

# **Cancer Workforce Clinical Leadership Guidance**

**April 2022**

# Cancer Workforce Clinical Leadership Guidance

## 1.0 Introduction

[Recovery and Redesign: An Action Plan for Cancer Services](#) is the Scottish Government's National Cancer Plan, setting out 68 actions focusing on service recovery and redesign over 2021 to 2023. The plan was prepared by the Scottish Government Cancer Policy Team and reflects our priorities as our services continue to respond and evolve in response to the COVID-19 pandemic.

Our workforce is integral to the delivery of the plan and for ensuring a resilient service thereafter. A section of the plan is dedicated to actions around supporting our workforce and fostering their talents. Nurturing the next generation of clinical leaders is one of our priorities and forms the basis of action 52, outlined below. Also recognising that service pressures caused by the pandemic have left limited time for many colleagues to pursue career development opportunities over the past two years, we have developed this guidance document to illustrate the various leadership development opportunities which are available and how individuals can go about accessing them.

### **National Cancer Plan Action 52:**

Clinical leadership and advice are a key component of continuous improvement in cancer services and nurturing the next generation of clinical leaders, including primary care, will be vital to this. We will provide guidance to Health Boards on how they can support this approach.<sup>1</sup>

Specifically, the purpose of this guidance is to:

- i. Highlight the variety of leadership learning opportunities available to cancer workforce colleagues at all levels in their career
- ii. Demonstrate to individuals and managers the value of taking a strategic approach in order to identify and unlock the optimum learning pathway for the individual and the service
- iii. Encourage new talent to take up national leadership roles in cancer
- iv. Promote widespread implementation across cancer services but in accordance with local circumstances

In developing this guidance we conducted a desk-based assessment of different types of leadership development opportunities complemented by interviews with selected conveners. The draft guidance document was refined based on feedback from conveners, the National Cancer Recovery Group and a small sample of individual cancer service colleagues for whom the guidance is intended. The guidance document was approved by the National Cancer Recovery Group on 6<sup>th</sup> August 2021.

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<sup>1</sup> [Recovery and Redesign: An Action Plan for Cancer Services](#) (Scottish Government, p.27)

Dissemination was subsequently delayed due to the increased service pressures across NHS Scotland over winter 2021/22 as a result of the Omicron COVID-19 variant. It was deemed more appropriate to circulate this guidance in spring 2022 when staff would potentially have more scope to consider professional development opportunities.

It should be stressed that this is an illustrative exercise designed to encourage Health Boards, managers and individuals to consider the leadership development opportunities available across the service; it is not an exhaustive audit of all available tools, resources and content.

## **2.0 Strategic Context**

This section summarises some of the strategic drivers underpinning this guidance document.

### **Lancet Commission on the Future of the NHS**

The Lancet Commission's 2021 paper on the future of the NHS provides a first analysis of the initial phases of the COVID-19 response setting out recommendations to ensure both resilience to future threats and the long-term advancement of the NHS. Looking to 2030 and beyond the paper sets out seven broad recommendations.

Workforce is signalled as a key priority, forming the basis of recommendation three. Due to a failure to adapt roles and responsibilities of different health and care staff to respond to changing health needs and staffing shortfalls, the report advocates for the development of a sustainable, skilled and inclusive health and care workforce. Workforce planning and introducing educational reform are outlined as integral to this. Nurturing and supporting clinical leadership within cancer services directly aligns with this.

### **Scottish Government Workforce Commitments**

The Health Workforce Directorate has strategic policy responsibility for NHS Scotland's multidisciplinary workforce. Leadership development work is currently being delivered through Project Lift. However, a need to widen the reach of Project Lift and other leadership development opportunities currently available across health and social services has been identified.

A National Leadership Development Programme has been proposed to address this. This is being led by the Scottish Government's Leadership and Talent Management team and is being co-created and designed with a wide-range of their stakeholders across health, social care, social work, local authority and academia. NHS Education for Scotland (NES) are the core delivery partners for the work. The Programme will build on the work of Project Lift and complement leadership development and support at local levels within health, social work and social care workplaces.

