



 brighton and sussex
medical school

BSMS

The Leadership and Education
Fellowship Programme

1. The Leadership and Education Fellowship Programme

The Leadership and Education Fellows (LEFs) programme aims to enhance the experience and education of resident doctors, and/or implement service improvements aligned to locally identified priorities, whilst also developing their leadership skills.

These prestigious fellowships have been made available through NHS England Kent, Surrey and Sussex (NHSE KSS) Deanery, and are specifically designed for career-minded IMT3+ or ST3+ resident doctors with an interest in leadership, medical education and service improvement. They provide an excellent opportunity to develop leadership skills and experience in these areas, through practical project work and academic study, and learning alongside a cohort of peers.

The LEF programme delivers multifaceted benefits by supporting the development and retention of high-quality doctors in the region, advancing educational standards and wellbeing within trusts, and fostering both personal and professional growth for individuals.

Aimed at resident doctors who have completed core training, the fellowship has attracted a diverse range of applicants – from those taking a year out before starting specialty training to those at ST5/6 level seeking to enhance their leadership skills ahead of becoming consultants. For some, it is a purposeful step toward developing themselves as leaders, particularly within medical education. For others, it provides a valuable opportunity to step back from full-time clinical work, reflect, and consider their future career direction. Throughout the fellowship, participants explore their personal leadership style, deepen their understanding of the wider NHS system and gain hands-on experience of leadership in practice.



“ *The fellowship gave me the tools and confidence to build my leadership skills. It furnished me with the skills to navigate change management in particular, which I use time and again.”*

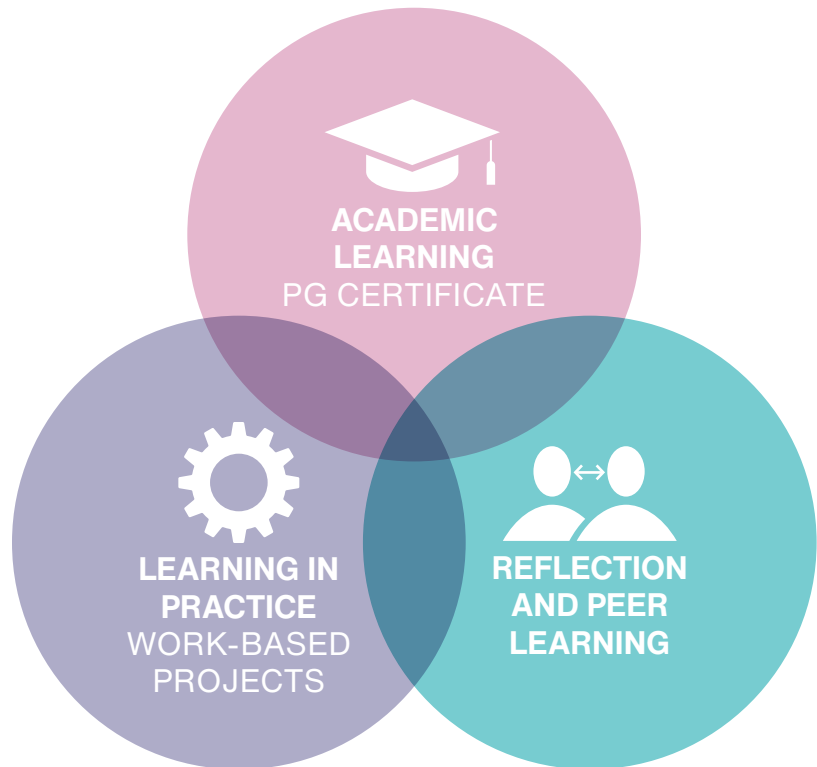
2018 Fellow

2. Programme Design and Learning Principles



“ Learning the theory but also having practical projects to improve the service and education has the highest impact as we applied the knowledge but also learnt more about ourselves.”

2019 Fellow



The design of the fellowship includes different components to support learning and development and is inspired by the Darzi fellowship. Some of the key theories that underpin the pedagogical principles are the concept of Learning Organisation (Senge, 1990) and Action Learning (Revans 1980).

