivity. If available, incorporate AI-generated dashboards or predictive analytics to surface trends and risks.		

Delivering Across Health and Care

Improving Quality - Module Summary

Module Summary	Learning Outcomes for improving quality By the end of this module, you will be able to: Respond to patient safety concerns, needs and preferences • Foster an inclusive, compassionate, and psychologically safe environment where all team members feel heard, valued, and empowered to raise concerns that enhance patient safety, experience, and person-centred care. Personalise care • Promote equitable care by ensuring diverse voices—including those seldom heard—shape decisions. • Support your team to deliver care that reflects individual patient values, lived experiences, and contributes to improved outcomes and productivity. Implement policies and ensure good governance • Communicate and embed relevant policies and governance frameworks effectively within your team. • Encourage feedback and co-develop improvements that uphold safety, legal standards, and service quality, aligned with NHS priorities and continuous learning. Summary: These learning outcomes develop inclusive and accountable first-time managers and leaders who embed compassionate care, equity, and safety into everyday practice. By fostering open communication, applying governance frameworks, and empowering teams to act on feedback, these managers and leaders will drive continuous improvement, enhance productivity, and deliver high-quality, person-centred services that improve patient outcomes and experience. Keywords: Inclusion; Psychological Safety; Equity; Person-Centred Care; Governance
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Focus Area	Standard	Competency
Delivering Across Health and Care	Improving quality	Respond to patient safety concerns, needs and preferences
Competency Statement	I listen to the needs, feedback and priorities of patients and colleagues to support safe, high quality services and improve people’s experiences.	
Learning Outcomes - You will be able to:	Promote a psychologically safe and inclusive environment where patient feedback and staff concerns are encouraged, heard, and acted upon. Embed ethical principles and values-led practice into everyday decision-making, recognising how speaking up contributes to quality improvement, public trust, and organisational integrity.	
	Support colleagues to confidently raise safety concerns and ethical dilemmas, using structured feedback loops, coaching conversations, and transparent governance. Model integrity and responsiveness, ensuring that concerns are addressed constructively and contribute to safer, more equitable outcomes for patients and staff.	
	Guide others to use patient insight, feedback, and professional judgement to improve service quality. Recognise how speaking up mechanisms strengthen learning, help manage risk, and drive continuous improvement in patient safety and outcomes.	
Example Facilitator-Led Activities <i>Please note these are examples and can be replaced according to context and role.</i>		
Psychological Safety and Compassionate Communication Workshop: Explore, or revisit, the concept of psychological safety using insights from Google’s Project Aristotle. Through group coaching, explore how management and leadership behaviours like turn-taking, empathy, and compassionate listening improve team communication, patient safety, and trust. Reflect on how these core behaviours can be embedded into daily practice.		
NHS Patient Feedback in Practice: Co-Creation for Impact: Review NHS feedback approaches, such as real-time surveys and “You Said, We Did” boards. Facilitate peer discussion on co-creating feedback methods that are inclusive, compassionate, and responsive. Explore how feedback can be used to drive meaningful service improvements and enhance productivity.		
Inclusive Design Simulation: Patient-Centred Redesign: Use a case simulation inspired by Microsoft’s inclusive design principles to redesign a patient interaction. In small groups, apply patient input and lived experience to improve safety and experience. Reflect on how inclusive design supports equity, compassion, and service effectiveness.		

Focus Area	Standard	Competency
Delivering Across Health and Care	Improving quality	Personalise care
Competency Statement	I help build the inclusive cultures and services needed to deliver equitable personalised care, ensuring people feel valued and heard.	
Learning Outcomes - You will be able to:	Foster an inclusive and psychologically safe team environment that encourages open dialogue and values diverse perspectives. Ensure all staff, especially those from underrepresented or seldom-heard groups feel confident to raise concerns that inform strategic planning, improve patient safety, and drive equity and service productivity.	
	Promote equity, intersectionality, and person-centred approaches in everyday management practices, ensuring care delivery reflects the diverse needs, lived experiences, and cultural contexts of both patients and colleagues.	
	Use feedback from staff and patients to identify and address barriers to inclusion, belonging, and equity; co-develop practical improvements that enhance safety, experience, and system-wide effectiveness across services.	
Example Facilitator-Led Activities <i>Please note these are examples and can be replaced according to context and role.</i>		
Inclusive Leadership Workshop - Building Belonging and Safety: Explore inclusive team development using Tuckman’s Team Development model, Edmondson’s Psychological Safety framework, and insights from global inclusive management and leadership practices. Through group and career coaching, examine how behaviours like active listening, compassion, and equitable participation foster belonging and improve team productivity and patient safety.		
Seminar - Learning from Mistakes Through Inclusive Improvement: Examine best practices from Toyota’s Kaizen and Microsoft’s Growth Mindset to explore how compassionate coaching and inclusive reflection can turn errors into opportunities. Discuss how these approaches support equity, psychological safety, and continuous improvement in care delivery.		
Career Coaching and Mentoring Circles: Facilitate group or peer career coaching using the GROW model and Nonviolent Communication principles. Focus on sharing lived experiences, listening to seldom-heard voices, and developing strategies to enhance inclusion, person-centred care, and team effectiveness.		

Focus Area	Standard	Competency
Delivering Across Health and Care	Improving quality	Implement policies and ensure good governance
Competency Statement	I make sure my team and I follow all relevant policies and procedures - and understand how they affect patient care.	
Learning Outcomes - You will be able to:	Communicate policies and procedures clearly and accessibly, ensuring all team members understand their purpose, how they support patient safety and outcomes, and their role in applying them consistently, ethically and productively.	
	Promote a culture of accountability and equity, supporting colleagues to apply policies compassionately and appropriately in daily practice. Reinforce their connection to quality care, conflict resolution, and operational effectiveness.	
	Facilitate team feedback on how policies are applied, using frontline insight to identify barriers, resolve tensions, and co-develop improvements that enhance safety, patient experience, and effective decision-making.	
Example Facilitator-Led Activities <i>Please note these are examples and can be replaced according to context and role.</i>		
Applying the Prosci ADKAR Model Workshop: Use the Prosci ADKAR Model (Awareness, Desire, Knowledge, Ability, Reinforcement) to guide successful policy embedding. Explore case studies from innovative healthcare organisations to explore how understanding individual change needs and team dynamics improves policy uptake, patient outcomes, and productivity.		
Learning from Compliance Challenges Across Sectors Seminar: Review anonymised case studies from healthcare and other sectors where policy lapses impacted safety and outcomes. Facilitate group reflection on lessons learned, the role of compassionate accountability, and strategies to improve policy application through inclusive leadership and coaching.		
NHS Learning from Deaths Review: Review a sample Structured Judgement Review (SJR) from NHS data. In small groups, reflect on how governance processes support learning, transparency, and improvement. Discuss how policy adherence links to safety, equity, and service effectiveness.		

Delivering Across Health and Care

Innovation and Improvement - Module Summary

Module Summary	Learning Outcomes for innovation and improvement By the end of this module, you will be able to: Drive continuous improvement and innovation • Inspire curiosity and creativity by encouraging teams to explore new ideas, test solutions, and learn from experimentation to enhance patient care and service quality. Transform through technology and innovation • Facilitate access to digital skills development and support the safe adoption of innovations, ensuring technology improves efficiency and outcomes without compromising equity or safety. Support others through change • Use active listening and empathetic communication to address concerns during change, providing practical support that builds trust, reduces resistance, and promotes team resilience. Summary: This module empowers first-time managers and leaders to cultivate inclusive, innovative, and compassionate environments that drive continuous improvement and digital transformation. Through a focus on people-centred care, effective change management, and strategic governance, they will develop the skills to lead with empathy, foster psychological safety, and deliver high-quality services in evolving health and care settings. Keywords: Innovation; Curiosity; Digital Skills; Empathy; Change Management
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Focus Area	Standard	Competency
Delivering Across Health and Care	Innovation and improvement	Drive continuous improvement and innovation
Competency Statement	I encourage colleagues to be curious and try out new ideas to improve how we work.	
Learning Outcomes - You will be able to:	Build and sustain trust-based relationships with colleagues and partners by fostering open, respectful communication and valuing diverse perspectives, lived experiences, and intersectional insight to support innovation and inclusive service delivery.	
	Encourage collaborative working practices that integrate a range of viewpoints and expertise to co-create solutions that enhance team performance, patient experience, and operational productivity while maintaining alignment with professional standards.	
	Promote a culture of curiosity, respect, and partnership by using networks to support shared goals, test new ideas safely, and drive continuous improvement in how work is delivered.	
Example Facilitator-Led Activities <i>Please note these are examples and can be replaced according to context and role.</i>		
Design Thinking for Improvement: PDSA in Practice: Revisit the PDSA (Plan–Do–Study–Act) cycle as a structured method for safe experimentation and continuous improvement. Use a healthcare scenario to guide participants through mapping an improvement cycle, identifying key metrics, reflection points, and how diverse perspectives can shape innovative, patient-centred solutions.		
NHS QI Success Stories: Share examples from NHS Quality Improvement programmes, such as East London NHS Foundation Trust. Facilitate discussion on leadership behaviours that enabled frontline-led innovation, and explore how these align with NHS governance frameworks like PSIRF, the NHS Constitution, and the Long-Term Plan.		

Focus Area	Standard	Competency
Delivering Across Health and Care	Innovation and improvement	Transform through technology and innovation
Competency Statement	I help others build their digital skills. I encourage them to take the time to undertake relevant training and adopt new tools.	
Learning Outcomes - You will be able to:	Promote collaborative working across teams by fostering shared responsibility, mutual respect, and digital confidence. Support the safe adoption of innovation within organisational frameworks to improve patient outcomes.	
	Encourage all team members to contribute their ideas, digital skills, including AI, and lived experiences, ensuring diverse voices are heard, valued, and empowered to shape improvements in efficiency, equity, and patient care through inclusive digital innovation.	
	Facilitate cross-team cooperation to enhance problem-solving, innovation, and service delivery. Support safe experimentation, continuous learning, and the integration of digital solutions that align with professional standards and patient needs.	
Example Facilitator-Led Activities <i>Please note these are examples and can be replaced according to context and role.</i>		
Collective Impact Workshop: Introduce the Collective Impact framework to explore how structured cross-team collaboration can solve complex challenges. Use healthcare-based scenarios to highlight shared goals, coordinated action, and the role of digital innovation in improving service delivery and patient outcomes.		
NHS Digital Rollout Review: Lessons from Implementation: Review lessons learned from the NHS App or similar digital initiatives. Explore how staff engagement and local adaptation influenced success. Link discussion to NHS governance frameworks such as the Long-Term Plan and digital transformation priorities.		

Focus Area	Standard	Competency
Delivering Across Health and Care	Innovation and improvement	Support others through change
Competency Statement	I support colleagues and patients through change, listening to their concerns and offering reassurance and information.	
Learning Outcomes - You will be able to:	Demonstrate active listening and hearing to understand concerns raised by colleagues and patients about change, ensuring they feel genuinely acknowledged, respected, and supported. Recognise how speaking up behaviours and whistleblowing mechanisms contribute to safer, more ethical service delivery.	
	Provide clear, compassionate reassurance and practical guidance to help individuals navigate change confidently, while maintaining wellbeing, patient safety, service continuity, and the awareness of emerging risks.	
	Foster an open environment where feedback about change is encouraged and heard. Use insights and frontline concerns to inform improvements in care delivery, team resilience, and operational outcomes.	
Example Facilitator-Led Activities <i>Please note these are examples and can be replaced according to context and role.</i>		
Motivational Interviewing for Change Support: Introduce Motivational Interviewing techniques to strengthen active listening, hearing, and empathetic communication. Use role-plays and real-world scenarios focused on managing change-related concerns from colleagues and patients, including those related to safety, risk, and ethical dilemmas. Reflect on how these techniques build trust, emotional safety, and encourage speaking up behaviours.		
Peer Support Circles: Emotional Drivers of Change: Facilitate peer-led or career coaching groups where first-time managers share experiences and strategies for supporting teams through change. Use models like SCARF (Status, Certainty, Autonomy, Relatedness, Fairness) to explore emotional responses and how compassionate leadership can reduce resistance, improve wellbeing, and create psychologically safe spaces for whistleblowing and feedback.		

Delivering Across Health and Care

Working Collaboratively - Module Summary

Module Summary	Learning Outcomes for working collaboratively. By the end of this module, you will be able to: Build effective relationships • Develop authentic, trust-based connections within and beyond your team by valuing diverse perspectives, fostering mutual respect, and communicating with empathy. Lead a collaborative team • Promote inclusive, cross-team working by modelling shared responsibility, encouraging contribution, and facilitating joint problem-solving to improve productivity and outcomes. Share good practice • Support continuous development by sharing personal experiences, offering practical advice, and creating regular opportunities for peer-to-peer learning and knowledge exchange. Summary: This module focuses on deepening collaboration by building trust-based relationships, fostering inclusive team dynamics, and embedding continuous learning into everyday leadership practice. First-time managers and leaders will strengthen internal and external networks, empower others through shared experience, and drive improvement through open, reflective dialogue and practical knowledge exchange. Keywords: Trust; Collaboration; Knowledge-Sharing; Empowerment; Communication
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Focus Area	Standard	Competency
Delivering Across Health and Care	Working collaboratively	Build effective relationships
Competency Statement	I build and maintain relationships with colleagues and external partners, valuing diverse perspectives and encouraging collaboration.	
Learning Outcomes - You will be able to:	Build strong, trust-based connections with colleagues and external partners by actively valuing diverse perspectives, fostering open, respectful communication, and modelling ethical leadership and integrity in all interactions.	
	Encourage inclusive collaboration that harnesses varied skills and viewpoints to improve team performance and enhance patient experiences, with a focus on addressing health inequalities and promoting equitable access to care.	
	Leverage networks, good practice, and mutual respect to drive continuous improvement. Embed integrity and sound decision-making to deliver compassionate, high-quality care that meets the needs of patients and teams.	
Example Facilitator-Led Activities <i>Please note these are examples and can be replaced according to context and role.</i>		
Relational Coordination Workshop: Introduce the Relational Coordination theory to explore how high-quality communication and strong relationships enhance collaboration and patient outcomes. Use real-world healthcare scenarios to practice building trust, resolving conflict, and improving team dynamics, with attention to ethical decision-making, integrity in communication, and reducing health inequalities through coordinated care.		
NHS Peer Support Models Review: Examine peer support and mentoring approaches used across NHS Trusts to build resilient, trust-based relationships. Discuss how informal support networks can improve morale, foster collaboration, and contribute to better patient care, while modelling integrity, ethical leadership, and inclusive approaches that address disparities in staff and patient experience		

Focus Area	Standard	Competency
Delivering Across Health and Care	Working collaboratively	Lead a collaborative team
Competency Statement	I encourage teamwork and shared decision making, ensuring everyone has a chance to take part.	
Learning Outcomes - You will be able to:	Model shared responsibility and accountability to foster cross-team collaboration that enhances service delivery and drives collective productivity. Align local actions with organisational priorities to strengthen teamwork and shared decision-making.	
	Enable individuals to contribute their ideas and skills by creating environments that value input, support continuous improvement, and encourage shared decision-making and innovation.	
	Strengthen coordination and shared problem-solving by promoting open communication and collaborative practices that improve efficiency and outcomes, connecting teams to reduce silos and deliver joined-up care.	
Example Facilitator-Led Activities <i>Please note these are examples and can be replaced according to context and role.</i>		
Team of Teams Workshop: Introduce the Team of Teams model (General Stanley McChrystal) to explore how decentralised, trust-based collaboration enhances agility and performance. Use NHS-relevant examples to discuss shared leadership and distributed decision-making that strengthen service coordination across teams.		
NHS Improvement Collaborative Review: Study a recent NHS collaborative initiative (e.g., Getting It Right First Time or Maternity Safety Collaboratives). Discuss how cross-team working led to measurable improvements in service quality, efficiency, and patient outcomes, and explore how collaboration and shared accountability enabled sustainability and improvement.		

Focus Area	Standard	Competency
Delivering Across Health and Care	Working collaboratively	Share good practice
Competency Statement	I regularly share lessons learned, offering practical advice to develop others and support team working.	
Learning Outcomes - You will be able to:	Communicate insights and experiences in formats that support team development, build confidence, and encourage practical application, ensuring learning contributes to improved patient outcomes and service quality.	
	Provide guidance that helps colleagues apply learning in their roles, strengthening collaboration and fostering a culture of shared growth that supports team development and effective service delivery.	
	Embed peer learning and everyday knowledge exchange into team practices to support ongoing development and improve collective performance, with a focus on improving patient outcomes and service quality.	
Example Facilitator-Led Activities <i>Please note these are examples and can be replaced according to context and role.</i>		
Knowledge Management Models Workshop: Explore how tacit and explicit knowledge can be shared effectively within teams using Nonaka and Takeuchi's SECI model (Socialisation, Externalisation, Combination, Internalisation). Use healthcare examples to identify practical strategies for embedding knowledge-sharing into everyday practice, with a focus on improving patient outcomes, reducing unwarranted variation, and supporting integrated care systems.		
Sharing innovation: Introduce a platform or forum for sharing innovation across teams. Invite a guest speaker to share how they implemented change in their area, highlighting lessons learned and practical outcomes. Reflect on how knowledge exchange supports patient-centred care, service improvement, and team development.		



Curriculum: Stage Two

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Introduction

Stage 2 - Mid-Level Managers and Leaders - Curricula Vision & Purpose Statements

Stage 2 - Mid-Level Managers and Leaders is designed to support managers and leaders who have progressed beyond first-time management and are now responsible for leading teams, projects, and processes at a more operational and advanced level. This stage builds upon first-time management and leadership competencies, enabling managers and leaders to refine their management and leadership approach, drive quality improvement, enhance operational effectiveness, and align their team's contributions with strategic organisational goals.

A key focus of this stage is fostering a broader understanding of organisational culture and multi-disciplinary collaboration. Mid-level managers and leaders will develop the ability to lead and manage cross-functional teams, oversee complex projects, and implement initiatives that contribute to meaningful and sustainable change. Additionally, this stage equips managers and leaders with the knowledge and skills required to support staff development, ensuring that teams are engaged, motivated, and aligned with organisational priorities.

By mastering these critical competencies, managers and leaders will be well-prepared to transition into senior management and leadership roles, where they will play a pivotal role in shaping strategic direction and influencing organisational culture on a wider scale. This stage serves as a bridge between operational leadership and senior strategic leadership, equipping managers and leaders with the insight, skills, and confidence to take on greater responsibilities and drive high-impact outcomes.

Vision Statement: To advance the educational development of mid-level managers and leaders by enabling them to develop their ability to lead and manage teams, projects, processes, manage quality improvement, operational effectiveness, strategic alignment, and staff development. This stage emphasises multi-disciplinary learning, fostering a broader understanding of organisational culture, and empowering staff to drive impactful change within their teams, lead and manage projects and processes. By mastering these competencies, individuals are equipped to transition into senior management and leadership roles, where they will influence strategic direction and organisational culture on a broader scale.

Purpose Statement: To advance the educational development of mid-level managers and leaders by enhancing their expertise in quality improvement, operational effectiveness, strategic alignment, and staff development. This programme fosters multi-disciplinary learning and a deeper understanding of organisational culture, empowering participants to lead impactful change and contribute to the success of their teams and organisations.

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 approaches support a spiral curriculum model, in which key competencies are revisited at progressively deeper levels, and an integrated curriculum approach, where knowledge, skills, and professional behaviours are developed in a connected, holistic way. Learning activities address 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 own learning.

The methods are divided into two primary categories: facilitator-led activities and self-directed activities.

- Facilitator-led activities involve structured instruction led by educators, including lectures, guest presentations, discussions, and practical workshops, all of which provide knowledge and guided learning experiences. Examples are provided against the learning outcomes for each competency statement.
- Self-directed activities encourage individuals to actively participate in their learning through research, coaching and mentoring, peer collaboration, and reflective practices. These activities can be incorporated throughout and tailored to the learning outcomes.

Examples of self-directed activities:

For: ***I communicate with clarity and purpose, including on difficult issues, considering how my words and actions impact on diverse audiences and wider messaging.***

Inclusive Language Practice with Intersectionality Focus: Apply inclusive language that explicitly acknowledges intersectionality in meetings and written communications. Track team response and engagement, and reflect on how this practice supports psychological safety and equity

For: I identify and address underlying issues that lead to conflict, supporting and guiding colleagues, and involving others when wider action is needed.

Inclusion & Power Dynamics: Think back to a recent disagreement. Ask: whose voice was heard? Whose wasn't? Consider any assumptions, lived experiences, or structural factors that shaped the interaction. Reflect on how you can better surface equity, amplify seldom heard voices, and uphold inclusion in future conflict resolution.

For: I work across teams to develop change plans; communicating strategic direction clearly and addressing concerns to minimise disruption.

Change Communication Log: Track communications related to a current change project over two weeks. Reflect on clarity, timing, inclusion, and staff responses. Identify gaps and propose one improvement to enhance understanding and engagement across roles.

By revisiting core concepts through a variety of methods and connecting learning across different contexts, this framework enables learners to deepen their understanding, strengthen interdisciplinary links, and apply their skills in increasingly complex situations. 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 within the NHS

Please note that all facilitator-led and self-directed activities should be considered examples and can be replaced according to context and specific role. For instance, where examples include reference to a specific organisation, learning providers and participants can choose instead to use and draw on a different organisation from outside of the NHS that they know well or have researched.

Introduction to Subject-Specific Topics

The subject-specific topics within this curricula are structured across three key focus areas - Personal Impact, 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 and standardised 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
Personal Impact	Personal Productivity and Wellbeing
Personal Impact	Communicating Well
Personal Impact	Responsibility and Integrity
Managing People and Resources	Building Teams
Managing People and Resources	Performance and Delivery
Managing People and Resources	Efficiency and Effectiveness
Delivering Across Health and Care	Improving quality
Delivering Across Health and Care	Innovation and improvement
Delivering Across Health and Care	Working collaboratively

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

Personal Impact

Focuses on personal capabilities and competencies that are required for managers and leaders do their jobs well in health and social care. This includes being self-aware, understanding others' feelings, and acting with honesty and integrity, and will help managers and leaders be effective, make fair decisions and model inclusive, compassionate



leadership.

Managing people and resources

Focuses on the trust, support and shared purpose required to build strong teams that deliver safe, high-quality care. This includes the need to create safe and inclusive workplaces, help people develop by communicating with them clearly and honestly, and supporting professional growth.

Delivering across health and care

Focuses on keeping teams aligned with the values, strategic objectives, and regulations across the health and care system. This includes the importance of strategic planning, working in partnership and, fair decision making and continuous improvement.