The ambition is for the Programme to be designed for leaders at all levels and to consist of leadership support and development, improved digital resources and tailored communications to Health, Social Care and Social Work, culture change and NHS Board CEO Succession Planning. The Programme will be focused on creating compassionate, collaborative and inclusive leaders who demonstrate these values, to enable an open and welcoming culture in which people can thrive.

The commitment to nurturing leadership set out in the National Cancer Plan therefore sits within a much wider drive to develop leadership skills across health and social care.

### **Leadership in Cancer Services**

The importance of clinical leadership has been underlined in a published 2021 article that explores the role of leadership in improving cancer survival.<sup>2</sup> The input of clinical leaders is highlighted as one of four key effective leadership facets and the article advocates for their involvement at every tier of the cancer system.

The current Cancer Strategy for Children and Young People in Scotland 2021-26 also makes a clear commitment to leadership development. Aligning with the priorities set out in the National Cancer Plan, the provision of leadership development opportunities to support continuing professional development and facilitate future succession planning are two key components.

## **3.0 Planning Your Leadership Development Journey**

The diagram below demonstrates the variety of routes an individual's learning pathway can take. It is by no means exhaustive but illustrative of the types of leadership development opportunities that are available. Key takeaways are as follows:

- The 'assessment' stage is the key initial step whereby individual learning needs are assessed and a tailored learning pathway can be curated. In section 4 we have identified various self-assessment tools which can be used.
- Some may progress directly to a formal learning course. However, this is likely to encompass a minority of individuals, either because of the limited number of places and highly competitive application process or because other options are more suitable.
- There is a wealth of other leadership development opportunities available.

The diagram illustrates some of these including:

- Less formal self-directed online content/ courses (such as that available through the Leadership Management Zone, Project Lift and QI Zone)
- Opportunities to gain practical experience via options such as team project working (see Appendix A for case study on this approach in practice at University Hospital Crosshouse ICU department); mentoring

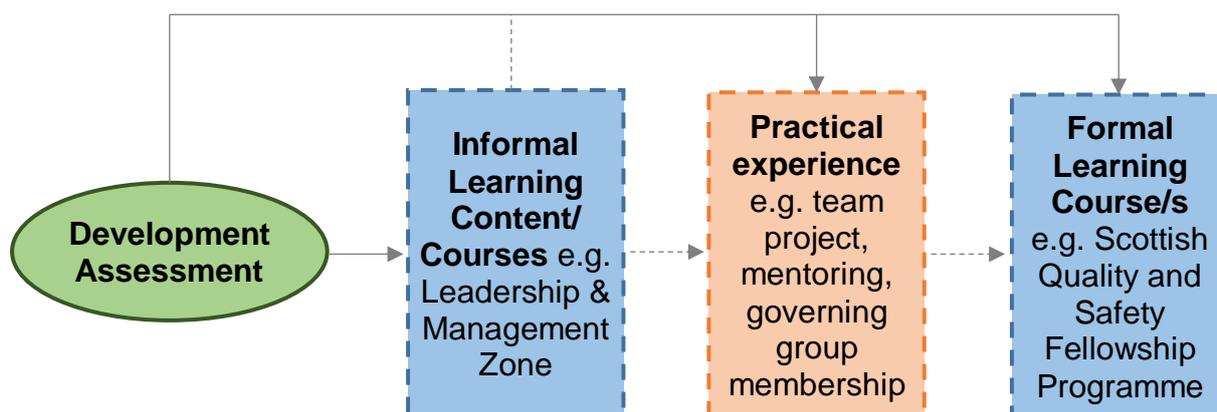
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<sup>2</sup> [Morris et al 2021 Exploring-the-role-of-leadership.pdf \(Ishtm.ac.uk\)](#)

(such as those available through the Leadership Management Zone); or becoming a member of a governing or working group at local, regional or national level.