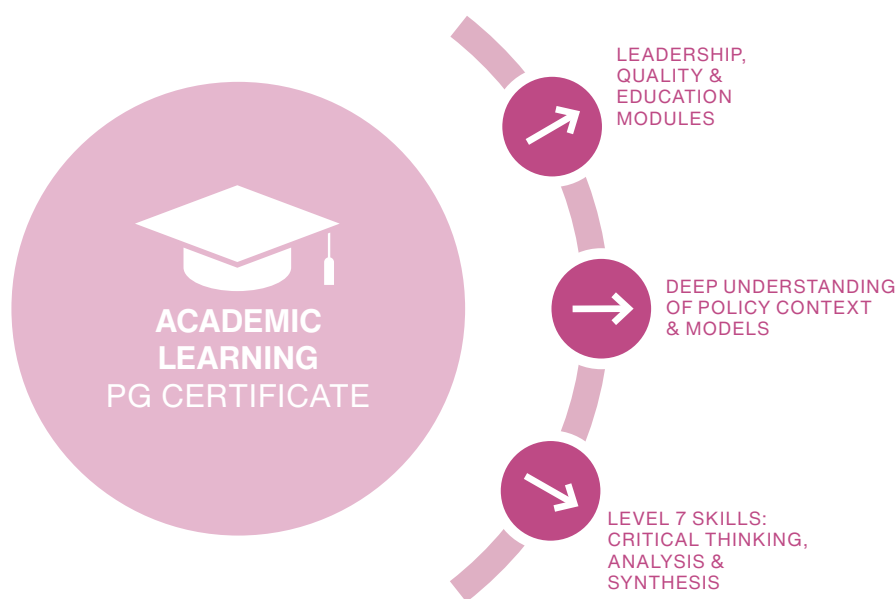
The underpinning programme design assumptions and principles enable:

- Learning through knowledge, action and reflection
- Individual and collective learning
- Development of meta-cognitive skills – learning about learning
- Peer learning through a balance of support and challenge

The combination of academic learning through the PG Certificate and reflection through the Learning Network meetings are fundamental to enhancing fellows’ learning through the work-based project(s).

3. Academic Learning – PG Certificate

All Leadership and Education Fellows undertake a PGCert in Healthcare Leadership and Commissioning as a part of their Fellowship. The PGCert is awarded jointly by University of Brighton and University of Sussex and is a standalone academic qualification. Feedback confirms that the fellows derive immense satisfaction from the academic component of their fellowship, which provides a strong theoretical grounding that underpins and can be directly applied to their experiential learning.



The Masters level study allows fellows to take deep dives into topics of their interest and hone their critical thinking skills. The PGCert prompts learning of a different epistemological nature and encourages fellows to consider perspectives that they may not have considered in depth before.

The fellows complete modules alongside students from a wide variety of courses and professional backgrounds. Modules may include students from courses on Diabetes Management, Psychiatry, Nuclear Medicine, or Public Health. Learning in this rich multidisciplinary environment is a key to the fellowship's success, as this allows the theoretical input to be reinforced by peer-to-peer learning.

“ *The Leadership module looking at leadership and change management theory was also something that I was keen to know more about, especially as this was an area where I felt I had little theoretical knowledge.*”

2023 Fellow

“ *[I enjoyed] learning from other leaders – whether it be BSMS lecturers or NHS experts, and being able to connect with such individuals.*”

2021 Fellow

“ *[The elements of the course had the biggest impact...] Models of change management that will guide me through future leadership roles.*”

