

NHS Graduate Management Training Scheme

Overview of GMTS





Introduction

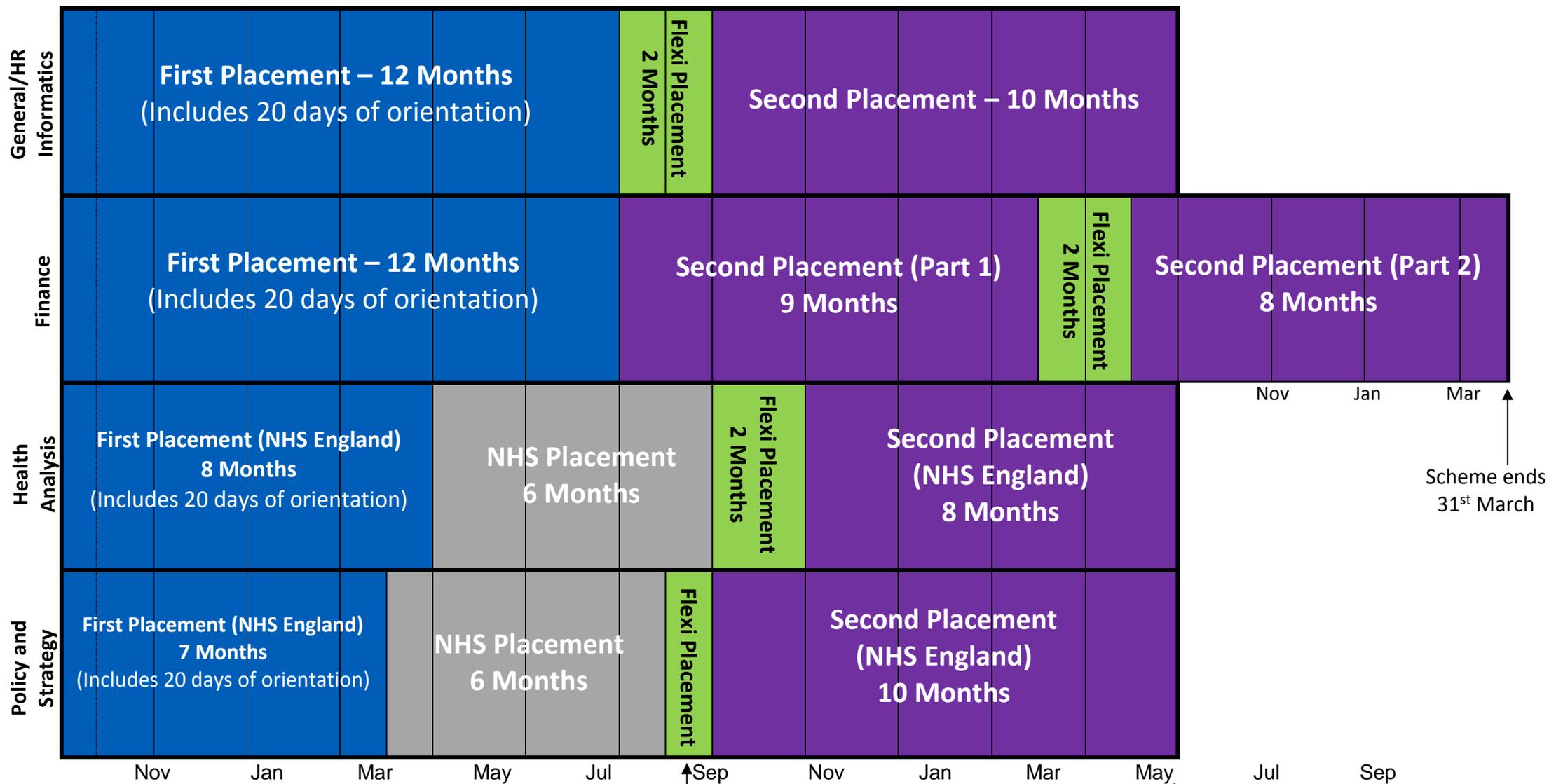
Welcome to the GMTS Overview Guide that we have compiled to help inform and support your understanding of the programme as a whole.