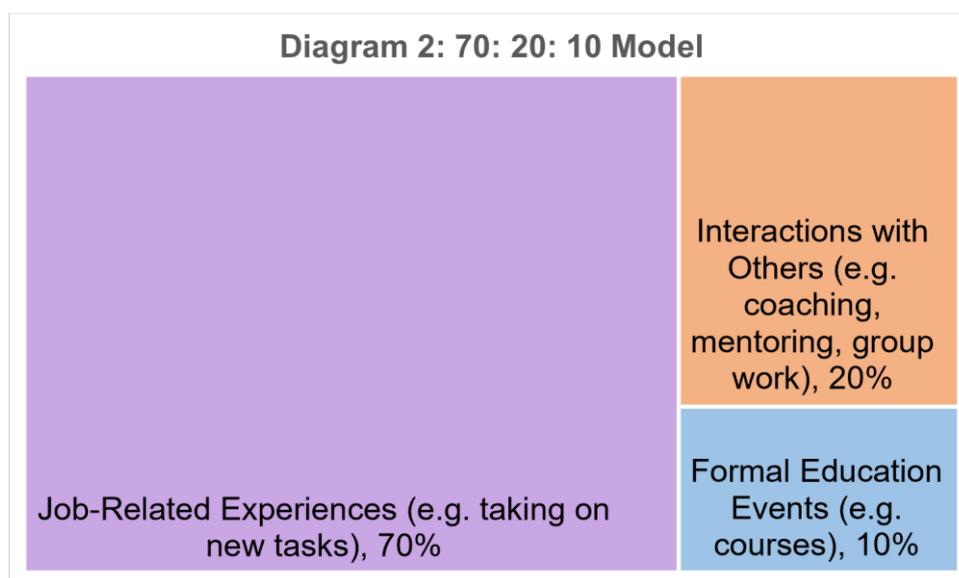
- Any step along the learning pathway can be taken directly after the diagnosis stage. Each step could also be part of a sequential learning journey, could be undertaken individually or simultaneously. There is no one-size-fits-all approach and no prescribed learning journey.

**Diagram 1: Potential Learning Pathways**



The remainder of this guidance document primarily relates to the development assessment stage and the range of formal and informal courses and content available in the area of leadership development. Practical experience is often a feature of formal courses but, as indicated in the diagram above, can also be gained separately through job-related experiences. The value of this cannot be understated as advocated in the widely acknowledged 70: 20: 10 model of personal development.

**Diagram 2: 70: 20: 10 Model**



Designed to support a continual process of performance enhancement, this model is based on a blended approach to learning whereby 70% of learning is through job-related experiences, 20% is through interactions with others and 10% is through formal education events. It is recommended that colleagues bear this in mind when considering their individual leadership development journey.

#### 4.0 Development Assessment

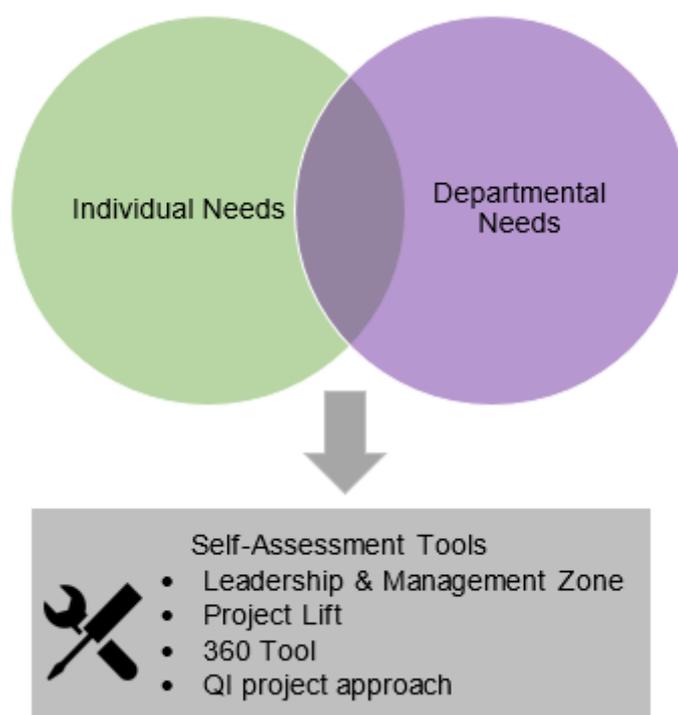
The development assessment stage is the key to determining a bespoke learning pathway and ideally should be regularly repeated to assist in continuous professional development. There are a number of self-assessment tools available to assist with this. These tools encourage critical self-reflection and assessment in order to determine individual strengths, interests and development needs and often signpost towards further learning and development options based on the results (e.g. Project Lift – see tools table below for details).

