



The Royal College of
Emergency Medicine



EMLEADERS FRAMEWORK

Syllabus for Emergency Medicine Leadership:

Personal, professional and team leadership to improve patient
care

EMLeaders National Faculty

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Background

Leadership is a key component in delivering good quality patient focused clinical care. Emergency Medicine (EM) is a multi-faceted specialty that interfaces with many clinical and non-clinical partners across all patient age groups and level of clinical acuity within a 24-hour service. All clinicians working in the Emergency Department must have the opportunity to develop their own leadership skills to support and enhance a robust, sustainable, healthy, and enriched workforce.

1.1 EMLeaders Framework

The framework is based on those elements that prepare an EM practitioner to manage any shift in the Emergency Department and negotiate the many aspects of the wider NHS.

The information within this document provides a framework of EM leadership knowledge, skills, behaviours, attitudes, and competencies referenced against the different stages of training that make up core and higher EM training programmes. The framework is structured into five areas of clinical leadership:



1. EM Leader Skills;



2. Working in Teams;



3. Managing the Emergency Service;



4. Growth and Collaboration; and



5. Developing Excellence Within your Team.

The descriptors reflect proficiency at a specific stage of EM training, with additional complexity challenging the trainee as they progress from core to completion of higher training and into the early years as a Consultant.

1.2 EMLeaders, the clinical curriculum and key capabilities

The clinical curriculum has threads of leadership throughout the generic professional capabilities¹ (GPC) and specialty learning outcomes² (SLOs).

¹ <https://rcemcurriculum.co.uk/generic-professional-capabilities-framework/>

When training to be Emergency Medicine Consultants, trainees must develop their leadership potential so that they are able to lead effectively and provide care for patients as experts in clinical diagnosis and reasoning, as well as the management, guidance and support of multi-disciplinary teams providing care across the full spectrum of both physical and mental health needs in a modern-day Emergency Department.

The GPCs prioritise themes that include leadership (domain 5), including:

- An understanding why leadership and team working is important in the role as a clinician.
- Being aware that effective clinical leadership is central to safe and effective care.
- Being able to appreciate leadership styles and the impact this has on others.
- The need to participate in team success.
- The need to promote and participate in effective multidisciplinary team working.
- The value of a culture of learning.

In addition, there are several other leadership threads that complement the additional GPC domains including:

- Patient safety (domain 6)
- Quality improvement (domain 6)
- Professional values and behaviours (domain 1)
- Demonstrating emotional resilience (domain 1)
- Ability to communicate clearly and effectively (domain 2)
- Dealing with complexity and uncertainty (domain 6)
- Managing time and resource effectively (domain 1)
- Understanding the health service and healthcare system (domain 4)



The SLOs also contain specific leadership components as well as leadership threads that include:

² <https://rcemcurriculum.co.uk/>

- **SLO1**– being aware of models of care to improve care for frail older people and the role of multidisciplinary team working; being aware of design principles for Emergency Departments including structure, resource, and process.
- **SLO 2** – being able to work as a collaborative team member.
- **SLO 3** – being able to offer constructive feedback; being able to effectively lead the multi-disciplinary team.
- **SLO 4** – being aware of the human factors and non-technical skills that affect team performance; being able to lead a multi-professional team de-brief.
- **SLO 7** – being able to understand the effects on the team of stress and fatigue; being able to support EM team members in challenging or distressing circumstances.
- **SLO 11** – being able to understand human factor principles and practice at individual, team, organisational and system levels.
- **SLO 12** – being aware of the interplay of various agencies in the NHS and how they relate in the evolving NHS landscape.

1.3 EMLeaders resources



The EMLeaders programme contains several leadership educational resources that can be added as evidence of learning, progress, and attainment along with other work-based place assessment, formal courses or reflective practice.

There are 9 eLearning modules sited on e-Learning for Health (e-LfH) that can be used as materials to support development needs (<https://portal.e-lfh.org.uk/>). These modules are outlined in the next table, and in addition to help signpost content the second matrix highlights specific content and components that can be linked to several aspects in the curriculum.

The modules provide Learners with:

- the core principles of leadership within an Emergency Department context and include videos, interactive activities as well as EM examples.
- background reading which will allow Learners to explore the topics further.
- a reflective practice worksheet related to the content in the modules that can be used in future regional discussion groups to expand on the learning.

The reflective practice worksheet is a separate document, which can either be completed while the Learner works through the module content or afterwards, depending on preferred learning style.

 Title	 Description	Link
Leading Self	This module explores the key themes around self and how that knowledge can be used to be to create positive influences for you and those around you. This is a core module that provides the foundational theory for further modules.	004-0400
Leading Teams	This module explores how to lead teams effectively in Emergency Medicine. This is a core module that provides the foundational theory for further modules.	004-0401
Leading Systems	This module explores systems within emergency care and the NHS in relation to leadership challenges that emergency physicians face and how to analyse them as clinicians within a complex environment. This is a core module that provides the foundational theory for further modules.	004-0402
Leading Service	This module focuses on leading the Emergency Service. The principles of leadership, however, are applicable to all parts of the NHS. It will have relevance to all practitioners within Emergency Medicine, whether in training or a new or established Consultant. This will support those either in a service lead role or those aspiring to lead the service in part or in full at some future date.	004-0403
Leading Culture	This module focuses on the relationship between leadership and culture. It is recommended to complete Leading Self (004-0400) module in full, including the reflection worksheet prior to starting. There are themes and learning within Leading Self that are built upon within this session and will help Learners to have a deeper understanding of what is covered.	004-0404
Leading People	This module covers what an organisation is, managing and leading people in an organisation, having difficult conversations and conflict resolution.	004-0405
Leading Quality	This module explores what quality is within healthcare, how to define 'Quality' for the individual, team, and service, to recognise how poor-quality behaviours occur and how to encourage good quality care through leadership. This module will support those completing quality improvement work/projects.	004-0406
Leading Change	This module focuses on leading change in Emergency Department teams. The wider systems in which Emergency Medicine operates are becoming progressively complex. Implementing successful change ideas increasingly requires an understanding of change theory and models that can help steer through common challenges. This module highlights a number of these and provide examples of their practical use within Emergency Medicine. This module will support those completing quality improvement work/projects.	004-0407
Leading Strategy	This module explores when to apply strategy and the subsequent skills needed for an adaptive strategic leader. This module will support those completing quality improvement work/projects.	004-0408

