

NHS National Graduate Management Training Scheme Finance

Finance Competency Framework v2.1

Last Update: November 2017

Table of Amendments – Finance Management Competency Framework		
Date of Change	Detail	Version No
15.10.12	Core Competencies Section 4.1. Ensuring Patient Safety reordered to show competencies in correct order	1.1
15.10.12	Specialist Competencies Section 4.1: 4.1.4 renumbered to 4.1.8 to maintain unique numbering system, and reordered within section.	1.1
27.09.17	Competencies updated by IBM	2
November 2017	Formatting changed	2.1

Introduction

The Graduate Management Training Scheme (referred to from this point forward as the Scheme) aims to develop talent into emerging leaders in the NHS. It provides the opportunities for trainees to develop and practise their leadership skills and behaviour. This framework has been developed to ensure that trainees develop the leadership competencies, behaviours and technical skills to both attain roles in the NHS at the end of the Scheme and begin their leadership journey in the NHS.

Purpose

A competency can be defined as a behaviour or technical attribute that an individual should have in order to perform effectively at work. It is widely acknowledged that job performance is based on a number of factors including technical competences, behaviours, attitude, skills and experience. A competency framework is a tool that sets out a number of competencies required by an individual to work in a certain position or within a certain organisation. The Scheme competency frameworks have been developed to ensure that:

- Trainees have a structured approach to their placements throughout their time on the Scheme;
- Trainee performance and achievement can be assessed, evidenced and recorded;
- Trainees are equipped with the skills and experience to start their leadership journey in the NHS and obtain a job at the appropriate level once they complete the Scheme;
- Trainees have clarity around what is expected of them with regards to skills, behaviours and competency they are anticipated to develop and demonstrate.

Approach and Ethos

Each of the five Scheme competency frameworks were created based on the [NHS Leadership Framework, updated to link to the Healthcare Leadership Model](#) and are structured around the seven domains below:

- **Demonstrating Personal Qualities**– trainees should draw upon their values, strengths and abilities to deliver high standards of service. This requires them to demonstrate effectiveness in developing self-awareness, managing themselves, continuing personal development and acting with integrity;
- **Working with Others**– trainees should work with others in teams and networks to deliver and improve services. This requires them to demonstrate effectiveness in developing networks, building and maintaining relationships, encouraging contribution, and working within teams to have a positive impact on others and creating a culture of collaboration across teams;
- **Managing Services** – trainees should focus on the success of the organisation(s) in which they work. Trainees should develop competence in planning, managing resources, managing people and managing performance;
- **Improving Services** – trainees should strive to make a real difference to people’s health by delivering high quality services as well as display curiosity and other behaviours that encourage continuous service improvement across the organisation. This requires them to demonstrate effectiveness in ensuring patient safety, critically evaluating, encouraging improvement and innovation and facilitating transformation;
- **Setting Direction** – trainees should support the aspirations of the organisation and act in a manner consistent with its values. This requires them to demonstrate effectiveness in identifying the contexts for change, applying knowledge and evidence, making decisions, and evaluating impacts;
- **Creating the Vision** – trainees should begin to develop a leadership style and be able to support a compelling vision for the future, and communicate this within and across organisations; and
- **Delivering the Strategy** – trainees should begin to demonstrate leadership qualities to support the delivery of the strategic vision through agreeing strategic plans and translating these into achievable operational action plans.

For each domain, the competencies have been split between those which are **core (shown in green)** and those which are specific to the **specialism (shown in blue)**.

Core competencies are shared by each of the five Scheme specialisms (Policy and Strategy Management, Finance Management, General Management, Human Resources Management and Informatics Management). Although trainees are divided up to work in specialised areas the Scheme is a leadership programme first and foremost. For example, competency 4.1.3:

“Demonstrates involvement in developing risk mitigation strategies and measures to improve and/or maintain patient safety”, is a core competency that all trainees are expected to achieve and highlights the expected leadership behaviours associated with the specific core competency.

Specialism competencies are competencies specifically related to the trainee’s specialism. For example, a Finance trainee would need to achieve competency 3.4.10:


“Understands the role of the external auditor and the relationship between the internal audit function and the external auditors”. This competency is unique to finance trainees and is not present in any of the other frameworks.

The shared approach to core competencies is designed to ensure that all trainees leave the Scheme with a shared technical, behavioural and knowledge base firmly rooted in leadership for service improvement and patient outcomes. At the same time, equipping trainees with the technical elements related to their chosen field of work, measured by the specialism competencies.

Where applicable, **examples of activities, and associated behaviours, to demonstrate experience** have been provided, together with the **required level of assessment** expected to be achieved during participation in the Scheme. The assessment is based on a rating for each competency of 1 to 5:

Level	Description
1 Awareness/knowledge	Demonstrates insight but has no practical experience
2 Support	Demonstrates competence through assisting others in undertaking a process/task
3 Practical application	Demonstrates competence through having a defined responsibility for undertaking a process/task
4 Experienced practitioner	Demonstrates competence through having a defined responsibility for regularly undertaking a process/task
5 Leadership	Demonstrates competence through leadership of a process/task

This scale of rating will allow trainees and their managers to record the trainees’ ongoing progress against the competencies and stay focused on further development required.

For each competency, the required target level of achievement is shown in orange. 

Each competency will have the minimum target level set at different level: some will be as low as 1, others will be as high as 5.

There are four possible achievement levels for competencies.

Not Achieved: level 0, meaning no work has been done on this particular competency.

Partially Achieved: competency is being worked towards but not yet at the required minimum level (in the case of the example above, levels 1 and 2)

Achieved: competency has been signed off at the required target level (in the case of the example above, level 3)

Achieved +: competency has been signed off at a level above the minimum target level (in the case of the example above, levels 4 and 5)

Trainees are expected to achieve around 40% of their competencies by the end of placement 1 and 90% of their competencies at the end of their final placement in order to successfully complete the Scheme.