Capacity pressures on health service staff is often the main barrier preventing participation in learning and development opportunities, acting as a deterrent for staff or restricting the clinical time that can feasibly be released. Discussions with managers about the strategic fit of individual needs with departmental needs can help to overcome this. Some of the tools we have highlighted below encourage this.

A good example of this strategic approach in practice is the work of the ICU department at University Hospital Crosshouse to embed a team-based approach to learning and development. See Appendix A for a case study.

Self-assessment tools to assist in identifying leadership learning and development needs and priorities are summarised below. Note that all hyperlinks are correct at the time of writing (March 2022).

**Diagram 3: Strategic Approach**



<b>Table 1: Example Self-Assessment Tools</b>	
<b>Tool/ Resource</b>	<b>Summary</b>
<b>Self-Assessment and Development Planning (NES)</b>	<p>Self-assessment tool to identify current knowledge and skills in relation to the attributes of an effective practitioner. Based around NES's four Pillars of Practice, one of which is Leadership. Individuals are asked to assess and provide evidence around their current level of effectiveness. Assessment assists in identifying next steps and creating an action plan.</p> <p><a href="https://www.scot.nhs.uk/effective-practitioner/">Effective Practitioner (scot.nhs.uk)</a></p>
<b>Leadership and Management Zone (NES)</b>	<p>Designed to assist and develop leadership and management practice throughout your career. For staff at all levels and from all disciplines. Includes a number of 'getting started' resources to encourage individuals to consider their own interests and needs and self-audits to flag strengths and areas of development.</p> <p><a href="#">Leadership and Management Zone   Turas   Learn (nhs.scot)</a></p>
<b>Project Lift (SG with NES and health and social care stakeholders)</b>	<p>App (accessed online via TURAS) includes self-assessment questionnaire to identify your career aspirations and how to develop your leadership approach to reach them by linking individuals with the Project Lift framework based on responses. Find this in the 'get started' tab.</p> <p>Note that some course conveners (e.g. NES's Leading for the Future and New Horizons) use the Project Lift self-assessment results to directly contact candidates who may be suited to their courses. Other conveners are considering using this tool in the future.</p> <p><a href="#">Home - Project Lift</a></p>
<b>Leadership Capabilities 360 Feedback Tool (NES)</b>	<p>Tool designed to help health and social care professionals reflect on their leadership capabilities. Aligning with Scotland's Health and Care's six leadership capabilities there is direct read across with the content of the Leadership &amp; Management zone (Leadership Foundations modules specifically). Tool requires individuals to rate their own performance and assimilates feedback from colleagues to provide in-depth 'rounded' assessment of strengths and development needs. Feedback facilitator will assist in working through the results. Free to access via TURAS dashboard home page.</p> <p><a href="#">Leadership capabilities - 360 feedback tool   Turas   Learn (nhs.scot)</a></p>

## 5.0 Formal and Informal Leadership Development Opportunities

The diagram on page 8 sets out some of the specific leadership development opportunities classed in diagram 1 as formal and informal learning content/ courses. Again this is illustrative of the types of leadership development modules and content that are available. Note that none of these are specifically targeted towards the cancer workforce but are entirely applicable and open to cancer service staff. At the

time of writing (March 2022) all are currently accepting applications and/ or will continue to run cohorts in coming years.