Personal Productivity and Wellbeing - Module Summary

Module Summary	Learning Outcomes for personal productivity and wellbeing By the end of this module, you will be able to: Prioritise for personal productivity • Adapt leadership approaches through reflective practice and feedback, using insight from others to lead inclusively, improve performance, and align team contributions with service and system goals. Develop health and wellbeing strategies • Model a growth-focused mindset that values curiosity, lived experience, and psychological safety, creating space for development and wellbeing across diverse teams. Commit to continuing professional development • Actively engage in coaching, mentoring, and system learning from within and beyond the NHS, to strengthen leadership capability and embed improvement through equity-focused practice. Summary: These learning outcomes support mid-level managers and leaders to be reflective, curious, and inclusive in how they lead and grow. By embracing feedback, coaching, and system insight, they will enhance personal effectiveness, foster equitable development, and embed a culture of continuous improvement that aligns with wider healthcare priorities and reflects the lived experiences of their teams. Keywords: Reflection; Feedback; Growth Mindset; Coaching; Mentoring
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Focus Area	Standard	Competency
Personal Impact	Personal productivity and wellbeing	Prioritise for personal productivity
Competency Statement	I deliver efficiently and on time across teams by planning ahead, managing risks, adjusting priorities, delegating, and managing upwards when necessary.	
Learning Outcomes - You will be able to:	Apply strategic methodologies to plan and manage complex team operations, using reflective practice to evaluate risk, cost-efficiency, and productivity in evolving contexts. Ensure approaches are practical, ethical, and responsive to operational priorities.	
	Embed career coaching-based management and leadership approaches to enhance team autonomy and resilience, leveraging digital enablement and adaptive prioritisation to drive productivity, continuous improvement, and ethically grounded practice.	
	Influence senior stakeholders by engaging them to align resources and overcome barriers, enabling productive delivery of operational priorities. Ensure decisions are informed by different perspectives and contribute to organisational sustainability and effective governance.	
Example Facilitator-Led Activities <i>Please note these are examples and can be replaced according to context and role.</i>		
Career Coaching for Strategic Execution: In facilitated groups, practice career coaching-based management and leadership using recognised models and approaches, such as GROW, to delegate tasks, mitigate risk, and drive productivity. Scenarios could include managing cross-disciplinary teams and balancing autonomy with accountability.		
Influence Simulation: Role-play sessions where participants influence senior stakeholders to align resources, overcome barriers, and embed sustainability into operational decision-making. Scenarios challenge participants to advocate for practices that improve efficiency and governance within complex organisational contexts.		

Focus Area	Standard	Competency
Personal Impact	Personal productivity and wellbeing	Develop health and wellbeing strategies
Competency Statement	I make sure wellbeing is prioritised. I promote conversations about a healthy work culture and encourage others to prioritise their health and wellbeing.	
Learning Outcomes - You will be able to:	Model and embed wellbeing practices that balance personal energy, psychological safety, and team productivity, using reflexive leadership to navigate power dynamics, influence cultural norms, and uphold ethical standards in operational contexts.	
	Facilitate wellbeing conversations that encourage open feedback and foster trust, shared responsibility, and team support. Use coaching-based approaches to help colleagues prioritise health and wellbeing in daily practice.	
	Champion wellbeing as a leadership priority, promoting safe and healthy practices across teams. Use influence to address barriers, support wellbeing initiatives, and sustain team energy, performance, and alignment with organisational goals.	
Example Facilitator-Led Activities <i>Please note these are examples and can be replaced according to context and role.</i>		
Energy Management Workshop - Loehr & Schwartz: Explore the four energy domains (physical, emotional, mental, purpose-driven). In groups, use a reflexive tool to identify energy drains and discuss how ethical management and leadership behaviours and positional power influence team wellbeing and productivity.		
NHS Wellbeing Standards Roundtable: Review NHS frameworks (e.g. civility, burnout prevention). In action learning sets, explore how managers and leaders can embed these standards, challenge unhealthy norms, and promote healthier team culture.		

Focus Area	Standard	Competency
Personal Impact	Personal productivity and wellbeing	Commit to continuing professional development
Competency Statement	I regularly seek feedback on my management and leadership, pursue coaching and mentoring opportunities, and continually build my skills, knowledge and understanding of good practice.	
Learning Outcomes - You will be able to:	Actively seek and apply feedback from colleagues, peers, and teams to adapt leadership approaches, enhance performance, and foster environments that build trust and support team development.	
	Engage in coaching, mentoring, and reflective learning to deepen self-awareness, strengthen leadership capability, and support the growth of others.	
	Stay curious and informed about best practice across health and care, aligning personal development with organisational goals. Model behaviours that support a positive culture and continuous improvement.	
Example Facilitator-Led Activities <i>Please note these are examples and can be replaced according to context and role.</i>		
Double-Loop Learning Workshop: Explore Argyris & Schön's Double-Loop learning as a tool for deep self-inquiry. Use a management and leadership dilemma to examine how assumptions and behaviours can be surfaced and challenged through reflective feedback, especially in relation to positional power and inclusive practice.		
NHS Feedback Cultures Review: Examine NHS feedback approaches (e.g. 360° feedback, compassionate leadership). Facilitate discussion on embedding open feedback loops that support inclusive development and challenge hierarchical barriers to honest dialogue.		

Communicating Well - Module Summary

Module Summary	Learning Outcomes for communicating well By the end of this module, you will be able to: Communicate with clarity and purpose • Model inclusive, ethical communication by recognising how language, tone, and approach impact individuals across diverse identities. • Adjust your style to minimise bias, promote equity, recognise lived experiences, and foster psychologically safe dialogue that supports both wellbeing and performance. Encourage open dialogue and feedback • Create safe, responsive spaces where feedback is normalised and valued. • Use active listening, peer reflection, and inclusive facilitation to strengthen relationships, challenge assumptions, and embed a learning culture rooted in trust and mutual respect. Influence, negotiate and advocate • Advocate for your team's needs using evidence, insight, and collaborative negotiation techniques. • Navigate power dynamics with integrity, escalate only when necessary, and advocate constructively to achieve shared, sustainable outcomes that reflect both local realities and system-wide priorities. Summary: This module develops ethical, inclusive, and strategic communication practices for mid-level managers and leaders. Participants will deepen their ability to foster trust-based dialogue, advocate effectively for their teams, and influence outcomes through collaboration rather than hierarchy. By embedding psychological safety, equity, and local ownership, mid-level managers and leaders can contribute to a more empowered, responsive, and values-led healthcare culture. Keywords: Trust; Inclusion; Feedback; Advocacy; Negotiation; Influence; Psychological Safety
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Focus Area	Standard	Competency
Personal Impact	Communicating well	Communicate with clarity and purpose
Competency Statement	I communicate with clarity and purpose , including on difficult issues, considering how my words and actions impact on diverse audiences and wider messaging.	
Learning Outcomes - You will be able to:	Communicate ethically and inclusively, adapting language and approach to respect and value diverse, intersecting identities across teams, communities, and patient populations, while safeguarding psychological and physical safety.	
	Recognise and address unconscious bias, using reflective practice to understand how communication habits influence team dynamics, wellbeing, and clarity of messaging.	
	Foster environments where all voices are heard, encouraging open dialogue that recognises lived experience, challenges exclusionary behaviours, and builds trust, collaboration, and psychological safety to support safe, inclusive care and working practices.	
Example Facilitator-Led Activities <i>Please note these are examples and can be replaced according to context and role.</i>		
Implicit Bias Workshop: Use Harvard’s Project Implicit framework to explore how unconscious bias can shape communication and inclusion. Facilitate group reflection on how these dynamics influence clarity, leadership behaviours, and team communication.		
NHS EDI Framework Review: Review NHS guidelines with a focus on ethical communication. Facilitate discussion on how managers and leaders can challenge exclusionary behaviours and embed clear, respectful language in everyday practice.		

Focus Area	Standard	Competency
Personal Impact	Communicating well	Encourage open dialogue and feedback
Competency Statement	I help create a safe and inclusive environment - encouraging open dialogue, supporting people to speak up and responding to concerns.	
Learning Outcomes - You will be able to:	Foster an inclusive and psychologically safe environment by encouraging open, respectful dialogue that values diverse perspectives, lived experiences, and promotes staff and patient safety.	
	Embed regular feedback practices that empower all voices to contribute freely and confidently, helping surface insights into safety risks and opportunities for improvement.	
	Proactively identify and address barriers to open communication, recognising how participation and trust shape team and patient safety.	
Example Facilitator-Led Activities <i>Please note these are examples and can be replaced according to context and role.</i>		
Psychological Safety Workshop (Amy Edmondson’s Model): Explore Amy Edmondson’s Model on psychological safety and its role in enabling open dialogue. Critically evaluate relevant case studies to identify how managers and leaders created safe spaces, especially for those with intersecting identities or lived experiences of exclusion.		
NHS Listening & Feedback Framework Overview: Review NHS guidance on listening and feedback. Facilitate group discussions on overcoming communication barriers and promoting participation across roles. Explore how feedback practices contribute to staff and patient safety and improve team culture.		

Focus Area	Standard	Competency
Personal Impact	Communicating well	Influence, negotiate and advocate
Competency Statement	I advocate for others , using their expertise and experience to negotiate mutually beneficial outcomes.	
Learning Outcomes - You will be able to:	Advocate with integrity and insight, representing team needs through evidence, lived experience, and service impact, to shape fair, balanced solutions that benefit staff, patients, and systems, while constructively influencing decision-making and promoting ethical, safe practice across contexts.	
	Negotiate and resolve conflict across boundaries with empathy and purpose, fostering mutual understanding, co-created outcomes, and constructive dialogue, while maintaining team identity and improving service delivery.	
	Escalate strategically and constructively, navigating organisational structures to influence change, address unresolved tensions, and promote local ownership, problem-solving, and accountability.	
Example Facilitator-Led Activities <i>Please note these are examples and can be replaced according to context and role.</i>		
Interest-Based Negotiation Workshop (Fisher & Ury Getting to Yes): Introduce interest-based negotiation principles, such as Fry & Ury's 'Getting to Yes'. Use role-play scenarios to practise advocating for team needs while seeking mutual gain, navigating power imbalances, and avoiding positional conflict.		
NHS Mutual Decision-Making Scenarios: Present examples of NHS mid-level leaders resolving operational challenges collaboratively (e.g. rota changes, resource allocation). Analyse what enabled local resolution versus escalation, with attention to lived experience and team integrity.		

Responsibility and Integrity - Module Summary

Module Summary	Learning Outcomes for responsibility and integrity By the end of this module, you will be able to: Take accountability for actions • Encourage and celebrate respectful, compassionate, and inclusive behaviours, modelling integrity and responsibility even in challenging situations. • Recognise how lived experience and identity shape team dynamics and take ownership for fostering equity and psychological safety. Be visible, transparent and present • Balance openness with sensitivity in communication, ensuring honesty while being mindful of emotional impacts, power dynamics, and intersectional identities. • Demonstrate presence by actively listening and responding with empathy and respect. Manage with civility and compassion • Resolve difficult situations professionally, using emotional intelligence and inclusive leadership to maintain positive relationships and a values-driven workplace culture. • Embed equity and productivity by navigating challenges with compassion and clarity. Summary: These learning outcomes focus on developing mid-level managers and leaders who take responsibility for fostering respect, compassion, and inclusion. By recognising the impact of lived experience and intersectionality, they will communicate with balanced transparency and handle challenges with professionalism and empathy. Through accountable, present, and equity-driven actions, they will also build trust and cultivate a psychologically safe, productive culture. Keywords- Accountability; Responsibility; Transparency; Visibility; Compassion; Respect
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Focus Area	Standard	Competency
Personal Impact	Responsibility and integrity	Take accountability for actions
Competency Statement	I establish clear lines of accountability within or across teams and challenge inappropriate behaviour, as well as any failure to deal with it.	
Learning Outcomes - You will be able to:	Apply emotional intelligence with intention, recognising and regulating your behaviours and emotional responses to maintain professional conduct, strengthen relationships, and support productive, psychologically safe environments that uphold ethical standards and promote staff wellbeing.	
	Engage in reflexive practice to align perception and impact, exploring how your behaviours and decisions are experienced by others. Adjust your management and leadership approaches to reduce perception gaps, foster trust, and enhance team effectiveness in delivering safe, equitable care.	
	Seek and act on feedback with humility and accountability, using insight from colleagues and teams to align intent with impact. Model leadership that supports patient and staff safety and strengthens accountability across teams.	
Example Facilitator-Led Activities <i>Please note these are examples and can be replaced according to context and role.</i>		
Emotional Intelligence & Johari Window Workshop: Use Goleman’s Emotional Intelligence framework and the Johari Window to explore perception gaps. Facilitate peer feedback to strengthen self-awareness, social insight, and productive interpersonal dynamics.		
NHS Multi-Source Feedback Session: Review anonymised 360° feedback examples. Role-play coaching-style responses to feedback, focusing on curiosity, reflection, ethics, and behaviour change that enhances team cohesion and effectiveness.		

Focus Area	Standard	Competency
Personal Impact	Responsibility and integrity	Be visible, transparent and present
Competency Statement	I avoid distractions and give colleagues and patients my full attention, showing that I value their input.	
Learning Outcomes - You will be able to:	Demonstrate focused, distraction-free engagement, showing respect for diverse perspectives and valuing the lived experiences of colleagues and patients, especially in emotionally charged or high-stakes interactions.	
	Apply active listening and empathetic communication to understand, validate, and respond to feelings and needs across varied cultural, social, and professional contexts, including during disagreement or tension. Ensure responses reflect ethical awareness and promote equitable dialogue.	
	Reflect on personal communication habits to identify and reduce biases, micro-behaviours, or patterns that may unintentionally exclude, diminish, or silence others; and adapt approaches to foster psychological safety and mutual respect.	
Example Facilitator-Led Activities <i>Please note these are examples and can be replaced according to context and role.</i>		
Emotional Intelligence Model Workshop: Explore key components of emotional intelligence, focusing on self-awareness, self-regulation, ethical awareness and social skills. Use role-play scenarios to practise attentive listening, emotional acknowledgement, and de-escalation techniques in healthcare settings, especially during moments of tension or disagreement.		
NHS Compassionate Communication Training: Facilitate an interactive session using the NHS framework for compassionate communication. Highlight techniques for active listening, empathy, and managing distractions, with added focus on navigating emotionally charged conversations and influencing outcomes through relational skills.		

Focus Area	Standard	Competency
Personal Impact	Responsibility and integrity	Manage with civility and compassion
Competency Statement	I balance openness with sensitivity when resolving difficult situations. I use supportive, developmental conversations to improve performance.	
Learning Outcomes - You will be able to:	Promote and recognise respectful, ethical, and compassionate behaviours that foster an inclusive workplace culture and positively influence team relationships, service delivery, and psychological safety.	
	Apply communication, negotiation, and influencing strategies that balance honesty, sensitivity, and professionalism when addressing challenging issues, managing performance, or navigating emotionally complex situations.	
	Reflect on conflict resolution approaches to ensure outcomes are empathetic, constructive, and aligned with management and leadership values, using influence and relational skills to support growth, accountability, and team cohesion.	
Example Facilitator-Led Activities <i>Please note these are examples and can be replaced according to context and role.</i>		
Nonviolent Communication (NVC) Workshop: Introduce NVC principles to help participants practise expressing needs and feelings honestly and compassionately, fostering respectful dialogue during conflicts, and recognising how lived experience and identity shape emotional responses and communication needs.		
NHS Compassionate Leadership Seminar: Facilitate discussions on NHS frameworks for compassionate leadership, emphasising transparency, emotional intelligence, and professionalism in resolving difficult conversations. Highlight how intersectionality and lived experience influence how challenge and support are received, and how inclusive communication strengthens team productivity.		

Managing People and Resources

Building Teams - Module Summary

Module Summary	Learning Outcomes for creating a high-performing work environment By the end of this module, you will be able to: Build engagement • Foster a collaborative, motivated and engaged working environment by aligning team strengths with shared goals, recognising contributions, and encouraging meaningful input from all team members. Make sure people feel safe in the workplace • Embed psychological and physical safety by promoting transparency, valuing diverse experiences, and responding promptly to concerns with compassion and accountability. Manage challenges • Respond to pressure and complexity with clarity and fairness by involving others in problem-solving, escalating when needed, and using lessons learned to build team resilience. Summary: This module focuses on building inclusive, resilient and motivated teams where trust and collaboration thrive even under pressure. Mid-level managers and leaders will strengthen their ability to lead with empathy, share responsibility, and foster a psychologically safe culture. Through practical strategies and real-world examples, they will develop confidence in promoting open dialogue, mutual learning, and continuous improvement. Keywords: Engagement; Motivation; Safety; Trust; Inclusion; Resilience
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Focus Area	Standard	Competency
Managing People and Resources	Building teams	Build engagement
Competency Statement	I create an environment where people feel valued and safe. I share successes and lessons learned across teams to increase engagement.	
Learning Outcomes - You will be able to:	Foster a working environment where individuals feel safe to speak up, share ideas, and learn from mistakes without fear. Ensure all voices across roles and identities are heard, respected, and valued as contributors to team growth, ethical practice, and performance.	
	Acknowledge and amplify individual and team successes in ways that are inclusive, meaningful, and identity-aware. Ensure recognition practices reflect diverse contributions, promote a sense of belonging, motivation, and shared purpose, and support staff wellbeing and safe care delivery.	
	Share successes and lessons learned across teams and departments, creating a reliable foundation for innovation and excellence. Align celebration and learning with organisational goals, modelling behaviours that build engagement and a positive team culture.	
Example Facilitator-Led Activities <i>Please note these are examples and can be replaced according to context and role.</i>		
SCARF Model Workshop – Neuroleadership and Inclusive Engagement Use David Rock’s SCARF model (Status, Certainty, Autonomy, Relatedness, Fairness) as a tool for creating psychologically safe and engaging working environments. Participants map how their current management and leadership behaviours impact team motivation, inclusion, and emotional and physical safety. Design small behavioural changes that strengthen equity, amplify diverse voices, and support identity-aware leadership.		
NHS Collaboratives Learning Exchange Simulation: Simulate a mini “cross-team learning exchange” based on NHS collaboratives. Each group shares one success, one learning, and one small failure, with a focus on what others could apply. Emphasise normalising failure, amplifying learning across diverse teams, and creating safe spaces for honest reflection and inclusive insight-sharing.		

Focus Area	Standard	Competency
Managing People and Resources	Building teams	Make sure people feel safe in the workplace
Competency Statement	I assess risks and maintain risk registers, making sure that physical and psychological safety issues and incidents are reported and responded to, trends are identified, and lessons learned are disseminated.	
Learning Outcomes - You will be able to:	Apply risk assessment frameworks to bring to light and address safety concerns, recognising the role of human error, systemic bias, and lived experience. Use peer insight and inclusive dialogue to co-design practical, identity-aware mitigation strategies that uphold ethical standards and support staff and patient safety.	
	Foster a culture where individuals feel safe to raise concerns and share near misses. Ensure feedback loops include frontline insights and lead to visible solutions that strengthen trust, team resilience, and safety.	
	Identify trends and root causes across safety data and wellbeing metrics. Use these insights to design improvement plans that benefit staff and patients, embedding accountability and sustainability.	
Example Facilitator-Led Activities <i>Please note these are examples and can be replaced according to context and role.</i>		
Just Culture & Bias-Aware Risk Workshop: Introduce the “Just Culture” model as a framework for balancing accountability with learning. Explore how unconscious bias, hierarchy, and lived experience can influence risk reporting and response. In groups, assess anonymised case studies and redesign the response to ensure fairness, psychological safety, and visibility of underrepresented voices. Encourage participants to surface assumptions and propose identity-aware improvements.		
NHS Learning from Incidents Roundtable: Host a facilitated session where participants bring anonymised examples of risks, near misses, or incidents. Share how responses were handled, what was learned, and how lessons were (or weren’t) embedded across the system. Emphasise the importance of psychological safety, frontline insight, and creative problem-solving. Encourage participants to co-design feedback loops that amplify diverse perspectives and visibly drive improvement.		

Focus Area	Standard	Competency
Managing People and Resources	Building teams	Manage challenges
Competency Statement	I manage challenges in my area of responsibility. I listen and gather feedback, identify solutions, and escalate upwards if required.	
Learning Outcomes - You will be able to:	Manage challenging circumstances and situations that impact your area of responsibility by gathering feedback, identifying solutions, and escalating when required. Apply inclusive decision-making strategies that promote shared accountability, psychological safety, and cost-conscious, values-led planning.	
	Engage a wide range of colleagues to gather insight and feedback, ensuring proposed solutions reflect diverse roles, perspectives, and needs. Use reflexive practice to balance urgency with equity, financial efficiency, and long-term impact on staff and patient safety.	
	Apply sound judgement to escalate concerns when needed, communicating attempted solutions and wider impact. Ensure escalation processes are safe, constructive, and aligned with organisational values.	
Example Facilitator-Led Activities <i>Please note these are examples and can be replaced according to context and role.</i>		
Adaptive Leadership Simulation: Facilitate a live simulation of a multifaceted challenge (e.g. staffing disruption, policy shift, financial constraint). Use Heifetz’s Adaptive Leadership framework to distinguish technical fixes from adaptive responses. Participants identify stakeholder tensions, cost implications, and leadership behaviours that foster shared accountability and constructive problem-solving.		
NHS Challenge Feedback Forum: In a facilitated session, participants share anonymised operational challenges. Using career coaching techniques (e.g. open questioning, stakeholder mapping), peers explore assumptions, identity-based impacts, and escalation pathways.		

Managing People and Resources

Performance and Delivery - Module Summary

Module Summary	Learning Outcomes for performance and delivery By the end of this module, you will be able to: Provide clear purpose, vision and deliverables • Support individuals to connect their daily work to the organisation's broader mission, using potential conflict as an opportunity to reinforce shared goals and inclusive values. • Ensure that strategic messaging reflects diverse experiences and amplifies seldom heard voices. Manage and measure performance • Address issues relating to performance early and constructively through fair, transparent processes that recognise individual strengths, intersectional identities, and productivity needs. • Promote team accountability while embedding equity and inclusive development. Manage conflict and sensitive conversations • Apply emotionally intelligent, inclusive approaches to resolve tension and restore trust. • Navigate power dynamics with empathy and clarity, protect psychological safety, and ensure all voices, especially those often overlooked, are heard while maintaining focus on outcomes. Summary: These learning outcomes develop mid-level managers and leaders who maintain clarity of purpose and performance while navigating complex interpersonal challenges. By approaching sensitive conversations with empathy, recognising power dynamics, and embedding inclusive feedback practices, they foster a culture of respect, equity, and collaboration, and connect individual contributions to strategic goals, creating conditions where diverse teams thrive, even during conflict. Keywords: Purpose; Clarity; Accountability; Feedback; Empathy; Resolution
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Focus Area	Standard	Competency
Managing People and Resources	Performance and delivery	Provide clear purpose, vision and deliverables
Competency Statement	I communicate the organisation's vision, strategic plan, objectives and performance measures, so people understand their roles and how they can contribute.	
Learning Outcomes - You will be able to:	Translate strategic plans into accessible, values-led messages that reflect diverse roles, lived experiences, and working contexts. Embed ethical principles and inclusive framing to show how individual contributions drive collective impact, ensuring productivity is understood through both outcomes and purpose.	
	Facilitate goal-setting that reflects operational realities, including staff and patient safety. Encourage curiosity and dialogue to help colleagues see how their work contributes to strategic aims, while embedding practices that support autonomy, wellbeing, and effective delivery.	
	Design engagement processes that actively include a range of perspectives. Create safe spaces for feedback and co-creation, ensuring strategic messaging fosters shared ownership and supports organisational priorities.	
Example Facilitator-Led Activities <i>Please note these are examples and can be replaced according to context and role.</i>		
Strategy Storyboarding Workshop: Introduce strategic visualisation tools such as strategy maps and Theory of Change, contextualised through the NHS 10-Year Health Plan. Teams storyboard how national priorities (e.g. workforce growth, retention, safety, and sustainability) connect to their roles and outcomes. Identify areas of uncertainty and opportunity that shape how strategy is understood and enacted locally.		
NHS Values-to-Strategy Alignment Session: Using an anonymised NHS strategic plan, participants work in groups to map how specific team functions contribute to delivering the vision. Reflect on how to communicate this purpose back to their own teams in ways that honour intersectional experiences, operational realities, and the need for inclusive productivity.		