Section 1 – Personal Qualities

There is an exception to the rating scale approach for the competencies required in the ‘Developing Personal Qualities’ section. These eleven competencies will be signed off after the production of a 2,000 word (+/- 10%) reflective piece of work completed by trainees during their last twelve months on the Scheme. This reflective piece should focus on all eleven competencies and the trainee is expected to provide evidence, either through referencing work they have produced or through reflecting on their qualities and how they have developed during their time on the Scheme. Trainees must reflect on their experiences during their time on the Scheme and provide examples of where they believe they have demonstrated and developed certain behaviours and personal qualities such as these. When providing evidence, trainees are advised to consider the following criteria in addition to any information they wish to provide:

Knowledge and Understanding	Cognitive Skills – Behaviours, Emotional Intelligence and Values	Practical Skills
<ul style="list-style-type: none"> • Sources of knowledge are identified; • Awareness of your approach and what informs said approach; • Evidence of awareness of your strengths and weaknesses; • Evidence of a constant interest throughout the Scheme of keeping up to date with NHS issues, news and developments. 	<ul style="list-style-type: none"> • Evidence of planning around personal qualities; • Evidence of how self-awareness has been increased; • Evidence of reflection on personal beliefs, values and motivation in relation to working in the NHS; • Evidence that there is a knowledge of NHS code of ethics and values; • Evidence of understanding when mistakes have been made; • Awareness of how you are perceived by others. 	<ul style="list-style-type: none"> • Sources of wider reading evidenced; • Evidence of flexibility, curiosity and an adaptive nature; • Evidence of effective delegation; • Evidence of prioritisation.

Once completed, trainees must upload their personal qualities reflective piece on to the Scheme’s talent management system and arrange to review the piece with their Placement Manager, either during an ad hoc meeting or during one of their formal reviews. The Placement Manager (or Programme Manager in their absence) is responsible for signing off the competencies in the Personal Qualities section once both the trainee and Placement Manager have had an opportunity to discuss the reflective piece.

The competencies within the ‘Developing Personal Qualities’ section are either at a status of achieved or not achieved, there is no rating scale.

Trainee approach to the framework

Trainees should consider the following points when approaching the competency framework:

- The framework must be owned by the trainee and it is their responsibility to ensure that they are achieved the required competencies and have displayed the required behaviours throughout. The trainee is therefore responsible for ensuring that they have a plan as to how these competencies will be achieved during their time on the Scheme.
- It is the trainees' Programme and Placement Manager's responsibility to ensure that all trainees are placed in an environment where opportunities are available for trainees to achieve competencies and to work with trainees to help them identify those opportunities and shape their work plan. It is not the responsibility of Managers to formulate a work plan based around each and every competency or to provide a piece of work for a trainee to complete in order to fulfil a competency requirement. This is an important distinction that all trainees need to understand.
- Trainees should aim to complete 40% of their competencies at the required level by the end of year one and 90% of their competencies by the end of the Scheme. The 90% achievement rate is a key graduation standard and trainees may not be able to graduate if they have not achieved this level.
- Trainees are required to evidence their competencies using the Scheme's talent management system. Evidence will generally be in the form of narrative prose which references what has been achieved to complete the competency. In addition to this trainees are encouraged to upload any documents that may support their narrative assessment and supports how they have gone about displaying the required leadership behaviours across the programme.
- Placement Managers are responsible for signing off competencies after providing a detailed constructive feedback to the trainee. Programme Managers are also authorised to sign off competencies, but the Placement Manager will be working more closely with the trainee and will probably have a clearer understanding of what has been achieved. It is the responsibility of the trainee to ensure that they are booking regular meetings with their Placement Manager to gather constructive feedback discuss competency achievement and ensure they are being signed off. Competency achievement also makes up an important part of the review process.
- Trainees need to gain an understanding of how best to utilise a competency framework. Successful trainees understand that the competency framework is a hugely important part of their placements on the Scheme and is something they always need to have in mind, but at the same time they know that it isn't something that should be used to drive their placements. Trainees are there first and foremost to work in a real job in a NHS organisation, and whilst those roles will allow trainees to complete their competency framework, there will be tasks, projects and pieces of work that sometimes don't necessarily directly relate to a specific competency.
- Trainees need to be realistic when using the framework. For example, 40% is a realistic amount of competencies to have achieved by the end of year one. If your work plan shows that you will only achieve 10% by the end of year one then you need to reassess. If you present 80% of your competencies as achieved at the end of year one your Placement Manager is likely to question whether you have actually achieved that many competencies to the required level.

Placement Manager approach to the framework

- One of the objectives of the Placement Manager is to ensure that trainees are in a placement which provides opportunities for them to achieve their competencies. Placement Managers are therefore encouraged to work with trainees at the beginning of the placement (or ideally before the placement) to identify which competencies are achievable throughout the duration of the placement.
- It is *not* the responsibility of the Placement Manager to provide a step by step plan for the trainee which maps pieces of work to specific competencies. It is the Trainee's responsibility to take the main elements of their placement and produce a plan as to how this translates to their competencies.
- Placement Managers are responsible for signing off competencies. Programme Managers are also authorised to sign off competencies, but the Placement Manager will be working more closely with the trainee and will probably have a clearer understanding of what has been achieved. It is the responsibility of the trainee to ensure that they are booking regular meetings with their Placement Manager to discuss competency achievement and ensure they are being signed off. Competency achievement also makes up an important part of the review process.
- Competencies are held electronically on the Scheme's talent management system. Your trainee will be able to guide you through accessing the system or you can contact your Leadership Development Manager if you are having any problems.
- It is the responsibility of the Trainee to evidence achievement of competencies on the Scheme's talent management system and to work with the Placement Manager during regular meetings to sign these off.
- As a general guide, Trainees are asked to complete 40% of competencies by the end of year one and 90% of competencies by the end of the Scheme.

Methodology and Acknowledgements

The NHS Graduate Scheme competency frameworks were developed following a comprehensive consultation process in 2007. After deciding to shape the competencies around the NHS Leadership Framework the Scheme contacted hundreds of individuals and organisations, both internal and external to the NHS, to seek their views as to how the competency frameworks should be shaped, both in terms of structure and presentation and content. Without their help we would have not been able to produce the frameworks.