Key

Communication	Accomplishing tasks	Safety	Developing pathways
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EMLeaders modules on eLearning for Health platform									
	Leading Self	Leading Teams	Leading Systems	Leading Service	Leading Culture	Leading Change	Leading Quality	Leading People	Leading Strategy
Module content highlighting links to other modules	Physician know thyself?	Why is leadership in the ED team important?	Setting the scene	Structure and function of NHS	What is culture	The landscape of change	Understanding quality	Organisations (structure)	Strategic vision
	Values	How to lead your ED team effectively	Understanding systems in emergency care	Where does EM service fit? * links to organisations section of people	Why does it matter	Change vs transition	Quality Improvement Methodology	Managing and leading in organisations - includes performance (links to quality module), characteristics of public service organisations (links to culture module)	Active listening

EMLeaders modules on eLearning for Health platform									
	Leading Self	Leading Teams	Leading Systems	Leading Service	Leading Culture	Leading Change	Leading Quality	Leading People	Leading Strategy
Module content highlighting links to other modules	Biases and beliefs	What happens when teams don't work	Analysing systems as clinicians in a complex system (includes tame & wicked problems)	Knowing the emergency service includes description of key strategic documents and organisations	Culture and the NHS *links to the values section of 'self' module	Leading the change process includes - steps within a change project, success, and failure	Successful QI	Leading people Includes leadership models	Strategic problem solving * links to leading systems
	Personality	The difference between management and leadership	Influencing in complex systems	Models of clinical service delivery (QI)	Culture, leadership & the NHS	Patients at the centre of change	Violations and migrations	Difficult conversations	Strategic solutions
	Strengths	What makes a good team cohesive? Includes unconscious bias *links to biases & beliefs in 'self' module		Budgeting	Power and politics		Performance and quality improvement	Conflict	SMART goals
	Other influences			Time management	Power and influence - useful for		Leading QI		Strategic evaluation –

EMLeaders modules on eLearning for Health platform									
	Leading Self	Leading Teams	Leading Systems	Leading Service	Leading Culture	Leading Change	Leading Quality	Leading People	Leading Strategy
<i>Module content highlighting links to other modules</i>	Includes stress & coping				assertiveness				*links to measuring and performance in quality
	Wellbeing & resilience			Successful negotiating skills Includes conflict/ getting into trouble/ externalising/ seeing from another perspective	Motivation and drivers				Meetings
	Emotional intelligence			How to delegate	The perils of perfection				

SLO	Modules	Sections/Themes
SLO 2	Leading Teams	Safety theme highlighted in yellow.
SLO 8	Leading Self, Leading Teams, Leading Systems, Leading Culture and Leading People	Safety theme highlighted in yellow. Communication theme highlighted in orange.
SLO 9		Sections in red text
SLO 11	Leading Quality, Leading Service, Leading Change and Leading Strategy	Safety theme highlighted in yellow.
SLO 12	All modules	The table should help identify the modules or themes which suit your learning needs

In addition, local training regions will have other resources that can be used. These may be EM-Leaders training days or local leadership faculty, materials, or courses.

1.4 Developing a leadership personal development plan (PDP)

Leadership is something that can be taught but requires a personal focus for development since we will all have had different learning experiences and will develop our own leadership style. Below are schematics that highlight suggestions of focus in leadership development and preparedness by stage of training. Training is divided into Core, Intermediate and Higher EM training. The suggestions are categorised by the five themes within the Framework.

1.4.1 Leadership summary for CT1-CT2 Year

This summary is a guide to the skills and knowledge that will aid your leadership development, and this will vary from person to person.

For the core leadership goals, you should refer to the [EM curriculum SLOs](#) and [GPCs](#).



EM Leadership Skills

- Make sure I am organised and can manage my personal and professional life.
- I need to look at how I appear to others and make sure I respect all those I work with.
- I must use reflection to learn and improve my practice.
- Learn to be aware of my work environment and develop my emotional intelligence and non-technical skills.
- I must look after myself and ask for help when I need it.



Working with Teams

- Start to gain an understanding of all the aspects that make an emergency department function both clinical and non-clinical.
- I need to learn to work effectively with those who work outside the department, appreciate their pressures and be an advocate for teamwork.
- Be able to support those around me, set a good example and be able to motivate others.
- Take full advantage of teaching opportunities and develop my own teaching skills both formally and on the shop floor.
- I should be an advocate for patient safety, gaining experience in quality and safety through department audit, QI, MDT and M&M meetings. Understand complaint and IR1 processes.



Managing the Emergency Service

- Learn about the various bodies that set standards for acute and emergency care.
- Be able to explain how my department has implemented quality standards and monitored their success.
- Be able to explain how the function of a department might affect how the staff perform their roles.
- Begin to gain an understanding of how a department manages its budget and the difference between the various elements.
- Develop your skills at managing difficult conversations with other professionals, patients and relatives.



Growth and Collaboration

- Begin to develop an understanding of quality improvement and the practicalities and chal-

lenges.

- Be able to appraise literature and policies and how they might impact on my department.
- Learn how reflection should be used positively when looking at your own experience and events in the department.
- Begin to recognise how aspects of departmental work puts pressure on staff and how I can support them and help develop resilience.



Developing Excellence in My Team

- Be able to identify services that do/don't work well and begin to be able to spot the factors that lead to success.
- Become involved in a QIP/audit project.
- Be able to recognise behaviours in the people I meet at work that seem to motivate and enthuse me and other colleagues. Think about how I might apply them.
- Understand the importance of debriefing.

1.4.2 Leadership summary for ST3-4 Year

This summary is a guide to the skills and knowledge that will help build on your leadership experience from core training as you move into a more senior role, leading the culture of your department. You will begin to develop a skill set particular to you and this may differ from some of your contemporaries.

For the core leadership goals, you should refer to the [EM curriculum SLOs](#) and [GPCs](#).



EM Leadership Skills

- I reflect on my leadership experiences from core training especially CT1 in ED.
- I am aware of my persona when working with others and begin to understand how this affects my interactions with them.
- I work in a way that I become a role model for others.
- I actively support the team around me and make them aware of the issues facing them in managing their patients.
- I support and debrief the team around me when incidents occur.
- I am aware of the well-being of those around me, provide support and make sure their supervisors/line managers are aware.



