

NHS Graduate Management Training Scheme

Overview



Introduction

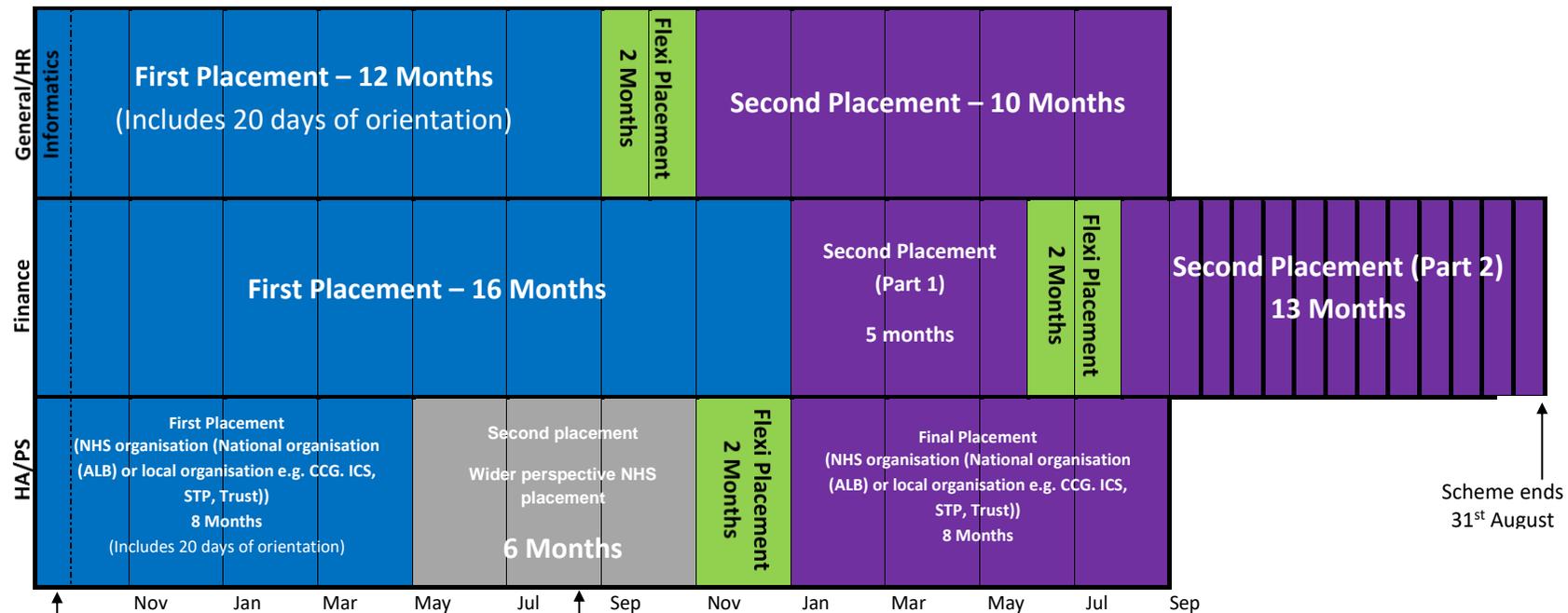
Welcome to the Graduate Management Training Scheme (GMTS) overview guide compiled to help inform and support your understanding of the programme as a whole.

We hope this serves as a basis for helping you to begin to navigate the “language”, “terrain” and nature of the Scheme and any concerns, challenges or issues that may surface throughout the programme. However, this is by no means comprehensive therefore please do not hesitate to contact the National GMTS team or your regional Leadership & Life Long Learning team, and GMTS Lead at any point should you wish to explore any element of the scheme in more detail. We would be delighted to help. Your LLL GMTS contacts can be found here <https://graduates.nhs.uk/hosting-a-trainee/> and the National GMTS team can be contacted via GMTSResourcing@Leadershipacademy.nhs.uk

What's in this guide

- Scheme Placement Structure
- About NHS orientation
- About each placement
- Education overview
- NHS Professional Development Programmes and GMTS
- About Action Learning
- About Experiential Learning
- A brief GMTS 'jargon buster'
- GMTS Roles and Responsibilities

SCHEME PLACEMENT STRUCTURE (SEPTEMBER START)



Scheme starts September

Health Analysis (HA) and Policy and Strategy (PS)