In the summer of 2017, IBM consultants worked with NHS graduate alumni to review and update the NHS Graduate Scheme competency frameworks. This process evaluated the five current scheme frameworks and their fit for purpose based on changing demands within the NHS and the larger graduate workforce. In addition, the competencies were refreshed around the current Healthcare Leadership Model so the graduate scheme linked to the wider organisation's Leadership model. The frameworks review included stakeholder interviews and multiple iterations with a NHS project team to amend and confirm the NHS Graduate Scheme competency frameworks for the current market.

The NHS Graduate Scheme would like to thank the following who had an input in to the development of these frameworks: current trainees, recent alumni of the Scheme, Placement Managers, Programme Managers, NHS staff at various NHS Organisations and Emerging Leaders Steering Group members. A number of professional bodies and organisations including ACCA, CIPD, CIPFA, CIMA, Department of Health, IHM, NHS Information Centre and UKCHIP also gave up their time and expertise to assist with the process. Finally, a special thank you goes to Sarah Reeves and Brian Niven at Mott MacDonald for their hard work and continuing support in the creation of these frameworks.

For more detailed information about the development and consultation process for these frameworks please contact the [NHS Graduate Scheme](#).

Section 1. Personal Qualities

Core Leadership Domain	Healthcare Leadership Model	Competency	Examples of activities to demonstrate experience
1.1 Developing Self-awareness	Leading with care	1.1.1 Understands the impact they have on others and the impact other have on them. Can review and reassess own beliefs, values, behaviours, strengths and weaknesses, and leadership style	<ul style="list-style-type: none"> Developing a Personal Development Plan, demonstrating personal self-awareness and addressing development areas. Using suitable instruments (e.g. MBTI) and reaching out to others to obtain feedback.
	Leading with care	1.1.2 Caring for others and providing mutual support where needed.	<ul style="list-style-type: none"> Creates an open and honest environment where others are comfortable interacting and constantly evaluates one's own emotional well-being and its impact on others.
	Leading with care	1.1.3 Understand the impact of one's own physical and mental wellbeing at work.	<ul style="list-style-type: none"> Creates a positive atmosphere for others through self-regulation of their own behaviours and mood while at work.
1.2 Managing Self & Others	Holding to account	1.2.1 Plans and manages own time and that of others effectively and is able to evaluate personal performance	<ul style="list-style-type: none"> Managing the diary, prioritising tasks and delegating/supporting others to prioritise tasks.
	Holding to account	1.2.2 Makes decisions without reference to others in line with own authority levels and departmental and corporate objectives. Is prepared to be held to account for own contribution and the quality of own work	<ul style="list-style-type: none"> Writing Board papers, or sections of papers or plans, representing the team, department, or organisation at meetings and handling issues and actions arising.
	Connecting our service	1.2.3 Is flexible and adaptable to changing circumstances	<ul style="list-style-type: none"> Handling last minute changes to task priorities and dealing with the consequences of those changes.
1.3 Continuing Personal Development	Developing capability	1.3.1 Takes responsibility for own personal development and seeks opportunities for learning	<ul style="list-style-type: none"> Utilising primary and secondary sources of information for research purposes and introducing new ways of working, for example business best practice associated with project planning, change management, benefits realisation and using these approaches in their own work. Joining and attending the professional bodies and

1.4 Acting with Integrity			conferences/working sessions, or working with external consultancies and partner organisations to adopt new approaches to work.	
	Holding to account	1.3.2	Sets work-based targets and personal targets which exceed the minimum requirements and expectations	<ul style="list-style-type: none"> Coming from the PDR process, developing a series of personal development goals with SMART objectives, which the individual can exceed where possible.
	Connecting to our service	1.3.3	Keeps abreast of developments in healthcare, in own professional field and in own organisation as well as other external bodies and organisations	<ul style="list-style-type: none"> Demonstrating commitment to wider reading, e.g. HSJ, NICE publications, BMJ, Twitter etc. Attending events and conferences, e.g. Kings Fund, NHS Confederation, Royal College events, professional bodies. Reading internal communications, newsletters and intranet.
	Inspiring shared purpose	1.4.1	Understands and acts in accordance with the values for the NHS as set out in the NHS constitution	<ul style="list-style-type: none"> Promoting the NHS values.
	Inspiring shared purpose	1.4.2	Acts with openness, honesty and integrity	<ul style="list-style-type: none"> Taking accountability when mistakes have been made or understanding is limited, in order to learn and improve services. Demonstrates the ability to listen and incorporate feedback to enable continuous improvement and learning when things that didn't go to plan.
	Leading with care			
	Inspiring shared purpose	1.4.3	Demonstrates knowledge of professional code of ethics and the public interest role of NHS staff	
	Evaluating information	1.4.4	Understands and manages conflicts of interest, ensuring that decisions are based on objective data wherever possible	<ul style="list-style-type: none"> Providing advice to business partners regarding potential conflicts. Providing alternative solutions where applicable. Declaring any relevant conflicts.
	Leading with care	1.4.5	Spreading a caring environment beyond one's own area	<ul style="list-style-type: none"> Taking responsibility for others wellbeing, by continuous evaluation of your emotions and their effect on other people.