We very much hope that this will serve as basis for helping you to begin to navigate the 'language', 'terrain' and nature of trainees concerns, challenges and issues that may surface during your individual learning sets. However, this is by no means comprehensive, and therefore please do not hesitate to contact the Academy's Programme Team at any point, should you wish to explore any element of the programme in more detail. We would be delighted to help. We can be contacted at the following:

Graduateenquiries.nla@hee.nhs.uk

What's in this guide

- Scheme Placement Structure
- About each placement
- Education overview
- NHS Professional Development Programmes and the GMTS Scheme
- What trainees will know about Action Learning
- What trainees will know about Experiential Learning
- A brief GMTS 'jargon buster'
- GMTS Programme Roles and Responsibilities



There is a possibility that Policy and Strategy trainees may be able to extend their flexi placement from 4 to 6 weeks.

Scheme ends 31st August

First Placement

- The first and second placement organisations are allocated by the LLA, based on the requirements of the trainee and a combination of the organisations who have requested to host a trainee

Flexi-Placement

- All trainees spend 8 weeks in an organisation of their choice
- This can be inside or outside the NHS and will give you experience and learning that benefits the NHS and patients
- This is a trainee led experience

Final/Second Placement

- These placements allocated alongside first placements are within an NHS organisation

GMTS Education—Overview

Trainees are offered a place on the scheme in April and start in September. All education providers will work with the NHS Leadership Academy to ensure a joined up and cohesive approach to communicating with trainees about arrangements for education.

All trainees will complete a 20-day (4 working weeks) orientation period within their placement organisations (organised by the service)

All trainees will complete a Post Graduate Certificate in a Healthcare Leadership
The Elizabeth Garrett Anderson Programme

Action Learning
All trainees will take part in multi-disciplinary Action Learning Sets throughout their time on the scheme.

Experiential Learning
All trainees will take part in a range of Experiential Learning, provided by the NHS Leadership Academy

General Management

Postgraduate Diploma in Healthcare Leadership

Finance Management

CIPFA Professional Qualification

HR Management

Postgraduate Diploma in Human Resource Management

Informatics Management

Postgraduate Diploma in Health Informatics

Policy & Strategy Management

Postgraduate Diploma in Healthcare Leadership

Health Analysis Management

Postgraduate Diploma in Health Analysis

GMTS Education—General, HR and Health Informatics

General Trainees

General Management trainees will gain a Postgraduate Diploma Healthcare Leadership on completion of the Elizabeth Garrett Anderson Programme.

Learning is delivered through a combination of face-to-face and online learning to fit around the placement schedule

HR Trainees

Human Resources Management trainees will study for a Postgraduate Diploma in Management of Human Resources with DeMontfort University. It is a Chartered Institute of Personnel and Development (CIPD) accredited course.

All teaching for the HRM qualification will take place at the University in Leicester.

Informatics Trainees

Informatics Management trainees will study for a Postgraduate Diploma in Health Informatics. This will be provided jointly by University College London (UCL) and University of Manchester Business School

**The course offers combination of personal learning, theoretical challenge and practical education.
All teaching for the qualification will take place at UCL in London.**

GMTS Education—Finance Trainees

Finance Trainees undertake several modules outlined below in the CIPFA syllabus table. FA and MA are taught online only, and the remaining modules can be taught live online or Face-to-Face, and this is flexible to the trainees' preferences.

Level	Module
Professional Certificate	Financial Accounting (FA) Management Accounting (MA) Company Financial Reporting Audit and Assurance
Professional Diploma	Public Sector Financial Reporting Business and Change Management Financial Management Strategy and Policy Development Taxation Corporate Governance and Law
Strategic Level	Strategic Public Finance Strategic Case Study

GMTS Education—Policy & Strategy and Health Analysis

Policy & Strategy Trainees

Policy & Strategy Management trainees will be studying for a Postgraduate Diploma in Health Policy, provided by Imperial College London

The taught modules will cover the following areas of health policy:

- **Health Economics for Health Policy**
- **Financing Healthcare**
- **Health and Society**
- **Innovation in Healthcare**
- **Measuring and Improving Performance in Health Systems / Communicating Health Policy**
- **Ageing and Society**

Health Analysis Trainees

Health Analysis trainees will study for a Postgraduate Diploma in Health Data Analytics provided by University College London.

