



The ROYAL COLLEGE of
OPHTHALMOLOGISTS

Postgraduate Medical Training

Leadership and Team Working syllabus

OST Curriculum domain

The Royal College of Ophthalmologists is a registered charity in England and Wales (299872) and in Scotland (SC045652)

| Level 1 | |
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| 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 | |
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| 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. |

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| <p>Practice within a multidisciplinary team including to develop leadership projects.</p> | <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 | |
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| Learning Outcome | Descriptors |
| <i>An ophthalmologist achieving this level will, in addition:</i> | |
| <p>Demonstrate the authority, capacity and motivation to implement change.</p> | <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. |
| <p>Design own projects related to leadership and management with outcomes predetermined to reflect on success.</p> | <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 | |
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| Learning Outcome | Descriptors |
| <i>An ophthalmologist achieving this level will, in addition:</i> | |
| <p>Critically evaluate own skills in leadership, with particular reference to the quality of patient care.</p> | <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 |

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| | <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. |