Working with Teams

- I have an understanding of how the managerial and wider functions of the organisation contribute to patient care.
- I develop the skills to co-ordinate the care of patients when multiple specialties are involved and can be objective about the roles of all these teams.
- I recognise when challenging situations occur between staff and patients and have the confidence to intervene.
- I feel comfortable to provide effective support and feedback to all staff groups especially when incidents occur and know how to escalate any issues.
- I am an advocate for patient safety and high-quality patient care and begin to develop the skills to appraise incidents in the department.
- I develop my teaching skills in the formal and opportunistic environment of the department.



Managing the Emergency Service

- I develop my knowledge of how both national and local strategies for emergency care are developed.
- I gain an understanding of how business cases and clinical policies are developed and assist in their development.
- I learn how a well-run department will provide clinical and pastoral support to its staff.
- I learn how to deal with patient complaints.
- I am aware of staff conflict in the department, have the skills to defuse issues and involve senior staff when necessary.
- I begin to understand budgeting and the need to maximise the use of resources both staff

and non-staff.



Growth and Collaboration

- I develop a good working knowledge of quality improvement methodologies and become actively involved in QI work in my department.
- I begin to understand the challenges of QI and learn how to engage all staff groups in the department.
- As well as being able to critically appraise literature I will learn to objectively evaluate the ideas of those around me especially colleagues who offer a different perspective.
- I will be a role model for junior colleagues by supporting initiatives to drive QI in the department.
- I will develop my understanding of the importance of the role of compassionate leadership on the wellbeing of my staff and the quality of patient care.



Developing Excellence in My Team

- I see the importance of my leadership role and continue to develop my skills.
- I work effectively with my team to deliver positive change.
- I have the confidence to lead team debriefs after events in the department.
- I am open to be challenged by staff and patients and give feedback that is both objective and supportive.
- I help develop my team so that we all see our role in supporting each other and be advocates for high quality clinical care.
- I show resilience when things don't go as planned, can motivate my team and prevent them being distracted from their goals.

1.4.3 Leadership summary for ST5-6 Year

This summary builds on those for CT1-2 and ST3-4 years of training. At this stage you will be developing your own leadership style and will be developing areas of interest in clinical practice. This will mean you have a varied exposure to the areas summarised below. Some of the leadership goals are aspirational and as such this summary and the EM Leadership Framework will take you through to your early years as a consultant.

For the core leadership goals, you should refer to the [EM curriculum SLOs](#) and [GPCs](#).



EM Leadership Skills

- I organise my time effectively for clinical, non-clinical work and my personal life.
- I am comfortable knowing those around me will look to me to take a lead in the department when I am the most senior person present.
- I manage crises in the department, liaise with other specialties and inform my seniors when necessary.
- I am skilled at using reflection to analyse my experiences, events at work and support those around me.
- I can articulate the integration of practice on the shop floor through department processes to trust strategy and wider NHS objectives.
- I am robust and recognise that setbacks will occur and will need to be overcome.
- I have colleagues, friends and family that I can rely on for support.



Working with Teams

- I have an understanding of the managerial processes of the service that allows me to contribute to discussions and developments in the department.
- I contribute to clinical care developments as well as supporting day to day care.
- As well as supervising others at work I begin to develop those skills in others.
- I understand the roles of both clinical and educational supervisor for medical staff and other staff groups such as Advanced Clinical Practitioners and Physician Associates.
- I have the skills to lead a quality improvement project and lead the investigation of a clinical incident.
- I can deliver teaching and training in a mix of environments and can support, and critique teaching delivered by others.



Managing the Emergency Service

- I have the skills to perform the EPIC role alongside the consultants.
- My knowledge of local and national strategies and data analysis allows me to contribute to service development and redesign.

- My knowledge allows me to help build a business case.
- I understand the organisations HR processes so that I can contribute to resolving staff issues.
- I am able to help develop rotas based on knowledge of working time directives and contracts.



Growth and Collaboration

- I can lead a team in a quality improvement project within the department.
- I can represent the department in organisation-wide quality improvement work.
- I can accept clinical uncertainty when developing services and managing risk.
- I help embed a culture of continual development and learning within both regional EM training and in my department.
- I am an advocate for staff wellbeing and work collaboratively with others to ensure a supportive environment for all staff.



Developing Excellence in My Team

- I am confident I can lead the department especially when under pressure.
- I create a culture that allows debriefing and feedback to all staff.
- I motivate and provide guidance on personal development.
- I challenge the status quo and provide reasoned ideas for service development.
- I have the confidence to collaborate in trust-wide projects and external organisations.
- I show resilience and have the skills to keep projects on track when faced by external challenges.

1.5 How to use the EMLeaders Framework

The EMLeadership framework is a syllabus that details proficiency descriptors at three separate stages of training that also provides links to learning resources. The EMLeaders programme is based on a 70:20:10 principle.



Source: Morgan McCall, Michael M. Lombardo and Rober W. Eichinger in their 1996 book *The Career Architect Development Planner*.

- The majority of the programme involves leadership conversations on the Emergency Department clinical shop floor and relies on contemporaneous evaluation, feedback, and reflection (70%).
- This is reinforced by additional coaching conversations, and mentorship or personal learning outside the clinical environment (20%).
- Thus, only a small part of the programme is delivered via formal teaching or educational events (10%).

It is therefore imperative that as a trainee or even early years Consultant, you develop a PDP reflective of your challenges, training needs or aspirations at the beginning of a training year or appraisal cycle. Supervisors or mentors are then sighted on those aspects of leadership that are to be developed around leadership conversations on the shop floor, at meetings or by direction to learning resource.


The Framework descriptors can not only be used to guide personal development and preparedness, but also as supporting commentary in Faculty Educational Governance Statement or Structured Training Reports that requires consistent detailed language and reference sources to direct objective personal development. It is therefore to be used by trainees and trainers or appraisers in supporting leadership development.

EMLeaders Framework by Training stage

1.6CT1-CT2





1.6.2 EMLeadership Skills

 Activity	Proficiency Description
Learning to communicate in ED	<ul style="list-style-type: none"> • can listen, reflect, and respond appropriately. • emotionally aware. • able to clearly articulate views. • able to develop a rapport with patients, relatives, and other partners e.g., Police / Coroner / Social Services / other colleagues. • understands viewpoints irrespective of professional, personal, or cultural differences.
Managing self-organisation skills	<ul style="list-style-type: none"> • maintain reliability and punctuality. • manage personal and professional workload. • make contemporaneous notes. • can plan breaks. • develop strategies to manage own time including at times of clinical surge and escalation. • can plan own training year including examinations and ARCP.
Becoming self-aware	<ul style="list-style-type: none"> • aware of personal values, beliefs, and principles. • can learn from experience. • understands personality types and group dynamics in both ED and other clinical teams. • aware of own leadership style. • can recognise professional, socioeconomic, cultural, and religious differences that exist both with patients and within teams.
Acting with integrity	<ul style="list-style-type: none"> • understands and applies GMC duties of a doctor and the principles of being fit to practice. • aware of own strengths and limitations, including when to ask for help.