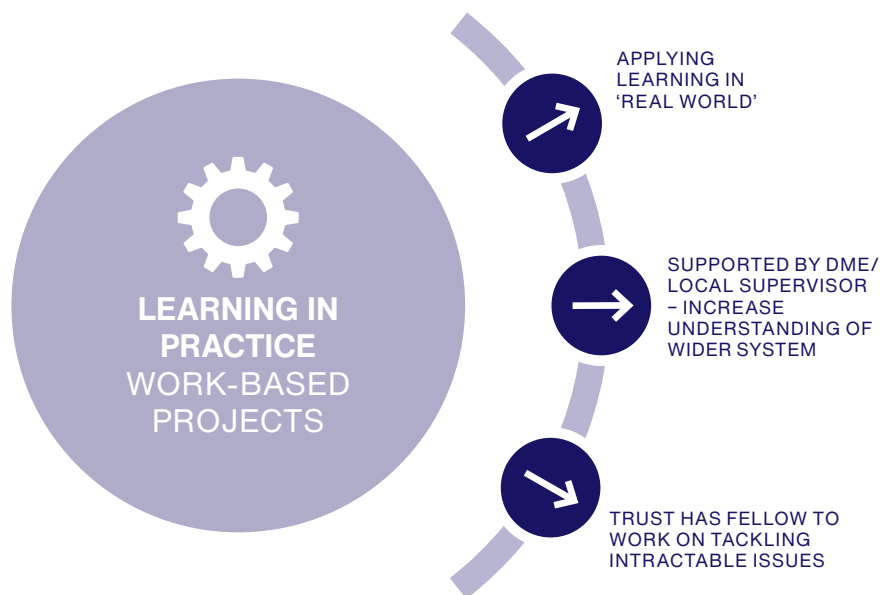
2018 Fellow



The design of the PGCert ensures that the students gain access to a wide variety of content including theoretical frameworks as well as policy analysis. Through the various pedagogical methods used in the classroom as well as formative and summative feedback, the faculty ensure that students are equipped with skills to research, analyse and synthesise complex information independently and draw original conclusions.

Fellows enjoy the intellectual stimulation provided by the PGCert. 59% achieved Distinctions and 12.5% progressed their studies at BSMS to achieve a Diploma or Masters award.

4. Learning in Practice – Work-based Projects



“The programme was a leap in my development. I had a lot of experience in leadership and education. I recently moved to another trust in a full-time clinical job. I now have a lot of experience and I am taking initiative in teaching, education and risk management.”

2020 Fellow

“Although I was new to the trust and the programme was just a year, I feel that I have been able to have an impact that will continue for some time to come.”

2021 Fellow

Fellows are provided dedicated non-clinical time to develop and lead a project which they shape to address priority areas as agreed with their trust. The fellows engage with the tasks and practices to make improvements and bring about change in a complex working environment, learning about leadership, change, communication, education and quality improvement along the way.

The project work delivers tangible benefits to the host trust while enabling fellows to apply their learning in real-world settings and see the direct impact of their leadership development. In a recent survey, all supervisors were unanimous in their support for the fellowship and the benefit it has on delivering improvement in the priority areas.

“The trainee presentations... were very good and thought provoking. [I] have a million ideas to think about implementing.”

Attendee feedback
2021 poster event



Areas of focus for the projects include:

- **Enhancing local education delivery**

“Tremendous teaching programme for our training doctors organised as a result. Great link formed between the trainees and senior doctors by having a fellow.”

(Fellow Supervisor, 2023)

- **Service improvement**

“QIP focusing on improving inter-specialty referrals will positively impact patient care and flow”

(Fellow Supervisor, 2023)

- **Improving the experience of resident doctors**

“Exploring well-being and burnout rates in the resident doctor population to establish at risk groups and general trends, with the aim of implementing sustainable changes to address wellbeing issues.”

(2024 Fellow’s project focus)

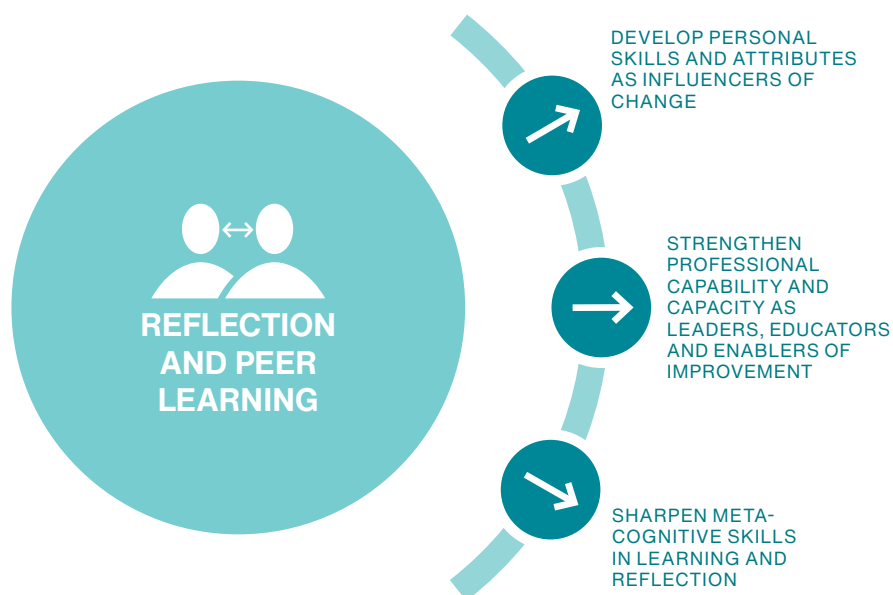
- **Supporting International Medical Graduates (IMGs)**