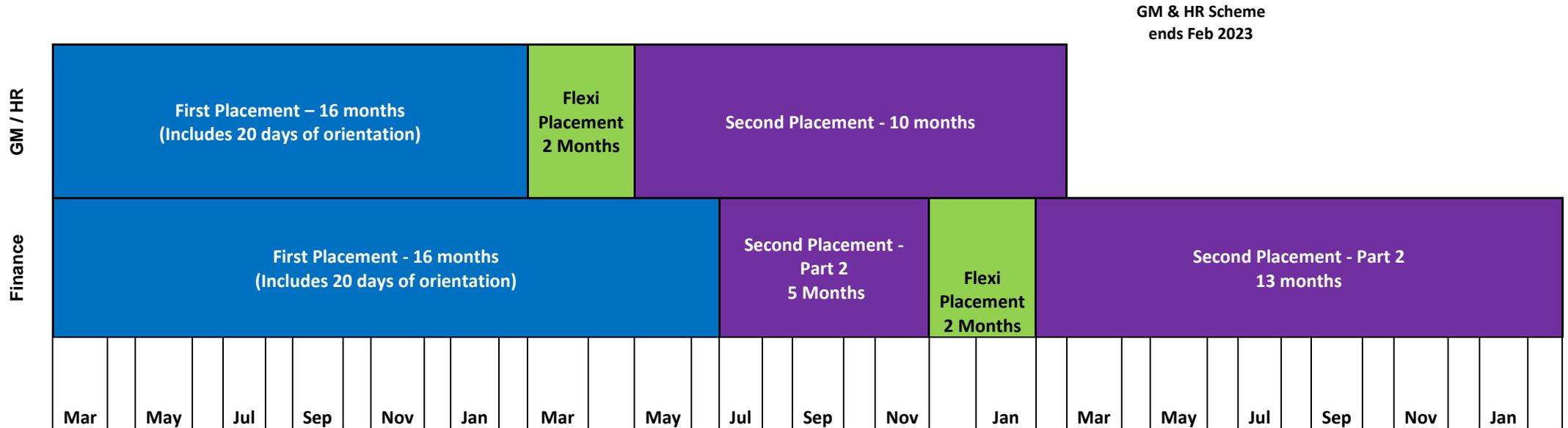
If first and final placements are based at a national body, it is required that the second placement should be within the local NHS system (e.g. at a local commissioner or NHS provider).

If the first and final placement are within the local system, requirement that the wider perspective placement is in a different part of the local system (e.g. local commissioner or provider) or a national NHS body.

Scheme ends 31st August

Scheme ends 31st August

SCHEME PLACEMENT STRUCTURE (MARCH START)



Finance Scheme ends Feb 2024

GMTS NHS ORIENTATION

Orientation is NOT ...

- About the Trainee learning about their specialism or being inducted into their placement or organisation

Orientation is an overview for Trainees ...

- To support thinking about how patients experience the NHS
 - ✓ To learn about health and social care through the eyes of the patients, care givers and partner organisations
 - ✓ About the nature and pattern of health service delivery and issues arising
 - ✓ About how the NHS operates as an entity and how its components contribute to the delivery of health and social care
- Takes place at the start of the GMTS journey for 20 days
- Usually designed by Programme Managers and added to by Trainees
- Planned around education dates
- Trainees should directly participate, observe, shadow
- Should allow time for Trainees to reflect on and evidence their experiences
- Ensure Trainees experience patient delivery in a range of health organisations

First Placement

- These NHS placements are allocated by the regional Leadership & Life Long Learning team based upon a combination of bids received to host a trainee and trainee extenuating circumstances for example, whether they have any caring/financial commitments. Consideration is also given to transport options, previous NHS service and where the trainee lives