Learning to communicate in ED	<ul style="list-style-type: none"> • can listen, reflect, and respond appropriately. • emotionally aware. • able to clearly articulate views. • able to develop a rapport with patients, relatives, and other partners e.g., Police / Coroner / Social Services / other colleagues. • understands viewpoints irrespective of professional, personal, or cultural differences.
The power of reflection	<ul style="list-style-type: none"> • has self-critical awareness. • understands the need to be a reflective practitioner. • can use reflective templates for effective, productive, and developmental self-appraisal. • uses reflection to drive change and improvement.
Understanding and applying NTS (human factors) in an ED setting	<ul style="list-style-type: none"> • is aware of own role, responsibility & capabilities within ED. • is conscious of the need for personal situational awareness and vigilance. • aware of risk/factors contributing to errors.
Maintaining wellbeing strategies for the ED	<ul style="list-style-type: none"> • understands and practices wellbeing strategies such as eating well, regular exercise and sleep. • understands the effects of recreational or prescription drugs and alcohol consumption. • can recognise and mitigate against stress. • can evaluate and implement suitable work life balance options. • understands impacts on family and relationships. • recognizes and knows what to do when they are unwell. • reflects on their own resilience.
Developing empathy skills in an ED environment	<ul style="list-style-type: none"> • demonstrates personal emotional awareness. • understands and can respond to different personal and professional perspectives. • can adapt and contextualise. • communicates effectively. • maintains focus and professionalism balanced against emotive, contentious, and volatile circumstance.





1.6.3 Working in Teams

 Activity	 Proficiency Description
Understanding the ED team, structures and how they work	<ul style="list-style-type: none"> • understands all roles within the ED team. • understands roles in other clinical teams including those in which they work. • understands individual and team responsibilities. • contributes to a shared process of care. • understands the clinical, managerial and governance structures within their department. • maintains clinical continuity with effective handover. • keeps up to date with policy and procedure.
Developing skills to engage with other specialities	<ul style="list-style-type: none"> • can communicate effectively. • appropriate referral and realistic expectation of response. • remains the patient's advocate and can challenge decisions in an objective & productive manner. • maintains partnerships in clinical care. • develops and influences local teams and peers in delivering good quality clinical care.
Building & maintaining relationships	<ul style="list-style-type: none"> • is aware of GMC professional standards. • demonstrates behaviours to encourage dialogue & trust. • maintains respect and acknowledges roles and expertise. • manages conflicts of interest. • develops positive role modelling. • maintains common purpose.
Building supervision skills	<ul style="list-style-type: none"> • can communicate effectively. • can listen, formulate, and feedback information - develops a transferable skill set to supervise others. • can appropriately delegate and supervise tasks e.g., with medical students. • promotes opportunity. • knows own limitations. • shows respect.

Developing networks	<ul style="list-style-type: none"> • promotes a sharing of information and ED resource to maximise patient care. • engages with other clinical teams and shows respect. • respects the opinions of patients and family. • confronts tribalism and negative values. • understands care pathways and role of other services out with the ED and local Trust.
Embedding a safety culture and sharing	<ul style="list-style-type: none"> • understands and engages with incident reporting systems & duty of candor. • can access and contribute to the development of policy and guidelines. • can develop safe discharge plans and inform patients. • undertakes effective handover. • contributes to clinical quality improvement. • integrates evidence-based practice into clinical care. • can use all equipment in their clinical area safely. • maintains safe prescribing. • confirms patient identification at all times. • attends M&M, CG and MDT meetings. • can complete incident report and respond. • is aware of the risk management structure of ED and Trust.
Optimising the learning and teaching environment	<ul style="list-style-type: none"> • embeds own personal learning into the clinical environment. • uses opportunities to learn and receive feedback. • uses a range of resources to enhance learning. • reflects on own role as an educator and methods of enhancing their own and others potential.





1.6.4 Managing the Emergency Service

 Activity	 Proficiency Description
Understanding priorities	<ul style="list-style-type: none"> • understands the process of clinical prioritisation, streaming and triage. • is aware of inequalities in healthcare both locally and nationally and their effects on health.

in the service	<ul style="list-style-type: none"> • can understand & rationalises how health care is delivered and the limitations of service provision.
Understanding clinical and managerial processes	<ul style="list-style-type: none"> • practices evidence-based medicine. • can reference local and national guidelines. • can rationalise decision making to deliver consistent quality care. • reflects on own efficiency within the process of care.
Managing performance	<ul style="list-style-type: none"> • understands the factors that affect personal performance & the duties of a doctor. • understands factors that affect system performance. • can raise concerns over quality, safety, and performance. • can understand the different Trust and RCEM qualitative and quantitative performance metrics for ED. • contributes to data collection and analysis of such metrics for service improvement e.g., RCEM audit.
Managing people	<ul style="list-style-type: none"> • creates a positive atmosphere that enhances clinical care that supports the ED team. • is aware of how to escalate concerns. • remains objective. • uses strategies to manage situations e.g., empathy, feedback, zero tolerance to unacceptable behaviours.
Managing resources	<ul style="list-style-type: none"> • is aware of budgets and their value. • maintains appropriate use of clinical and staffing resources including investigations, prescribing and other therapeutic interventions. • can rationalise the use of equipment. • understands how the NHS is funded and how resource is then allocated. • champions the effective use of ED resource within the team. • understands work schedules, junior doctors' contract, and exception reporting. • manages study leave appropriately.
Explaining and managing risk to key groups	<ul style="list-style-type: none"> • can clearly communicate the risk and benefits of treatments to patients and family or carers. • can communicate difficult conversations in relation to escalation of care, DNACPR, unfavorable outcomes, procedural complication, or refusal of treatment. • can identify concerns and risks when making onward specialty referral. • able to appropriately escalate concerns to seniors. • shows ability to manage uncertainty.





