



# iELF Programme

NHSE SE Region Primary Care Schools' Interprofessional Leadership  
Fellowships for PCN Education and Training Leads

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## What is this Fellowship?

Fellowship programmes aim to deliver benefits to fellows, patients, local health systems and the wider NHS through upskilling individuals across the spectrum of clinical practice, leadership, and education, as well as offering a route into portfolio working and thereby boosting workforce retention.

Through this PCS Interprofessional Leadership Programme, fellows will work with or in PCNs to develop:

- As Clinical education leaders
- The Primary Care Network (PCN) learning environment culture and quality assurance
- New and innovative approaches for sustainable organisational development in PCNs e.g., Community education facilitation principles and associated education and workforce lead roles
- Ways to use practice skills and educator roles outside of the traditional practice boundaries to innovate and increase placement experiences and capacity
- New knowledge, skills, and competences as educators, in critical appraisal, leadership, simulation, and the use of quality improvement techniques
- An increased understanding of system leadership through education and training

### Who are they for?

These fellowships are for those in or supporting PCN lead educator and training roles such as Community education facilitators, (CEFs) and PCN educational leads. It is envisaged that these individuals will be early to mid-career emergent education leaders in the clinical workplace. New to role GP tutors may be considered when directly supporting the PCN learning environment development and CEF.

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## What does a Fellowship post look like?

These are 1-year developmental posts with:

- A minimum of 4 sessions a week in a substantive role in a host GP practice/PCN in the Training Hub locality
- 1-2 sessions a week in a PCN education role e.g., CEF, EEL, WSLs
- 2-4 sessions a week on an academic programme associated with a postgraduate qualification accredited by the University of Kent that will satisfy regulatory requirements and enable career progression. The Fellowship post is tied to the academic year (and must usually start no later than the start of the autumn term). For specific GP guidance to be a Clinical or Educational supervisor please refer to local GP school guidance.
- A Community of Practice where you will get peer support for your new skill sets
- A series of Masterclasses (~1/month) delivered virtually and in person to support your personal development and role in education, training and leadership in a PCN
- 1:1 mentoring and coaching to support your emerging educator and leadership skill sets
- Interprofessional teaching and learning
- Supported project activity for the development of your PCN as a learning environment, clinical supervision requirements of a range of learners, and enable innovative placement expansion for the wider workforce

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## Benefits

### Benefits to PCN

The scheme offers the opportunity to recruit talented and motivated healthcare professionals as well as retain and refresh those who are further in their careers and interested in developing professionally.

They may be the system leaders of the future both within GP practices, across Primary Care Networks and across traditional organisational boundaries.

Participants learning supports current PCN contractual requirements.

### What support is there for Fellows?

Each Fellow will be supported by a mentor and have access to coaching directly supporting their role development - In addition to support as part of the academic programme and as well as a bespoke series of master classes.

A dedicated community of practice will be available to the cohort of fellows.

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## Details of the Fellowship Offer

For each post, NHSE SE PCS's will cover the costs of the University course fees to undertake the PG Cert in Strategic Leadership and Multi-professional Education in Healthcare (SLAMEH), delivered by NHSE KSS in conjunction with the University of Kent. This qualification also supports the journey to become a GP trainer (Educational Supervisor). Should fellows in possession of this PG Cert, or equivalent, wish to progress to diploma or masters level qualification this will be supported together with the credentialling of the masterclasses by the University of Kent. In addition, the PCS will fund the supporting academic programme, interprofessional masterclasses, simulation training and community of practice.

An Academic Education Grant reflective of sessional activity will be paid to support release from practice for the duration of 12 months. The maximum payment per GP being £23,587 per annum based on GP educator pay scale GP01 and for Agenda for Change employees £11,782 per annum per person.

Where individuals are not directly employed within, or on behalf of a PCN but may fulfil relevant criteria for the fellowship case by case consideration can be made to the Head of School for Primary Care.

**ICS Training Hubs will manage the Education bursary support, all other costs will be managed by the program host finance team.**

**ICS THs will also manage the recruitment to the fellowships following NHSE PCSs' guidance.**

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## Eligibility criteria:

Candidates will ideally have experience of writing academically at Level 7. Any candidate not confident with this level of writing should discuss this at interview as additional support could be provided.

Individuals who have not previously undertaken fellowships of this type will be prioritised.