The selected content/ courses have been organised in terms of:

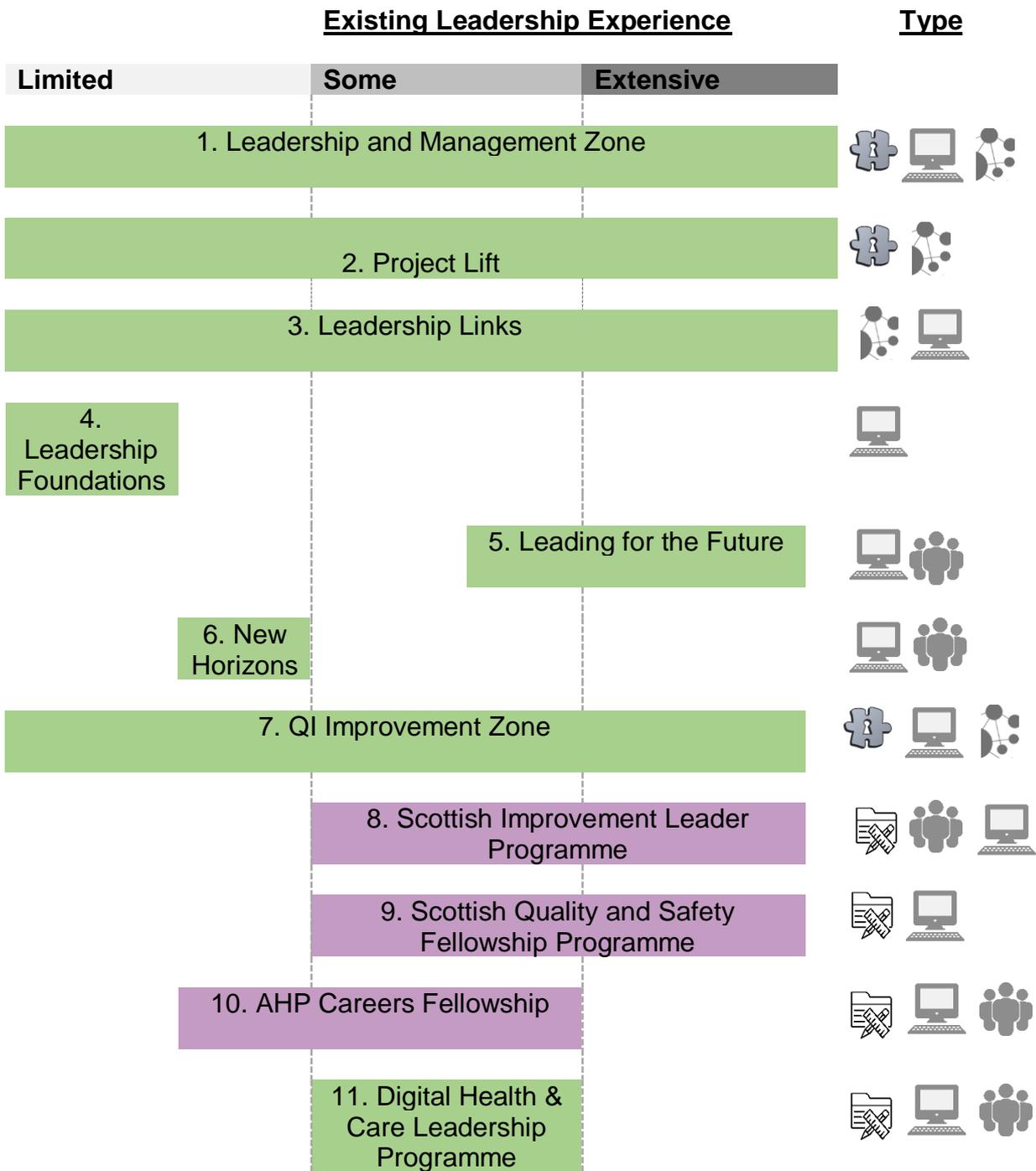
- Pre-existing leadership experience required
- Level of specialist expertise required
- Type of learning involved

Note that the following key applies to Diagram 4 and Table 2.