Section 2. Working with others

Core Leadership Domain	Healthcare Leadership Model	Competency	Examples of activities to demonstrate experience	Assessment Level
2.1 Developing Networks	Connecting our service	2.1.1 Understands the culture and structure of the organisation and the wider NHS and identifies and develops effective collaborations with others outside of their immediate team	<ul style="list-style-type: none"> Getting involved in health community-wide working groups or project, for example relating to contract management, care pathway redesign, or clinical networks. 	1 2 3 4 5
	Engaging the team	2.1.2 Is an effective and trusted team member within the department; demonstrates respect to colleagues and gains their respect and support	<ul style="list-style-type: none"> Working closely with the team and acting like a regular team member. Creating connections between health and social care services. 	1 2 3 4 5

Specialist	Healthcare Leadership Model	Competency	Examples of activities to demonstrate experience	Assessment Level
2.1 Developing Networks	Connecting our service	2.1.3 Where possible, active participation in the negotiations and discussions between commissioners and providers	<ul style="list-style-type: none"> Gaining exposure to contract negotiation and monitoring meetings with, where possible, being responsible for producing and/or coordinating supporting financial analysis. 	1 2 3 4 5
	Connecting our service	2.1.4 Works to initiate mutually beneficial networks in a way which secures trust and commitment	<ul style="list-style-type: none"> Engaging with the relevant bodies and stakeholders to develop sound relationships enabling knowledge sharing and best practice implementation. Learns or receives information for others outside one's team to solve problems. 	1 2 3 4 5

Core Leadership Domain	Healthcare Leadership Model	Competency	Examples of activities to demonstrate experience	Assessment Level
2.2 Building and maintaining Relationships	Holding to account	2.2.1 Is involved in working with organisations who are external to the NHS, such as professional bodies, social care, voluntary services, etc.	<ul style="list-style-type: none"> Building/maintaining relationships (e.g., Local Authority, Private Sector, and Social Enterprises). 	<div style="display: flex; justify-content: space-around; width: 100px;"> 1 2 3 4 5 </div>

Specialist	Healthcare Leadership Model	Competency	Examples of activities to demonstrate experience	Assessment Level
2.2 Building and Maintaining Relationships	Engaging the team Influencing for results	2.2.2 Works with clinicians, service managers and other senior representatives within the organisation and uses financial information to support a case for change or implementation of a recommendation	<ul style="list-style-type: none"> Developing a trust relationship and presenting regular performance monitoring information at clinical directorate meetings. Getting involved in multidisciplinary team projects. Analysing the financial implications of service delivery and identifying ways to make best use of resources. Considering the relationship between volume and mix of activity, costs and income. Supporting costing preparation for the proposed changes. Developing a broad understanding of the organisation, customers and stakeholders, the NHS and the 	<div style="display: flex; justify-content: space-around; width: 100px;"> 1 2 3 4 5 </div>

		market place to provide commercially focused business advice when required to support case for change.	
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Core Leadership Domain	Healthcare Leadership Model	Competency	Examples of activities to demonstrate experience	Assessment Level
2.3 Encouraging Contribution	Engaging the team	2.3.1 Chairs and leads small group/team discussions to show others their contribution matter and are valued	<ul style="list-style-type: none"> • Holding weekly team meetings. • Leading a small project. 	1 2 3 4 5
	Influencing for results	2.3.2 Articulates ideas and challenge the views of others in a constructive and positive manner	<ul style="list-style-type: none"> • Presenting at meetings, or writing minutes of meetings • Being recognised as a meeting contributor in meeting minutes. 	1 2 3 4 5
	Sharing the vision	2.3.3 Sharing a common purpose and inspiring others to live it through their everyday actions	<ul style="list-style-type: none"> • Models NHS values in every day practice and is a role model for other colleagues. 	
2.4 Working within Teams	Holding to account	2.4.1 Visibly understands the responsibilities of the department and its role and value within the organisation and proactively looks for opportunities where the department can contribute	<ul style="list-style-type: none"> • Linking personal objectives to team and department objectives. 	1 2 3 4 5
	Holding to account	2.4.2 Takes responsibility and ownership for leading key activities/projects and new initiatives.	<ul style="list-style-type: none"> • Taking on Project Management responsibilities, or a key role within a project, work stream or task lead responsibility for creating a defined project outcome. 	1 2 3 4 5

	Connecting our service	2.4.3	Provides an effective and valued contribution to projects that require multidisciplinary teams.	<ul style="list-style-type: none"> • Takes on individual responsibility within team projects and is considered a leader by one's peers. • Identifies areas for key contributions on large projects and works with others to accomplish project related goals. 	1 2 3 4 5
	Leading with care	2.4.4	Behaves in a manner that is empathetic to those around them, despite differences of others.	<ul style="list-style-type: none"> • Listens to others in team projects, and takes into account other view points and potential information counter to their own views. 	1 2 3 4 5
	Leading with care	2.4.5	Provides and facilitates a safe environment to enable their co-workers and team to perform their job efficiently.	<ul style="list-style-type: none"> • Incorporates other's views and opinions in discussions on job related matters and enables others to participate. 	1 2 3 4 5

Section 3. Managing Services

Core Leadership Domain	Healthcare Leadership Model	Competency	Examples of activities to demonstrate experience	Assessment Level
3.1 Planning and Execution	Evaluating information	3.1.1 Is involved in the development of business plans to support operational/organisational change	<ul style="list-style-type: none"> Creating Project Briefing documents, Board Papers for investment proposals, supporting the creation of wider strategic, outline or final business cases for larger change programmes. 	1 2 3 4 5
	Holding to account	3.1.2 Applies project planning methodologies and uses appropriate tools to support this, ensuring timely execution	<ul style="list-style-type: none"> Creating Project Initiation Documents, Project Gantt Charts, or implementation plans or roadmaps. 	1 2 3 4 5
	Sharing the vision	3.1.3 Communicates progress and outcomes of key planning stages/milestones to the relevant stakeholders to ensure two-way communication, alignment and timely delivery	<ul style="list-style-type: none"> Creating project status reports, highlighting reports, and presenting project milestones. Communicating outcomes of risk assessments. Contributing to Board papers seeking authorisation to proceed with project phases, or investment stage gates. 	1 2 3 4 5

Specialist	Healthcare Leadership Model	Competency	Examples of activities to demonstrate experience	Assessment Level
3.1 Planning	Connecting our service	3.1.4 Understands how resources are allocated to commissioners	<ul style="list-style-type: none"> Developing knowledge of commissioner allocations and the 	1 2 3 4 5