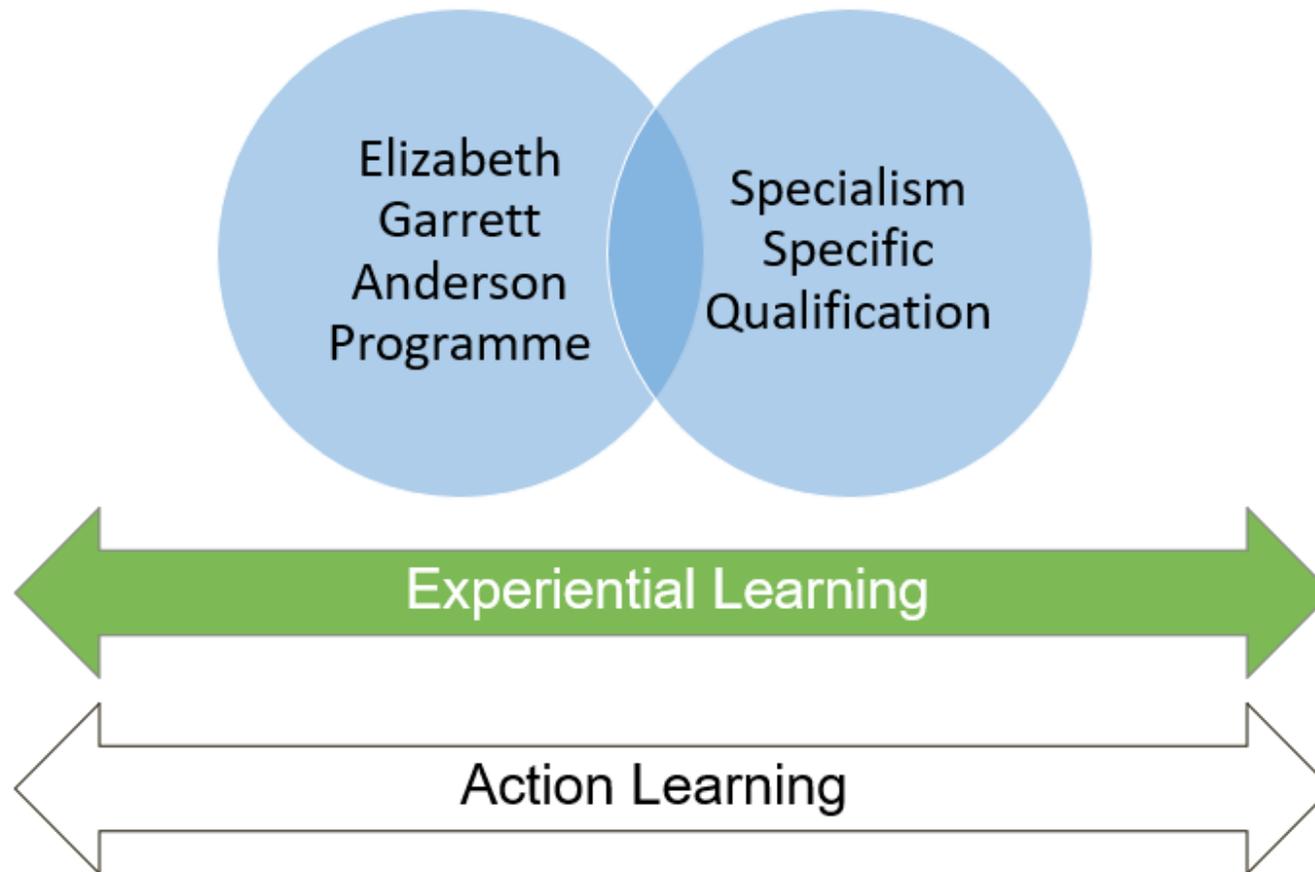
Flexi-Placement

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

Final/Second Placement

- These NHS placements are determined by the makeup of the initial partnership/collaborative bid submitted at the outset

GMTS EDUCATION - OVERVIEW



GMTS Education—Overview

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 complete a 20-day (4 working weeks) orientation period organised by the Programme Manager. The aim is to give trainees the broadest overview of the health service as possible and to think about how patients experience the NHS

All trainees complete a Postgraduate Certificate in Healthcare Leadership through The Elizabeth Garrett Anderson (EGA) Programme

Action Learning

All trainees take part in multi-disciplinary Action Learning Sets (ALS) throughout their time on the scheme. In addition to the 9 ALS trainees also take part in sets as part of the EGA programme. To distinguish between the two, sets undertaken as part of the EGA programme are called Inquiry and Application Groups (IAG)

Experiential Learning

All trainees take part in 5 Experiential Learning modules, provided by the NHS Leadership Academy (minimal learning requirements outside of attendance at and participating in modules)

General Management

Postgraduate Diploma in Healthcare Leadership

Finance Management

Delivered as an apprenticeship provider and educational content to be confirmed pending completion of procurement process

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 in Healthcare Leadership on completion of the Elizabeth Garrett Anderson Programme.