<b>Expertise</b>
General Health and Social Care
Some specific specialism/ expertise

<b>Type of Learning</b>	
 Gateway	 Project Component
 Network	 Group Component
 Online Content/ Course	

**Diagram 4: Leadership Development Opportunities Overview**



Further details of each of the above courses/ content is provided below. Note that all information and links are correct at the time of writing (March 2022).

<b>Table 2: Courses And Modules Further Details</b>						
<b>Content</b>	<b>Target Audience</b>	<b>Description</b>	<b>Duration</b>	<b>Places</b>	<b>Application Details</b>	<b>Link</b>
<b>1. Leadership and Management Zone (NES)</b> 	Staff at all levels and all disciplines across health and social care Scotland.	Self-directed learning zone offering a range of high quality resources designed to encourage and support balanced knowledge and skills development across your career. Resources are grouped by level (Beginning, Developing and Extending) with three different pathways in each: leadership for health and care; people and resource management; managing and leading quality improvement. Resources include e-modules, articles and webinars.	No limit, learn at own pace.	Unlimited	NA	<a href="#">Leadership and Management Zone   Turas   Learn (nhs.scot)</a>
<b>2. Project Lift (SG, NES, Health and Social Care Stakeholders)</b> 	Staff at all levels, all roles and all stages of leadership development across Health and Social Care	Portal which takes a fresh look at developing leadership at all levels focusing on compassionate and collective leadership informed by practice and experience. Features a 'My Project Lift' app with self-assessment questionnaire to assist in identifying current degree of fit with Project Lift framework and areas for development. Offers links to events, news and networking opportunities across the Project Lift community.	No limit, engage at own pace	Unlimited	NA (app is free and available on TURAS)  Visit the Project Lift website or subscribe to the newsletter for further information about Project Lift and future updates as the project develops.	<a href="#">Home - Project Lift</a>

Table 2: Courses And Modules Further Details						
Content	Target Audience	Description	Duration	Places	Application Details	Link
		Note that new programmes are anticipated as Project Lift continues to develop and evolve.				
<b>3. Leadership Links (NES)</b> 	Leaders and managers from all levels	Multi-disciplinary network including bite-sized live and recorded learning events on a variety of leadership areas, information on events and networking opportunities with health and care colleagues and partners. Content is tailored to individual interests. Also sign-posts other learning opportunities.	No limit, learn at own pace.	Unlimited	Live events promoted at <a href="#">Leadership Links   Turas   Learn (nhs.scot)</a>	<a href="#">Leadership Links   Turas   Learn (nhs.scot)</a>
<b>4. Leadership Foundations (NES)</b> 	All across Health and Social Care at the beginning of their leadership career.	Set of 6 self-directed learning models each relating to Scotland's Health and Care's 6 Leadership Capabilities. A family of e-learning modules that can be completed in full (with certificate of achievement in recognition) or individually as relevant. Includes self-audit feature to flag strengths and areas of development and signposts to other relevant learning resources.	No limit, learn at own pace	Unlimited	NA	<a href="#">Programmes   Turas   Learn (nhs.scot)</a>
<b>5. Leading for the Future (NES)</b> 	Those in senior leadership positions in Health and Social Care	Package of leadership and management development run in partnership across several Health Boards and one local authority. Course comprises online modules, workshops and masterclasses and group-based	12 months	Typically up to 120 per year	Recruitment is between March and May for Sep start. Cohort 12 recruitment will commence spring 2022.	<a href="#">Leading for the Future   Turas   Learn (nhs.scot)</a>