			<p>weighted capitation formula, as well as how these are determined.</p> <ul style="list-style-type: none"> Developing knowledge of separate non-recurrent allocations to commissioners for support for (e.g.) social care, primary dental services etc. 		
	Holding to account	3.1.5	Supports the translation of organisational plans and objectives into financial plans and monitors these	<ul style="list-style-type: none"> Supporting the management of costs and better care funds. Developing knowledge of financial planning guidance. Being involved in the development of financial plans. 	1 2 3 4 5
	Evaluating information	3.1.6	Undertakes the procedures to forecast the year-end financial position of the organisation, identifying cost pressures, contingencies and actions	<ul style="list-style-type: none"> Assisting with forecast year-end position for directorate(s) or service(s). Conducting analysis for financial planning. 	1 2 3 4 5
	Evaluating information	3.1.7	Understands management of issues relating to financial governance and financial risk	<ul style="list-style-type: none"> Supporting management on issues relating to financial governance and ensures that financial risk is planned for and managed accordingly. 	1 2 3 4 5

Core Leadership Domain	Healthcare Leadership Model	Competency	Examples of activities to demonstrate experience	Assessment Level
3.2 Managing Resources	Engaging the team	3.2.1 Takes responsibility for leading a team/group to achieve service objectives within a specified timeframe, resource allocation	<ul style="list-style-type: none"> 	
	Holding to account		<ul style="list-style-type: none"> Being exposed to a project, or a sub task within a project, that requires a group effort to create a defined outcome or project deliverable, within 	1 2 3 4 5

		and budget and to the required quality standard	time, budget and to expected quality standards.
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Specialist	Healthcare Leadership Model				
3.2 Managing Resources	Holding to account	3.2.2	Clearly understands the organisation’s financial duties and targets and supports the processes in place to enable the achievement of these	<ul style="list-style-type: none"> Acquiring detailed knowledge of the financial duties of all types of NHS organisations. 	1 2 3 4 5
	Evaluating information	3.2.3	Has detailed knowledge of commissioning and contracting processes and how financial funds flow across the NHS, including knowledge of the funding mechanism and tariffs, incentives to improve performance	<ul style="list-style-type: none"> Having knowledge of the National Reference Cost (NRC) guidance, including the link between the NRC submission and the setting of the National Standard Tariffs / payment by results. Gaining detailed knowledge of tariff, including expansion of best practice tariffs, the national efficiency requirement, the implication of emergency readmissions with 30 days of discharge, new currencies and tariffs and specialised service top-ups. Understanding the flow of funds and being able to apply this knowledge in everyday work. 	1 2 3 4 5
	Evaluating information	3.2.4	Actively participate in service line management and patient level costing. Supports the analysis and validation of patient-based full and	<ul style="list-style-type: none"> Analysing organisational performance in comparison with other NHS organisations including full engagement with managers and 	1 2 3 4 5

		<p>marginal costing (e.g. at HRG or procedure level or for service lines or business units)</p>	<p>clinicians to understand differences, improve performance and inform future planning.</p> <ul style="list-style-type: none"> Working with Informatics to understand how systems and information can be used to support service line management. Where possible and applicable acquiring knowledge of the NHS Costing Manual, including cost drivers and classification of costs (direct, indirect and overheads) and variability. 	
Evaluating information	3.2.5	<p>Demonstrates undertaking of month-end procedures to validate information in the ledger, and other supporting feeder systems, to ensure reliable financial information is produced.</p>	<ul style="list-style-type: none"> Preparing journal entries and maintaining an audit trail, estimating accruals and prepayments, validating financial coding and reconciling control accounts (debtors, creditors and stock). Adjusting for non-recurring items and reporting normalised expenditure. Reporting on changes to the balance sheet and understanding the links between cash and I&E. 	<p>1 2 3 4 5</p>
Holding to account	3.2.6	<p>Supports procedures to manage liquidity ensuring that cash is available for the organisation to meet its commitments to pay staff and suppliers</p>	<ul style="list-style-type: none"> Producing a statement of cash flow against plans. Producing a reconciliation of I&E and cash. Undertaking analysis of aged debtors. Having knowledge of the records and accounting entries for cash, and the banking arrangements. Having knowledge of differences between FTs, NHS Trusts and 	<p>1 2 3 4 5</p>

Holding to account	3.2.7 Understands the organisations systems of internal control and can support the development of controls for new areas and/or provide assurance to the Board and Sub Committees that these systems are working as expected	<p>commissioning organisations with regards to cash.</p> <ul style="list-style-type: none"> • Knowledge of the different sources of income and recharges e.g. Specialist Commissioning, Private Patients, contract/non-contract etc. • Gaining experience of implementing counter fraud measures, protecting confidential information, disclosure of financial interests etc. • Producing performance reports for the Board. • Developing knowledge of controls such as Standing Financial Instructions (SFIs) and Standing Orders (SOs), including Schemes of Delegation (SoDs). • Developing knowledge of the role of NHS Protect. 	<p>1 2 3 4 5</p>
Holding to account	3.2.8 Active participation in the setting of financial budgets and the in year monitoring of performance against budget, engaging with budget holders to understand service issues and reasons for variances, and identify appropriate corrective action	<ul style="list-style-type: none"> • Being involved in setting budgets, consistent with the board’s strategic and operational objectives, reflecting year on year improvements in productivity and efficiency, and reconciling with the resources available as set out in the business and financial plans. 	<p>1 2 3 4 5</p>
Sharing the vision	3.2.9 Within certain organisations and where possible, clearly understands strategic procurement controls and NHS conditions, with involvement in the evaluation of tender responses through to award of contract (particularly considering value for	<ul style="list-style-type: none"> • Producing assessments of value for money, affordability, financial risk and, if applicable, potential for financial rewards for service quality/performance. 	<p>1 2 3 4 5</p>

		money, risk, affordability and incentives)	<ul style="list-style-type: none"> Developing knowledge of the NHS standard terms and conditions and related issues. Developing knowledge of the NHS standard contracts for acute hospital, mental health, community and ambulance services and other guidance. Developing knowledge of EU requirements and thresholds for open tenders. 	
	Evaluating information	3.2.10 Where possible, develops knowledge of regulations in respect of charitable funds	<ul style="list-style-type: none"> Developing awareness of the requirements of the Charities Acts. 	<div style="display: flex; gap: 5px;"> 1 2 3 4 5 </div>