Projects have included developing specific induction and/or training for IMGs, as well as research into their experiences to inform trust retention plans.

The fellowship facilitates engagement of the fellows within the local health system beyond their day-to-day clinical work. The combination of intellectual growth and sense of empowerment encourages clinician retention in the local area by developing a sense of citizenship and belonging.

At the conclusion of their fellowship, the fellows present their project work to the deanery and academic colleagues at a regional showcase event, featuring poster presentations that highlight their achievements and key learnings throughout the programme.

5. Reflection and Peer Learning



The Learning Network component of the programme provides fellows with a dedicated space to reflect on their personal and professional growth as leaders and educators within the medical field. Often tasked with addressing complex, 'wicked' problems, fellows encounter challenges that question their assumptions about how things could and should be done, alongside setbacks that hinder progress. This carefully facilitated learning environment, expertly led by members of the BSMS programme team, fosters reflection on the type of leader and educator they aspire to be, while also guiding them in addressing the obstacles they face. This is mainly achieved through collaborative problem solving, with the option to delve deeper using pertinent leadership models or tools when useful.



“The fellowship provided a unique blend of clinical duties, project work, and dedicated time for education. This combination gave me the space and resources to delve into broader leadership topics – beyond the traditional scope of leading a clinical team. A particularly rewarding aspect was the chance to collaborate with colleagues from various specialties across the region – an opportunity rarely available in routine clinical practice.