The course offers combination of personal learning, theoretical challenge and practical education. All teaching for the qualification will take place at UCL in London.

WHAT TRAINEES WILL KNOW ABOUT ACTION LEARNING

Action Learning - An overview

- Action learning is an educational process whereby participants study their own actions and experience in order to improve performance. Through learning in this way participants are encouraged to share experiences and learn from this, rather than through traditional, or academic, instruction.
- Action learning is provided and facilitated by ILM accredited action learning set facilitators who are in senior NHS roles and may be alumni of the GMTS or Clinical Fellows.

How does it work in practice?

- Trainees will form part of a multi-disciplinary set, made up of between 7 and 9 trainees from roughly the same geographical area. These groups will remain for the duration of the Scheme, and many groups continue to meet on a self-facilitated basis for a number of years once the Scheme has finished.
- Each learning set will meet 9 times during the Scheme, starting with the first set which will take place on day 3 of the Experiential Learning module in Nov/Dec. All the meetings will be face to face.
- An overview of the meeting structure is as follows:
- The first meeting will be the launch and will be an opportunity to meet with your learning set and your facilitator.
- Subsequent sets will take place at regular intervals and all sets nationally will meet in the same 2 week period. Trainees will take ownership for the organisation and planning of the set with the timings, location and venue to be agreed with the set, and booked as appropriate.
- All action learning set meetings should be at nil cost to the NHS and trainees should utilise their placement locations to book meeting rooms for action learning sets.

WHAT TRAINEES WILL KNOW ABOUT EXPERIENTIAL LEARNING

Experiential Learning - An Overview

- Experiential learning is the process of learning and making meaning from direct experience, through reflection on doing. Rather than coming and listening to lectures trainees can expect their Experiential Learning modules to use simulations, games and other interactive events to help them learn. For example, consider the concept of 'change'. Trainees could talk about change and how human beings react to change, they could listen to various theories; and could even talk to people who have been through change and ask what it was like –they would then come out with greater knowledge but would that lead to real understanding? Trainees will be working in an exercise where they get to experience change and reflect on how that felt to them. People learn by doing and Experiential Learning is all about that.

How does it work in practice?

- All trainees will take part in 5 experiential learning modules (+ a Career Development Day) during their time on the Scheme
- Experiential learning isn't assessed in the traditional sense in terms of assignments or exams. You are required to attend and participate in all sessions and may have some preparatory reading to do before some modules

GMTS JARGON EXPLAINED

GENI

GENI is the online system that holds all trainee information about the scheme. It is the first place that trainees go if they have any questions – all the policy and guidance documents can be found on the system as well as an online forum that the trainees and managers can use to communicate/share/network with each other and ‘the scheme’.

ORIENTATION

The scheme starts with 20 working days of orientation (excluding any academic days) and is intended to give trainees an overview of the health and care system. It is not an induction to their first organisation, but to the wider NHS.

PLACEMENTS

Typically trainees start with more operational placements and move on to more strategic placements afterwards. This helps them to understand the different parts of the NHS, allowing them to apply their learning as they progress. Operational placements are ‘hands on’, dealing with immediate issues whilst strategic placements look at the longer-term planning/issues.

LLA

There are 10 Local Leadership Academies (LLAs) – regional partners of The Academy. The LLAs look after trainees’ local induction and coordinate placements. The core aspects of the scheme are the same across the country (education, experiential learning and ALS) whilst aspects such as placement provision, access to local training opportunities and networks may vary.

COMPETENCIES

Trainees are required to demonstrate achievement against a range of pre-determined competencies throughout the scheme that reflect what the NHS requires of its leaders. Some competencies are core and apply to all trainees whilst others are specialism-specific. They are there to ensure that trainees receive a varied experience relevant to a role after the scheme.