Focus Area	Standard	Competency
Managing People and Resources	Performance and delivery	Manage and measure performance
Competency Statement	I build high performing teams – regularly sharing and learning from feedback, undertaking meaningful appraisals, and helping colleagues reach shared objectives. I manage underperformance proactively, balancing accountability with growth.	
Learning Outcomes - You will be able to:	Build shared ownership by co-creating expectations, recognising contributions, and offering support that reflects individual strengths, needs, and productivity goals.	
	Promote open, constructive feedback that drives learning, accountability, and growth across individuals and teams, supporting safe practice and continuous improvement.	
	Respond to performance issues with empathy and fairness, using clear processes and timely intervention or escalation to support inclusion, uphold patient and staff safety, and maintain team effectiveness.	
Example Facilitator-Led Activities <i>Please note these are examples and can be replaced according to context and role.</i>		
Feedforward Coaching Workshop: Introduce Goldsmith’s “feedforward” model, where participants offer future-focused performance suggestions rather than retrospective critique. Explore how this approach supports psychological safety, inclusion, and continuous improvement. Practice giving and receiving feedforward to build a feedback-rich culture that enhances individual growth, team accountability, and overall productivity.		
NHS Just and Learning Culture Simulation: Facilitate a case simulation where participants apply the NHS “Just Culture” approach to address underperformance with empathy, fairness, and transparency. Examine how inclusive processes support psychological safety, timely escalation, and team effectiveness. Identify practical ways to embed these principles locally, balancing compassion with accountability to sustain a productive and values-driven culture.		

Focus Area	Standard	Competency
Managing People and Resources	Performance and delivery	Manage conflict and sensitive conversations
Competency Statement	I identify and address underlying issues that lead to conflict, supporting and guiding colleagues, and involving others when wider action is needed.	
Learning Outcomes - You will be able to:	Identify and address tensions early by hearing all voices, listening actively, and showing empathy. Apply de-escalation techniques that uphold dignity, inclusion, and team cohesion.	
	Create safe spaces for open dialogue, ensuring all perspectives are heard and guiding teams towards shared, values-aligned solutions that support wellbeing and performance.	
	Use fair and transparent processes to manage conflict, balancing individual needs with team priorities to protect safety and sustain productivity.	
Example Facilitator-Led Activities <i>Please note these are examples and can be replaced according to context and role.</i>		
Conflict Styles & Inclusive Resolution Workshop: Explore the Thomas-Kilmann Conflict Mode Instrument using NHS-inspired scenarios that reflect diverse experiences. Practise adapting responses with curiosity, empathy, and outcome alignment. Discuss how inclusion, power dynamics, and psychological safety shape conflict styles and support team productivity.		
NHS Restorative Just Culture Review: Present NHS Just Culture principles and their role in fair, non-punitive responses to conflict and mistakes. Review examples where relationships were restored through open dialogue. Reflect on how inclusive processes support trust, wellbeing, and team effectiveness.		

Managing People and Resources

Efficiency and Effectiveness - Module Summary

Module Summary	Learning Outcomes for efficiency and effectiveness By the end of this module, you will be able to: Allocate and optimise the use of resources • Effectively deploy time, skills, and assets to meet evolving service needs, adapting priorities to maximise inclusive value, equity of access, and impact across diverse communities. • Apply reflexive practice to ensure resource use reflects operational realities. Maximise best value for public money • Demonstrate accountability and transparency in handling public funds, applying financial policies and controls to sustain quality, trust, and public value. • Recognise how financial decisions affect productivity, equity, wellbeing, and long-term service sustainability. Use data, evidence and critical thinking • Interpret data and evidence with a critical mindset to drive informed decisions that enhance safety, quality, and efficient resource use. • Identify bias, surface seldom heard voices and integrate lived experience alongside formal data to strengthen decision-making and transformation. Summary: These learning outcomes focus on empowering mid-level managers and leaders to make thoughtful, responsible decisions that optimise resources and uphold financial stewardship. By balancing adaptability with rigour, and harnessing inclusive, data-driven insights, they will enhance service sustainability, equity, and public confidence. The module also supports reflexive practice, enabling managers and leaders to embed values, challenge bias, and drive meaningful change across diverse contexts. Keywords: Efficiency; Flexibility; Accountability; Value; Insight; Judgement
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Focus Area	Standard	Competency
Managing People and Resources	Efficiency and effectiveness	Allocate and optimise the use of resources
Competency Statement	I make best use of money, people, and technology across my areas of responsibility, managing risks while maintaining focus on the organisation’s objectives.	
Learning Outcomes - You will be able to:	Apply data-informed approaches to optimise financial, human, and digital resources across teams and priorities. Use workforce analytics and service data to ensure effective allocation, alignment with organisational objectives, and improved productivity.	
	Translate organisational objectives into practical, team-level plans by fostering shared ownership, clarifying priorities, and using collaborative tools. Integrate performance metrics, demographic data, and stakeholder feedback to reflect intersectional needs and drive operational impact.	
	Embed proactive risk identification and response into daily operations by involving diverse perspectives and using predictive data to surface blind spots and strengthen resilience through transparent, values-led decision-making.	
Example Facilitator-Led Activities <i>Please note these are examples and can be replaced according to context and role.</i>		
Collaborative Resource Mapping Workshop: Guide participants to map how their teams currently use people, financial, and digital resources. Facilitate discussion on opportunities to redistribute or better coordinate resources to improve impact and productivity. Encourage consideration of workforce analytics and service demand data to inform decisions.		
Mini Panel: NHS Operational Leads: Invite two NHS senior managers to share real-world strategies for optimising resources under demand. Focus discussion on innovation, prioritisation, and planning for future needs. Highlight how inclusive approaches, lived experience, and data evidence have informed their decisions and improved team productivity and equity.		

Focus Area	Standard	Competency
Managing People and Resources	Efficiency and effectiveness	Maximise best value for public money
Competency Statement	I oversee finances and budgets, flag funding concerns early and look for savings and opportunities to remove waste so we can protect services and patient care.	
Learning Outcomes - You will be able to:	Maintain transparent oversight of budgets and funding, using inclusive, data-informed processes to identify concerns early and involve relevant voices, including seldom heard perspectives, when addressing financial risks and opportunities.	
	Make equitable, evidence-based decisions that maximise value for public money, protect service quality, and ensure resources are distributed fairly across teams and communities	
	Identify and act on opportunities for cost-effective innovation, co-creating improvements that remove waste, safeguard patient outcomes, reflect shared priorities, and demonstrate responsible use of public funds.	
Example Facilitator-Led Activities <i>Please note these are examples and can be replaced according to context and role.</i>		
Health Economics Simulation Workshop: Introduce basic health economics principles using simulated budget scenarios. Participants make allocation decisions balancing quality, productivity, equity, and cost, then reflect on impacts for diverse patient groups and the responsible use of public funds.		
Finance Co-Learning Session: 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, inclusive decision-making practices, and opportunities to protect patient care while maximising public value.		

Focus Area	Standard	Competency
Managing People and Resources	Efficiency and effectiveness	Use data, evidence and critical thinking
Competency Statement	I build a culture where people use data, evidence, digital tools, and critical thinking to identify opportunities to improve sustainability and efficiency.	
Learning Outcomes - You will be able to:	Encourage inclusive data literacy and digital confidence, ensuring colleagues across roles and backgrounds are supported to use digital tools for analysis, decision-making, and innovation. Promote equitable access and address barriers linked to identity and digital exclusion.	
	Guide teams to critically interpret data and evidence, recognising bias, power dynamics, and intersectional impacts. Encourage the integration of qualitative insights and seldom heard voices to surface meaningful opportunities for improvement and equity.	
	Foster cross-disciplinary collaboration to co-create evidence-informed solutions that enhance productivity, efficiency, and long-term value. Encourage practices that reflect diverse perspectives and support better outcomes for patients, staff, and teams.	
Example Facilitator-Led Activities <i>Please note these are examples and can be replaced according to context and role.</i>		
Data Literacy and Bias Workshop: Introduce fundamentals of data interpretation, including recognising bias, exclusion, and equity issues in datasets. Practise analysing anonymised healthcare data to identify insights, challenges, and opportunities to surface seldom heard voices and intersectional impacts.		
NHS Quality Improvement Deep Dive: Analyse a local QI project's data, comparing baseline and outcome figures. Facilitate discussion on how data shaped actions, sustained change, and reflected diverse stakeholder needs. Highlight how inclusive evidence use strengthens long-term public value and supports environmental sustainability.		

Delivering Across Health and Care

Improving Quality - Module Summary

Module Summary	Learning Outcomes for improving quality By the end of this module, you will be able to: Respond to patient safety concerns, needs and preferences • Take timely, informed action to address safety concerns and individual preferences, ensuring care is inclusive, respectful, and shaped by lived experience. • Embed equity and psychological safety into everyday responses, especially for seldom heard voices. Personalise care • Champion equitable, compassionate care by involving patients, carers, and communities in shaping decisions and services. • Use inclusive engagement to reduce disparities, improve experience, and reflect what matters most to diverse individuals. Implement policies and ensure good governance • Implement governance frameworks and policies transparently and inclusively, using data and feedback to support quality improvement, safe practice, and positive outcomes for all patient groups. • Escalate concerns constructively to protect public value and care equity. Summary: These learning outcomes focus on strengthening safe, inclusive, and person-centred care through collaborative decision-making, responsive leadership, and values-led governance. Mid-level managers and leaders will be equipped to embed equity, compassion, and accountability into everyday practice, ensuring systems and services reflect diverse needs, reduce disparities, and improve outcomes for all. Keywords: Safety; Equity; Compassion; Engagement; Governance; Quality
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Focus Area	Standard	Competency
Delivering Across Health and Care	Improving quality	Respond to patient safety concerns, needs and preferences
Competency Statement	I ensure patient and public perspectives shape decisions, culture, and improvement wherever possible. I promote systems that listen, respond, and learn from feedback and concerns, embedding patient-centred thinking across the organisation.	
Learning Outcomes - You will be able to:	Actively seek and integrate diverse patient and family perspectives to shape service delivery and improve quality. Ensure that engagement reflects intersectional needs and contributes to meaningful change.	
	Ensure inclusive, transparent mechanisms are in place to monitor, mitigate, and learn from risk, embedding equity and psychological safety into patient safety processes. Use data and feedback to surface blind spots and strengthen trust across communities.	
	Lead incident responses that are compassionate, open, and rooted in learning, modelling accountability and good practice. Promote improvement by involving affected individuals and using evidence to drive safer outcomes and better care.	
Example Facilitator-Led Activities <i>Please note these are examples and can be replaced according to context and role.</i>		
Patient Partnership Simulation Workshop: Use role-play to simulate patient involvement in service redesign. Guide participants to integrate varied patient experiences into planning and decision-making. Include a debrief to surface blind spots and opportunities for improvement in how patient perspectives are understood and acted upon.		
NHS Patient Safety Incident Response Framework (PSIRF) Workshop: Unpack the NHS PSIRF. In small groups, explore how leaders can foster a culture of empathy, learning, and psychological safety when responding to incidents. Encourage reflection on how equity and inclusion can be embedded in response processes.		

Focus Area	Standard	Competency
Delivering Across Health and Care	Improving quality	Personalise care
Competency Statement	I develop and implement processes to ensure fair treatment and outcomes and encourage a culture in which all voices contribute to delivering universal, personalised care.	
Learning Outcomes - You will be able to:	Model inclusive leadership practices that enable equitable involvement in decision-making, service delivery, and improvement. Create space for diverse voices and lived experiences to shape outcomes across your area of responsibility.	
	Foster a culture where patient and colleague perspectives inform care design, leading to more responsive, individualised services and reduced health disparities. Use feedback loops to surface blind spots and drive continuous improvement.	
	Implement and evaluate processes that remove barriers to equity, enabling teams to co-produce outcomes that improve patient experience and safety. Embed psychological safety, transparency, and reflexive practice into everyday systems.	
Example Facilitator-Led Activities <i>Please note these are examples and can be replaced according to context and role.</i>		
Co-Production in Practice Workshop: Introduce co-production and equity-led design. In small groups, map how inclusive engagement reshapes care delivery. Apply principles to a real NHS improvement challenge, then share reflections on barriers, power dynamics, and opportunities. Each group proposes one actionable change and revisits its feasibility in a peer review round.		
NHS Health Inequalities Framework Review: Review a national NHS approach to reducing disparities (e.g. Core20PLUS5). Facilitate small-group reflection on how strategies can be localised to embed inclusivity and improve outcomes. Groups co-design a brief implementation sketch for their area and exchange feedback to surface blind spots and strengthen equity impact.		

Focus Area	Standard	Competency
Delivering Across Health and Care	Improving quality	Implement policies and ensure good governance
Competency Statement	I help to implement new policies and governance, making sure everyone understands why they are being introduced and how to escalate concerns.	
Learning Outcomes - You will be able to:	Communicate the purpose and impact of policy, governance, and compliance changes in ways that are inclusive, accessible, and relevant to diverse teams. Tailor messaging to reflect operational realities, lived experience, and values alignment.	
	Engage colleagues in reflecting on how changes affect patient care, safety, and equity, encouraging open feedback and surfacing risks early. Facilitate psychologically safe spaces for dialogue and shared problem-solving.	
	Escalate and influence constructively when compliance measures may compromise service quality or patient experience, using research, evidence, and collaborative leadership to advocate for improvement and mitigate unintended harm.	
Example Facilitator-Led Activities <i>Please note these are examples and can be replaced according to context and role.</i>		
CQC KLOEs Workshop: Collaborative Assessment: Review the Care Quality Commission’s Key Lines of Enquiry. In small groups, assess a fictional or anonymised service against one domain (e.g. safe or well-led). Facilitate peer discussion on improvement actions, surfacing equity gaps and patient impact.		
NHS Learning from Deaths Review: Review a sample structured judgement review (SJR). Facilitate small-group reflection on how governance processes drive learning and change. Each group identifies one improvement to strengthen transparency, psychological safety, or patient outcomes.		

Innovation and Improvement - Module Summary

Module Summary	Learning Outcomes for innovation and improvement 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 of experimentation, learning, and psychological safety. • Translate strategic priorities including the NHS digital strategy into meaningful, team-level actions that enhance service delivery. Transform through technology and innovation • Champion digital innovation that enhances patient care, equity, and collaboration. • Stay informed and open to emerging technologies, ensuring usability and accessibility for staff and service users. • Embed the patient voice into service design and improvement. Support others through change • Lead with empathy, clarity, and inclusivity during times of change. • Build trust, reduce resistance, and support others through transition by aligning governance with values, communicating transparently, and involving all relevant stakeholders. Summary: These outcomes cultivate a proactive, inclusive management and leadership approach that embraces continuous improvement, digital transformation, and compassionate change management. Mid-level managers and leaders will gain the confidence and tools to drive innovation, embed strategic priorities (like the NHS digital strategy), and empower others through evolving contexts. The module supports behavioural change through structured methods, reflective practice, and values-led action. Keywords: Improvement; Innovation; Digital Literacy; Technology; Change; Support
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Focus Area	Standard	Competency
Delivering Across Health and Care	Innovation and improvement	Drive continuous improvement and innovation
Competency Statement	I lead innovation and improvement projects and help measure and build my organisation's capability and effectiveness.	
Learning Outcomes - You will be able to:	Drive improvement through collaborative problem solving using inclusive, data-informed approaches that engage diverse perspectives, and intersectional insight to strengthen service outcomes, increase public value, and enhance productivity.	
	Foster innovation to enhance performance by creating conditions where new ideas are tested fairly, and learning from both success and failure is shared openly to drive continuous improvement and operational efficiency.	
	Evaluate and demonstrate impact through insight-led reflection, using qualitative and quantitative data, including research, to ensure improvements are inclusive, meaningful, and aligned with organisational purpose, stakeholder priorities, and productivity goals.	
Example Facilitator-Led Activities <i>Please note these are examples and can be replaced according to context and role.</i>		
Inclusive Problem-Solving Workshop: Facilitate a session using the A3 Thinking model (from Lean) to address a real service issue. Integrate Agile principles such as iterative planning and stakeholder mapping. Emphasise engaging cross-functional voices, using data to identify root causes, and co-designing solutions that reflect lived experience and operational priorities.		
NHS Quality Improvement (QI) Success Stories: Share case studies and facilitate discussion on management and leadership behaviours, psychological safety, and project management approaches (e.g. Kanban boards, retrospectives) that enabled frontline-led innovation and sustained impact.		

Focus Area	Standard	Competency
Delivering Across Health and Care	Innovation and improvement	Transform through technology and innovation
Competency Statement	I support my teams to build their digital skills, and I investigate new technologies that could improve delivery, within my organisation's guidelines.	
Learning Outcomes - You will be able to:	Promote digital innovation by supporting colleagues to identify, test, and adopt technologies that improve services and outcomes across patient and staff journeys.	
	Apply governance principles to ensure the implementation of new technologies aligns with organisational standards, protects users, and embeds accessibility and digital inclusion across systems.	
	Encourage others to maximise the potential of digital tools and data-driven technologies to improve care quality, reduce variation, and support integrated working in line with NHS priorities for personalised care, workforce enablement, and system productivity.	
Example Facilitator-Led Activities <i>Please note these are examples and can be replaced according to context and role.</i>		
Innovation and Safety in Service Delivery Workshop: Explore principles of innovation that enhance safety, equity, and operational efficiency. Use project management tools (e.g. RACI matrix, risk register) to assess how technology adoption can improve outcomes while maintaining governance standards and digital inclusion.		
NHS App Implementation Review: Review lessons from the NHS App rollout, focusing on staff engagement, local adaptation, and inclusive design. Use Agile retrospectives to identify what worked, what didn't, and how digital tools can be scaled across systems in line with NHS Long Term Plan priorities.		

Focus Area	Standard	Competency
Delivering Across Health and Care	Innovation and improvement	Support others through change
Competency Statement	I work across teams to develop change plans; communicating strategic direction clearly and addressing concerns to minimise disruption.	
Learning Outcomes - You will be able to:	Develop and implement change plans collaboratively with key stakeholders, ensuring shared ownership, inclusive engagement, and smooth transitions that reflect operational priorities and lived experience.	
	Use clear, timely, and psychologically safe communication to address concerns, build understanding, and maintain trust and engagement throughout change processes.	
	Identify potential barriers early, respond constructively to resistance, and adapt approaches to sustain momentum, protect service continuity, and maximise productivity across teams and systems.	
Example Facilitator-Led Activities <i>Please note these are examples and can be replaced according to context and role.</i>		
Change Management Framework Workshop: Use a practical change model (e.g. Kotter's 8 Steps adapted for healthcare) and facilitate group mapping of a recent or upcoming change to the steps, identifying roles, communication points, and risks. Guide participants to translate organisational priorities into team-level actions and language.		
NHS Change Champions Panel: Invite NHS staff who have led change to share their experiences and lessons learned. Facilitate small-group reflection on leadership behaviours, communication approaches, and how psychological safety and equity supported successful implementation.		

Delivering Across Health and Care

Working Collaboratively - Module Summary

Module Summary	Learning Outcomes for working collaboratively to achieve results. By the end of this module, you will be able to: Build effective relationships • Develop inclusive, trust-based relationships across roles and boundaries by communicating with empathy, valuing diverse perspectives, and fostering mutual respect. Lead a collaborative team • Create psychologically safe environments where individuals feel empowered to contribute, co-create solutions, and work towards shared goals with clarity, accountability, and collective ownership. Share good practice • Proactively identify, share, and apply insights, innovations, and effective approaches from across the system to drive continuous improvement, learning, and cross-boundary collaboration. Summary: These learning outcomes focus on strengthening collaboration by cultivating trust, leading inclusive and empowered teams, and embedding shared learning across boundaries. By building strong relationships, enabling joint problem-solving, and applying insights from others, mid-level managers and leaders can deliver more integrated, innovative, and equitable services that improve experiences for both staff and patients. Keywords: Trust; Communication; Alignment; Teamwork; Learning; Innovation
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Focus Area	Standard	Competency
Delivering Across Health and Care	Working collaboratively	Build effective relationships
Competency Statement	I create a culture where people support each other and share information that helps improve quality, efficiency and patient and staff satisfaction.	
Learning Outcomes - You will be able to:	Build and sustain inclusive, respectful relationships across teams, departments, and organisations that value diverse perspectives, foster shared goals, and strengthen collective impact.	
	Develop and maintain clear, open channels for communication and knowledge sharing to support effective decision-making, operational efficiency, and mutual learning.	
	Encourage cooperation, trust, and psychological safety that empower staff to contribute, challenge constructively, and innovate together.	
Example Facilitator-Led Activities <i>Please note these are examples and can be replaced according to context and role.</i>		
Cross-Team Collaboration Simulation: Facilitate a scenario-based workshop where participants practise collaborative decision-making and problem-solving with diverse team members. Focus on surfacing assumptions, overcoming silos, and valuing diverse inputs.		
NHS Multidisciplinary Team (MDT) Reflection Session: Review a real-world example of NHS multidisciplinary team working. Highlight communication strategies and collaborative practices that improved patient outcomes. Invite participants to identify one actionable step for their own teams.		

Focus Area	Standard	Competency
Delivering Across Health and Care	Working collaboratively	Lead a collaborative team
Competency Statement	I build and lead collaborative teams and help colleagues use their ideas and expertise to drive improvement.	
Learning Outcomes - You will be able to:	Build inclusive teams with clearly defined roles that enable equitable contribution and foster open dialogue, psychological safety, and shared accountability, with awareness of health inequalities and system-wide impact.	
	Promote transparency and effective exchange of ideas by modelling open communication, active listening, and curiosity to support collective decision-making, innovation, and strategic, values-led collaboration.	
	Empower team members to identify, test, and implement improvements using transformation loops and reflexive practice that enhance efficiency, service quality, and outcomes.	
Example Facilitator-Led Activities <i>Please note these are examples and can be replaced according to context and role.</i>		
Belbin Team Roles Workshop: Explore Belbin’s team role theory. Participants identify their own roles and those of colleagues, then engage in group discussions on achieving balanced, high-performing teams. Reflect on how role clarity supports psychological safety, shared accountability, and inclusive contribution, including awareness of health inequalities.		
NHS Improvement Collaborative Review: Study a recent NHS collaborative (e.g. Getting It Right First Time or Maternity Safety Collaboratives). Discuss how cross-team working delivered measurable improvements, and reflect on leadership behaviours that enabled inclusive engagement, strategic planning, and sustained change		

Focus Area	Standard	Competency
Delivering Across Health and Care	Working collaboratively	Share good practice
Competency Statement	I support colleagues to identify and share good practice within and beyond the team to promote the learning of others.	
Learning Outcomes - You will be able to:	Recognise and share effective approaches within your area to foster a culture of continuous improvement, inclusive learning, and visible impact, including those addressing health inequalities.	
	Encourage open knowledge exchange across teams and stakeholders to strengthen collective capability, service quality, and shared learning.	
	Use feedback and data to inform improvements, share lessons learned, and prevent repeated mistakes, ensuring learning is transparent and productivity-focused.	
Example Facilitator-Led Activities <i>Please note these are examples and can be replaced according to context and role.</i>		
Knowledge Management Models Workshop: Introduce Nonaka & Takeuchi's SECI model (Socialisation, Externalisation, Combination, Internalisation). Facilitate a team mapping exercise to identify where tacit and explicit knowledge currently flows, as well as where it doesn't. Capture improvement ideas, including those addressing health inequalities, and revisit in the next session.		
NHS Horizons Innovation Exchange: Explore the NHS Horizons platform and its role in sharing innovation. Invite a speaker who has used it to implement change. Encourage participants to identify one idea they could trial locally and log outcomes in a shared tracker.		