Core Leadership Domain	Healthcare Leadership Model	Competency	Examples of activities to demonstrate experience	Assessment Level
3.3 Managing People	Engaging the team	3.3.1 Instructs and manages other team members in particular activities/projects while ensuring appropriate accountabilities and clear goals are in place	<ul style="list-style-type: none"> Creating verbal or documented task plans for team members/colleagues, or documenting project work packages to define activities and outcomes required. Providing individuals with constructive performance feedback continuously. 	<div style="display: flex; gap: 5px;"> 1 2 3 4 5 </div>
	Engaging the team Holding to account	3.3.2 Motivates team members through clear direction setting, constructive feedback and open dialogue	<ul style="list-style-type: none"> Leading team meetings, encouraging contribution during meetings and seeking/providing feedback. 	<div style="display: flex; gap: 5px;"> 1 2 3 4 5 </div>

Specialist	Healthcare Leadership Model				
3.3 Managing People	Leading with care	3.3.3	Understands the basics of employment legislation, NHS staff terms and conditions (including Agenda for Change), staff performance management, statutory requirements relating to pay, pay costs and pay reform, conflict resolution, redundancy and the disciplinary/grievance procedures	<ul style="list-style-type: none"> Utilising initial core leadership component Attending meetings with HR representatives as part of orientation. Scheduling and attending formal meeting with senior HR staff member. Reading the relevant legislation and policies in place. 	<div style="display: flex; gap: 5px;"> <div style="background-color: #f4a460; padding: 2px 5px;">1</div> <div style="background-color: #2c4e64; color: white; padding: 2px 5px;">2</div> <div style="background-color: #2c4e64; color: white; padding: 2px 5px;">3</div> <div style="background-color: #2c4e64; color: white; padding: 2px 5px;">4</div> <div style="background-color: #2c4e64; color: white; padding: 2px 5px;">5</div> </div>
	Connecting our service	3.4.10	Understands the role of the external auditor and the relationship between the internal audit function and the external auditors	<ul style="list-style-type: none"> Developing knowledge of different external auditors and their requirements, e.g. the Audit Code for NHS Foundation Trusts. Developing knowledge of public interest notices and similar. 	<div style="display: flex; gap: 5px;"> <div style="background-color: #f4a460; padding: 2px 5px;">1</div> <div style="background-color: #2c4e64; color: white; padding: 2px 5px;">2</div> <div style="background-color: #2c4e64; color: white; padding: 2px 5px;">3</div> <div style="background-color: #2c4e64; color: white; padding: 2px 5px;">4</div> <div style="background-color: #2c4e64; color: white; padding: 2px 5px;">5</div> </div>

Core Leadership Domain	Healthcare Leadership Model	Competency	Examples of activities to demonstrate experience	Assessment Level	
3.4 Managing performance	Holding to account	3.4.1	Understands the key performance targets for the NHS and the organisation	<ul style="list-style-type: none"> Reviewing relevant NHS documentation to ensure plans are drafted and executed in line with performance targets. Understanding role and performance requirements of 	<div style="display: flex; gap: 5px;"> <div style="background-color: #f4a460; padding: 2px 5px;">1</div> <div style="background-color: #2c4e64; color: white; padding: 2px 5px;">2</div> <div style="background-color: #2c4e64; color: white; padding: 2px 5px;">3</div> <div style="background-color: #2c4e64; color: white; padding: 2px 5px;">4</div> <div style="background-color: #2c4e64; color: white; padding: 2px 5px;">5</div> </div>

				external regulatory bodies e.g. NHS Improvement, Care Quality Commission, NHS England.	
	Connecting our service	3.4.2	Demonstrates knowledge of the organisational systems and processes for corporate, financial, information and clinical governance	<ul style="list-style-type: none"> • Possessing good knowledge of the organisation and membership roles of committee structures. • Arranging accountabilities. • Attendance at strategic meetings, when available. • Possessing knowledge of legislation on Data Protection, Freedom of Information Act, patient confidentiality, and any other relevant legislation applicable to your profession. • Possessing knowledge of risk management approach. 	1 2 3 4 5
	Holding to account	3.4.3	Supports the development and monitoring of key performance indicators at an organisational and/or project level	<ul style="list-style-type: none"> • Understanding routine analysis of organisational performance against key targets. • Defining key outcomes and outputs measures within specific projects, e.g. reduction in readmission rates, patient bed days saved. 	1 2 3 4 5
	Holding to account Inspiring shared purpose	3.4.4	Identifies when and what corrective action needs to be taken in order to maintain performance standards for self and others	<ul style="list-style-type: none"> • Developing a corrective action plan to ensure that timescales and project outcomes are still met. • Gaining agreement to additional resources. 	1 2 3 4 5

				<ul style="list-style-type: none"> • Taking decisive action within projects. • Generating innovative ideas how to maintain and improve standards and efficiencies. 	
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Specialist	Healthcare				
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3.4 Managing Resources	Evaluating information	3.4.5	Detailed knowledge of financial statutory duties and targets for different NHS organisations and experience in supporting the procedures and processes for in-year monitoring	<ul style="list-style-type: none"> • Supporting compliance with financial duties e.g. break-even duty, and how these differ between types of organisation e.g. revenue resource limits, cash limits, prudential borrowing code, financial risk rating, external financing limits, capital resource limits etc. 	1 2 3 4 5
	Evaluating information	3.4.6	Knowledge of the requirements to provide financial information, compliant with agreed standards to the Board, Governors, Internal Audit, and Directorates/Divisions etc.	<ul style="list-style-type: none"> • Gaining knowledge of financial reporting requirements. 	1 2 3 4 5
	Developing capability	3.4.7	Knowledge and experience in developing technical analysis skills to analyse and present financial data/information	<ul style="list-style-type: none"> • Becoming conversant in using a range of systems to download extracts of data for further analysis into information. 	1 2 3 4 5
	Connecting our service	3.4.8	Provides support in addressing external requirements to deliver financial information and in	<ul style="list-style-type: none"> • Supporting the production of in-year submissions to NHS Improvement or NHS England 	1 2 3 4 5