SOME GMTS PROGRAMME ROLES AND RESPONSIBILITIES

Programme role	Responsibilities
Buddy	They give advice, help trainees make contacts, whilst also helping them know what is 'normal' and give informal support.
Mentor	This is generally someone in a senior position who trainees make contact with early on and meet on a monthly to quarterly basis. They help them focus on solving issues and career progression. Mentors help trainees network, giving advice and helping them to develop their own solutions.
Programme Manager	They are responsible for trainees throughout the scheme. They help trainees network and decide what development experiences may best help them throughout the scheme.
Placement Manager	They have a responsibility for trainees both on specific placement and during the life of the scheme. They help to design trainee placements, help trainees achieve competencies and set their Personal Development Plan.
Regional Graduate Scheme Lead (LLA)	The regional lead ensures trainees are inducted, that placements work well, that trainees are supported and challenged and that local intelligence is gathered which supports the national office.
National coordinator	The national coordinator does just that. They ensure that National training, inductions, policies and systems are all working well.
Clinical Buddy	They will share learning and facilitate a better understanding of each other's roles in order to prevent generic stereotyping. Working towards a culture of support, safety, openness and transparency

PROGRAMME MANAGER ROLE PROFILE

<p>Outline</p>	<p>The Programme Manager has overarching responsibility for the trainee and his/her experience throughout the scheme. They offer consistency and guidance to trainees during their placements. The Programme Manager acts as a first point of contact for the trainee to escalate any concerns or issues regarding their placement and education and they will also offer guidance and support for trainees throughout the scheme. The Programme Manager cannot be the placement manager of a trainee.</p>
<p>Key Responsibilities</p>	<ul style="list-style-type: none"> • Work closely with both trainee, placement manager in the placement setting to ensure the trainee is meeting competencies and also gaining the right level of experience in his/her placement. • Work closely with the regional GMTS lead to highlight any issues/risks with the placement • Meet regularly with the trainee at least once a month face to face to spend time updating the trainees competencies and ensuring work targets are on track and achievable • Work with the placement manger to ensure that work objectives are achievable and stretching for the trainee and that they are fully supported to achieve them. • Work with the regional leads to identify the best placement managers who model excellence in leadership. • Take on overarching responsibility for the performance management of trainees and provide feedback to placement managers and trainees where necessary. • Ensure quality of placements for trainees and manage the performance of the placement manager where necessary • Monitor and update the performance management online tool (GENI) with progress and undertake performance reviews and sign off of competencies in the absence of the placement manager • Work with the trainee to identify suitable flexi placement options and develop a suitable proposal for sign off • Support the trainee to source a mentor/coach outside of the host organisation and in line with guidance on mentor/coach • Work with and support the trainee and regional lead to

	<p>identify a suitable second placement and support the organisation through the accreditation process offering guidance</p> <ul style="list-style-type: none"> • Proactively champion the trainee through own networks and encourage networking opportunities • Seek local development opportunities for the trainee • Keep up to date with the scheme policy and guidance and work collaboratively with the GMTS local leads. • Work with the trainee as they begin their journey from the scheme into substantive posts, scoping out opportunities and career advice. • Stay up-to-date with national leadership and NHS policy. • Support the trainees with first line pastoral care and support the trainees to become resilient leaders
Essential	<ul style="list-style-type: none"> • Extensive leadership experience • Not be the trainees placement manager • Working at band 8a or above • Have capacity to fulfil the role outline above • Be well networked and connected • Coaching/Mentoring skills • Extensive skills and experience of developing people • Use evidence based and best practice in learning and development • Evidence of proactively sponsoring and championing people
Measurable	<ul style="list-style-type: none"> • Attendance at briefing sessions, network meetings and mandatory meetings • Trainee, Placement Manager and feedback • Placement and Scheme evaluations • Participation in OD capacity and capability work locally and nationally (i.e. with national Leadership Academy and local leadership team)
Requirements of role	<ul style="list-style-type: none"> • Attend programme and placement manager training locally • Take an active role in the programme manager network • Regular face to face meetings with the trainee and regular informal check ins