1.6.5 Growth and collaboration

 Activity	 Proficiency Description
Principles of process improvement	<ul style="list-style-type: none"> • starts to critically evaluate departmental, regional, and national policy and procedure. • recognises and evaluates when a process does not fit. • can then identify and articulate areas of EM practice that need improvement. • takes part in departmental audit, quality improvement or patient safety projects.
Encouraging improvement and innovation in the service	<ul style="list-style-type: none"> • understands the components necessary to bring about change. • has a positive attitude and interest in change. • can relate ideas leading to improvement and innovation. • uses experience and perceptive analysis to highlight areas for development. • maintains a pragmatic approach.
Critically evaluating	<ul style="list-style-type: none"> • can articulate a balanced opinion on treatment options to deliver best patient care. • can challenge established practice using evidence-based medicine. • remains aware of clinical uncertainty and how to mitigate risk. • remains aware of own limitations and clinical accountability structures in the areas that they work.
Embedding a learning and research culture	<ul style="list-style-type: none"> • attends local and regional training opportunities. • can access e-learning materials including FOAMed and other educational resources. • uses best evidence practice. • completes e-portfolio, curriculum requirements and examinations in a timely fashion. • is a reflective practitioner and learns from events. • identifies positive and negative aspects of a learning culture and reflects on the personal impact this may have.
Wellbeing strategies to constantly improve systems	<ul style="list-style-type: none"> • recognises that EM is high-risk high-pressure environment. • recognises the need to develop personal wellbeing strategies. • encourages and shares wellbeing focus with the ED team. • supports and works with others to improve the working environment for patients, families, carers and staff. • recognises the value and need of civility in the workplace. • recognise the triggers and impact of violence and abusive behaviours in the workplace.



1.6.6 Developing excellence within your team



 Activity	 Proficiency Description
Identifying context to become an EMLeader	<ul style="list-style-type: none"> • embeds the EMLeaders programme into personal growth and attainment as a clinician. • can identify own strengths and challenges. • positive attitude towards feedback and reflection for development. • develops self-awareness. • integrates EMLeaders skill development into clinical practice and role. • develops skills to critically appraise situations and challenge. • can ask for help appropriately.
Engaging with others to apply knowledge and evidence for collaborative change	<ul style="list-style-type: none"> • remains receptive to the opinion of other team members or teams. • can articulate opinion and communicates well with patients and the multi professional team. • uses best evidence or resources to make decisions. • remains open to constructive discussion.
Building a team strategy to support change	<ul style="list-style-type: none"> • covered in Facilitating change management.
Debriefing strategies for ED	<ul style="list-style-type: none"> • can understand the debrief framework. • can constructively contribute to team debrief. • can lead on elements within their capability, remit and understanding. • is empathic towards others. • can reflect on own development needs and focus on aspects of good clinical practice. • positive attitude towards feedback and reflection for development.
Setting the shared vision	<ul style="list-style-type: none"> • has read appropriate strategy documents e.g., NHS Plan. • has read GMC Good Medical Practice and works within its boundaries. • is aware of Trust and ED mission statements / forward plan.

	<ul style="list-style-type: none"> • can reference local and national strategy documents and start to formulate opinion e.g., RCEM vision 2020 / winter planning. • values the vision presented.
Evaluating impact and progress	<ul style="list-style-type: none"> • completes audit cycle or patient safety project. • makes recommendation for change. • completes project and follows implementation impact. • can challenge and support the work of others giving positive critique and solutions. • is aware of the factors that affect sustainability.
Maintaining momentum	<ul style="list-style-type: none"> • can appraise current training / educational / leadership progress and personal development needs. • remains self-aware and candid about progress. • shows ability to self-motivate and task & finish.
Dealing with obstacles and mitigating failure	<ul style="list-style-type: none"> • embeds principles relating to resilience and wellbeing within clinical practice. • maintains a positive approach using reflection to guide progress. • knows how to seek support and discusses failure openly. • maintains self-esteem when dealing with obstacles, error and failure to progress. • shares the ethos of a learning and development culture to enhance progress avoiding blame.

1.7CT3-ST4





1.7.2 EMLeadership Skills

 Activity	 Proficiency Description
Managing self - organisation skills	<ul style="list-style-type: none"> • can enhance core organisational skills to effectively prioritise and delegate. • aware of effects of increasing workload on the ED team and can develop optional appraisals whilst mitigating risk. • can effectively manage the 'shop floor' including own case load. • can direct the team and provide solutions to clinical conundrum.
Becoming self-aware	<ul style="list-style-type: none"> • translates core skills into effective personal leadership style. • able to adapt to circumstance. • can show responsibility in organising and managing others whilst remaining supportive. • can receive feedback and can critically self-appraise being aware of own limitations. • can manage difficult situations that have negative impacts on the team to rebuild confidence. • appropriately assertive.
Acting with integrity	<ul style="list-style-type: none"> • is aware of and upholds professional ethics, professional boundaries, and effective working across multidisciplinary teams within the ED. • demonstrates positive role modelling and directs responses when ethical boundaries and values are compromised. • can locally manage issues or escalate accordingly e.g., bullying and harassment.
Learning to communicate in ED	<ul style="list-style-type: none"> • Can productively manage conflict of opinion. • maintains the interests of others and can engage the wider team. • encourages contribution. • can negotiate and de-escalate challenging conversations. • maintains objectivity and principle.

	<ul style="list-style-type: none"> • can inform opinions being representative of the wider ED team. • maintains a corporate viewpoint.
The power of reflection	<ul style="list-style-type: none"> • integrates effective reflection as routine into clinical practice. • can support and direct others with their reflective practice. • can lead team debrief.
Understanding and applying NTS (human factors) in an ED setting	<ul style="list-style-type: none"> • is aware of the key components of an effective ED team. • can direct effective interactions. • can prepare and brief the team for emergent situations. • can manage and enhance team performance. • is aware of potential and apparent risk & mitigates against this e.g., when giving clinical opinion. • undertakes supervised EPIC role.
Maintaining wellbeing strategies for the ED	<ul style="list-style-type: none"> • can demonstrate wellbeing strategies and role modelling to the wider ED team. • can recognise concern and provide directional support to others. • is aware of HR rules and regulations, work schedules, flexible working and LTFT options to work. • understands the process of escalating concerns, fitness to practice and duties of a doctor.
Developing empathy skills in an ED environment	<ul style="list-style-type: none"> • can demonstrate emotional awareness e.g., when giving team feedback. • can demonstrate and lead difficult conversations e.g., breaking bad news. • can use empathy to de-escalate conflict. • can intervene, maintain focus & professionalism with the wider team.



