

OST Curriculum

Leadership and Team Working syllabus

Implementation date: **August 2024**

This document outlines the descriptors for this domain and accompanies the Curriculum 2024 document. Version numbers will be changed after each update, and content changes noted in the table below.

Version number	Date issued	Summary of changes
1.0	1 August 2024	

Level 1	
Learning Outcome	Descriptors
<i>An ophthalmologist achieving this level will:</i>	
Know about leadership competencies in the nine behavioural dimensions as defined by the NHS Leadership Academy: inspiring shared purpose; leading with care; evaluating information; connecting our service; sharing the vision; engaging the team; holding to account; developing capability; influencing the results.	<ul style="list-style-type: none"> ▪ Demonstrate learning about leadership (one example is the NHS Leadership Academy Edward Jenner programme). ▪ Understand the organisation of the healthcare system to appreciate the political, environmental and economic context of patient care.
Know the principles of leadership and identify areas for own development.	<ul style="list-style-type: none"> ▪ Demonstrate an understanding of why leadership is important in own role as a clinician. ▪ Actively participate and contribute to the work and success of a team (demonstrate appropriate followership). ▪ Complete Trust mandatory training in relevant areas such as, for example, Information Governance, Equality and Diversity. ▪ Identify areas for own development (e.g. utilising the NHS Leadership Academy self-assessment tool) and be able to reflect on lessons learnt.

Level 2	
Learning Outcome	Descriptors
<i>An ophthalmologist achieving this level will, in addition:</i>	
Document and evidence leadership behaviours.	<ul style="list-style-type: none"> ▪ Demonstrate awareness of and write a reflective piece on own abilities, including: skills in communication, dealing with feedback, coping with stresses, tenacity and appetite for challenge. ▪ Reflect on leadership styles that fit own strengths. ▪ Think critically about decision-making, reflect on decision-making processes and explain those decisions to others in a transparent way.

Practice within a multidisciplinary team including to develop leadership projects.	<ul style="list-style-type: none"> ▪ Promote and effectively participate in multidisciplinary and inter-professional team working, appreciating the roles of all members of the multidisciplinary team. ▪ Show awareness of own leadership responsibilities as a clinician and why effective clinical leadership is central to safe and effective care. ▪ Demonstrate leadership within own teams, for example: chairing a meeting; learning appraisal skills; designing or managing a rota; undertaking human factors training.
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Level 3	
Learning Outcome	Descriptors
<i>An ophthalmologist achieving this level will, in addition:</i>	
Demonstrate the authority, capacity and motivation to implement change.	<ul style="list-style-type: none"> ▪ Reflect how to demonstrate own leadership competencies in the nine behavioural dimensions as defined by the NHS Leadership Academy, learnt at Level 1. ▪ Promote a just, open and transparent culture. ▪ Promote a culture of learning and academic and professional critical enquiry. ▪ Undertake a management course, shadow a senior manager or visit hospital or community service schemes and write reflective notes.
Design own projects related to leadership and management with outcomes predetermined to reflect on success.	<ul style="list-style-type: none"> ▪ Undertake and collect evidence related to own leadership projects, for example: writing a business case for a piece of equipment; learning about finance or commissioning within the NHS and sharing knowledge with others; introducing a new guideline or piece of equipment. ▪ Demonstrate appropriate leadership behaviour and an ability to adapt own leadership behaviour to improve engagement and outcomes.

Level 4	
Learning Outcome	Descriptors
<i>An ophthalmologist achieving this level will, in addition:</i>	
Critically evaluate own skills in leadership, with particular reference to the quality of patient care.	<ul style="list-style-type: none"> ▪ Appreciate own leadership style and its impact on others. ▪ Ensure the team is effective and able to communicate with established norms of respect, appropriate

	<p>behaviour and psychological safety to ask questions and be heard without fear.</p> <ul style="list-style-type: none"> ▪ Supervise, challenge, influence, appraise and mentor colleagues and peers to enhance performance and to support development. ▪ Critically appraise performance of colleagues, peers and systems and escalate concerns. ▪ Audit own and departmental outcomes. ▪ Reflect on own development to become a systems leader.
<p>Promote service improvement through: quality, innovation, productivity and prevention (QIPP); supervision of the multidisciplinary team; effective management of incidents and complaints.</p>	<ul style="list-style-type: none"> ▪ Understand the risk register and be able to assess risk. ▪ Understand grading of serious incidents and how to investigate; be able to take part in root cause analysis. ▪ Undertake service improvement activity or project to reduce risk / improve patient safety / improve quality / cost improvement. ▪ Involve the rest of the multidisciplinary team in service improvement work, supervise more junior trainees in activities.