Curriculum: Stage Three

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Introduction

Stage 3 - Senior Managers and Leaders - Curricula Vision & Purpose Statements

Stage 3 - Senior Managers and Leaders is designed to equip experienced managers and leaders with the advanced knowledge, skills and behaviours necessary to manage and lead at a senior organisational level. Building on the competencies developed in previous stages, this stage focuses on strategic planning, resource optimisation and large-scale staff development, ensuring that senior managers and leaders are well-prepared to drive high-level organisational success.

At this level, managers and leaders are expected to influence not only their teams but also broader organisational culture and sector-wide policy. This stage encourages reflective practice, fostering a leadership mindset that promotes inclusivity, innovation and long-term strategic vision. Managers and leaders will refine their ability to manage and lead complex projects, implement organisational change and optimise resources effectively, ensuring sustainable growth and operational excellence.

By mastering these advanced management and leadership capabilities, individuals will be equipped to transition into strategic leadership roles, where they will shape policy, drive innovation and contribute to the evolution of the NHS. This stage prepares managers and leaders to become role models within their organisations, fostering a high-performance culture that aligns with organisational values and broader NHS goals.

Vision Statement: To advance the educational development of senior managers and leaders by enabling them to develop their ability to lead and manage teams, projects, processes, develop strategic planning, resource optimisation and large-scale staff development skills. As with all stages, it encourages reflective practice, enabling managers and leaders to become role models who shape an inclusive and high-performing organisational culture. By mastering these advanced management and leadership capabilities, individuals are prepared to transition into strategic management and leadership roles, where they will drive innovation and influence policy at a sector-wide level.

Purpose Statement: To support the educational development of senior managers and leaders by providing advanced learning opportunities in strategic planning, resource optimisation and large-scale staff development. This programme promotes reflective practice, empowering participants to serve as role models and architects of an inclusive, high-performing organisational culture.

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 approaches support a spiral curriculum model, in which key competencies are revisited at progressively deeper levels, and an integrated curriculum approach, where knowledge, skills, and professional behaviours are developed in a connected, holistic way. Learning activities address 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 own learning.

The methods are divided into two primary categories: facilitator-led activities and self-directed activities.

- Facilitator-led activities involve structured instruction led by educators, including lectures, guest presentations, discussions, and practical workshops, all of which provide knowledge and guided learning experiences. Examples are provided against the learning outcomes for each competency statement.
- Self-directed activities encourage individuals to actively participate in their learning through research, coaching and mentoring, peer collaboration, and reflective practices. These activities can be incorporated throughout and tailored to the learning outcomes.

Examples of self-directed activities:

For: *I take responsibility for my team's actions, ensure we are fair and inclusive, and challenge inappropriate behaviour and any failure to address it.*

Values Challenge Session: Facilitate a brief team session to explore what fairness, inclusion, and accountability look like in practice. Use live examples and reflexive prompts to generate shared standards,

surface hidden assumptions, and agree on one collective behaviour to revisit and refine.

For: ***I help to articulate a clear vision for the organisation and work with senior leaders to turn national goals into practical plans with measurable deliverables.***

Vision Reflection Journal: Reflect on how your team's current objectives align with your organisation's vision. Capture where alignment is strong or missing, and write one change that could enhance clarity, inclusivity, or connection to purpose, especially for underrepresented groups.

For: ***I champion the use of data, evidence, digital tools and critical thinking to design more accessible, inclusive, and sustainable services.***

Bias Spotting Dialogue: Pair up with another senior colleague, and reflect on a recent decision using the following three questions as your prompts: "What assumptions did I make?", "What did I ignore?", and "What data would change my mind?" Discuss alternative perspectives, and explore how power, privilege, or positionality may have shaped your decision. Revisit the decision after applying new insights or innovative approaches.

By revisiting core concepts through a variety of methods and connecting learning across different contexts, this framework enables learners to deepen their understanding, strengthen interdisciplinary links, and apply their skills in increasingly complex situations. 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 within the NHS

Please note that all facilitator-led and self-directed activities should be considered examples and can be replaced according to context and specific role. For instance, where examples include reference to a specific organisation, learning providers and participants can choose instead to use and draw on a different organisation from outside of the NHS that they know well or have researched.

Introduction to Subject-Specific Topics

The subject-specific topics within this curricula are structured across three key focus areas - Personal Impact, 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 and standardised 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
Personal Impact	Personal Productivity and Wellbeing
Personal Impact	Communicating Well
Personal Impact	Responsibility and Integrity
Managing People and Resources	Building Teams
Managing People and Resources	Performance and Delivery
Managing People and Resources	Efficiency and Effectiveness
Delivering Across Health and Care	Improving quality
Delivering Across Health and Care	Innovation and improvement
Delivering Across Health and Care	Working collaboratively

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



with confidence and expertise.

Personal Impact

Focuses on personal capabilities and competencies that are required for managers and leaders do their jobs well in health and social care. This includes being self-aware, understanding others' feelings, and acting with honesty and integrity, and will help managers and leaders be effective, make fair decisions and model inclusive, compassionate leadership.

Managing people and resources

Focuses on the trust, support and shared purpose required to build strong teams that deliver safe, high-quality care. This includes the need to create safe and inclusive workplaces, help people develop by communicating with them clearly and honestly, and supporting professional growth.

Delivering across health and care

Focuses on keeping teams aligned with the values, strategic objectives, and regulations across the health and care system. This includes the importance of strategic planning, working in partnership and, fair decision making and continuous improvement.

Personal Impact

Personal Productivity and Wellbeing - Module Summary

Module Summary	Learning Outcomes for balancing safety, productivity and wellbeing By the end of this module, you will be able to: Prioritise for personal productivity • Apply strategic approaches to evaluating and scaling innovation, aligning time and resources with high-impact, inclusive organisational goals. • Use techniques such as reflexive feedback loops, digital optimisation, and values-led delegation to maximise productivity across diverse teams and systems. Develop health and wellbeing strategies • Lead the creation of psychologically and physically safe environments through reflexive, equity-focused strategies. • Identify and address systemic barriers to wellbeing, embed inclusive support systems, and champion work-life balance as a driver of engagement, retention, and service quality. Commit to continuing professional development • Model reflexive leadership by embedding structured self-inquiry, curiosity, and feedback into everyday practice. • Champion inclusive innovation, horizon scanning, and cross-system learning to ensure personal and organisational growth aligns with NHS strategic priorities and equity goals. Summary: These learning outcomes equip senior managers and leaders to operate strategically while embedding reflexive practice, inclusive innovation, and wellbeing into their everyday role. They will learn to prioritise with clarity, challenge assumptions and power dynamics, and foster cultures of safety, learning, and productivity that support long-term NHS transformation. Keywords: Productivity; Psychological Safety; Innovation; Strategic Reflection; System Learning
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Focus Area	Standard	Competency
Personal Impact	Personal productivity and wellbeing	Prioritise for personal productivity
Competency Statement	I manage and align complex and evolving priorities across my areas of responsibility to ensure timely and cost-effective delivery.	
Learning Outcomes - You will be able to:	Shape evolving priorities and embed cost-efficiency and digital innovation to deliver long-term performance improvements across systems, while safeguarding patient and staff safety.	
	Lead inclusive, cross-functional planning and service redesign by integrating insights from frontline staff, reverse mentoring, and lived experience, amplifying seldom-heard voices and aligning with organisational values and whistleblowing protections.	
	Embed reflective and accountable management and leadership practices that address risk, inefficiency, and systemic bias, using coaching-based approaches and performance management frameworks to create continuous feedback and learning loops that support strategic planning and staff wellbeing.	
Example Facilitator-Led Activities <i>Please note these are examples and can be replaced according to context and role.</i>		
Strategic Prioritisation with the Cynefin Framework: Explore how senior managers and leaders make decisions in complex and changing environments using the Cynefin Framework. Apply it to identify challenge types and plan strategic responses across services, safeguarding patient and staff safety while sustaining performance.		
NHS Digital Maturity Assessment - Strategic Use of Tools: Critically evaluate the NHS Digital Maturity Assessment and examples from digitally advanced Trusts. Facilitate discussion on how digital tools can support long-term productivity, cost-effectiveness, and staff wellbeing.		

Focus Area	Standard	Competency
Personal Impact	Personal productivity and wellbeing	Develop health and wellbeing strategies
Competency Statement	I lead on building strategies for colleague health and wellbeing, removing barriers and ensuring colleagues have access to appropriate support and resources.	
Learning Outcomes - You will be able to:	Design and lead workplace strategies that promote physical and psychological safety, address systemic barriers to equity and wellbeing, and foster a culture of trust, openness, and inclusive productivity, underpinned by compassionate and ethical leadership.	
	Evaluate the long-term impact of wellbeing initiatives on team performance, engagement, and retention, using staff insight and data to inform continuous improvement and workforce planning.	
	Model compassionate leadership by proactively addressing work-life balance, championing access to support, and embedding wellbeing into strategic planning and operational delivery, while safeguarding patient and staff safety.	
Example Facilitator-Led Activities <i>Please note these are examples and can be replaced according to context and role.</i>		
Strategic Use of SCARF for Organisational Safety: Explore how the SCARF model (Rock) supports psychological safety at scale, especially for marginalised or underrepresented groups. Apply it to analyse cultural or system-level blockers to equity, trust, and autonomy. Develop a strategy to improve fairness and inclusive decision-making across services.		
NHS Growing Occupational Health and Wellbeing Together: Examine this NHS England programme and its strategic implementation. Assess how local systems can embed long-term, integrated wellbeing support aligned with workforce planning and retention. Identify one opportunity to improve provision across roles and demographics.		

Focus Area	Standard	Competency
Personal Impact	Personal productivity and wellbeing	Commit to continuing professional development
Competency Statement	I model and promote skills and knowledge development. I support learning, curiosity, innovation and the adoption of good practice.	
Learning Outcomes - You will be able to:	Embed reflexive practice as a strategic professional development tool, using it to examine assumptions, power dynamics, and decision-making. Apply insights to drive cultural improvement, inform inclusive strategies, and enhance organisational learning, with attention to health inequalities and staff safety.	
	Critically evaluate internal and external innovations, identifying scalable practices that support growth, align with NHS strategic priorities, improve workforce productivity, and ensure safe care.	
	Model curiosity and continuous learning by leading horizon-scanning, knowledge-sharing, and reflexive dialogue across teams. Promote inclusive innovation and safe spaces for challenge, reflection, and strategic alignment, underpinned by compassionate leadership.	
Example Facilitator-Led Activities <i>Please note these are examples and can be replaced according to context and role.</i>		
Double-Loop Learning for Organisational Growth: Explore Argyris & Schön’s double-loop learning model and how it supports deeper reflexive practice at a system level. Apply it to a recent strategic decision and examine which assumptions, power dynamics, or biases should be challenged to enable inclusive innovation		
NHS Horizons – Adopting and Spreading Innovation: Analyse NHS Horizons’ approach to scaling good practice and system learning. Identify a successful local innovation and develop a plan to embed it, ensuring strategic alignment and productivity gains.		

Communicating Well - Module Summary

Module Summary	Learning Outcomes for communicating well By the end of this module, you will be able to: Communicate with clarity and purpose • Communicate with clarity and purpose across senior and cross-system settings. • Adapt tone, format, and message for strategic impact, ensuring alignment with organisational values, power dynamics, and audience needs. Encourage open dialogue and feedback • Model inclusive leadership by creating psychologically safe spaces for open feedback, honest dialogue, and diverse perspectives. • Listen reflexively and respond in ways that build trust, collaboration, and shared accountability. Influence, negotiate and advocate • Use strategic influence and ethical negotiation to align people, priorities, and outcomes. • Advocate effectively with evidence, empathy, and lived experience, maintaining strong relationships across organisational boundaries. Summary: These learning outcomes support senior managers and leaders to communicate with strategic intent, foster inclusive dialogue, and influence across systems. By listening reflexively, managing upwards, and advocating with integrity, they will build cultures of trust, shared purpose, and sustainable impact. Keywords: Strategic Communication; Listening; Feedback; Influence; Negotiation; Dialogue
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Focus Area	Standard	Competency
Personal Impact	Communicating well	Communicate with clarity and purpose
Competency Statement	I am flexible and inclusive in the way I communicate, and I support others to do the same.	
Learning Outcomes - You will be able to:	Use inclusive ethical communication approaches to foster trust, accountability, and continuous improvement. Apply reflexive practice to examine how power dynamics and health inequalities shape feedback and influence team culture and productivity.	
	Enable open dialogue across hierarchies, disciplines, and teams by embedding feedback systems that welcome diverse perspectives. Champion equity, psychological safety, and strategic leadership as drivers of collaboration and shared decision-making.	
	Lead with curiosity and reflexivity to strengthen collaboration, address power imbalances, and support shared decision-making. Use structured listening to surface lived experiences and embed inclusive leadership behaviours.	
Example Facilitator-Led Activities <i>Please note these are examples and can be replaced according to context and role.</i>		
Strategic Feedback Using the Radical Candour Model: Use the Radical Candour framework (Scott) to explore how senior managers and leaders balance challenge with care. Apply it to strategic feedback scenarios involving cross-functional, senior-to-senior, or high-stakes conversations, with an attention to power dynamics, positional influence, and inclusive communication.		
NHS Civility Saves Lives – Systemic Impact of Inclusive Feedback: Explore the NHS Civility Saves Lives campaign. Facilitate discussion on how micro-behaviours and inclusive feedback shape team culture, safety, and collaboration. Create action plans to embed inclusive dialogue, compassionate leadership, and reflexive feedback practices into everyday leadership, addressing hierarchy, bias, and strategic impact on patient and staff safety.		

Focus Area	Standard	Competency
Personal Impact	Communicating well	Encourage open dialogue and feedback
Competency Statement	I lead by example and invite feedback on my actions from staff and patients – creating space for honesty without fear of consequences.	
Learning Outcomes - You will be able to:	Embed open feedback systems that enable colleagues to safely share observations about your management and leadership behaviours. Surface diverse perspectives and support continuous learning, relational trust, inclusive performance, and safe speaking-up and whistleblowing practices that protect patient and staff safety.	
	Model vulnerability and humility by actively inviting feedback and demonstrating how it informs reflexive adaptation, strengthens leadership impact, and addresses positional power, bias, and the safety implications of silence or fear in teams.	
	Create team cultures where feedback is mutual, routine, and depersonalised, reducing fear, amplifying equity, and enhancing shared accountability, productivity, psychological safety, and confidence in speaking up to safeguard staff wellbeing and patient care.	
Example Facilitator-Led Activities <i>Please note these are examples and can be replaced according to context and role.</i>		
The Johari Window and Blind Spots: Use the Johari Window model to explore known and unknown management and leadership behaviours. Participants reflect on blind spots and work in pairs before joining action learning sets to test feedback-seeking behaviours in high-trust scenarios and plan real-world experiments.		
NHS Leadership 360 Review - Strategic Use of Upward Feedback: Review how 360-degree feedback tools have been applied in the NHS. Evaluate their impact through group analysis and shadowing, and plan how to create feedback systems that balance honesty, care, and action across leadership levels with strategic follow-up loops.		



Focus Area	Standard	Competency
Personal Impact	Communicating well	Influence, negotiate and advocate
Competency Statement	I influence and negotiate across functions or systems, acting as an advocate to improve outcomes and experiences for all.	
Learning Outcomes - You will be able to:	Apply ethical influencing and negotiation strategies to secure buy-in, align stakeholders, and drive productivity and service improvements that reflect diverse needs and operational realities.	
	Act as a system-level advocate by aligning organisational and national priorities with staff, patient, and partner needs, balancing competing demands to improve outcomes and safety.	
	Model collaborative advocacy by using data, storytelling, and dialogue to shape decisions, challenge constructively, and build trust across boundaries, enhancing equity, performance, and strategic impact on patient and staff wellbeing.	
Example Facilitator-Led Activities <i>Please note these are examples and can be replaced according to context and role.</i>		
Strategic Negotiation Using Interest-Based Relational Approach (IBR) : Explore the IBR method (Fisher & Ury) for principled negotiation. Apply it to a cross-departmental NHS scenario through simulation, resolving competing priorities while maintaining relationships and surfacing shared interests.		
NHS Evidence-Based Advocacy in Action: Analyse how other senior NHS managers and leaders have used data, patient insight, and staff voice to influence change (e.g. GIRFT or quality improvement initiatives). Design your own advocacy case based on a real operational challenge and test it in a peer feedback loop.		

Personal Impact

Responsibility and Integrity - Module Summary

Module Summary	Learning Outcomes for responsibility and integrity By the end of this module, you will be able to: Take accountability for actions • Consistently own your decisions and behaviours, embracing both successes and setbacks. • Demonstrate reliability by reflecting on experiences, learning from outcomes, and modelling personal responsibility in ways that foster trust and growth. Be visible, transparent and present • Sustain an engaged, authentic, and approachable management and leadership presence across teams, departments and the wider organisation. • Communicate openly and consistently to build trust, provide clarity, and ensure psychological safety and accessibility. Manage with civility and compassion • Lead with fairness, empathy, and respect. • Apply trauma-informed and inclusive approaches to decision-making and interpersonal dynamics, creating environments where people feel valued, supported, and are able to thrive even through challenge and change. Summary: These learning outcomes develop senior managers and leaders who embrace responsibility, maintain authentic visibility, and lead with empathy and respect. By embodying accountability, transparency, and compassionate conduct, they foster psychological safety, build trust, and cultivate a positive, inclusive culture that inspires confidence and sustained performance across their organisations. Keywords: Accountability; Responsibility; Transparency; Visibility; Compassion; Respect
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Focus Area	Standard	Competency
Personal Impact	Responsibility and integrity	Take accountability for actions
Competency Statement	I take responsibility for my team’s actions, ensure we are fair and inclusive, and challenge inappropriate behaviour and any failure to address it.	
Learning Outcomes - You will be able to:	Demonstrate visible and values-led accountability by addressing behaviours and decisions that conflict with fairness, inclusion, or professional standards, using reflexive practice to surface bias, uphold integrity, and strengthen compassionate leadership.	
	Embed systems of shared responsibility and psychological safety that promote inclusive practice, timely challenge, and collective ownership of outcomes, enabling trauma-informed leadership that recognises lived experience, reduces harm, and improves patient and staff safety.	
	Model the courage to challenge inaction and uphold organisational values, using ethical management and leadership practices to foster learning, repair trust, and drive behavioural change.	
Example Facilitator-Led Activities <i>Please note these are examples and can be replaced according to context and role.</i>		
Ethical Leadership in Action - Using Rest’s Four-Component Model : Revisit Schön’s concepts of Reflection-in-Action and Reflection-on-Action. Use a recent workplace scenario in peer action learning sets to explore personal reactions, assumptions, and decision-making processes, applying Rest’s model to surface ethical tensions and trauma-informed responses.		
NHS WRES and Speaking Up Initiatives: Review data and examples from the Workforce Race Equality Standard (WRES) and Freedom to Speak Up. Facilitate strategic planning in peer groups to embed accountability, respond to concerns, and design trauma-informed systems that support safe challenge and inclusive practice.		

Focus Area	Standard	Competency
Personal Impact	Responsibility and integrity	Be visible, transparent and present
Competency Statement	I am readily accessible and visible to others, joining team and stakeholder meetings and communicating frequently through different channels.	
Learning Outcomes - You will be able to:	Demonstrate management and leadership visibility through intentional, inclusive, and responsive communication across teams, services, and settings, ensuring presence is felt as well as seen, and enabling safe speaking-up and whistleblowing to protect staff and patient safety.	
	Establish and maintain structured opportunities for staff engagement that foster trust, openness, and collaboration, reducing hierarchy and promoting clear communication.	
	Use varied communication platforms and approaches to stay accessible, promote clarity, and strengthen relationships with colleagues and stakeholders; adapting style and frequency to meet diverse needs and support safe escalation.	
Example Facilitator-Led Activities <i>Please note these are examples and can be replaced according to context and role.</i>		
Visibility Workshop Using Kouzes and Posner’s "Leadership Challenge" Model: Participants explore the "Model the Way" practice from Kouzes and Posner’s framework, reflecting on how visible management and leadership foster trust and support safe escalation. Through simulation roleplay and peer feedback, they practise techniques, such as open-door communication, team visits, and multi-channel messaging to improve approachability, presence, and strategic responsiveness to staff and patient safety concerns.		
NHS Leadership Walkrounds and Staff Engagement Feedback Session: Explore how NHS senior managers and leaders could use structured walkrounds to increase visibility and gather frontline feedback. Using an action learning set, participants simulate a walkround, practising active listening, patient-informed communication, and reflexive responses to staff insight.		

Focus Area	Standard	Competency
Personal Impact	Responsibility and integrity	Manage with civility and compassion
Competency Statement	I promote compassionate and inclusive leadership, including identifying and calling out discourteous or inappropriate behaviour.	
Learning Outcomes - You will be able to:	Recognise and respond swiftly to behaviours that undermine inclusivity, respect, and team cohesion, using trauma-informed and reflexive challenge techniques that reduce harm, promote learning, and safeguard patient and staff safety.	
	Develop and embed a culture where respectful conduct is the norm. Use proactive, inclusive measures to prevent misconduct, address health inequalities, and support psychologically safe, values-led workplace dynamics.	
	Use ethical and transparent approaches to managing conflict and behavioural issues, balancing accountability with compassionate leadership to support sustained improvement and team morale.	
Example Facilitator-Led Activities <i>Please note these are examples and can be replaced according to context and role.</i>		
Conflict Resolution Role Play Using the Thomas-Kilmann Model: Participants identify their default conflict styles and practice assertive yet respectful and compassionate challenge techniques in realistic NHS workplace scenarios involving inappropriate behaviour. Debrief includes reflection on psychological safety and the impact of style choice.		
NHS Freedom to Speak Up Case Review and Group Reflection: Review anonymised cases from NHS Freedom to Speak Up reports where discourteous or inappropriate behaviour was challenged. Facilitate group reflection on what worked, what didn't, and how organisational responsiveness could be improved. Emphasise ethical, trauma-informed approaches and inclusive escalation pathways.		