1.7.3 Working in Teams



 Activity	 Proficiency Description
Understanding the ED team, structures and	<ul style="list-style-type: none"> • leads a shared process of care. • understands and values the clinical, managerial and governance structures within their department and

how they work	<p>wider organisation in which they work.</p> <ul style="list-style-type: none"> • contributes to the clinical, managerial and governance. • can remain flexible in allocation of staff resources e.g., individuals on shift and managing rotas. • provides guidance and support to the team.
Developing skills to engage with other specialities	<ul style="list-style-type: none"> • shows ability to lead multi-specialty care in complex patients. • can direct and support decision making between clinical teams. • can identify areas for clinical service development and suggests further work. • negotiates best care whilst remaining as the patients advocate at all times. • provides solutions to clinical conundrum.
Building & maintaining relationships	<ul style="list-style-type: none"> • can use positive influence to de-escalate clinical situations. • actively engages patients, families and carers in decisions relating to clinical care. • can intervene or direct the ED team with difficult patient, family and team issues. • can give effective and objective feedback. • remains supportive. • directs the team's common purpose.
Building supervision skills	<ul style="list-style-type: none"> • uses the transferable skill set to supervise others. • is aware of the balance between supervision and autonomy. • promotes appropriate opportunity and is aware of maintaining patient safety. • can intervene if required e.g., with procedural skills. • gives effective feedback. • directs personal development plans in others.
Developing networks	<ul style="list-style-type: none"> • enhances the clinical network by directing clinical care, maintaining professionalism, and valuing the opinion of others. • directs and rationalises appropriate continuity of care with primary, secondary and tertiary care partners. • manages tribalism and negative values by promoting shared care strategies with the patient as the focus of care. • contributes to clinical pathway development.
Embedding a safety culture and sharing	<ul style="list-style-type: none"> • can critically appraise, develop, and apply local and national guidance and procedure. • Undertakes Quality Improvement.

	<ul style="list-style-type: none"> • offers opinion and reinforces safe discharge planning. • leads effective handover for the team. • can teach others in safe equipment use. • presents at M&M, CG and MDT meetings being able to answer questions. • can critically appraise incidents and formulate response. • contributes to the rapid review process of incidents to minimise patient risk.
Optimising the learning and teaching environment	<ul style="list-style-type: none"> • continues to embed personal learning into the clinical environment. • promotes teaching opportunities referenced to the clinical case mix on shift. • integrates teaching opportunity with clinical care. • can give effective and directional feedback to support learning.





1.7.4 Managing the Emergency Service

 Activity	 Proficiency Description
Understanding priorities in the service	<ul style="list-style-type: none"> • understands the finance, strategy and operation of how the NHS works. • demonstrates awareness of the political, social, technical, economic, organisation of the professional environment in which they work. • develops command and control of the service that supports the team and directs clinical care. • role-models ED values and maintains corporate vision.
Understanding clinical and managerial processes	<ul style="list-style-type: none"> • can reflect on patient and other service user feedback. • contributes to local planning of the ED service. • is aware of the budgetary and resource limitations to service. • shows flexibility and adaptability in approach being supportive of business management principles.
Managing performance	<ul style="list-style-type: none"> • can raise and deal with concerns over quality, safety, and performance, both for team and individual. • instils a 'safe to challenge' culture within the team. • can intervene to prevent unsafe practice and mitigate risk. • understands the role of clinical line management and the engagement of supervisor & support structures.

	<ul style="list-style-type: none"> • contributes to ED performance strategy.
Managing people	<ul style="list-style-type: none"> • understands the benefits of and can develop the conditions that support the ED team to provide mutual care and support, including managing conflict and times of high pressure. • can motivate the ED team. • can intervene to support staff, patients and family or carers with difficult conversations.
Managing resources	<ul style="list-style-type: none"> • directs the team on a shift to maximise time, staffing and space utilisation. • manages staff allocation to clinical areas. • directs evidence based clinical decisions. • minimises waste & inefficiency and can contribute to team developments to improve these areas. • understands how ED and Directorate financial pressures are managed. • understands the difference between commissioning and delivery of service.
Explaining and managing risk to key groups	<ul style="list-style-type: none"> • understands the ED and corporate risk framework including reporting and action systems. • contributes to team action planning and ED improvement to mitigate risk / can direct the ED team and leads by example.





1.7.5 Growth and collaboration

 Activity	 Proficiency Description
Principles of process improvement	<ul style="list-style-type: none"> • can identify and apply methodologies to engage in process improvement. • can work with a varied multidisciplinary team, being able to use quality improvement methodology to develop process improvement and monitor change. • maintains an objective critical appraisal of outcomes. • remains pragmatic.
Encouraging improvement and innovation in the service	<ul style="list-style-type: none"> • can develop, communicate, and engage the team with ideas. • can interest, engage, and motivate the team and stakeholder to improve care using a shared vision. • can evaluate data, literature, and other resource to relate ideas to promote innovation. • leads process and supports team members.

	<ul style="list-style-type: none"> • maintains an inclusive approach to maximise engagement of the team and other stakeholders.
Critically evaluating	<ul style="list-style-type: none"> • can justify complex decision-making using evidence-based medicine. • can contribute to expert opinion on clinical care, service design and resource utilisation. • can reference resource to justify opinion. • can critically appraise the medical literature. • remains objective and supportive in managing challenge. • can accept challenge and viewpoints of others. • challenges with reason and empathy.
Embedding a learning and research culture	<ul style="list-style-type: none"> • positively role models educational progress and attainment through the training year. • can provide formal and informal teaching opportunities for the multi professional team. • can critically appraise the evidence and make a balanced judgement about best practice. • completes GCP training and can understand research principles. • embeds a positive learning environment within ED.
Wellbeing strategies to constantly improve systems	<ul style="list-style-type: none"> • understands the link between wellbeing, resilience, the effects of service pressure and intensity on the delivery of high-quality safe care. • values and contributes to wellbeing innovation. • can involve and empower members of the multi professional team, patients, family and carers to forward ideas and innovation. • encourages feedback and point of view from many sources within and out with the ED environment. • understands the importance of stakeholder engagement when improving systems. • remains empathic, objective and can be impartial. • is a patient and staff advocate. • demonstrates zero tolerance to inappropriate behaviours including bullying and harassment.