		<p>performance monitoring reporting, as required by regulators or other organisations that are not part of the NHS. This can be for financial performance, but also wider performance issues such as performance against national standards and their resource implications</p>	<ul style="list-style-type: none"> • Knowledge of the requirements of the Department of Health, External Auditors, Regulators, as well as of individuals and organisations under the Freedom of Information Act, etc. • Knowledge of the Health Reforms, supporting performance and outcome measures and their incentives e.g. Commissioning for Quality and Innovation (CQUIN) etc. • Acquiring knowledge of the main sources of activity and non-financial information and use of this in performance benchmarking e.g. Health Observatories, Workforce Census, Waiting Times information, Local Data Warehouses, SUS. 	<p>1 2 3 4 5</p>
	<p>Evaluating information</p>	<p>3.4.9 Active participation in supporting the technical procedures and processes undertaken at the year-end to produce the Annual Accounts, supporting Financial Statements, and the Annual Report</p>	<ul style="list-style-type: none"> • Supporting the year-end closedown processes and procedures; producing monthly financial information (e.g. FIMs returns); producing the trial balance;, reconciling control accounts; clearing suspense accounts; producing the income and expenditure statement and balance sheet; producing the information for the Notes to the Accounts; supporting the agreement of balances between NHS organisations; and supporting the production of the Programme Budget Return etc. • Developing knowledge of International Financial Reporting Standards (IFRS) and NHS-specific 	

			<p>guidance such as the NHS Financial Manual.</p> <ul style="list-style-type: none"> • Developing knowledge of external audit opinion and sign-off procedures for the Annual Accounts. 	
	<p>Connecting our service</p>	<p>3.4.10 Understands the role of the external auditor and the relationship between the internal audit function and the external auditors</p>	<ul style="list-style-type: none"> • Developing knowledge of different external auditors and their requirements, e.g. the Audit Code for NHS Foundation Trusts. • Developing knowledge of public interest notices and similar. 	<p>1 2 3 4 5</p>

Section 4. Improving Services

Core Leadership Domain	Healthcare Leadership Model	Competency	Examples of activities to demonstrate experience	Assessment Level
4.1 Ensuring Patient Safety	Connecting our service	4.1.1 Demonstrates knowledge of the wider compliance framework for the organisation and the processes for review	<ul style="list-style-type: none"> Understanding the role, remit and requirements of external and/or regulatory bodies, including the Department of Health, external auditors, Monitor NHS Improvement, Care Quality Commission, Audit Commission, NHS Litigation Authority and Health & Overview Scrutiny Committee, Healthwatch and Health, NBB. Understanding the different regulatory regimes applicable to organisations. 	<div style="display: flex; justify-content: space-between; width: 100px;"> 1 2 3 4 5 </div>
	Evaluating information	4.1.2 Assesses and monitors the impacts and risks of service developments/changes to patient safety and care and to the organisation	<ul style="list-style-type: none"> Defining, measuring and interpreting quantitative and qualitative impacts and outcomes. Using risk management matrices. 	<div style="display: flex; justify-content: space-between; width: 100px;"> 1 2 3 4 5 </div>
	Evaluating Information	4.1.3 Demonstrates involvement in developing risk mitigation strategies and measures to improve and/or maintain patient safety	<ul style="list-style-type: none"> Creating/contributing to the development of risk mitigation plans with relevant stakeholders, and demonstration that mitigation plans are achievable, measurable, and address both the cause and consequence of the risks described. 	<div style="display: flex; justify-content: space-between; width: 100px;"> 1 2 3 4 5 </div>
	Connecting our service	4.1.4 Communicates and works collaboratively to promote continuous quality improvement	<ul style="list-style-type: none"> Working collaboratively within multidisciplinary teams to identify or implement improvements to patient care. 	<div style="display: flex; justify-content: space-between; width: 100px;"> 1 2 3 4 5 </div>



Specialist	Healthcare Leadership Model			
4.1 Ensuring Patient Safety	Holding to account	4.1.5 Understands and can support the role of the internal audit function, including involvement in reviewing the Audit Plan and in following up previous recommendations from audits and demonstrating to the Audit Committee the impact which has been made, e.g. improved internal financial controls, improved patient safety outcomes etc.	<ul style="list-style-type: none"> Assisting with reviewing and updating the Audit Plan and testing whether this meets its intended purpose, covers all activities, includes value for money assessment, covers partnerships with external organisations, etc. Following up on previous recommendations from audits and assess the impact which has been made. Possible involvement in an audit process; prepare for or collect evidence for an internal audit. Becoming familiar with escalation procedures both internally to the Audit Committee and Board, and externally e.g. when to seek legal advice. 	<div style="display: flex; justify-content: space-around; width: 100%;"> 1 2 3 4 5 </div>
	Holding to account	4.1.6 Understands the role of the Audit Committee	<ul style="list-style-type: none"> Developing a good understanding of the roles and responsibilities of the Audit Committee. 	<div style="display: flex; justify-content: space-around; width: 100%;"> 1 2 3 4 5 </div>
	Connecting our service	4.1.7 Where possible, get involved in working with the Audit Committee	<ul style="list-style-type: none"> Where possible, supporting the Finance Director in preparing/presenting information to the committee. Supporting the Audit Committee in the follow-up activities to the audit. 	<div style="display: flex; justify-content: space-around; width: 100%;"> 1 2 3 4 5 </div>




	Developing capability	4.1.8	Participation in the procedures for managing business risk including current, emerging and anticipated financial risk and the counter measures to mitigate these risks. Understand how such risks could impact financial viability and the quality of patient care	<ul style="list-style-type: none"> Where relevant, undertaking a risk assessment for future investment or disinvestment related to a strategic objective of the board. 	<div style="display: flex; justify-content: space-around;"> 1 2 3 4 5 </div>
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Core Leadership Domain	Healthcare Leadership Model	Competency	Examples of activities to demonstrate experience	Assessment Level
4.2 Critically Evaluating	Evaluating information	4.2.1	Establishes an evaluation framework and programmes to support the monitoring of outcomes from service developments, including assessments of the Return on Investment	<div style="display: flex; justify-content: space-around;"> 1 2 3 4 5 </div>
			<ul style="list-style-type: none"> Demonstrating the ability to set the parameters for undertaking an evaluation, including economic, of planned changes to services, including e.g. setting the baseline, defining the measures, defining the data sources, capturing the data and measuring the impact. 	