Managing People and Resources

Building Teams - Module Summary

Module Summary	Learning Outcomes for building teams By the end of this module, you will be able to: Build engagement • Drive organisational motivation by aligning purpose, performance, and recognition. • Build trust and belonging through inclusive leadership that values contribution and showcases success. Make sure people feel safe in the workplace • Embed psychological and physical safety by addressing risks, listening without judgement, and implementing visible, preventative measures that empower staff to speak up and thrive. Manage challenges • Anticipate and respond to complex challenges with fairness and clarity. • Use lessons learned and shared problem-solving to navigate uncertainty and support team resilience and accountability. Summary: This module equips senior managers and leaders with the skills required to foster high-performing, psychologically safe, inclusive and values-driven teams. By aligning purpose with recognition, embedding preventative safety measures, and responding to challenges with clarity and compassion, they will strengthen engagement, resilience, and trust across their systems. The emphasis on shared learning and adaptive problem-solving ensures that both people and processes are supported through complexity and change. Keywords: Engagement; Safety; Empowerment; Accountability; Motivation; Resilience
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Focus Area	Standard	Competency
Managing People and Resources	Building teams	Build engagement
Competency Statement	I foster a culture of respect and creativity that motivates people and values everyone's ideas.	
Learning Outcomes - You will be able to:	Analyse factors that influence motivation across the organisation. Design and implement interventions that remove barriers, foster engagement, and embed a culture of recognition, creativity, innovation, and continuous improvement.	
	Model and embed recognition practices that celebrate contributions at all levels, reinforcing trust and collective performance through approaches that inspire curiosity and creativity.	
	Foster a culture of mutual respect where individuals feel valued, inspired, and empowered to contribute creatively, take risks, speak up, and learn from both mistakes and successes to drive improvement.	
Example Facilitator-Led Activities <i>Please note these are examples and can be replaced according to context and role.</i>		
Strategic Motivation Lab Using Deci & Ryan's Self-Determination Theory: Explore autonomy, competence, and relatedness as foundational motivational drivers. Through scenario-based simulation, participants diagnose common demotivators in NHS settings and co-design strategies to remove barriers and enhance engagement when motivation is undermined.		
NHS Trust 'Success Showcasing' Simulation Workshop: Using real NHS examples, simulate an inclusive engagement campaign to showcase success across departments. Participants design strategic messaging and recognition channels that avoid tokenism and hierarchy, and promote psychological safety, shared ownership, and visibility of whistleblowing protections.		

Focus Area	Standard	Competency
Managing People and Resources	Building teams	Make sure people feel safe in the workplace
Competency Statement	I implement appropriate safety policies, ensuring everyone understands their role in achieving a safe working environment and has access to safety training.	
Learning Outcomes - You will be able to:	Evaluate and strengthen organisational policies and systems that underpin physical and psychological safety, ensuring they are proactive, evidence-informed, and supported by clear accountability and escalation pathways.	
	Allocate time, resources, and leadership visibility to embed a safety culture at all levels, ensuring teams are equipped to identify, manage, and learn from risks in ways that protect staff wellbeing, patient safety, and service quality.	
	Promote shared responsibility for safety by ensuring all staff understand their role in maintaining a safe, high-performing environment, and feel empowered to speak up, raise concerns (including through whistleblowing channels), and act without fear of reprisal.	
Example Facilitator-Led Activities <i>Please note these are examples and can be replaced according to context and role.</i>		
Embedding Safety Culture with Reason’s Swiss Cheese Model: Analyse a multi-department case study involving a serious incident. Use Reason’s model to identify latent system failures, design interventions, and develop a plan to strengthen safety barriers across organisational layers, governance structures, and escalation pathways, with attention to patient and staff safety.		
NHS Safety Champions Simulation and Strategy Lab: Explore NHS Trust examples of Safety Champion models. Participants simulate launching or enhancing such a scheme in their own setting, considering structure, communication flow, integration with governance, and alignment with Freedom to Speak Up principles. Emphasis is placed on senior visibility, responsiveness, and strategic leadership in cultural embedding.		

Focus Area	Standard	Competency
Managing People and Resources	Building teams	Manage challenges
Competency Statement	I shape and facilitate solutions to complex challenges – spotting risks early, setting out clear expectations, and empowering others to identify, develop, implement, and evaluate solutions.	
Learning Outcomes - You will be able to:	Proactively assess strategic risks and opportunities, aligning responses with organisational goals and long-term priorities, including mechanisms for safe escalation and learning from concerns raised.	
	Create the conditions for others to lead problem-solving by setting clear expectations, sharing learning from past challenges, and supporting innovation and curiosity through psychologically safe, transparent, and inclusive practices.	
	Embed continuous improvement by using good practice, data, and reflective evaluation, including insights from whistleblowing, Freedom to Speak Up disclosures, and lived experience to guide decision-making and strengthen future performance.	
Example Facilitator-Led Activities <i>Please note these are examples and can be replaced according to context and role.</i>		
Double-Loop Learning & Strategic Failure Review: Using Argyris & Schön’s Double-Loop Learning model, reflect on a complex organisational challenge involving risk or escalation. In action learning sets, reframe root causes and assumptions, and co-design system-level changes to prevent recurrence and strengthen safety.		
Risk and Innovation Alignment Strategy Lab: Explore how NHS Trusts have aligned innovation with risk mitigation during major system overhauls (e.g. digital transformation, workforce redesign). Participants assess what made the approach successful, including how staff voice and escalation informed decisions, and draft a framework to apply similar practices in their own area.		

Managing People and Resources

Performance and Delivery - Module Summary

Module Summary	Learning Outcomes for performance and delivery By the end of this module, you will be able to: Provide clear purpose, vision and deliverables • Communicate team goals and the broader organisational mission with clarity, helping individuals understand how their work contributes to shared success and long-term impact. Manage and measure performance • Apply fair, consistent approaches to set expectations, review progress, and give feedback that supports continuous improvement, accountability, and inclusive growth. Manage conflict and sensitive conversations • Approach difficult conversations with empathy and clarity, using effective communication techniques to address issues constructively and maintain strong working relationships. Summary: These outcomes focus on developing senior managers and leaders who inspire clarity of purpose, uphold high standards, and navigate sensitive conversations with empathy and fairness. By aligning individual contributions with organisational goals, supporting performance, and addressing challenges openly, they foster and model a culture of accountability, trust, and continuous development. Keywords: Purpose; Clarity; Accountability; Feedback; Empathy; Resolution
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Focus Area	Standard	Competency
Managing People and Resources	Performance and delivery	Provide clear purpose, vision and deliverables
Competency Statement	I help to articulate a clear vision for the organisation and work with senior leaders to turn national goals into practical plans with measurable deliverables.	
Learning Outcomes - You will be able to:	Co-create and communicate a vision that reflects NHS values, national priorities, and diverse lived experiences, inspiring inclusive ownership and direction through compassionate and ethical leadership.	
	Collaborate with executive and cross-functional leaders to turn strategic goals into measurable plans, integrating equity, productivity, health inequalities, and insights from seldom heard voices, while strengthening patient and staff safety.	
	Champion purpose by linking everyday work to system-wide impact, ensuring individuals and cross-team groups contribute meaningfully, feel represented, and understand how their work aligns with strategic leadership and planning.	
Example Facilitator-Led Activities <i>Please note these are examples and can be replaced according to context and role.</i>		
Strategic Vision Alignment Lab: Using Theory U, senior managers and leaders reflect on national NHS strategies and their organisation’s mission. In small groups, they explore how to shift from reactive planning to co-creating future-focused strategies rooted in shared purpose, systemic awareness, and inclusive engagement with diverse voices, patient and staff safety, and strategic leadership.		
Integrated Care System (ICS) Planning Simulation: Using a simulated ICS scenario, participants work in mixed-role groups to align trust, primary care, and community objectives. They respond to a shared challenge while balancing national targets with local adaptability, equity of access, health inequalities, and representing seldom-heard voices.		

Focus Area	Standard	Competency
Managing People and Resources	Performance and delivery	Manage and measure performance
Competency Statement	I embed high performance across functions or systems – and use data and digital tools to track progress, measure impact, mitigate and manage risk. I embed quality appraisals for all staff and intervene to mitigate and solve underperformance.	
Learning Outcomes - You will be able to:	Develop measurable strategic objectives aligned with NHS standards and national priorities, embedding equity, lived experience, and health inequalities to ensure inclusive, population-wide impact.	
	Use diverse data sources and digital tools to monitor progress, surface disparities, and generate insights that drive equitable decision-making, patient and staff safety, and sustainable improvement.	
	Recognise and escalate significant risks impacting long-term performance, including those affecting underrepresented or vulnerable groups, using structured frameworks that reflect compassionate leadership and support timely, ethical interventions.	
Example Facilitator-Led Activities <i>Please note these are examples and can be replaced according to context and role.</i>		
Data-Driven Equity Workshop: Explore techniques to analyse performance data through an equity lens using anonymised NHS datasets. Focus on identifying disparities, surfacing hidden risks, and interpreting trends through lived experience. Co-develop approaches to embed bottom-up feedback into objective setting, risk management and escalation, with revisit loops to reinforce inclusive practice.		
NHS Digital Dashboard Review & Action Learning Set: In small, cross-functional groups, analyse NHS digital dashboards to identify trends or risks in performance, and any inequalities. Feed insights into strategic escalation plans, with revisit loops to embed change across teams and systems.		

Focus Area	Standard	Competency
Managing People and Resources	Performance and delivery	Manage conflict and sensitive conversations
Competency Statement	I lead conflict management keeping communication open, offering guidance and support and engaging experts to help deal with complex or serious cases.	
Learning Outcomes - You will be able to:	Cultivate open, inclusive communication channels that enable diverse perspectives and concerns to be voiced in response to organisational changes or announcements, fostering psychological safety, trust, and compassionate leadership.	
	Apply conflict resolution techniques grounded in emotional intelligence, cultural awareness, and trauma-informed practice to de-escalate complex or sensitive issues within and across teams, with attention to patient and staff safety and health inequalities.	
	Equip colleagues with tools and guidance to navigate conflict constructively, promoting collaboration, mutual understanding, and organisational cohesion across systems and functions, including safe challenge, speaking up, and whistleblowing.	
Example Facilitator-Led Activities <i>Please note these are examples and can be replaced according to context and role.</i>		
Conflict Resolution Role-Play Workshop: Participants engage in role-plays, simulating complex workplace conflicts by applying the Thomas-Kilmann model to explore varied conflict-handling styles. Emphasis is placed on adapting approaches to diverse cultural and situational contexts, with facilitated reflection to embed learning.		
NHS Multi-Disciplinary Conflict Simulation: Teams navigate a simulated conflict triggered by a challenging NHS announcement. Through facilitated debriefs, participants co-develop strategies for transparent communication and inclusive resolution, integrating frontline insight into escalation planning and whistleblowing protections.		

Managing People and Resources

Efficiency and Effectiveness - Module Summary

Module Summary	Learning Outcomes for efficiency and effectiveness By the end of this module, you will be able to: Allocate and optimise the use of resources • Strategically distribute time, skills, and assets in response to evolving needs, ensuring capacity is used efficiently to deliver high-quality, inclusive, and sustainable services. Maximise best value for public money • Demonstrate responsible and transparent financial leadership, applying governance frameworks to safeguard public funds while advancing equitable, long-term outcomes and public trust. Use data, evidence and critical thinking • Harness data, digital insights, and evidence to inform decisions that reduce inequalities, challenge bias and power imbalances, and drive innovation in safety, quality, and performance. Summary: These learning outcomes focus on building senior managers and leaders who combine strategic foresight, inclusive digital practice, and financial acumen to make fair, transparent decisions. By embedding equity, sustainability, and lived experience into resource optimisation and public money management, they will drive meaningful impact, foster public confidence, and lead systems that are both productive and human-centred. Keywords: Efficiency; Equity; Sustainability; Insight; Innovation; Accountability
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Focus Area	Standard	Competency
Managing People and Resources	Efficiency and effectiveness	Allocate and optimise the use of resources
Competency Statement	I plan ahead to ensure we have the right, sustainable resources, use these in a way that supports our strategic objectives, and consider how this fits with wider system plans.	
Learning Outcomes - You will be able to:	Apply governance frameworks to assess and mitigate risks in resource planning and allocation, ensuring alignment with strategic objectives, equity principles, and productivity goals.	
	Embed environmental sustainability and EDI values into forecasting processes to support fair, effective, and future-focused distribution of resources across teams and systems.	
	Engage teams and stakeholders at all levels to gather insights that inform innovative resource planning, strengthen risk mitigation, and ensure inclusive, evidence-based decision-making.	
Example Facilitator-Led Activities <i>Please note these are examples and can be replaced according to context and role.</i>		
Governance and Risk Management Workshop: Review NHS governance structures and tools for mitigating risk in resource planning. Through case studies, participants apply these frameworks to real-world scenarios, with emphasis on equitable, environmentally sustainable, and productive resource allocation.		
NHS Resource Allocation Simulation: Teams simulate resource forecasting within an NHS department using governance guidelines. Alongside financial and operational planning, they identify key talent gaps, succession risks, and opportunities to build internal capability. Stakeholder engagement includes bottom-up insight into workforce development needs, equity, and environmental sustainability.		

Focus Area	Standard	Competency
Managing People and Resources	Efficiency and effectiveness	Maximise best value for public money
Competency Statement	I lead strategic financial planning and budget allocation, considering system-wide impacts and managing financial resources and risks to ensure quality and protect service delivery.	
Learning Outcomes - You will be able to:	Develop strategic financial plans that align with organisational goals and national standards, ensuring resource allocation promotes safe, equitable, innovative and sustainable service delivery.	
	Manage budgets proactively, identifying financial risks early and applying governance frameworks to mitigate impact while optimising public funds, supporting long-term value creation, and strengthening strategic leadership.	
	Engage diverse stakeholders in financial planning, incorporating lived experience, bottom-up insight, and system-level innovation to enhance transparency, accountability, and inclusive decision-making.	
Example Facilitator-Led Activities <i>Please note these are examples and can be replaced according to context and role.</i>		
Strategic Financial Planning Workshop: Participants co-design a strategic financial plan using a case study that balances cost-effectiveness with quality, sustainability, and equity. The activity embeds risk management principles and includes a revisit loop where participants adapt their plan in response to shifting priorities, stakeholder feedback, or emerging innovations.		
NHS Budget Allocation Simulation: Teams simulate managing an NHS budget, applying governance and risk frameworks to allocate funds while maintaining service quality, equity, and long-term value. Scenario cards introduce real-world pressures (e.g., urgent care demand, environmental sustainability targets, digital innovation), prompting adaptive decision-making, strategic planning, and peer review.		

Focus Area	Standard	Competency
Managing People and Resources	Efficiency and effectiveness	Use data, evidence and critical thinking
Competency Statement	I champion the use of data, evidence, digital tools and critical thinking to design more accessible, inclusive, and sustainable services.	
Learning Outcomes - You will be able to:	Model the use of digital tools, data analytics, and innovative approaches to identify and address health inequalities, embedding inclusion as a core driver of organisational improvement and service redesign.	
	Apply evidence-based and innovative methodologies to enhance environmental sustainability, optimise productivity, and improve operational efficiency across healthcare systems.	
	Foster a culture of data-informed decision-making, enabling teams to adopt digital innovations that reflect organisational values, equity goals, and lived experience, while actively addressing power imbalances and amplifying underrepresented voices in strategic planning.	
Example Facilitator-Led Activities <i>Please note these are examples and can be replaced according to context and role.</i>		
Data-Driven Equity Workshop: Analyse anonymised NHS datasets to identify disparities in service access or outcomes. Participants explore digital and innovative interventions to address these inequalities, integrating lived experience, inclusive design, system-level data, and organisational structures. A revisit loop encourages refinement based on stakeholder feedback and evolving data.		
NHS Digital Innovation Showcase: Review recent NHS digital innovations that have improved productivity and sustainability. Facilitate group discussion on lessons learned, potential applications, and how these innovations can be adapted to reduce health inequalities. Include a reflexive prompt: “Whose needs are being met, and whose are being missed?”		

Delivering Across Health and Care

Improving Quality - Module Summary

Module Summary	Learning Outcomes for improving quality By the end of this module, you will be able to: Respond to patient safety concerns, needs and preferences • Leverage safety intelligence and patient voice to drive inclusive, timely, and person-centred improvements. • Ensure responses uphold dignity, adapt to evolving needs, and embed psychological safety across care pathways. Personalise care • Design and lead services around what matters most to patients, carers, and families. • Embed equity, compassion, and collaboration to improve experiences, outcomes, and trust in care delivery. Implement policies and ensure good governance • Use governance frameworks and regulatory standards as strategic levers for quality and equity. • Ensure policy drives meaningful change, supports continuous learning, and strengthens accountability in care systems. Summary: These outcomes support senior managers and leaders to lead person-centred improvements rooted in safety, inclusion, and shared purpose. Participants will build confidence in translating feedback into action, aligning policy with lived experience, and sustaining high standards through compassionate, data-informed leadership. The module fosters reflexive practice, strategic thinking, and values-led transformation. Keywords: Safety; Inclusion; Quality; Co-production; Accountability; Experience
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Focus Area	Standard	Competency
Delivering Across Health and Care	Improving quality	Respond to patient safety concerns, needs and preferences
Competency Statement	I ensure patients' safety, experience, perspectives and outcomes are central to all we do, using patient feedback and data to drive improvements.	
Learning Outcomes - You will be able to:	Strategically embed diverse patient feedback and safety data into service planning and organisational change processes, ensuring improvements reflect evolving healthcare needs, lived experience, and reduce inequalities while strengthening patient and staff safety outcomes.	
	Critically evaluate patient safety and experience data to identify trends, gaps, and disparities, using insights to co-design inclusive, patient-centred improvements through coaching-based leadership, reverse mentoring, and peer-learning approaches that support speaking up and psychological safety.	
	Act visibly and decisively on patient feedback, integrating outcomes into performance management and appraisal systems, and closing the loop by demonstrating how engagement and whistleblowing drive fair, equitable, and sustainable change.	
Example Facilitator-Led Activities <i>Please note these are examples and can be replaced according to context and role.</i>		
Strategic Application of the Deming Cycle (PDSA): In multi-disciplinary groups, apply the PDSA model to redesign a service using real or anonymised patient feedback. Prioritise insights from underrepresented voices and explore how coaching-based leadership and reverse mentoring can support system-wide learning, scalable improvement, and enhanced safety outcomes.		
NHS LFPSE Scenario Simulation - Leading Responsiveness: Analyse a real incident from the Learning from Patient Safety Events service. Co-design leadership responses that centre diverse patient voices, foster psychological safety, and embed continuous improvement through coaching, peer learning, reflexive practice, and speaking up culture.		

Focus Area	Standard	Competency
Delivering Across Health and Care	Improving quality	Personalise care
Competency Statement	I lead initiatives to address health inequalities, collaborating with patients and stakeholders to share lessons learnt and driving systemic improvements in personalised care.	
Learning Outcomes - You will be able to:	Lead the development of strategic goals that embed person-centred care into organisational culture and policy, ensuring diverse patient needs, lived experience, health equity, and patient and staff safety are prioritised across systems.	
	Model and promote values-based leadership that integrates coaching approaches, reverse mentoring, and inclusive behaviours to embed dignity, equity, and patient voice into team culture, service design, and strategic planning.	
	Apply improvement methodologies and stakeholder engagement strategies to co-design transformational initiatives that enhance safety, outcomes, and experiences for patients and staff, with clear feedback loops and productivity measures that address health inequalities.	
Example Facilitator-Led Activities <i>Please note these are examples and can be replaced according to context and role.</i>		
Systems Leadership Simulation: In multi-agency peer groups, apply systems leadership principles (e.g. Leading Beyond Authority) to co-design a strategic plan for people-centred care. Identify barriers, accountability structures, safety outcomes, and equity impacts. Use real-world scenarios to test leadership responses and embed inclusive, values-driven decision-making.		
Patient Safety Insight Review - Learning from Harm: . Select a recent patient safety event (e.g. via LFPSE or internal data). Analyse contributing factors, including equity and communication gaps. Identify one strategic leadership action to prevent recurrence, strengthen psychological safety, and embed a learning and speaking up culture into systems.		

Focus Area	Standard	Competency
Delivering Across Health and Care	Improving quality	Implement policies and ensure good governance
Competency Statement	I develop and implement policies and procedures that meet national standards and regulations and drive service improvement.	
Learning Outcomes - You will be able to:	Apply national legislation, organisational strategy, and the NHS 10-Year Health Plan to co-design and implement care policies that centre patient voice, dignity, accessibility, and equity, underpinned by compassionate and ethical leadership.	
	Ensure policies and procedures consistently deliver safe, inclusive, and high-quality care, with a focus on underserved populations and alignment to evolving regulatory, strategic, and ethical standards.	
	Collaborate across multi-level systems and with diverse stakeholders to refine care pathways using patient feedback, lived experience, and real-time quality data, driving sustainable improvement, compassionate practice, and better outcomes.	
Example Facilitator-Led Activities <i>Please note these are examples and can be replaced according to context and role.</i>		
Donabedian’s Framework in Policy Design: In groups, apply Donabedian’s model (structure, process, outcome) to review or redesign a care policy. Map how changes to systems and standards can improve patient and staff outcomes in a specific pathway (e.g. discharge planning), using real-time data and feedback.		
NHS Learning from Deaths Review: Review a sample structured judgement review (SJR) from NHS data. Facilitate small group reflection on how governance processes support learning, accountability, and safer care. Identify one policy-level change to improve outcomes, transparency, and ethical leadership.		

Innovation and Improvement - Module Summary

Module Summary	Learning Outcomes for innovation and improvement By the end of this module, you will be able to: Drive continuous improvement and innovation • Lead change initiatives that engage diverse stakeholders and navigate power dynamics, fostering a culture where experimentation, psychological safety, and inclusive learning drive sustainable organisational development. Transform through technology and innovation • Engage transparently and empathetically with colleagues to manage resistance and emotional responses to change, building trust and ensuring improvements reflect the needs of all, especially underrepresented groups. Support others through change • Embed new practices sustainably by promoting shared ownership, reflexive learning, and continuous feedback. Ensure change aligns with governance frameworks and supports long-term quality, equity, and accountability. Summary: These outcomes support senior managers and leaders to drive inclusive, emotionally intelligent, and transparent organisational change. They will strengthen their ability to engage diverse teams, respond to resistance with empathy and awareness of power, and embed new ways of working that improve quality, equity, and long-term impact. Keywords: Improvement; Innovation; Inclusivity; Communication; Change; Sustainability
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Focus Area	Standard	Competency
Delivering Across Health and Care	Innovation and improvement	Drive continuous improvement and innovation
Competency Statement	I build a culture of continuous improvement that encourages team members to work together, develop new approaches, and implement and measure those approaches effectively.	
Learning Outcomes - You will be able to:	Inspire and engage colleagues to co-create, test, and embed innovative approaches that strengthen organisational performance, environmental sustainability, and responsiveness to evolving needs, including patient and staff safety outcomes.	
	Create and sustain inclusive environments where diverse perspectives, lived experience, and curiosity drive continuous development and practical improvements in working practices.	
	Champion and embed initiatives that deliver lasting impact, aligning with organisational values, strategic priorities, and principles of equity, diversity, inclusion, environmental responsibility, and net-zero goals.	
Example Facilitator-Led Activities <i>Please note these are examples and can be replaced according to context and role.</i>		
Strategic Improvement Lab: In small groups, identify a strategic challenge (e.g. workforce wellbeing, digital access, equity in care). Apply improvement methods (e.g. PDSA, Lean) to co-design solutions that align with organisational goals, sustainability commitments, and improved outcomes for patients and staff.		
NHS Service Redesign Workshop: Review a real-world NHS service improvement initiative. Analyse what enabled sustainable change and discuss how to embed a culture of continuous development, innovation, and environmental responsibility across systems and teams.		