1.7.6 Developing excellence within your team



 Activity	 Proficiency Description
Identifying context to become an EMLeader	<ul style="list-style-type: none"> • embeds the EMLeaders programme into personal growth and attainment as a clinician. • extends leader role to a team focus. • can show strategy to identify team strengths and challenges / appraise situations pertinent to the team / challenge and make recommendation / lead on change. • reflects and develops own skills. • can lead a team in a resuscitation environment. • can lead the department in shadow EPIC or overnight senior role. • can a manage resources and team and adapt to situation. • asks for help appropriately.
Engaging with others to apply knowledge and evidence for collaborative change	<ul style="list-style-type: none"> • can facilitate the opinion of the team and develop positive outcome. • maintains an objective and evidence-based focus. • remains receptive to the opinions of others, but can use challenging argument to develop a collaborative opinion.
Building a team strategy to support change	<ul style="list-style-type: none"> • covered in Facilitating change management.
Debriefing strategies for ED	<ul style="list-style-type: none"> • can lead team debrief. • maintains focus, objectivity, and empathy. • can give effective feedback. • understands how to develop the team and individual members of that team. • can formulate a summary and action plan.
Setting the shared vision	<ul style="list-style-type: none"> • understands the detail of the shared vision. • integrates this into data analysis to support quality improvement. • formulates information to challenge current practice and references this against the shared vision. • can identify emerging trends in healthcare relevant to ED.

Evaluating impact and progress	<ul style="list-style-type: none"> • can undertake and complete quality improvement work using appropriate methodology and analytical tools. • can generates ideas to overcome barriers and incentives to change. • critically appraises impacts and references this to the wider EM picture. • uses effective critical appraisal skills.
Maintaining momentum	<ul style="list-style-type: none"> • shows ability motivate staff. • enhances approach to task and finish with a team focus. • can appraise challenges and deliver optional appraisal.
Dealing with obstacles and mitigating failure	<ul style="list-style-type: none"> • role models a positive ethos of a learning and development culture to enhance progress avoiding blame. • maintains objectivity when managing obstacles and risk with a team focus. • provides solutions. • directs response / still knows when to seek support from seniors, other specialties, or professional bodies

1.1. ST5-ST6





1.7.7 EMLeadership Skills

 Activity	 Proficiency Description
Managing self - organisation skills	<ul style="list-style-type: none"> • can organise own diary of clinical and non-clinical activity. • develops ED relevant specialist interests or takes on lead roles within the ED. • attends activities both locally and regionally that have strategic importance for ED or acute services. • can chair a meeting. • can demonstrate commitment to task and effective time management.
Becoming self-aware	<ul style="list-style-type: none"> • can uphold personal leadership style and values even during challenge, whilst showing respect. • can manage challenge considering the values of individuals and the organisation. • shows respect for the culture, beliefs, and abilities of others across all areas of the NHS. • demonstrates the authority to intervene. • can define their own strengths and limitations when working with clinical and non-clinical partners. • is aware of and can access support & expertise from other sources.
Acting with integrity	<ul style="list-style-type: none"> • is aware of both the wider corporate and NHS professional identity. • can manage challenging conversations in an open and non-discriminatory manner and knows how to manage unprofessional behaviours. • communicates to enhance multi-professional working relationship. • promotes equality and diversity.
Learning to communicate in ED	<ul style="list-style-type: none"> • promotes sharing of ideas and information with others. • engages professionals and patients, using varied techniques to facilitate effective communication. • maintains ED focus and representation by being aware of the local and national strategy. • can chair meetings. • shows effective leadership via communication with organisational seniority (Trust Executive / Board / CQC / local MP), both on and off shop floor.

The power of reflection	<ul style="list-style-type: none"> • uses personal and team reflection to drive change and quality improvement. • uses reflection to empower the ED team. • develops mentorship role / skills to become a coach / engages with positive role modelling. • enables others to take ED lead roles whilst providing appropriate levels of supervision and support.
Understanding and applying NTS (human factors) in an ED setting	<ul style="list-style-type: none"> • can debrief both individual and team with a critical appraisal of pertinent NTS factors. • undertakes EPIC role with independence. • contributes to the development of the NTS skills of the team through feedback, mentorship, delivering focused training events. • writes ED policy and procedure as part of the quality framework for consistency of care.
Maintaining wellbeing strategies for the ED	<ul style="list-style-type: none"> • can undertake ED rota design across all levels of practitioner. • is aware of the impact of shift patterns, work practices, the clinical environment and intensity on wellbeing. • understands wellbeing risks e.g., burn out, and means to mitigate through corporate wellbeing strategy and effective job planning. • can influence, support and direct this corporate strategy e.g. Trust / HEE trainee forum.
Developing empathy skills in an ED environment	<ul style="list-style-type: none"> • can show emotional intelligence across all levels of practice. • shows ability in developing a caring NHS culture. • builds and maintains relationships across clinical and non-clinical partners. • provides mentorship with support & guidance. • understands the quality of service is affected by the way the team feels.





1.7.8 Working in Teams

 Activity	 Proficiency Description
Understanding the ED team, structures and how they work	<ul style="list-style-type: none"> • can support the critical evaluation of the ED team structure in developing a quality service. • contributes to the development of the ED multi professional workforce. • understands service configuration including Directorate structure, Trust Boards and the role of the Medical Director. • understands nursing (Registered Nurse to Matron), allied health professional and medical staff roles in the multi professional team. • understands resource and financial implications on team structure.
Developing skills to engage with other specialties	<ul style="list-style-type: none"> • takes support or lead role in elements of service or pathway development across specialties. • responds to joint management of incident reports and complaints involving teams. • attends and forms part of ED representation at Directorate meetings.
Building & maintaining relationships	<ul style="list-style-type: none"> • supports the development of networks involving patients, specialties, commissioners of service, managers, other non-clinical partners such as local press, MP, external bodies including CQC, networks e.g., trauma or educational, urgent care and frailty services. • enhances supervisory role and directs others.
Building supervision skills	<ul style="list-style-type: none"> • develops skills of educational supervision for the multi professional team. • takes a lead role with faculty or placement supervisor group feedback. • signposts future learning. • understands the process for remediation and develops own skills with feedback, coaching and mentorship. • completes an educational supervisor development course. • supports more junior trainees with QI Projects and portfolio development.
Developing networks	<ul style="list-style-type: none"> • contributes to local and regional service development by working with partner organisations. • directs and supports shared care strategies within ED and the acute care service. • manages teams where care pathways interconnect.
Embedding a safety cul-	<ul style="list-style-type: none"> • implements national guideline into ED service.

ture and sharing	<ul style="list-style-type: none"> • develops and writes local guidelines. • Leads Quality Improvement. • Chairs local meeting e.g., CG, M&M. • Able to lead complaints and Sui investigation and response. • contributes to local rapid review safety group. • evaluates ED quality metrics and contributes to departmental, Trust and commissioning strategy.
Optimising the learning and teaching environment	<ul style="list-style-type: none"> • leads impromptu teaching sessions on the shop floor - e.g., board rounds, 1-minute preceptor. • directs and delivers local teaching. • leads ED regional teaching session for regional training programme. • supports local educational initiatives. • represents EM at local, regional, and national trainee forums.