PLACEMENT MANAGER ROLE PROFILE

<p>Outline</p>	<p>The Placement Manager is essentially the line manager for the trainee during a placement and is an expert in developing fast track learners. The Placement Manager role is an essential and crucial role in the successful development of trainees as she/he has day to day responsibility for the trainee and their development. The role will work in partnership with the Programme Manager to ensure that the trainee receives a high quality placement which has key learning and development opportunities and fully supports the trainee to meet their competencies and utilise their educational learning within the placement. The Placement Manager will ensure that the trainee is given a stretching placement which enables them to meet core competencies and offers opportunities and exposure to broader learning to enable them to become rounded individuals who can lead people regardless of speciality</p>
<p>Key Responsibilities</p>	<ul style="list-style-type: none"> • To work in line with the ethos and values of the NHS leadership Academy and to promote the value in excellent leadership which is diverse and inclusive. • To be an exemplar of good leadership and to be an active role model for trainees • To offer opportunity and exposure to trainees across the organisation and wider networks <p>The Placement Manager will:</p> <ul style="list-style-type: none"> • Work with the programme Manager to offer a broad and varied orientation to the NHS (1st year trainees only) • Successfully induct the trainee into the organisation and team/s • Provide day to day expertise and support to the trainee • Be available to the trainee and agree to meet regularly for 1:1 face to face meetings • Appraise and give both positive and constructive feedback where necessary • Review progress and against learning objectives and competencies and complete performance reviews and update the online platform GENI in a timely manner. • Enable a safe environment for trainees to learn and explore • Identify learning opportunities for trainees to be able to put theory into practice • Work in partnership with the Programme Manager and have regular catch ups and updates regarding the trainees overall progress.

	<ul style="list-style-type: none"> • Monitor and update the performance management online tool (GENI) with progress and undertake performance reviews and sign off of competencies, absence and annual leave. • Ensure that trainees meet core competencies and that their work stretches them and is not restricted to just these. • Support the trainees to develop their own self-awareness and emotional intelligence
Essential Criteria	<ul style="list-style-type: none"> • Working at a band 7 or above • Must be working in the same specialism field as the trainee • Cannot also be the trainees Programme Manager • A wealth of experience of developing fast track learners and meeting their needs • Demonstrate interpersonal skills, empathy and emotional intelligence • A good working knowledge of the NHS Graduate Scheme and understand the expectations and intended outcomes of trainees • Demonstrable leadership qualities and experience of leading and developing people • Extensive leadership experience • Have capacity to fulfil the role outline above • Be well networked and connected • Use evidence based and best practice in learning and development • Evidence of proactively sponsoring and championing people
Requirements of the role	<ul style="list-style-type: none"> • Attend placement manager training locally • Take an active role in the placement manager network (currently being developed) • Regular face to face meetings with the trainee and also regular informal check ins • Partnership working and regular catch ups with the trainee's Programme Manager.

CLINICAL BUDDY ROLE PROFILE

Outline	The clinical buddy will be a clinician, a Doctor, Nurse or AHP who currently has a leadership role within the host organisation. The buddy will offer informal and formal support to the Graduate Trainee and this will be reciprocated by the Trainee to develop a two way connection to support each other. The details of how the buddying will work, such as timings, meetings and work will self-led, but there will be emphasis on making it a meaningful relationship
Key Responsibilities	To work together to: <ul style="list-style-type: none"> • Facilitate a better understanding of each role and challenges faced • Share learning to help each discipline lead better • Nurture a culture of shared responsibility and move away from a blame culture • Enable Managers and clinicians to develop leadership skills at all levels • Help support problem solving and enhance communication
Measurable	<ul style="list-style-type: none"> • Any project work done together • Feedback from GMTS and Clinician
Skills and Experience	No required experience, but a willingness to engage and work together collectively in a supportive and positive manner.
Training required	None required, however Local Leadership Academies may look to support and facilitate the relationships at local level.
Timeframe	Duration of the placement required, but a longer term connection may develop which would be desirable.