Table 2: Courses And Modules Further Details						
Content	Target Audience	Description	Duration	Places	Application Details	Link
	(clinical and non-clinical)	learning sets. Focus is on enabling leaders to put theory into practice by applying to live leadership challenges.				
<b>6. New Horizons (NES)</b> 	Those starting out on their leadership and management journey across Health and Social Care	Online leadership development programme consisting of 4 x learning modules and a consolidation day via MS Teams, which aims to support leadership capability and capacity of new and emerging leaders. Offers a foundation for leadership based on the six health and care leadership capabilities with underpin the Leadership and Management Zone.	6 months (Nov - Apr)	16	Suitable candidates based on their Project Lift self-assessment questionnaire responses are invited to apply.	<a href="#">New Horizons   Turas   Learn (nhs.scot)</a>
<b>7. QI Improvement Zone (NES)</b> 	All Health and Social Care, public sector and third sector with experience at all levels of quality improvement.	Learning and resource site that provides learning, development and networking opportunities in the use of QI methodology to support delivery of better services, care and outcomes. Includes self-directed online modules at introductory level and to refresh/consolidate knowledge. Can be undertaken prior to or during ScIL (8) or SQSF (9) completion or as standalone resources.	No limit, learn at own pace	Unlimited	NA	<a href="#">Quality Improvement Zone   Turas   Learn (nhs.scot)</a>
<b>8. Scottish Improvement Leader Programme (NES)</b>	Those across Scotland's public services in a role with a	Intensive, masters-level equivalent lead level quality improvement course which aims to develop individuals who can design, develop and lead improvement projects, generate	10 months	128 p.a. (4 x cohorts). Approx 60 for	Via application form. Highly competitive. Individual forward plan for leading quality improvement	<a href="#">Scottish Improvement Leader Programme (ScIL)  </a>

**Table 2: Courses And Modules Further Details**

Content	Target Audience	Description	Duration	Places	Application Details	Link
	<p>strong focus on quality improvement and leading improvement projects. Typically Band 6+.</p>	<p>support for change and provide expert improvement and support advice. Highly interactive with blended learning approach including self-study, modular learning, coaching, mentoring, peer support and undertaking a local workplace project over the course of the programme. Participants will be released from their substantive post for 1 day p.w. to undertake programme.</p>		<p>Health and Social Care. Each cohort is comprised of a targeted region plus individuals in national role.</p>	<p>and foundation level quality improvement knowledge expected. Recruitment expected autumn 2022 via national panel and QI leads in Boards. Register interest via link.</p>	<p><a href="https://www.nhs.uk/learning-and-development/turas-learn">Turas   Learn (nhs.scot)</a></p>
<p><b>9. Scottish Quality and Safety Fellowship Programme (NES)</b></p> 	<p>Clinical practice healthcare staff who have a direct influence on improving patient care or safety.</p>	<p>Intensive, masters-level equivalent lead level quality improvement and clinical leadership course which aims to strengthen clinical leadership and improvement capability in NHS Scotland. Participants undertake their own improvement project throughout the programme to consolidate learning and apply skills from learning workshops and events. After completion Fellows are expected to support the Healthcare Quality Strategy at local and national level via mentoring, teaching, providing</p>	<p>10 months</p>	<p>34 p.a. (1 x cohort)</p>	<p>Via application form. Highly competitive. Cohort 14 open from 4 Feb to 25 Mar 2022. See link for registration pack. Recruitment via panel. Must be actively involved in Quality and Safety Improvement.</p>	<p><a href="https://www.nhs.uk/learning-and-development/turas-learn">Scottish Quality and Safety (SQS) Fellowship Programme   Turas   Learn (nhs.scot)</a></p>

Table 2: Courses And Modules Further Details						
Content	Target Audience	Description	Duration	Places	Application Details	Link
		technical advice or other quality improvement activities.				
<b>10. Allied Healthcare Professional Careers Fellowship (NES)</b> 	The AHP workforce working in the public health and social care sector in Scotland.	Includes learning programme of 8 x days plus undertaking individual work-based project. Each year there are broad project themes to reflect prioritised service and policy needs. Project themes have included rehabilitation and recovery, new models of care. Funding available to release time for up to 2 x days p.w.	10-12 months	Typically 15-18 p.a.	Via application form. Applications typically close in autumn for start in spring the following year. Highly competitive.	<a href="#">AHP careers fellowship scheme   NHS Education for Scotland</a>
<b>11. Digital Health and Care Leadership Programme (NES)</b> 	Now open to pharmacists, psychologists, nurses, midwives, AHPs, TEC leads and healthcare scientists. Typically band 6-8 looking to develop their leadership role and change digital practice.	<p><i>Previously the NMHAP Digital Health and Care Leadership Programme, the programme is undergoing incremental expansion, with plans to widen further in 2022.</i></p> <p>Supports ambitious, experienced health and care professionals to develop leadership skills and technological competence equipping them to influence the digital agenda and lead digital change. Structured around 3 x themes: strategic leadership and innovation; application of technology to support service delivery and benefit patients/ people; enhancing the contribution to technology enabled practice. The</p>	8 months	Typically 60 – 70 (across 2 x cohorts).	Courses currently commence in October and March. See link to register interest for cohort 18.	<a href="#">Digital Health and Care Leadership Programme (DLP)   Turas   Learn (nhs.scot)</a>