## Fellowship candidates will:

- 1 Either hold a substantive contract of employment for a minimum of 4 sessions a week with the practice/PCN or be in an educational role in direct support of primary care workforce development in PCNs. For clinicians these should be clinically active sessions.
- 2 Gain agreement from the employer/s for participation in the fellowship programme prior to interview, this may include agreement with one or more employers depending on the candidates employment model.
- 3 Meet the enrolment requirements for the relevant Higher Education Institute course.
- 4 If a Fellow discontinues, or does not attend, the learning programme without good reason and prior notification, or leaves their NHSE SE employment during the period of the Fellowship, the KSS Primary Care School will cease all funding.

## Employer/s requirement is to:

- 1 Hold a contract of employment with the fellow.
- 2 Release the fellow to meet the requirements of the programme including specific learning activities, for example masterclasses as part of group learning (both virtually and in person).

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## PG Cert in Strategic Leadership and Multi-professional Education in Healthcare, (SLAMEH)

SLAMEH is part of an established master's level programme offering interprofessional learning and credentialing appropriate for Education leaders and those wishing to become GP trainers (Education supervisors). It provides professional learning and development suitable for addressing Advanced Practice respective pillars of leadership and management, education and research.

Supported by Academic Mentors there are 3 modules, each attracting 20M level credits: Supervision in the Workplace, Collaborative and Multi-professional Working, and Evidence Informed Practice.

### Masterclasses

A series of subject-expert master classes attracting modular accreditation and delivered inter-professionally form part of the overall fellowship programme. Face to face delivery is anticipated to be in London to enable regional access. NHS travel rules will apply. These sessions support fellows in their learning and project activity aligned to their roles with the PCN.

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## Project work

Project work will be undertaken by the Fellows in support of their PCN role and to satisfy the fellowship aims and personal academic credentialling. Projects are expected to support the locality Training Hub requirements and focus on approaches and innovative solutions to the primary care capacity placement challenge with a PCN orientation. This may include some but not all the options here.

Development of innovative placement models across a PCN

Make a qualitative improvement to the learning environment culture across a PCN

Develop a model of peripatetic supervision for multi-professional learners across a PCN

Inform the development and build the profile of a multi-professional educator facility

Increase in primary care clinical educators

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## Programme Curriculum

Built with all stakeholders, interprofessional expertise, and experience, inclusive of citizens and learners

Ten domains reflect the competencies and aspirational capabilities for a flourishing PCN workforce

- Predicates the need for multi-professional educational leadership, expertise, and the business and administrative support in and for a PCN i.e., a team approach and staff who can develop and support the PCN as a learning environment just as any Trust/other organisation would have a department responsible for education and training
- These domains apply to all our activity as educators and clinical leaders through education
- IELFs have been chosen because of their specific place in or alongside the PCN where the focus is on developing a learning environment across the PCN in order to create and expand placements for all learners across the PCN and modernise and transform how we deliver education and training in primary care general practice.

### Finance

Infrastructure enables shared tariff.

### Learning environment

A culture of place-based person centered learning across a PCN.

### Program administration

Protected time for teaching and learning.

### Curriculum mapping

Curricula, frameworks, and supervisors mapped to place, learner, people and population needs.

### Workforce planning

Whole workforce sustainability mapped to organisation and population needs.

### Research, innovation, digital

embedded research culture. Technology enabled learning teaching and learning.

### Teaching and assessment

Interprofessional and cross-organisation teaching and learning.

### Continuous Professional Development

Self-sustaining need led.

### Monitoring, evaluation and Quality improvement

Reflexive organisation.

### Educational governance

PCN accreditation and Quality Assurance.

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## Our Values and Purpose

We believe that education is the foundation of transformation, whether that be through personal actualisation, the growth of those we sit alongside, or through service development. Our experience is that being an educator and leading through education creates resilience and flourishing. We want to share this experience with you so that you may excel in our wake.

(SE Primary Care Schools, 2022)

**Unprecedented Primary Care transformation** to address health and social care challenges in an aging society with high expectations and global challenges; complex and complicated.

**It needs to be right** - Clinical service delivery requires the right workforce, in the right place, at the right time.

**Workforce is key** - Workforce can no longer be an after thought so we require the expertise of those who teach, train, and support to sit alongside clinical service leaders as workforce educational leaders, and the Primary care infrastructure that values and enables these functions and people.

**Leading across boundaries** - For an integrated service we must work across all professional boundaries through systems-working, collaborative co-construction, and inter-professional learning, informed by those who deliver front line.

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## Contacts

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