Focus Area	Standard	Competency
Delivering Across Health and Care	Innovation and improvement	Transform through technology and innovation
Competency Statement	I make digital skills a priority for everyone, promoting new technologies and ideas aligned with organisational strategies.	
Learning Outcomes - You will be able to:	Lead the strategic integration of emerging technologies and digital tools - such as AI - ensuring alignment with organisational strategies, national priorities, and measurable improvements in patient outcomes and system efficiency.	
	Assess and mitigate risks associated with technology adoption, ensuring patient safety while balancing innovation, curiosity, equity, cost effectiveness, financial sustainability, and environmental responsibility across care pathways.	
	Foster an inclusive, future-focused culture that embraces innovation and curiosity, ensuring digital transformation supports long-term organisational goals, environmental responsibility, and improved experiences for patients and staff.	
Example Facilitator-Led Activities <i>Please note these are examples and can be replaced according to context and role.</i>		
Strategic Innovation Workshop: Explore frameworks for strategic technology adoption. Analyse case studies on AI integration, focusing on how managers and leaders balance innovation, curiosity, patient safety, risk mitigation, and long-term environmental sustainability.		
NHS App Implementation Review: Review lessons from the NHS App rollout. Discuss how staff engagement, co-design, and local adaptation influenced uptake, outcomes, and trust across different systems.		

Focus Area	Standard	Competency
Delivering Across Health and Care	Innovation and improvement	Support others through change
Competency Statement	I lead and embed organisational change, making sure colleagues and patients are supported and engaged, and change is implemented effectively.	
Learning Outcomes - You will be able to:	Lead inclusive and emotionally intelligent change by engaging with resistance, uncertainty, and diverse perspectives. Foster psychological safety and trust to support successful transitions across teams, systems, and patient/staff outcomes.	
	Navigate power dynamics and influence structures to enable collaborative change. Ensure communication is transparent, values-led, and responsive to both formal and informal sources of authority, with attention to strategic planning and equity.	
	Design and lead change initiatives that reflect organisational priorities, lived experience, and long-term impact. Embed equity, compassion, and co-ownership to address health inequalities, sustain improvements, and strengthen culture.	
Example Facilitator-Led Activities <i>Please note these are examples and can be replaced according to context and role.</i>		
Kotter’s 8-Step Change Model Workshop: Apply Kotter’s model to a complex organisational change scenario. Focus on stakeholder engagement, emotional responses to change, and inclusive strategies for overcoming resistance, sustaining momentum, and improving patient and staff outcomes.		
NHS Change Champions Panel: Hear from NHS staff who have led significant change. Reflect in small groups on the emotional labour of change leadership, and identify behaviours that foster trust, resilience, co-ownership, and attention to health inequalities.		

Working Collaboratively - Module Summary

Module Summary	Learning Outcomes for working collaboratively By the end of this module, you will be able to: Build effective relationships • Develop authentic, trust-based relationships across roles and boundaries by communicating with empathy, adapting to different perspectives, and investing in mutual respect. • Use coaching and reverse mentoring to surface lived experience, challenge assumptions, and navigate power dynamics with awareness and humility. Lead a collaborative team • Foster a team environment where individuals feel empowered to contribute to and co-create solutions, and work together towards shared goals with clarity and accountability. • Embed career coaching approaches to support growth and actively address power dynamics to ensure inclusive participation and psychological safety. 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. • Use reverse mentoring and peer learning to amplify diverse voices and reflect on how positionality and power shape what is shared, valued, and adopted. Summary: These learning outcomes focus on strengthening collaboration by building trust, leading inclusive teams, and sharing successful practices across boundaries. By developing strong relationships through empathetic communication and mutual respect, senior managers and leaders can navigate power dynamics more effectively and foster psychologically safe environments. Encouraging joint problem-solving through career coaching and reverse mentoring enables diverse voices to shape decisions, while applying learning from others drives more integrated, innovative, and equitable services. Keywords: Trust; Communication; Alignment; Teamwork; Learning; Innovation
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Focus Area	Standard	Competency
Delivering Across Health and Care	Working collaboratively	Build effective relationships
Competency Statement	I build networks and shape key strategic relationships with other departments, organisations, neighbourhoods and the wider community to allow us to reach shared goals and deliver improvement.	
Learning Outcomes - You will be able to:	Build and sustain diverse, strategic relationships across internal and external networks to foster collaboration, optimise resources, and co-create solutions that embed equity, lived experience, inclusive practice, and patient/staff safety across the system.	
	Apply evidence-informed influence and negotiation strategies to align stakeholders, navigate complex power dynamics, and advocate for trauma-informed, system-wide improvements that accelerate patient pathways, reduce duplication, and reflect strategic planning priorities.	
	Lead coordinated, multi-stakeholder efforts to address systemic challenges, embedding reflexive practice and inclusive approaches that ensure diverse voices shape solutions, equity is central to large-scale transformation, and safety outcomes are strengthened.	
Example Facilitator-Led Activities <i>Please note these are examples and can be replaced according to context and role.</i>		
McKinsey’s 7S Framework: Explore McKinsey’s 7S model as a diagnostic tool for aligning systems, structures, and staff during strategic change. Apply the framework to an NHS-based scenario to surface barriers to collaboration, power imbalances, and opportunities for inclusive, system-wide improvement.		
NHS Change Simulation Exercise: Participate in a simulated NHS service redesign, practising inclusive leadership, trauma-informed communication, and co-design methods. Teams will navigate resistance, align diverse goals, and reflect on how lived experience and strategic relationships shape system-wide outcomes.		

Focus Area	Standard	Competency
Delivering Across Health and Care	Working collaboratively	Lead a collaborative team
Competency Statement	I promote and enable collaboration across functions, making sure teams share responsibility, trust each other, and value different perspectives.	
Learning Outcomes - You will be able to:	Create psychologically safe, high-performing environments that promote shared ownership, mutual trust, and accountability across teams. Embed values-based, compassionate leadership principles to ensure all voices are heard, respected, and actively shape decision-making.	
	Facilitate inclusive collaboration by recognising power dynamics, emotional responses, and lived experience. Model trauma-informed, ethical leadership behaviours that foster belonging, equity, and sustained team cohesion.	
	Lead cross-functional initiatives that align team goals with organisational values. Use reflexive practice and transformation loops to continuously improve collaborative culture and embed compassionate leadership and behavioural change.	
Example Facilitator-Led Activities <i>Please note these are examples and can be replaced according to context and role.</i>		
Affina Values-Based Team Leadership Session: Explore the NHS Leadership Academy’s adaptation of the Affina Team Journey to build high-performing, values-led teams. Apply the model to real NHS collaboration challenges, focusing on shared ownership, psychological safety, and inclusive leadership. Facilitate reflection on how values-based management strengthens trust, accountability, and cross-boundary working.		
NHS Improvement Collaborative Review: Study a recent NHS collaborative (e.g., Getting It Right First Time or Maternity Safety Collaboratives). Facilitate discussion on how cross-team working delivered measurable improvements. Reflect on enablers such as values alignment, inclusive practice, and strategic stakeholder engagement, and explore how transformation loops sustained behavioural change.		

Focus Area	Standard	Competency
Delivering Across Health and Care	Working collaboratively	Share good practice
Competency Statement	I lead initiatives to share good practice, lessons learned and innovations across the organisation to improve the quality of everything we do.	
Learning Outcomes - You will be able to:	Foster open, inclusive, and psychologically safe environments that support continuous learning, reflexive practice, and the sharing of insights, innovations, and lessons learned across boundaries, encouraging curiosity and creative thinking.	
	Create conditions of trust, mutual respect, and shared responsibility across departments and organisations, ensuring diverse voices, lived experience, and innovative perspectives actively shape improvement efforts.	
	Lead initiatives that identify, evaluate, and scale successful practices to drive system-level efficiencies. Apply inclusive, values-based change approaches to embed consistency, reduce unwarranted variation, and sustain quality improvement through curiosity-driven innovation.	
Example Facilitator-Led Activities <i>Please note these are examples and can be replaced according to context and role.</i>		
Knowledge Management Models Workshop: Review Nonaka and Takeuchi’s SECI model. Explore how tacit and explicit knowledge can be shared more effectively within teams, using inclusive, psychologically safe, and curiosity-driven approaches.		
NHS Learning Exchange Simulation: Role-play a cross-department learning exchange following a serious incident. Focus on open dialogue, respectful challenge, and trauma-informed reflection to surface lessons, spark curiosity, and drive improvement.		



Curriculum: Stage Four

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Introduction

Stage 4 - Executive Level - Highest and Most Senior - Curricula Vision & Purpose Statements

Stage 4 – Executive level represents the pinnacle of management and leadership development.

At this level, managers and leaders are expected to shape policy, influence government and societal priorities, and develop resilient organisations that can adapt to evolving challenges. The emphasis is on fostering innovation, leading large-scale projects and processes, and establishing a long-term strategic vision that aligns with national and global healthcare objectives.

This stage encourages executives to refine their management and leadership approach through reflective practice and high-level decision-making, enabling them to act as role models who inspire and guide their organisations. By mastering these advanced competencies, executive level managers and leaders will be equipped to navigate complex organisational landscapes, implement sustainable change and lead with confidence at the highest levels of healthcare management and leadership.

Stage 4 - Executive Level - Highest and Most Senior - Curricula Vision & Purpose Statements

Stage 4 represents the apex of NHS management and leadership development, designed for those in the most senior executive roles who shape policy, influence national priorities, and lead system-wide transformation. At this level, management and leadership is no longer defined by operational oversight alone, but by the ability to catalyse mindset shifts, challenge entrenched norms, and steward experimental, values-led change across complex landscapes.

This stage is grounded in a theory of change that recognises transformation as both behavioural and systemic. Executive managers and leaders are expected to foster cultures of psychological safety, inclusivity, and innovation, where learning is continuous, experimentation is strategic, and failure is reframed as insight. These learning outcomes equip them with the skills to lead across boundaries, navigate power dynamics, and embed sustainable change through reflexive practice and collaborative influence.

The curriculum supports executives to refine their management and leadership skills through deep reflection, strategic foresight, and adaptive thinking. By mastering these advanced competencies, they will not only deliver long-term impact across organisations and systems, but also model the kind of courageous, compassionate leadership that inspires others to do the same.

Vision Statement: To cultivate the educational development of executives in the highest and most senior management and leadership roles, through a focus on visionary thinking, advanced strategy formulation and sector-wide collaboration. This stage equips staff with the knowledge and skills to influence healthcare policy, lead and manage projects and processes, drive innovation, and build resilient organisations that align with governmental and societal priorities.

Purpose Statement: To cultivate the educational development of executives in the highest and most senior management and leadership roles by focusing on visionary thinking, advanced strategy formulation and sector-wide collaboration. This programme equips participants with the expertise to influence healthcare policy, drive innovation and build resilient organisations that align with governmental and societal priorities.

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 approaches support a spiral curriculum model, in which key competencies are revisited at progressively deeper levels, and an integrated curriculum approach, where knowledge, skills, and professional behaviours are developed in a connected, holistic way. Learning activities address 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 own learning.

The methods are divided into two primary categories: facilitator-led activities and self-directed activities.

- Facilitator-led activities involve structured instruction led by educators, including lectures, guest presentations, discussions, and practical workshops, all of which provide knowledge and guided learning experiences. Examples are provided against the learning outcomes for each competency statement.
- Self-directed activities encourage individuals to actively participate in their learning through research, coaching

and mentoring, peer collaboration, and reflective practices. These activities can be incorporated throughout and tailored to the learning outcomes.

Examples of self-directed activities:

For: ***I am an advocate for my organisation, using evidence to influence local, national, and political decision makers.***

Strategic Values Alignment Reflection: Explore your personal and professional values and how they align with your organisation's mission and strategic priorities. Shadow another executive and a non-executive board member to observe how values are enacted in decision-making. Reflect on where your values converge or diverge from board-level practice and identify opportunities to strengthen alignment through strategic influence and collaborative leadership that enables curiosity and inclusive planning.

For: ***I build and embed an inclusive culture, helping people apply their different skills, expertise and perspectives effectively. I help attract and retain talent by celebrating our successes.***

Diversity Expertise Mapping: Conduct a strategic mapping of expertise, lived experience, and cognitive diversity across the board and senior leadership. Use this to identify under-leveraged voices and design mechanisms (e.g. reverse mentoring, inclusive decision protocols) to embed those perspectives into innovation and governance.

For: ***I deliver improvement and innovation, and I support a 'no blame' culture that encourages experimentation.***

Innovation Impact Reflection: Reflect on a recent innovation initiative you led or observed. Evaluate its success, challenges, and lessons learned using Lean or Six Sigma principles. Identify one strategic action to enhance future innovation efforts and embed learning into organisational practice.

By revisiting core concepts through a variety of methods and connecting learning across different contexts, this framework enables learners to deepen their understanding, strengthen interdisciplinary links, and apply their skills in increasingly complex situations. 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 within the NHS

Please note that all facilitator-led and self-directed activities should be considered examples and can be replaced according to context and specific role. For instance, where examples include reference to a specific organisation, learning providers and participants can choose instead to use and draw on a different organisation from outside of the NHS that they know well or have researched.

Introduction to Subject-Specific Topics

The subject-specific topics within this curricula are structured across three key focus areas - Personal Impact, 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 and standardised 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
Personal Impact	Personal Productivity and Wellbeing
Personal Impact	Communicating Well
Personal Impact	Responsibility and Integrity
Managing People and Resources	Building Teams
Managing People and Resources	Performance and Delivery
Managing People and Resources	Efficiency and Effectiveness
Delivering Across Health and Care	Improving quality



Delivering Across Health and Care	Innovation and improvement
Delivering Across Health and Care	Working collaboratively

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

Personal Impact

Focuses on personal capabilities and competencies that are required for managers and leaders do their jobs well in health and social care. This includes being self-aware, understanding others' feelings, and acting with honesty and integrity, and will help managers and leaders be effective, make fair decisions and model inclusive, compassionate leadership.

Managing people and resources

Focuses on the trust, support and shared purpose required to build strong teams that deliver safe, high-quality care. This includes the need to create safe and inclusive workplaces, help people develop by communicating with them clearly and honestly, and supporting professional growth.

Delivering across health and care

Focuses on keeping teams aligned with the values, strategic objectives, and regulations across the health and care system. This includes the importance of strategic planning, working in partnership and, fair decision making and continuous improvement.

Personal Impact

Personal Productivity and Wellbeing - Module Summary

Module Summary	Learning Outcomes for personal productivity and wellbeing By the end of this module, you will be able to: Prioritise for personal productivity • Drive enterprise-wide impact by applying advanced prioritisation techniques that reduce inefficiencies, unlock value, and align resources to high-leverage goals. • Model strategic decision-making using approaches such as Lean thinking and systems optimisation, to reduce waste and embed a culture of purposeful action and continuous improvement. Develop personal health and wellbeing strategies • Champion a whole-organisation approach to safety and wellbeing, embedding psychological and physical health into management and leadership practices, policies, and culture. • Model inclusive wellbeing strategies that amplify staff voice, support recovery, and enable sustainable performance. Commit to continuing professional development • Lead a culture of lifelong learning through embedded reflexive practice, internal and external benchmarking, and strategic alignment of development initiatives. • Translate insight into action by designing systems that foster inclusive, shared learning and innovation. Summary: These learning outcomes enable executive-level managers and leaders to model strategic prioritisation, sustain workforce wellbeing, and embed professional development into the organisation's core. They will strengthen their ability to align learning, resilience, and productivity with long-term goals, cultivating inclusive growth, high performance, and a reflective culture of continuous improvement. Keywords: Productivity; Strategic Focus; Wellbeing; Resilience; Reflexive Practice; Lifelong Learning
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Focus Area	Standard	Competency
Personal Impact	Personal productivity and wellbeing	Prioritise for personal productivity
Competency Statement	I build and champion a strategic approach to prioritising work and resources to drive sustainable and efficient improvement.	
Learning Outcomes - You will be able to:	Lead organisation-wide prioritisation frameworks that align high-impact initiatives with strategic objectives, integrating financial rigour, digital innovation, equity, and system-wide leadership to improve patient and staff outcomes.	
	Oversee complex resource allocation decisions through strategic, data-informed analysis that balances operational pressures, national priorities, and diverse population needs. Embed performance management systems and feedback loops to support productivity, accountability, and collaborative, adaptive leadership.	
	Embed emerging technologies into strategic and financial planning at scale, ensuring adoption enhances productivity, equitable access, and long-term system-wide impact. Leverage project management methodologies - such as Agile, Lean, and Six Sigma - to reduce waste while navigating power dynamics and strengthening cross-organisational safety and collaboration.	
Example Facilitator-Led Activities <i>Please note these are examples and can be replaced according to context and role.</i>		
Matrix & Values-Based Decision-Making: Explore the Eisenhower Matrix through a strategic equity lens. Reclassify priorities to surface tasks blocking long-term impact and system-wide safety. Critically evaluate power dynamics (such as referential, positional, deferential) and how career coaching-based management and leadership and reverse mentoring can support inclusive decision-making.		
Digital Transformation & System Productivity: Apply the NHS digital maturity model across at least one ICB, Trust, or combined authority. Use public health and social care data to identify opportunities for digital inclusion and improved productivity, and enhanced patient and staff outcomes. Signpost initiatives like Make Data Count to support strategic planning.		
Systems Mapping & Strategic Levers: Map interdependencies across your system, focusing on levers like funding, workforce, and technology. Use cross-sector productivity data to inform decisions on priorities such as wait times and safety. Reflect on vertical, horizontal, and diagonal communication tensions in complex leadership environments.		

Focus Area	Standard	Competency
Personal Impact	Personal productivity and wellbeing	Develop personal health and wellbeing strategies
Competency Statement	I ensure our culture, policies and leadership practices support physical and psychological health and wellbeing for everyone.	
Learning Outcomes - You will be able to:	Champion an integrated wellbeing strategy that embeds psychological safety, equity, energy management, and productivity into organisational culture; enabling long-term resilience, curiosity, and measurable impact across teams, systems, and communities.	
	Collaborate with internal and external stakeholders to develop inclusive, cross-sector policies that centre emotional, mental, and physical wellbeing in strategic planning, while embedding accountability for performance, patient and staff outcomes, and sustainable productivity that addresses health inequalities.	
	Lead by example through reflexive, values-based management and leadership behaviours that prioritise compassionate engagement, enable speaking up, and model accountability for wellbeing, strategic planning, and collaborative leadership across all levels of organisational influence.	
Example Facilitator-Led Activities <i>Please note these are examples and can be replaced according to context and role.</i>		
Whole-System Wellbeing Strategy Lab: Co-design a wellbeing strategy using the Social Ecological Model. Compare NHS and international frameworks (e.g. Northumbria Healthcare’s wellbeing approach and New Zealand’s Wellbeing Budget). Embed energy management and productivity metrics. Include mechanisms for accountability, collaborative leadership, and planning for patient and staff safety.		
Energy Management Masterclass: Explore Tony Schwartz’s Energy Quadrants to assess management and leadership energy. Compare Google’s ‘Thrive’ and NHS England’s People Promise. Design energy-aware management and leadership actions that balance wellbeing with performance and impact.		
Compassionate Leadership Simulation: Apply Michael West’s Compassionate Leadership model to a live burnout case. Examine power dynamics and communication tensions. Plan system-level wellbeing improvements that integrate coaching, accountability, inclusive leadership behaviours, and safe spaces for speaking up.		

Focus Area	Standard	Competency
Personal Impact	Personal productivity and wellbeing	Commit to continuing professional development
Competency Statement	I support regular reflection on leadership practices – by myself and others – to help us understand what’s working and what could be improved. I assess the organisational impact of learning and development initiatives and help build a culture that supports learning and improvement.	
Learning Outcomes - You will be able to:	Challenge implicit assumptions about management and leadership by modelling a curious and reflexive leadership approach that drives system-wide learning, cross-sector collaboration, and continuous improvement, which is informed by lived experience, coaching dialogue, and emerging evidence.	
	Champion a culture of lifelong learning by embedding reflexive management and leadership into organisational development, aligning professional growth with strategic priorities, equity, productivity, and opportunities for others to lead with curiosity across systems.	
	Lead the evaluation of development initiatives using reflexive methods and benchmarking, ensuring learning investments deliver measurable impact, inclusive outcomes, and accountability at all levels, including board-level strategic planning.	
Example Facilitator-Led Activities <i>Please note these are examples and can be replaced according to context and role.</i>		
Double-Loop Learning Masterclass (Argyris & Schön): Explore how double-loop learning enables adaptive management and leadership, and system-wide transformation. Apply the model to a current organisational challenge, identifying surface-level fixes versus root-cause insights. Revisit outcomes after week 3 to assess behavioural shifts, strategic alignment, and how curiosity enabled deeper insight.		
NHS Leadership Academy Review and Gap Analysis: Conduct a structured peer critique of existing development pathways using NHS Leadership Academy frameworks. Identify gaps in inclusivity, strategic coherence, and impact measurement. Revisit findings are 4 weeks to propose curriculum-level interventions.		

Personal Impact

Communicating Well - Module Summary

Module Summary	Learning Outcomes for communicating well By the end of this module, you will be able to: Communicate with clarity and purpose • Model intentional and inclusive communication across complex systems. • Adapt language and tone to influence senior stakeholders, partners, and public audiences, ensuring clarity, empathy, and alignment with strategic goals. • Apply reflexive practice to surface cognitive distance and ensure communication reflects both policy intent and lived experience. Encourage open dialogue and feedback • Create a psychologically safe culture that values openness, curiosity, and continuous learning. • Proactively seek and respond to diverse viewpoints, enabling system-wide collaboration, innovation, and accountability. • Use structured hearing activities and shadowing to deepen understanding of stakeholder perspectives and board-level dynamics. Influence, negotiate and advocate • Use advanced influencing and negotiation skills to shape decisions at board, governmental, and sector level. • Build trust, alignment and strategic partnerships through evidence-led, values-based dialogue. • Leverage personal and professional values to navigate complexity, close cognitive gaps, and embed inclusive policy into practice. Summary: These learning outcomes support executive managers and leaders to lead with presence, clarity and strategic impact. Through mindful, inclusive and persuasive communication, they will foster a high-trust culture, influence national agendas, and drive system-wide transformation. Executive-level communication is critical to aligning vision, surfacing cognitive distance, and translating values into meaningful change across the health and care system. Keywords: Strategic Communication; Influence; Listening; Equity; Negotiation; Trust
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Focus Area	Standard	Competency
Personal Impact	Communicating well	Communicate with clarity and purpose
Competency Statement	I communicate complex information in a way that everyone can understand and build a culture of effective and inclusive communication across the organisation.	
Learning Outcomes - You will be able to:	Demonstrate mindful, ethical, and transparent communication that fosters psychological safety and belonging, enabling teams to collaborate effectively, speak up with confidence, and contribute across diverse roles, strategic priorities, and patient/staff outcomes.	
	Lead initiatives that embed open dialogue, fairness, and trauma-informed practice into organisational culture, reducing barriers linked to identity or background and enhancing collective problem-solving, conflict resolution, and system-wide decision-making.	
	Use your management and leadership influence to embed inclusive communication into policies and behaviours, shaping a workplace where diversity is celebrated, expectations are clear, and everyone is empowered to contribute meaningfully to shared goals, strategic planning, and reducing health inequalities.	
Example Facilitator-Led Activities <i>Please note these are examples and can be replaced according to context and role.</i>		
Transformational Leadership and Inclusive Communication Workshop:. Explore Burns’ Transformational Leadership theory, focusing on communication that builds trust, psychological safety, and inclusion. Participants analyse case studies of executive managers and leaders modelling ethical, transparent dialogue across power gradients, then practice crafting inclusive messages for complex, high-stakes organisational scenarios that require strategic clarity, conflict resolution, and behavioural alignment.		
NHS Equality, Diversity and Inclusion Communication Training: Review NHS EDI communication frameworks that promote fairness, transparency, and trauma-informed practice. Participants role-play challenging conversations to practice mindful communication that addresses conscious and unconscious bias, supports belonging, and maintains trust in high-pressure settings. Debrief includes reflection on how inclusive dialogue contributes to team effectiveness, patient/staff safety, and service outcomes.		