Luke West, LEF Fellow, 2021-22

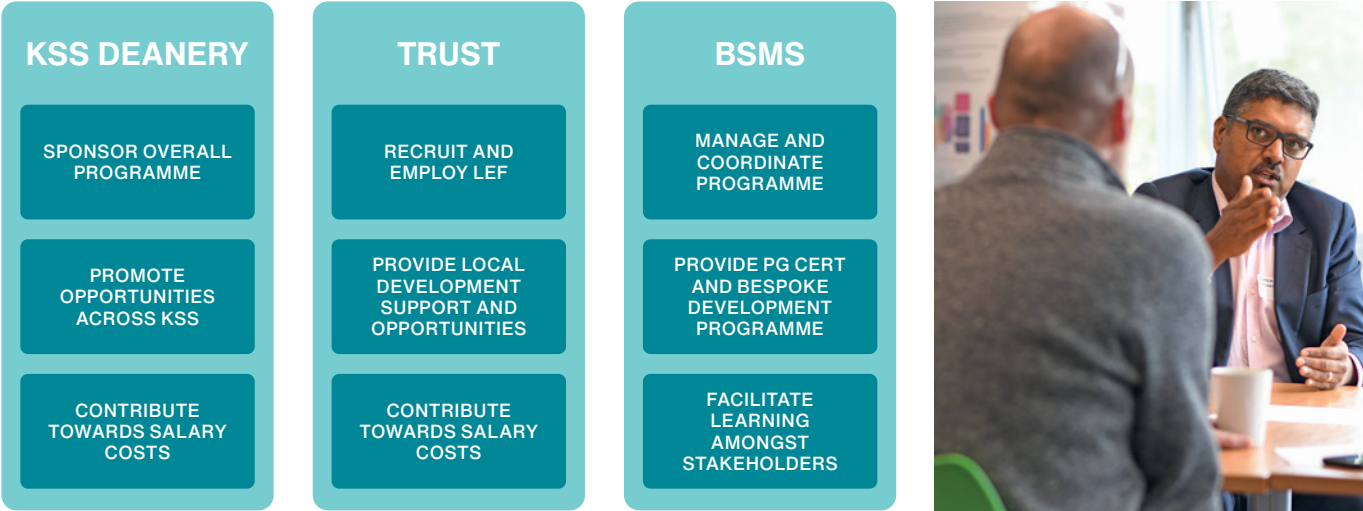


Periodic group meetings throughout the programme cultivate a sense of belonging, promoting peer learning and collaborative problem-solving. The Learning Network sessions are typically held in person, providing a safe space for fellows to reflect on their roles as leaders. Through these interactions, fellows also develop essential skills that support their growth and success.

The programme significantly increased levels of confidence in key areas related to being a leader (as reported in the 2023/4 programme evaluation), particularly in relation to navigating and influencing change.

Whilst present in all parts of the programme, the Learning Network component has a particular focus on embedding the reflection skills and awareness of self as leader to form a platform for fellows' ongoing development. Fellows report carrying this learning into future roles.

6. Partnership Working



A fundamental premise of the Leadership and Education Fellowship Programme is the partnership working between participating KSS Trusts, the KSS Deanery and Brighton and Sussex Medical School (BSMS). This collaboration brings benefits to the Leadership and Education Fellows (LEFs), the Trusts and the wider system.

The KSS Deanery has sponsored seven iterations of the year-long programme, having identified that doctors in training bring a potentially transformative perspective in addressing some of the seemingly intractable medical education and resident doctor wellbeing issues that trusts face.

The Deanery's ambition is that the programme contributes to the retention and development of doctors to take on future medical leader and educator roles in the local health economy. In a longitudinal evaluation of the programme (Tim Leung, 2024), 80% of the respondents stated that completing the fellowship positively influenced their decision to apply for a job in KSS.



Local trusts identify priority project(s) in relation to medical education, resident doctor wellbeing or service improvement, which will be the focus of the fellow's non-clinical work for the duration of the programme. The deliverables for the fellowship role therefore include a sustainable project that benefits the host trust beyond the length of the fellowship as well as the individual fellow's development as a change leader capable of starting and delivering future projects.

To maintain the focus on both the project outcomes and development support to the individual fellow, each trust identifies a local supervisor. The supervisors help the fellow navigate the complexities of their organisation and how to work with the local processes and people to bring about change.

This mentoring/supervision role is one of the benefits that supervisors identify for their own development:

Supervisors and Directors of Medical Education have also identified wider benefits of hosting a fellow:

“Great to be able to bring a trainee along and develop their management and teaching experience. This was very useful to also see how we can develop future job roles.”

2023 Trust Supervisor

Trusts who have participated in the programme for a number of years have identified the positive impact of the programme.

“The programme provides a platform to identify and nurture potential future leaders within the medical workforce. Hosting an LEF has strengthened relationships across professions within and beyond our trust.”

2023 Trust Supervisor

The BSMS programme management team plays a crucial role in coordinating the delivery of the programme, ensuring accountability and maintaining a strong learning focus across all stakeholders. Central to the fellows' success is the support they receive from the fellowship programme management team based at BSMS.

LEF Programme in numbers

“ *The LEF programme has allowed me to enhance my leadership and management knowledge and understand more deeply how the NHS is structured and functions. I have loved having dedicated time to learn and develop myself, as well as working on a project that has taught me how to bring about meaningful change in a large organisation. The medical education theory aspects of the course have been so helpful in developing myself as an educator and will be very helpful in applying for more senior roles in the future. The LEF team are very engaged and hands on, and I have felt well supported every step of the way through the fellowship.”*

Lana, 2024 Fellow

56

fellows over 7 cohorts

13

host trusts

16

specialities

30

next job – medical, in KSS

93%

PG cert pass rate

98%

LEF completion rate

BSMS

Contact

Sam Greenhouse, Programme Director
S.Greenhouse@bsms.ac.uk

Charlotte Street, Senior Project Coordinator
C.Street@bsms.ac.uk