**Table 2: Courses And Modules Further Details**

<b>Content</b>	<b>Target Audience</b>	<b>Description</b>	<b>Duration</b>	<b>Places</b>	<b>Application Details</b>	<b>Link</b>
		programme adopts a blended approach to learning including individual learning and group sessions alongside project work. Peer support also a feature.				

## 6.0 Implementation Principles

This guidance is intended to demonstrate the value of embedding a strategic approach to leadership development and to encourage both individuals and managers across cancer services in Scotland to consider how best to take this forward in accordance with their own individual and organisational circumstances. There is no one-size-fits all approach to implementation. We also acknowledge that additional to the Scotland-wide tools and programmes highlighted in this document, there are also Board-specific learning and development opportunities available. We have set out below a number of implementation principles to support a national approach whilst allowing flexibility in local delivery.

Approaches to implementation should:

- Encourage individual use of development diagnosis tools (such as those summarised in table 1).
- Seek to align individual career development with organisational/ service/ departmental needs.
- Consider this guidance alongside Board specific opportunities when determining individual learning plans.
- Fuel a continuous spread of leadership skills – one approach could be the implementation of a leadership development register of staff working in cancer services that have undertaken leadership/ quality improvement learning and development. This could be utilised to ensure staff have access to mentors or advice from others with relevant experience.
- Support the continued use of skills developed by ensuring individuals have the opportunity to practice knowledge and skills gained.

## **Appendix A**

### **Examples of Leadership Development in Practice**

#### **A.1 Case Study: Crosshouse University Hospital ICU - Embedding a Leadership Development Culture within the Team**

Summary: By working with the local Quality Improvement Team, ICU at Crosshouse University Hospital was able to embed a culture of leadership development across the team. The following points summarise how this was achieved.

- Drive for team-focussed framework for improvement came from within the department. ICU Lead Charge Nurse secured budget approval to involve NHS Ayrshire & Arran Quality Improvement Team and devise a tailored framework for ongoing continuous improvement. Aspiration was to embed development in daily business of the team. Senior medical buy-in cited as key success factor.
- Initially entailed three projects per year, largely involving band 6 colleagues and some junior staff. Project focus was based on staff feedback on priority development areas.
- At the beginning found that incentives were helpful for encouraging interest – such as away day events for project launch and updates. However, as projects were underway and results were apparent, morale, interest and desire to be involved grew. Developing projects based on staff feedback and strong emphasis on improving staff wellbeing were cited as key success factors; staff strongly believed they were being listened to.
- As momentum gathered so did external interest and team representatives presented at national events. Gaining recognition at this level added to the sense of reward.

Ayrshire & Arran QI Team is now building on the above to develop a value management framework for improvement. This has attracted Scottish Government interest and has been tested at a selection of Health Boards across Scotland. The premise is to work with teams to identify development priorities and map against four defined value management pillars. Teams receive an allocated amount of QI Advisor support per week.

This approach is proving effective for developing leaders of the future by giving practical experience and providing some with stepping stone to formal NES QI courses. Every team who recruits to the Value Management Framework will be allocated to a local course that links with NES QI and some will be directly recruited to a NES QI as a result of their Value Management Framework experience.



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