1.7.9 Managing the Emergency Service

 Activity	 Proficiency Description
Understanding priorities in the service	<ul style="list-style-type: none"> • understands the challenges in delivering acute care relating to local & national financial and political strategy. • can challenge and support the direction of service modelling locally.
Understanding clinical and managerial processes	<ul style="list-style-type: none"> • recognises role and responsibility of national bodies such as NICE, Royal Colleges, GMC, DoH, CQC etc. • can formulate a cohesive viewpoint on the way care processes work that informs a strategic analysis.
Managing performance	<ul style="list-style-type: none"> • can analyse and interpret performance data relating to individual practitioner, service, system and healthcare delivery. • supports a learning and action culture to enhance system performance. • can tackle and challenge difficult issues.

	<ul style="list-style-type: none"> • maintains sensitivity, awareness of wider issues whilst maintaining objectivity and a corporate viewpoint.
Managing people	<ul style="list-style-type: none"> • understands work schedules. • prepares rotas. • is involved in recruitment and selection. • develops mentoring & supervision skills. • understands and can reference legislation whilst being aware of HR policies, resources and support within Trust and HEE. Can support and signpost others to appropriate support services.
Managing resources	<ul style="list-style-type: none"> • understands the elements that form a business case and business plan. • can contribute to business case writing. • understands how financial resource and budget planning affects service delivery. • can implement & rationalises resource recommendations whilst maintaining quality and mitigating risk. • understands the Consultant contract and job planning.
Explaining and managing risk to key groups	<ul style="list-style-type: none"> • can monitor and assimilate outcomes following change. • maintains a risk focus using objective data or collective expert opinion. • can identify apparent as well as less obvious potential risk and communicate this succinctly to patients, carers, managers, clinical and non-clinical partners. • can work in collaboration.





1.7.11 Growth and collaboration

 Activity	 Proficiency Description
Principles of process improvement	<ul style="list-style-type: none"> • provides medical expertise to support multidisciplinary process improvement. • guides and develops others in the principles of process improvement. • remains innovative to actively support process change to improve quality of care for patients, staff and use of resources.
Encouraging improvement and innovation in the service	<ul style="list-style-type: none"> • can lead, motivate, effect, evaluate and sustain change. • can critically appraise change and represents the specialty as the ‘ED expert’.
Critically evaluating	<ul style="list-style-type: none"> • provides ‘the medical expert ED opinion’ when supporting the evaluation of both ED service & the multidisciplinary delivery of acute care. • maintains a strategic relationship to ideas and ambition. • shows perceptive analysis and insight manages clinical uncertainty to mitigate risk. • understands and can articulate implications of service and system change. • can reference local, regional, or national strategy to support viewpoint.
Embedding a learning and research culture	<ul style="list-style-type: none"> • completes FRCER and curricular requirements. • can provide formal and informal teaching opportunities for the multi professional team. • leads on regional teaching sessions / local induction programme. • understands and applies research principles if undertaking or supporting a research project. • uses local and national quality metrics / data to develop a positive learning culture. • buddies / directs or mentors other levels of trainee in relation to their educational progress.
Wellbeing strategies to constantly improve systems	<ul style="list-style-type: none"> • creates the conditions to support wellbeing innovation. • motivates the wider team to support each other, empowers the team to innovate and develop wellbeing strategies. • maintains advocacy for the wider ED team in multi professional settings. • contributes to organisational visits, providing the ED ‘clinical expert opinion’ e.g., with regional Dean’s Quali-

	<p>ty Management visits, CQC, GMC.</p> <ul style="list-style-type: none"> • Aware of HR polices e.g., bullying, harassment / E&D.
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1.7.12 Developing excellence within your team

 Activity	 Proficiency Description
Identifying context to become an EMLeader	<ul style="list-style-type: none"> • embeds the EMLeaders programme into personal growth and attainment as a clinician. • directs and supports others in their EMLeader journey. • develops the skills to give effective feedback / mentorship role modelling. • can optionally appraise the ED service. • role models EMLeaders behaviours with complex resuscitation cases and individual patient care. • integrates EMLeaders behaviours into standard practice to influence and guide others. • works with senior leaders and other specialties as the 'ED expert opinion'.
Engaging with others to apply knowledge and evidence for collaborative change	<ul style="list-style-type: none"> • can enhance and develop opinion to foster collaboration. • integrates role into the senior ED tier and wider management or specialty structure to influence high quality and safe care. • understands the NHS structure, roles and responsibilities and corporate process to foster collaboration. • applies skills in the workplace, positive role models e.g., EPIC.
Building a team strategy to support change	<ul style="list-style-type: none"> • covered in Facilitating change management.
Debriefing strategies for ED	<ul style="list-style-type: none"> • can give effective feedback. • provides support to members of the team following debrief. • mentors others to enhance ED debrief. • recognises and action plans individual and team challenges monitoring longitudinal development.
Setting the shared vision	<ul style="list-style-type: none"> • contributes to organisational decision making referenced to ED shared vision. • can give an informed ED perspective.

	<ul style="list-style-type: none"> • works with the senior leadership team to improve quality standards. • is empowered to contribute to ED local action plan in relation to Trust / NHSI / NHSE / HEE / RCEM strategy documents. • attends and contributes to senior department meetings. • aware of different strategies for gaining a consensus.
Evaluating impact and progress	<ul style="list-style-type: none"> • can use national standards and quality matrices to benchmark local practices. • can appraise and find solutions to areas where local practice is outside national standards. • evaluates factors that impinge on sustainability and offers solutions to maintain progress.
Maintaining momentum	<ul style="list-style-type: none"> • develops role in leading future progress and vision for service. • appreciates that change takes time. • maintains focus and momentum during periods of change. • builds long term strategies for development of excellence. • can delegate and support effectively. • can individually, and as team leader, deliver tasks on time to a high standard.
Dealing with obstacles and mitigating failure	<ul style="list-style-type: none"> • drives the departmental ethos of a learning and development culture to enhance progress avoiding blame. • role models personal and team resilience. • provides support and direction for those negotiating obstacles and failure within their professional career.