Learning is delivered by University of Birmingham and Alliance Manchester Business School 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 DE Montfort 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 a combination of personal learning, theoretical challenge and practical education.
All teaching for the qualification will take place at UCL in London.**

GMTS Education—Policy & Strategy and Health Analysis

Policy & Strategy Trainees

Policy and Strategy Management trainees study 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 study for a Postgraduate Diploma in Health Data Analytics provided by University College London.

The course offers a combination of personal learning, theoretical challenge and practical education.

All teaching for the qualification will take place at UCL in London.

ABOUT ACTION LEARNING

Action Learning - An overview

- Action learning is a 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 action learning set facilitators in senior NHS roles and may be alumni of the GMTS or Clinical Fellows.
- Trainees also take part in sets as part of the EGA programme. To distinguish between the two, sets undertaken as part of the EGA programme are called Inquiry and Application Groups (IAGs) and are delivered by trained tutors. These will be discussed and arranged within the first residential of the programme.

How does it work in practice?

- Trainees will form part of a multi-disciplinary Action Learning Set (ALS), made up of up to 8 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 first Experiential Learning module. All the meetings will be face to face.
- An overview of the meeting structure is as follows:
 - The first set on day 3 of the first Experiential Learning module will be the launch and an opportunity for trainees to meet with their learning set and facilitator. Subsequent meeting dates are often agreed at the first set meeting.
 - Subsequent sets take place at regular intervals, 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.

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 engaging in activities 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.
- Trainees don't complete any assignments/exams as part of Experiential Learning and often won't receive handouts/agendas in advance of the modules. This is purposeful as Experiential Learning is all about experiencing the learning.

How does it work in practice?

- All trainees will take part in 5 Experiential Learning modules during their time on the Scheme.
- Experiential Learning isn't assessed in the traditional sense in terms of assignments or exams. Trainees are required to attend and participate in all sessions and may have some preparatory reading to do before modules.

GMTS JARGON EXPLAINED

GENI

GENI is the online system that holds trainee and scheme information. It is the first place that trainees should go if they have any questions – all policy and guidance documents can be found there as well as an online forum that the trainees and managers can use to communicate/share/network with each other and 'the scheme'. Managers should access Geni to approve annual leave, verify sickness absence, sign off competency progression and to record Performance Reviews. Trainees and managers will receive log in details.

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. The orientation period should be organised by the Programme Manager, guidance concerning the aims of and how to plan orientation is available.

PLACEMENTS

Typically trainees start with more operational placements and move on to more strategic placements. 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 longer-term planning/issues.

LLL

Regional Leadership & Life Long Learning teams (LLLs) are regional partners of the Academy. The LLLs 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	Usually a current trainee in the year above, 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, give advice and help them to develop their own solutions.
Programme Manager	They are responsible for trainees throughout the entirety of 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(s) and during the life of the scheme. They help to design trainee placements, help trainees achieve and sign off competencies and set their Personal Development Plan alongside operational elements such as signing off annual leave.
Regional Graduate Scheme Lead (LLL)	The regional GMTS LLL lead ensures trainees are inducted, that placements work well, that trainees are supported and challenged in placements, and that local intelligence is gathered to develop placements.
Regional Trainee Support Manager	Provide pastoral support for trainees working across a region in partnership with the regional Leadership & Life Long Learning team.
National team	The national team has oversight of the scheme and co-ordinates, manages and implements national inductions academic education, Experiential Learning and ensures policies and systems are working.
Clinical Buddy (optional)	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 and 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.

	<ul style="list-style-type: none"> • Work with and support the trainee and regional lead to identify a suitable second placement and support the organisation through the assurance process offering guidance. • 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 trainee's 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 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. • Complete probation reviews every 2 months in first year and thereafter complete performance review every 6 months for the rest of the placement. • Enable a safe environment for trainees to learn and explore.

	<ul style="list-style-type: none"> • 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. • Monitor and update the performance management online tool (GENI) with progress and undertake performance reviews and sign off 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.
<p>Essential Criteria</p>	<ul style="list-style-type: none"> • Working at 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.
<p>Requirements of the role</p>	<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 (OPTIONAL)

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	<p>To work together to:</p> <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, the regional Leadership & Life Long Learning team 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.