Focus Area	Standard	Competency
Personal Impact	Communicating well	Encourage open dialogue and feedback
Competency Statement	I build a culture of open communication and ‘speaking up’ across the organisation, embedding accountability at all levels.	
Learning Outcomes - You will be able to:	Champion transparency and accountability by embedding open communication and feedback mechanisms across all levels, fostering trust, psychological safety, and shared responsibility for continuous improvement, patient and staff outcomes, and a speaking-up culture.	
	Develop and sustain a culture where problem-solving is collaborative, inclusive, and strategically aligned with organisational values, goals, and service outcomes, enabling curiosity, conflict resolution, and system-wide leadership.	
	Lead by example to ensure communication practices encourage diverse perspectives, navigate power dynamics, and enhance psychological safety, enabling teams to contribute confidently, explore ideas openly, and support strategic planning through collaborative leadership.	
Example Facilitator-Led Activities <i>Please note these are examples and can be replaced according to context and role.</i>		
Accountability and Transparent Communication Workshop: Explore organisational transparency theories and NHS case studies where open communication enhanced safety, performance, and cultural integrity. Practice designing inclusive feedback loops that embed accountability across governance structures and enable strategic responsiveness.		
NHS Freedom to Speak Up Guardian Simulation: Engage in role-play scenarios that simulate Freedom to Speak Up challenges at the executive and board level. Practice modelling open dialogue, responding to concerns with strategic empathy, and navigating power dynamics to foster a culture of safety, accountability, and trust, enabling curiosity, conflict resolution, and strategic planning in response to whistleblowing concerns.		

Focus Area	Standard	Competency
Personal Impact	Communicating well	Influence, negotiate and advocate
Competency Statement	I am an advocate for my organisation, using evidence to influence local, national, and political decision makers.	
Learning Outcomes - You will be able to:	Strategically influence policy development by leveraging negotiation skills, data-driven insights, and attuned hearing to advocate for organisational priorities, ensuring equity, inclusion, and health inequalities are central to all lobbying efforts.	
	Sustain diverse, high-level stakeholder relationships across political, community, and sectoral boundaries by hearing and amplifying underrepresented voices to shape decisions that promote fair access, patient and staff safety, and systemic improvements in healthcare.	
	Lead advocacy initiatives that reflect the organisation’s values and mission, using inclusive communication, ethical persuasion, and deep listening to advance policies that enable curiosity, collaborative leadership, and strategic planning for sustainable healthcare transformation.	
Example Facilitator-Led Activities <i>Please note these are examples and can be replaced according to context and role.</i>		
Strategic Advocacy and Influence Workshop: Simulate high-stakes advocacy pitches to national policymakers, using equity-driven arguments grounded in organisational data and lived experience. Receive real-time feedback on negotiation tactics and ethical persuasion. Reflect on how board-level advocacy aligns with the organisation’s mission, governance responsibilities, strategic leadership and system-wide impact.		
NHS Strategic Influence Panel: Engage with NHS leaders and policymakers, sharing insights from successful lobbying initiatives. Explore how board-level leadership navigates political complexity, builds cross-sector alliances, and sustains advocacy that embeds inclusivity, accountability, and strategic alignment in national health policy, while promoting patient and staff safety and reducing health inequalities.		

Personal Impact

Responsibility and Integrity - Module Summary

Module Summary	Learning Outcomes for leading with integrity and accountability By the end of this module, you will be able to: Take accountability for actions • Consistently own your decisions and behaviours, acknowledging both successes and setbacks. • Demonstrate reflective practice and take responsibility for outcomes, using experience to inform future leadership. Be visible, transparent and present • Maintain an engaged and approachable presence across your organisation. • Communicate openly and honestly to build trust, provide strategic clarity, and ensure leadership remains accessible and aligned with organisational values. Manage with civility and compassion • Lead with kindness, respect, and fairness. • Apply empathy in decisions and interactions, fostering an environment where colleagues feel valued, psychologically safe, and supported, especially during times of challenge or change. Summary: These learning outcomes focus on cultivating executive managers and leaders who take clear responsibility, demonstrate visible and transparent leadership, and foster a culture of civility and compassion. By embodying accountability, openness, and empathy, they build trust, shape organisational culture, and inspire confidence across teams and systems. This approach strengthens strategic alignment, enhances staff engagement, and supports high-quality service delivery. Keywords: Accountability; Responsibility; Transparency; Visibility; Compassion; Respect
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Focus Area	Standard	Competency
Personal Impact	Responsibility and integrity	Take accountability for actions
Competency Statement	I shape the organisation’s culture and use up-to-date knowledge and insight to embed inclusivity and ethical approaches into policies, processes and practice.	
Learning Outcomes - You will be able to:	Set and role model values-led, inclusive behaviours that influence organisational tone, ensuring culture aligns with ethical principles, national priorities, system-wide impact, and patient and staff outcomes. Use reflexive practice to surface cognitive distance and lead with integrity across diverse contexts.	
	Ensure organisational policies, practices, and decision-making frameworks are designed, reviewed, and applied to reflect equity, integrity, legal responsibilities, health inequalities, and the lived experience of those impacted. Champion inclusive governance and embed ethical behaviours into operational and strategic systems.	
	Continually update your understanding of cultural, ethical, and societal developments, using internal and external insights (including shadowing, hearing activities, and stakeholder engagement) to guide high-stakes, future-focused decisions that enable curiosity, collaborative leadership, and strategic planning to shape organisational excellence.	
Example Facilitator-Led Activities <i>Please note these are examples and can be replaced according to context and role.</i>		
Edgar Schein's Organisational Culture Workshop: Apply Schein’s cultural levels (artefacts, espoused values, underlying assumptions) to evaluate your organisation’s cultural tone. Analyse how leadership behaviours influence these layers, with emphasis on inclusion, ethics, power balance, and cognitive distance between stated values and lived practice. Reflect on how formal and informal power dynamics shape cultural norms, and identify opportunities to recalibrate influence to support equitable, values-led governance and patient/staff outcomes.		
NHS Inclusion Health Leadership Forum: Examine how NHS executives have successfully embedded inclusive governance (e.g. NHS England’s Health Inequalities Improvement Programme). Discuss how strategic oversight, system levers, and board-level influence can shift organisational culture and reduce cognitive distance between policy and practice, improving health outcomes and collaborative leadership.		

Focus Area	Standard	Competency
Personal Impact	Responsibility and integrity	Be visible, transparent and present
Competency Statement	I model being visible and transparent, keep colleagues and stakeholders well-informed through regular communication and explain the rationale for decisions.	
Learning Outcomes - You will be able to:	Demonstrate authentic, values-driven management and leadership by being accessible, sharing your thinking openly, and setting a clear example of inclusive, transparent behaviours across the organisation. Model presence and visibility as strategic tools for building trust, cultural alignment, and system-wide safety.	
	Provide consistent, high-quality updates that explain decisions clearly, manage expectations, and foster trust with internal and external stakeholders at all levels. Use communication to surface rationale, reduce ambiguity, and reinforce strategic priorities, patient and staff outcomes, and equity.	
	Promote organisational norms where managers and leaders at all levels are approachable, consultative, and communicative, supporting a psychologically safe and well-informed workplace. Encourage dialogue that reflects lived experience, enables feedback loops, supports speaking up, and strengthens collective accountability.	
Example Facilitator-Led Activities <i>Please note these are examples and can be replaced according to context and role.</i>		
Leadership Presence Simulation: Using the ‘Leadership Shadow’ model, participants analyse how their visibility, tone, and behaviours shape organisational culture and system-wide safety. In pairs or small groups, practice navigating difficult conversations and leading with transparency. Reflect on how power dynamics and strategic self-awareness influence presence and identify where cognitive distance may exist between leadership intent and perception, including implications for patient and staff outcomes.		
NHS Executive Roundtable Simulation: Facilitated discussion simulating an executive- or board-level meeting. Participants practice communicating strategic decisions clearly, handling challenges, and balancing transparency with confidentiality in high-stakes environments. Use Hogan’s strategic self-awareness lens to reflect on how leadership reputation and derailers may influence tone, clarity, stakeholder trust, and the ability to surface concerns through whistleblowing and feedback.		

Focus Area	Standard	Competency
Personal Impact	Responsibility and integrity	Manage with civility and compassion
Competency Statement	I build and embed a workplace culture that is kind and respectful, where people thrive and enjoy coming to work and the quality of services improves.	
Learning Outcomes - You will be able to:	Embed and role model values-led behaviours that promote kindness, respect, curiosity, and psychological safety across the organisation. Ensure compassion is positioned as a strategic priority that supports staff wellbeing, engagement, high-quality patient care, and equitable outcomes.	
	Demonstrate civility and emotional intelligence in high-pressure environments, modelling inclusive, fair, and calm leadership to build trust, de-escalate tension, and enable collaborative problem-solving. Use presence and tone to set cultural norms across systems and teams, supporting patient and staff safety.	
	Use data, feedback, and engagement insights to assure cultural alignment, identifying where behaviours fall short of organisational values. Drive strategic actions that promote dignity, psychological safety, and a culture where colleagues can thrive, speak up, and contribute meaningfully to reducing health inequalities.	
Example Facilitator-Led Activities <i>Please note these are examples and can be replaced according to context and role.</i>		
Compassionate Leadership in Practice: Explore Michael West’s NHS model of compassionate leadership. Through facilitated discussion, participants identify strategic levers to embed attending, understanding, empathy, and help into executive management, leadership, and organisational culture. Focus on assurance, modelling, system-wide influence, and improving patient and staff outcomes.		
Civility Saves Lives Simulation: Roleplay high-pressure management and leadership scenarios inspired by the NHS Civility Saves Lives campaign. Practise balancing challenge with compassion, followed by structured peer reflection on cultural impact, psychological safety, reputational risk, and implications for patient and staff safety.		

Managing People and Resources

Building Teams - Module Summary

Module Summary	Learning Outcomes for building teams By the end of this module, you will be able to: Build engagement • Inspire a culture of purpose, inclusion, and ambition by building strategic trust, recognising diverse contributions, and aligning individual strengths to broader organisational vision and national priorities. • Foster shared understanding of risk appetite across teams to empower confident, values-led decision-making. Make sure people feel safe in the workplace • Embed psychological safety into management and leadership practices by role modelling openness, responding with compassion, and ensuring people feel consistently respected, protected, and empowered, especially during high-pressure situations. • Normalise risk as part of everyday management and leadership, creating space for transparent dialogue around uncertainty and tolerance. Manage challenges • Lead through complexity with composure and fairness by applying transparent, values-driven approaches to conflict, pressure, or crisis. • Support others through uncertainty by fostering calm, clarity, and shared accountability. • Calibrate risk appetite and tolerance in real time, enabling adaptive responses that balance strategic ambition with operational resilience. Summary: These learning outcomes support executive managers and leaders in creating a forward-looking, high-trust organisational culture grounded in safety, resilience, and transparency. They will model and embed management and leadership behaviours that inspire vision, foster engagement, and build capability to navigate complex challenges. By prioritising psychological safety, transparent communication, and a solutions-focused mindset, they also cultivate a resilient workforce equipped to meet current and future demands with confidence. Risk is reframed as a strategic constant, embedded in daily leadership, aligned with organisational values, and navigated through shared understanding of appetite and tolerance. Keywords: Vision; Safety; Trust; Growth mindset; Transparency; Resilience
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Focus Area	Standard	Competency
Managing People and Resources	Building teams	Build engagement
Competency Statement	I build and embed an inclusive culture, helping people apply their different skills, expertise and perspectives effectively. I help attract and retain talent by celebrating our successes.	
Learning Outcomes - You will be able to:	Model visionary, inclusive management and leadership that values diverse perspectives, encourages curiosity, and recognises expertise. Leverage organisational successes to inspire engagement and attract talent aligned with organisational priorities.	
	Create conditions for collaborative leadership and strategic planning by promoting a culture of openness, psychological safety, and speaking up. Use influence and presence to foster trust, improve patient and staff outcomes, and support conflict resolution in complex environments.	
	Champion values-led behaviours that embed inclusion, dignity, and curiosity into everyday practice. Use strategic communication and cultural modelling to align teams, surface blind spots, and reinforce organisational values across systems and leadership levels.	
Example Facilitator-Led Activities <i>Please note these are examples and can be replaced according to context and role.</i>		
Inclusive Visioning Lab: Executives co-create a future-state vision for the organisation using strategic foresight and inclusive leadership models (e.g. Appreciative Inquiry, McKinsey’s Inclusive Growth Framework). They identify barriers to inclusion and map strategic levers for embedding inclusion into the organisational narrative. Includes a revisit loop to test vision alignment with stakeholder feedback.		
Executive Talent Attraction Simulation (NHS National Talent Framework): Role-play a senior recruitment panel where board members practice articulating the organisation’s inclusive vision, values, and strategic achievements to attract diverse, high-potential candidates. Include feedback loops from simulated candidates to refine messaging and approach, with emphasis on patient and staff outcomes, and system-wide leadership.		

Focus Area	Standard	Competency
Managing People and Resources	Building teams	Make sure people feel safe in the workplace
Competency Statement	I build a learning culture that puts safety first, takes whistleblowing seriously, and prioritises safe workplaces and practices at all times.	
Learning Outcomes - You will be able to:	Articulate and embed an organisation-wide vision for physical and psychological safety. Ensure safety, including patient and staff outcomes, is integral to culture, planning, and crisis preparedness. Model and promote adaptive leadership during crises, maintaining safety protocols while recognising impact. Embed learning from incidents to strengthen organisational resilience and integrity.	
	Lead initiatives that foster trust, open dialogue, and inclusive practice, enabling staff at all levels to speak up without fear. Model accountability and responsiveness to whistleblowing, embedding continuous learning, conflict resolution, and system-wide improvement.	
	Model and promote adaptive leadership at all times - even during crises - maintaining safety protocols while recognising emotional and relational impact. Embed learning from incidents to strengthen organisational resilience, leadership, and integrity.	
Example Facilitator-Led Activities <i>Please note these are examples and can be replaced according to context and role.</i>		
High-Reliability Organisation (HRO) Workshop: Explore HRO principles drawn from healthcare safety research. Analyse case studies on maintaining safety in high-risk, complex systems. Reflect on how executive and board-level management and leadership can embed reliability through strategic assurance, collaborative leadership, and system-wide learning focused on patient and staff outcomes.		
NHS Civility Saves Lives Campaign Review: Review evidence linking civility to safety, performance, and psychological wellbeing. Discuss how executive managers and leaders can address unsafe behaviours, recalibrate cultural norms, and foster a climate where concerns, near-misses, and whistleblowing are surfaced early and acted upon systemically.		

Focus Area	Standard	Competency
Managing People and Resources	Building teams	Manage challenges
Competency Statement	I navigate and address organisational and national challenges – identifying and tackling the risks proactively, communicating clearly, and building a resilient, 'can-do' culture.	
Learning Outcomes - You will be able to:	Articulate a clear strategic direction that embraces uncertainty and opportunities. Embed a culture where curiosity, risk, and conflict resolution are integral to management and leadership, with risk appetite aligned to organisational values, long-term goals and national priorities.	
	Promote transparent communication and learning across the organisation, enabling teams to engage with risk constructively and speak up safely. Model behaviours that support psychological safety, adaptive decision-making, and resilience in the face of challenge and change, with attention to patient and staff outcomes.	
	Navigate organisational and national challenges by proactively addressing strategic risks, fostering a culture of accountability and responsiveness. Use insight, feedback, and scenario learning to calibrate risk appetite and tolerance, ensuring decisions are bold, responsible, and responsive to health inequalities and system-wide safety.	
Example Facilitator-Led Activities <i>Please note these are examples and can be replaced according to context and role.</i>		
Scenario Planning and VUCA Leadership Workshop: Explore the Cynefin Framework to lead through uncertainty. Participants work through NHS case scenarios using scenario planning to identify risk thresholds, calibrate risk appetite, and build resilience into strategic decisions. Reflexive prompts encourage executive managers and leaders to examine how their own tolerance for ambiguity and curiosity shapes decision-making under pressure.		
NHS Leadership Academy Simulation: Crisis to Recovery: Engage in a facilitated simulation of an NHS-wide challenge (e.g., system failure, workforce disruption). Participants navigate risk in real time, balancing urgency with strategic tolerance. Debrief includes reflexive dialogue on how risk appetite influenced choices, and how management and leadership behaviours either amplified or mitigated systemic fragility, patient and staff outcomes, and conflict resolution.		

Managing People and Resources

Performance and Delivery - Module Summary

Module Summary	Learning Outcomes for performance and delivery By the end of this module, you will be able to: Provide clear purpose, vision, and deliverables • Communicate a compelling team purpose and connect it to the broader organisational mission, enabling individuals to understand how their contributions drive shared success, strategic alignment, and long-term impact. Manage and measure performance • Champion fair, transparent approaches to setting expectations, reviewing progress, and delivering feedback that fosters continuous improvement, shared accountability, and a culture of high performance. Manage conflict and sensitive conversations • Lead difficult conversations with empathy, clarity, and professionalism (using advanced communication techniques to address issues constructively, preserve relationships, and reinforce organisational values). Summary: These learning outcomes focus on developing executive managers and leaders who inspire clarity of purpose, uphold high standards, and skillfully handle sensitive conversations with empathy and fairness. By aligning individual efforts with organisational goals, supporting performance growth, and addressing challenges openly, they foster an environment of accountability, trust, and continuous development. Keywords: Purpose; Clarity; Accountability; Feedback; Empathy; Resolution
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Focus Area	Standard	Competency
Managing People and Resources	Performance and delivery	Provide clear purpose, vision and deliverables
Competency Statement	I work with senior leaders across the sector to build a shared vision and purpose, providing innovative plans with clear goals and outcome measures.	
Learning Outcomes - You will be able to:	Communicate a strategic, future-oriented vision that aligns with NHS long-term objectives, integrating innovation and system-wide insight. Embed a shared understanding of risk appetite to enable responsible decision-making across stakeholder groups, supporting collaborative leadership and strategic planning.	
	Lead cross-organisational initiatives that align local and national priorities. Apply systems thinking to drive improvement, transformation, and consistent high-quality care, and calibrate risk tolerance across systems to support adaptive leadership, strategic alignment, and sustainable change.	
	Promote trusted, strategic relationships across the sector, using collective leadership to co-create sustainable and resilient healthcare solutions. Navigate risk transparently and collaboratively as part of daily leadership, enabling system leadership, trust, and long-term resilience.	
Example Facilitator-Led Activities <i>Please note these are examples and can be replaced according to context and role.</i>		
Whole-Systems Innovation Lab: Use the “Edge and Core” model to identify organisational edges for innovation. Executives co-design transformation projects that link national strategies to local delivery, embedding risk as a strategic enabler and aligning appetite with system-wide ambition and collaborative leadership.		
Values-Driven Collaboration for Sustainable Improvement: Participants begin with a guided reflection on personal management and leadership values, and how these shape strategic decision-making and risk tolerance. In facilitated groups, they co-design a collaborative improvement initiative that addresses a live organisational challenge. Using QI tools (e.g. PDSA, driver diagrams), they build a sustainable change plan that aligns with NHS priorities and reflects shared values, staff insights, and system-wide resilience.		

Focus Area	Standard	Competency
Managing People and Resources	Performance and delivery	Manage and measure performance
Competency Statement	I build and embed a culture of open, honest, and respectful communication, making sure we follow good HR practice and policies.	
Learning Outcomes - You will be able to:	Champion performance systems that align with strategic and national priorities, ensuring consistency across teams and fostering a culture of excellence, accountability, and safety. Embed transparent processes that recognise risk as part of performance management, and ensure fairness through calibration, review, and whistleblowing responsiveness.	
	Model open, values-led performance conversations that reinforce equity, support professional growth, and maintain trust at all levels of the organisation. Use strategic listening and risk-aware dialogue, to surface barriers, build psychological safety, promote inclusive development, and enable conflict resolution and speaking up.	
	Create conditions that empower individuals and teams to excel through collaborative goal-setting, meaningful recognition, and a shared commitment to continuous improvement. Integrate QI principles and reflexive practice to ensure performance systems remain adaptive, inclusive, and resilient under pressure, with clear links to patient and staff outcomes and strategic leadership.	
Example Facilitator-Led Activities		
Please note these are examples and can be replaced according to context and role.		
Strategic Performance Alignment Workshop - McKinsey’s 7S Framework: Using McKinsey’s 7S Framework, participants map how strategy, structure, and shared values influence organisational performance. Working in cross-functional groups, they co-create a performance alignment plan that reinforces strategic goals across multiple directorates. The workshop includes facilitated discussion on how misalignment impacts delivery, culture, assurance, and patient and staff outcomes.		
Boardroom Simulation: Open vs Private Board Participants step outside their usual roles and take on different board-level positions (such as CNO, CFO, CPO, NED, or CEO) within a simulated closed board setting. Using a complex NHS scenario (e.g. system-wide underperformance, equity gaps, or whistleblowing), they navigate strategic decision-making, challenge dynamics, and visibility dilemmas. The simulation contrasts private board behaviours with open board governance, surfacing how role, authority, and tone influence performance oversight, cultural integrity, and conflict resolution.		

Focus Area	Standard	Competency
Managing People and Resources	Performance and delivery	Manage conflict and sensitive conversations
Competency Statement	I build and embed a culture of open, honest, and respectful communication, making sure we follow good HR practice and policies.	
Learning Outcomes - You will be able to:	Model and champion transparent, values-led dialogue across all organisational levels, reinforcing professionalism, psychological safety, and cultural integrity and speaking up culture in performance conversations.	
	Navigate complex and challenging conversations using techniques that preserve trust and align outcomes with organisational values, relationships, and patient or staff safety	
	Embed a culture of open, honest, and respectful communication across the organisation, ensuring professionalism, sensitivity, and collaborative leadership are demonstrated when managing conflict, whistleblowing, and resolution.	
Example Facilitator-Led Activities <i>Please note these are examples and can be replaced according to context and role.</i>		
Difficult Conversations Simulation Workshop: Using the CIBART model, participants role-play conflict scenarios to explore the underlying dynamics of conflict and anxiety, including boundaries, identity, role, and authority. Practise adaptive communication styles that foster psychological safety, restore trust, and surface hidden tensions. Debrief includes reflexive prompts on power dynamics, speaking-up culture, and leadership tone in safeguarding patient and staff outcomes.		
NHS Restorative Just Culture Review: Present the NHS Just Culture principles and how they support fair, non-punitive approaches to conflict, mistakes, and whistleblowing. Review real examples where trust and relationships were restored through open dialogue. Use the CIBART lens to analyse how identity, role, and authority shaped the resolution process, and how leaders can embed restorative practices into governance, collaborative leadership, and performance systems.		

Managing People and Resources

Efficiency and Effectiveness - Module Summary

Module Summary	Learning Outcomes for efficiency and effectiveness By the end of this module, you will be able to: Allocate and optimise the use of resources - Model strategic deployment of time, expertise, and organisational assets to maximise public value, respond adaptively to evolving system needs, and deliver equitable, high-impact outcomes for patients, staff, and the wider health system. Maximise best value for public money - Demonstrate accountable stewardship of public funds by applying robust financial controls, ensuring transparent governance, and aligning investment decisions with long-term goals for sustainability, equity, and productivity. Use data, evidence and critical thinking - Critically evaluate data and evidence to inform strategic resource allocation and decision-making, enhancing service quality, reducing inequalities, and strengthening operational effectiveness across organisational boundaries Summary: These learning outcomes equip executive managers and leaders with the skills to make strategic, evidence-informed decisions that maximise public value and reinforce trust. They will strengthen their ability to align resources with organisational priorities, safeguard public funds through transparent and accountable governance, and apply analytical thinking to drive improvements in quality, efficiency, sustainability, and equity. Keywords: Efficiency; Flexibility; Accountability; Value; Insight; Judgement
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Focus Area	Standard	Competency
Managing People and Resources	Efficiency and effectiveness	Allocate and optimise the use of resources
Competency Statement	I ensure we have robust and adaptable governance in place to mitigate and manage risk, break down financial silos, and support efficient and sustainable delivery across the system.	
Learning Outcomes - You will be able to:	Oversee the implementation of adaptable governance frameworks that enable strategic oversight, align resources to priorities, and safeguard patient and staff outcomes. Champion equity by embedding lived experience and diverse voices into decision-making, ensuring services are inclusive and responsive.	
	Develop dynamic risk management strategies that uphold organisational integrity while fostering curiosity, innovation, and adaptability. Evaluate risk frameworks to mitigate intersectional impacts and support productivity, wellbeing, and system-wide safety through collaborative leadership and strategic planning.	
	Champion operational practices that optimise efficiency and embed long-term sustainability, balancing productivity with equity and inclusion. Establish people-centred governance by integrating diverse perspectives into strategic decision-making, building a resilient organisation grounded in collaborative leadership.	
Example Facilitator-Led Activities <i>Please note these are examples and can be replaced according to context and role.</i>		
Adaptive Governance Frameworks Workshop: Explore foundational governance principles, including the COSO Enterprise Risk Management (ERM) Framework. Analyse healthcare and private sector case studies to understand how adaptable governance structures support strategic alignment, resource optimisation, inclusive decision-making, and system-wide safety.		
Risk Management Simulation: Public Sector-wide Crisis: In a simulated public sector-wide crisis, cross-functional teams make critical resource allocation decisions under pressure, applying risk control and mitigation strategies. Draw on financial services and best practices to balance innovation and risk, while modelling collaborative leadership, strategic planning, and organisational resilience.		
NHS Sustainability and Efficiency Panel Discussion: Executive teams collaboratively design and stress-test a new governance framework aimed at embedding efficiency and long-term sustainability across the NHS. Informed by evidence and insights from leading sustainability experts, participants ensure their framework enhances productivity, operational integrity, and patient/staff outcomes, while centering equity and lived experience in strategic decision-making.		

Focus Area	Standard	Competency
Managing People and Resources	Efficiency and effectiveness	Maximise best value for public money
Competency Statement	I set the strategy for managing public money and ensure we have the financial controls, governance and accountability we need to deliver value for money and long-term sustainability.	
Learning Outcomes - You will be able to:	Champion and embed governance and accountability frameworks that safeguard public resources, ensuring transparent financial control and strategic alignment.	
	Direct the strategic use of health informatics and digital tools to enhance financial oversight, optimise resource allocation, and drive efficiency across systems, enabling data-informed decisions that support patient and staff outcomes and long-term sustainability.	
	Champion long-term financial sustainability by embedding innovative approaches, continuous evaluation, and inclusive engagement, maximising value for money while reinforcing organisational resilience, strategic leadership, and system-wide stewardship.	
Example Facilitator-Led Activities <i>Please note these are examples and can be replaced according to context and role.</i>		
Balanced Scorecard Workshop: Participants act as board members in a strategic planning simulation. Using the Balanced Scorecard, they co-create governance metrics that align financial performance with sustainability, assurance, and patient and staff outcomes, then present for peer feedback.		
NHS Digital Finance Transformation Review: In action learning sets, participants analyse a current NHS finance initiative (e.g., NHS England’s Finance Digitalisation Programme). They identify strategic levers and governance reforms, then present recommendations to a mock board panel for critique and refinement.		

Focus Area	Standard	Competency
Managing People and Resources	Efficiency and effectiveness	Use data, evidence and critical thinking
Competency Statement	I ensure evidence-driven strategies are embedded at all levels to improve decision-making and future proof high quality services.	
Learning Outcomes - You will be able to:	Champion the strategic use of health informatics and evidence to inform and prioritise organisational decisions, ensuring alignment with sustainability, patient and staff outcomes, and productivity.	
	Embed data-driven practices across all levels of the organisation, enabling teams to identify and address health inequalities, optimise resource allocation, and enhance operational efficiency through inclusive, collaborative, and evidence-led approaches.	
	Model and promote organisational capability in interpreting and applying data insights, empowering staff to use evidence proactively for continuous improvement, responsibility, and system-wide impact through strategic leadership.	
Example Facilitator-Led Activities <i>Please note these are examples and can be replaced according to context and role.</i>		
Data-Driven Decision-Making Workshop: Apply the FAIR Data Principles to strengthen organisational health informatics. Analyse real-world case studies demonstrating how data reduces inequalities, enhances sustainability, and improves patient and staff outcomes. Use insights to conduct a simulated strategy review, modelling board-level decision-making and assurance.		
NHS Digital Transformation Review: Critically assess an NHS digital initiative (e.g., NHS Digital dashboards) through the lens of efficiency, productivity, and sustainability. Identify leverage points to embed a data-driven culture across teams, linking outcomes to strategic priorities and board-level assurance.		

Delivering Across Health and Care

Improving Quality - Module Summary

Module Summary	Learning Outcomes for improving quality By the end of this module, you will be able to: Respond to patient safety concerns, needs and preferences • Lead timely, inclusive responses to patient safety concerns and diverse individual preferences, ensuring decisions promote safe, personalised, and equitable care. • Model trauma-informed management and leadership and embed psychological safety across systems and teams. Personalise care • Drive compassionate, values-led care by embedding patient, family, and carer involvement (especially from those whose voices are not often heard) into service design, delivery, and evaluation. • Shape services around what truly matters to people, balancing quality, equity, and financial sustainability through inclusive, responsive management and leadership. Implement policies and ensure good governance • Oversee governance frameworks, policies, and standards that enable lawful, safe, and inclusive practice. • Use strategic insight and feedback loops to drive continuous improvement in patient safety, experience, and trust. Summary: These learning outcomes empower executive managers and leaders to champion patient safety, personalisation, and equity through strategic oversight, inclusive governance, and trauma-informed practice. They will strengthen organisational accountability for delivering compassionate, high-quality care and ensure that policies and systems actively enhance patient outcomes, experience, and public trust. Keywords: Safety; Personalisation; Compassion; Engagement; Governance; Quality
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Focus Area	Standard	Competency
Delivering Across Health and Care	Improving quality	Respond to patient safety concerns, needs and preferences
Competency Statement	I lead the organisation in building an informed patient-centric culture, where safety is paramount, and patient needs and preferences drive decision-making.	
Learning Outcomes - You will be able to:	Champion a culture where patient voices shape strategy, care delivery, and improvement, ensuring that diverse perspectives inform decision-making, planning, and leadership at every level.	
	Align organisational systems with patient needs and preferences to deliver safe and responsive services. Model leadership behaviours that embed psychological safety, transparency, and support speaking up and whistleblowing.	
	Seek, interpret, and act on diverse feedback and data to surface disparities in care. Lead targeted interventions that improve equity of access, experience, and outcomes, ensuring all patient groups are heard, respected, and represented in decisions that impact patient and staff safety.	
Example Facilitator-Led Activities <i>Please note these are examples and can be replaced according to context and role.</i>		
Culture of Listening Workshop: Explore Schein’s Organisational Culture Model to surface how unconscious assumptions shape patient experience. Compare the Cleveland Clinic’s “Patient First” culture with NHS Trusts’ use of patient stories at the board level as strategic levers. Co-design mechanisms to embed listening across governance, operations, and improvement cycles.		
Systems Thinking for Safety: Use Peter Senge’s Systems Thinking to map safety challenges and identify interdependencies. Draw from New Zealand’s Adverse Events Policy and NHS PSIRF to develop a proactive, system-wide safety strategy grounded in learning, psychological safety, staff wellbeing, and collaborative feedback.		
Health Equity Strategy Lab: Apply Lewin’s Force Field Analysis to examine structural and behavioural barriers to equitable care. Compare Kaiser Permanente’s population health model with NHS Core20PLUS5 to design targeted, data-informed actions that reduce inequality in access, experience, and outcomes.		

Focus Area	Standard	Competency
Delivering Across Health and Care	Improving quality	Personalise care
Competency Statement	I make a strategic commitment to personalised care and to building a culture of accountability focused on equity, efficiency and consistently high-quality care.	
Learning Outcomes - You will be able to:	Shape and communicate a clear, organisation-wide vision that embeds personalised care, equity, and safety as core principles, fostering collaborative leadership and strategic alignment across systems.	
	Ensure that governance frameworks and organisational culture support shared accountability for high-quality, safe, and equitable care. Champion continuous improvement through reflexive practice, psychological safety, and values-led decision-making that enables speaking up and addresses health inequalities.	
	Use evidence and collaborative insight to lead initiatives that improve patient and staff outcomes. Align strategy, operations, and workforce capability to maximise value and deliver compassionate, sustainable care.	
Example Facilitator-Led Activities <i>Please note these are examples and can be replaced according to context and role.</i>		
Navigating Complexity and Uncertainty: Facilitate a system leadership session to explore how executives manage complexity, ambiguity, and competing priorities. Use NHS case studies to examine adaptive decision-making, strategic foresight, and values-led leadership under pressure.		
Patient Insight-Driven Transformation: Apply Human-Centred Design (IDEO) to explore how lived experience can reshape services and drive improvement. Compare the NHS Lived Experience Charter with Kaiser Permanente’s real-time feedback redesigns to evaluate how insights inform strategic decisions and enhance care outcomes.		

Focus Area	Standard	Competency
Delivering Across Health and Care	Improving quality	Implement policies and ensure good governance
Competency Statement	I set and embed the strategic direction for governance, compliance and policy within my organisation, making sure everything we put in place is fit for purpose and helps improve patient care.	
Learning Outcomes - You will be able to:	Champion a strategic, organisation-wide approach to governance that aligns with long-term organisational and national priorities, embeds accountability, and ensures compliance while enabling innovation and improved patient and staff outcomes.	
	Oversee policy and procedure development that is inclusive and outcome-focused. Ensure regular review cycles respond to evolving patient, workforce, and system needs, balancing assurance with adaptability.	
	Foster a culture where feedback, data, and learning drive continuous improvement in governance and compliance. Champion innovation that strengthens assurance, supports leadership, and enhances impact on patient experience, staff safety, and outcomes.	
Example Facilitator-Led Activities <i>Please note these are examples and can be replaced according to context and role.</i>		
CQC KLOEs Workshop: Analyse 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). Simulate an open board meeting to role-play how executives respond to scrutiny, feedback, assurance gaps, and staff safety. Encourage team discussion on improvement actions and collaborative strategic accountability.		
Cultural Web Workshop: Strategic Governance in Action: Use the Johnson & Scholes Cultural Web to analyse how governance decisions shape organisational behaviour. Review a real-world healthcare governance failure (e.g. Mid Staffs) to identify strategic gaps and explore how policy, culture alignment, and leadership could have improved outcomes through board-level oversight.		
Policy Innovation Lab: Apply Design Thinking to reframe a real organisational policy issue (e.g. consent, discharge, or safeguarding). Co-create a rapid prototype policy with measurable patient outcome goals, balancing compliance with innovation.		

Delivering Across Health and Care

Innovation and Improvement - Module Summary

Module Summary	Learning Outcomes for innovation and improvement By the end of this module, you will be able to: Drive continuous improvement and innovation • Lead strategic improvement by identifying opportunities for transformation, applying structured continuous improvement methodologies (such as Lean and Six Sigma), and fostering a psychologically safe culture where experimentation, learning, and innovation are actively supported and aligned with organisational priorities. Transform through technology and innovation • Champion digital innovation that enhances patient care, operational efficiency, and cross-system collaboration. • Promote technologies that are inclusive, usable, scalable, and ethically sound, ensuring equity and safety are embedded in every stage of design, implementation, and evaluation. Support others through change • Lead with empathy, clarity, and strategic intent during times of change. • Build trust and reduce resistance by modelling transparent decision-making, involving others meaningfully in transition processes, and embedding governance that supports both assurance and emotional resilience. Summary: These outcomes focus on strengthening executive management and leadership capability to drive continuous improvement, embed inclusive and scalable digital transformation, and lead compassionate, values-led change. Executive managers and leaders will gain the strategic tools and emotional intelligence to foster innovation, support technology adoption, and empower teams through complex and evolving environments. Keywords: Improvement; Innovation; Digital Literacy; Technology; Change; Support
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Focus Area	Standard	Competency
Delivering Across Health and Care	Innovation and improvement	Drive continuous improvement and innovation
Competency Statement	I deliver improvement and innovation, and I support a ‘no blame’ culture that encourages experimentation.	
Learning Outcomes - You will be able to:	Champion creativity and healthy competition by supporting idea generation, experimentation, and psychological safety, enabling curiosity, speaking up, and strategic innovation aligned with organisational priorities.	
	Ensure teams have access to the tools, time, and skills needed to test and implement new ideas. Remove barriers to innovation, enabling sustainable change through collaborative leadership and learning that improves patient and staff outcomes.	
	Embed initiatives that balance innovation with long-term impact, embedding continuous improvement and strategic foresight into organisational practice to achieve lasting transformation and system-wide safety.	
Example Facilitator-Led Activities <i>Please note these are examples and can be replaced according to context and role.</i>		
Innovation Culture & Lean Principles Workshop: Using a proven organisational culture model, assess your environment and explore how Lean principles, including eliminating waste and focusing on value, can embed innovation. Review an NHS Lean improvement case and Toyota’s Lean system as best practice. Simulate an open board meeting to role-play how executive managers and leaders foster curiosity, healthy competition, strategic leadership, and streamline processes under scrutiny.		
Six Sigma for Resource Optimisation Simulation: Apply Six Sigma DMAIC (Define, Measure, Analyse, Improve, Control) to a resource allocation challenge. Use an NHS case to balance quality, efficiency, and innovation under constraints. Reflect on how management and leadership supports decision-making in complex environments.		
Leading Sustainable Change with Change Theory & Lean Six Sigma: Critically analyse Kotter’s 8-Step Change Model for embedding lasting innovation. Integrate waste reduction tools (such as Lean Six Sigma) for continuous improvement, comparing NHS programs with external sustainability initiatives. Discuss how leaders align change strategies with organisational goals while managing complexity and uncertainty, improving staff outcomes through collaborative leadership.		

Focus Area	Standard	Competency
Delivering Across Health and Care	Innovation and improvement	Transform through technology and innovation
Competency Statement	I lead digital change at an organisational and system level, driving innovation and effective use of technology.	
Learning Outcomes - You will be able to:	Set a clear strategic vision and priorities for digital innovation that align with organisational goals. Drive readiness, investment, and system-wide engagement to maximise impact on patient and staff outcomes, experience, and efficiency.	
	Leverage emerging technologies and evidence-based digital tools to optimise care delivery, reduce waste, and enhance patient experience. Ensure initiatives are scalable and uphold data security, ethical standards, and equity across patient groups.	
	Engage with stakeholders across the NHS and wider system to foster partnerships, share best practices, and ensure interoperability, sustainability, and long-term value of digital solutions through collaborative leadership.	
Example Facilitator-Led Activities <i>Please note these are examples and can be replaced according to context and role.</i>		
Rogers’ Diffusion of Innovations Workshop: Apply the NHS Digital Maturity Index or Technology Acceptance Model to assess systemic barriers to digital adoption. In facilitated peer groups, identify strategic levers for overcoming resistance and embedding innovation across complex health systems, improving staff outcomes through system leadership.		
NHS Digital Academy Leadership Simulation: Participate in a high-stakes simulation grounded in NHS digital leadership principles. Make strategic decisions on technology investment, balancing innovation risks, equity, and organisational priorities. Debrief includes a reflexive loop on management and leadership styles and assurance mapping.		

Focus Area	Standard	Competency
Delivering Across Health and Care	Innovation and improvement	Support others through change
Competency Statement	I set the strategic direction for organisational transformation, ensuring we communicate this clearly and that it is aligned with national priorities.	
Learning Outcomes - You will be able to:	Define and communicate a strategic direction that aligns organisational goals with patient and staff needs, acknowledges what is ending, supports emotional transition, and creates a shared sense of purpose for the journey ahead.	
	Use inclusive and transparent approaches to engage colleagues and patients in ways that support them through uncertainties, build trust and psychological safety, foster ownership of emerging ways of working, and enable conflict resolution and staff wellbeing.	
	Champion structures and processes that embed new ways of working into organisational culture, mark and celebrate progress, consolidate new roles, and sustain continuous improvement through ongoing support for safety and relationships.	
Example Facilitator-Led Activities <i>Please note these are examples and can be replaced according to context and role.</i>		
Kotter’s 8-Step Change Model Workshop: Explore Kotter’s model through the lens of leadership. Identify key steps to create urgency, form coalitions, and communicate a vision that acknowledges what is ending, supports emotional transition, and builds shared purpose across the system.		
NHS Change Leadership Simulation: Engage in a scenario-based simulation where executive managers and leaders must navigate competing priorities, stakeholder expectations, and emotional responses to change. Reflect on how inclusive and transparent leadership builds trust, psychological safety, and shared ownership of emerging practices.		

Delivering Across Health and Care

Working Collaboratively - Module Summary

Module Summary	Learning Outcomes for working collaboratively to achieve results. By the end of this module, you will be able to: Build effective relationships • Cultivate meaningful, trust-based partnerships across organisational and system boundaries by modelling empathy, embracing diverse and not-often-heard viewpoints, and fostering mutual respect to strengthen collaboration and shared strategic purpose. Lead a collaborative team • Create an empowering, high-performing, and psychologically safe working environment that encourages teamwork, joint problem-solving, and accountability. • Enable diverse individuals to co-design inclusive solutions and drive collective success toward sustainable, system-wide outcomes. Share good practice • Champion the identification, celebration, and spread of effective innovations and proven approaches across the organisation and wider system. • Promote safe learning, knowledge exchange, and continuous improvement to enhance consistency, equity, and excellence. Summary: This module develops executive managers and leaders' capacity to build trust, foster collaboration, and model inclusive leadership across complex health and care systems. By empowering diverse teams, embracing lived experience, and actively sharing good practice, they strengthen integration, innovation, and strategic impact to improve outcomes for patients, staff, and communities Keywords: Trust; Empathy; Collaboration; Teamwork; Learning; Innovation; System Leadership
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Focus Area	Standard	Competency
Delivering Across Health and Care	Working collaboratively	Build effective relationships
Competency Statement	I co-create partnerships across health and care systems, neighbourhoods and communities, working with partners to solve problems, transform services, and make lasting improvements.	
Learning Outcomes - You will be able to:	Lead strategic partnerships across health, care, and allied sectors by aligning priorities, fostering mutual accountability, and facilitating shared learning to deliver integrated, system-wide responses to complex challenges, improving patient and staff outcomes through collaborative leadership.	
	Leverage the expertise and insight of diverse partners to co-create innovative approaches that enhance patient outcomes, reduce inequalities, and generate long-term value for population health, staff wellbeing, and system safety.	
	Navigate competing priorities, manage interdependencies, and influence across organisational and professional boundaries to embed sustainable change at scale, grounded in trust, shared purpose, and strategic planning.	
Example Facilitator-Led Activities <i>Please note these are examples and can be replaced according to context and role.</i>		
Collaborative Advantage Framework Workshop: Critically explore Huxham and Vangen’s Collaborative Advantage Framework to identify the strategic conditions required for effective cross-organisational partnerships. Apply the model to assess systemic enablers and barriers, including power dynamics, trust-building, shared purpose, and system leadership within current collaborations to improve staff outcomes.		
NHS Integrated Systems Simulation: Participate in a scenario-based simulation requiring system leaders to co-design inclusive, values-led solutions across organisational boundaries. Balance diverse stakeholder goals, manage interdependencies, and model strategic behaviours that improve service delivery and population health outcomes.		

Focus Area	Standard	Competency
Delivering Across Health and Care	Working collaboratively	Lead a collaborative team
Competency Statement	I build and embed a collaborative leadership environment across health and care, supporting cross-system teamwork and a joint focus on delivering sustainable improvements for patients, staff, neighbourhoods and the wider community.	
Learning Outcomes - You will be able to:	Model inclusive, system-focused management and leadership that fosters shared purpose, mutual trust, and strategic alignment across diverse organisations, enabling curiosity, speaking up, and conflict resolution to improve patient and staff outcomes.	
	Champion collective ownership of patient and population outcomes by modelling values-led behaviours, psychological safety, and reflexive practice, supporting collaborative leadership across the system.	
	Enable integrated working by promoting open communication, aligning priorities across sectors, and removing barriers to collaboration. Strengthen cross-boundary connections that enhance continuity of care, innovation, and system resilience through strategic planning and governance.	
Example Facilitator-Led Activities <i>Please note these are examples and can be replaced according to context and role.</i>		
System Leadership in Complex Environments: Critically explore Keith Grint's framework for addressing cross-organisational challenges. Apply the model to system-level collaboration, examining how adaptive leadership fosters trust across diverse stakeholders and builds shared accountability for outcomes.		
ICS Collaboration Simulation Exercise: Participate in a simulated Integrated Care System (ICS) board scenario, navigating tensions between partners, balancing strategic priorities, and co-developing shared plans to improve patient and staff outcomes. Model inclusive leadership behaviours and explore how values, trust, curiosity, and cognitive distance shape system collaboration.		

Focus Area	Standard	Competency
Delivering Across Health and Care	Working collaboratively	Share good practice
Competency Statement	I establish and maintain networks and communities to share ideas, celebrate innovation, and drive learning at scale.	
Learning Outcomes - You will be able to:	Champion open exchange of ideas, lessons learned, and innovation across teams and organisations by creating safe environments where knowledge sharing drives curiosity, improvement, patient and staff outcomes, and strategic alignment.	
	Create and sustain networks and communities of practice that foster collaboration, showcase scalable innovation, and enable the spread of effective solutions across systems.	
	Highlight impactful examples of practice, champion their adoption, and support their spread across diverse settings to improve consistency, outcomes, and value for money, modelling system leadership that celebrates learning and enables speaking up.	
Example Facilitator-Led Activities <i>Please note these are examples and can be replaced according to context and role.</i>		
Social Learning Theory in Practice Workshop: Explore Bandura’s Social Learning Theory and how observational learning supports the spread of good practice. Examine the leader’s role in modelling inclusive behaviours and creating psychologically safe environments where excellence, curiosity, and speaking up are replicated across teams and systems.		
NHS Q Community - Spread and Scale Simulation: Participate in a simulation based on NHS Q Community principles. In small groups, select a high-impact intervention and co-design a strategy to adapt, communicate, and embed the practice across organisations, maintaining fidelity, sustainability, inclusive engagement, and strategic alignment.		