Specialist	Healthcare Leadership Model	Competency	Examples of activities to demonstrate experience	Assessment Level
4.2 Seeking and Critically Evaluating varied information	Holding to account	4.2.2	Contributes to a value for money (VfM) audit	<div style="display: flex; justify-content: space-around;"> 1 2 3 4 5 </div>

Holding to account	4.2.3 Analyses the impact on expenditure and income of a service development or proposed changes in a service and supports the decision making process as well as identifying further actions	making recommendations and presenting. <ul style="list-style-type: none"> Getting involved in a joint piece of analysis between a commissioner and local provider(s). 	
Sharing the vision	4.2.4 Contributes to the business development of a division, directorate or service	<ul style="list-style-type: none"> Supporting the evaluation of the business development, including use of information on the changing needs and demand for services, clinical effectiveness, critical mass and clinical sustainability, alternative providers, patient choice etc. 	
Evaluating information	4.2.5 Provides detailed analysis of the recurrent and non-recurrent impact on pay and non- pay costs for proposed changes in the workforce and other resources due to the implementation of service reconfigurations or changes in response to the wider Health Reforms	<ul style="list-style-type: none"> Assessing the financial impact of proposed workforce change due to a service development to enable data-driven decision making. Assessing the financial impact of an operational change. Acquiring knowledge of regulations for redundancies and early retirement, as well as pay costs and pay reforms. 	
Holding to account	4.2.6 Supports the preparation of the business justification for a capital investment	<ul style="list-style-type: none"> Getting involved in option appraisal, financial projections, feasibility implications for workforce, return on investment calculations, identification of financial risks and ways to mitigate them, and estimates of implementation costs, including transitional costs such as double running. 	

	Sharing the vision	4.2.7	Supports a process which considers the strategic resource implications for estate, workforce, and income and expenditure for a major emerging risk	<ul style="list-style-type: none"> Considering and addressing risks such as scarce clinical skills, changes to the model of care, working time directives etc. 	
	Connecting our services	4.2.8	Acquires initial understanding of the Gateway Process of the Office of Government Commerce (OGC) for systematically reviewing programmes and projects at critical stages comprising strategic assessment, business justification, procurement, investment decision, implementation and benefits realisation	<ul style="list-style-type: none"> Developing knowledge of 'best practice' and OGC guidance. 	

Core Leadership Domain	Healthcare Leadership Model	Competency	Examples of activities to demonstrate experience	Assessment Level
4.3 Developing new and creative concepts	Evaluating information	4.3.1	Reviews and critically appraises the activities within the department and suggests new ways of working	
	Engaging the team	4.3.2	Plays an active role within a team on a service development/change management project	
	Evaluating information	4.3.3	Thinks creatively and is able to solve complex problems or scenarios	

Specialist	Healthcare Leadership Model									
4.3 Encouraging Improvement and Innovation	<table border="1"> <tr> <td data-bbox="489 451 646 578">Evaluating information</td> <td data-bbox="646 451 1150 578"> 4.3.4 Awareness of 'best practice' within Finance Departments and in Financial Management </td> <td data-bbox="1150 451 1659 578"> <ul style="list-style-type: none"> Wider reading or initiating steps towards professional accreditation, e.g. FSD Standards, FFF Accreditation processes, etc. </td> <td data-bbox="1659 451 2001 578"> <table border="1"> <tr> <td data-bbox="1659 451 1732 492">1</td> <td data-bbox="1732 451 1785 492">2</td> <td data-bbox="1785 451 1837 492">3</td> <td data-bbox="1837 451 1890 492">4</td> <td data-bbox="1890 451 2001 492">5</td> </tr> </table> </td> </tr> </table>	Evaluating information	4.3.4 Awareness of 'best practice' within Finance Departments and in Financial Management	<ul style="list-style-type: none"> Wider reading or initiating steps towards professional accreditation, e.g. FSD Standards, FFF Accreditation processes, etc. 	<table border="1"> <tr> <td data-bbox="1659 451 1732 492">1</td> <td data-bbox="1732 451 1785 492">2</td> <td data-bbox="1785 451 1837 492">3</td> <td data-bbox="1837 451 1890 492">4</td> <td data-bbox="1890 451 2001 492">5</td> </tr> </table>	1	2	3	4	5
Evaluating information	4.3.4 Awareness of 'best practice' within Finance Departments and in Financial Management	<ul style="list-style-type: none"> Wider reading or initiating steps towards professional accreditation, e.g. FSD Standards, FFF Accreditation processes, etc. 	<table border="1"> <tr> <td data-bbox="1659 451 1732 492">1</td> <td data-bbox="1732 451 1785 492">2</td> <td data-bbox="1785 451 1837 492">3</td> <td data-bbox="1837 451 1890 492">4</td> <td data-bbox="1890 451 2001 492">5</td> </tr> </table>	1	2	3	4	5		
1	2	3	4	5						

Core Leadership Domain	Healthcare Leadership Model	Competency	Examples of activities to demonstrate experience	Assessment Level
4.4 Facilitating Transformation	Sharing the vision	4.4.1 Has effective report writing and presentation skills of data and information to support the case for change and to influence decision making	<ul style="list-style-type: none"> Contributing to or supporting with Board Papers, meeting papers and presentations, and minutes where effective presentation has occurred. 	1 2 3 4 5
	Connecting our service	4.4.2 Has experience of supporting the implementation of a change management process/project	<ul style="list-style-type: none"> Taking on a task of Project documentation and post-implementation review, detailing the role of the individual, and the outcomes achieved with the project. 	1 2 3 4 5
	Leading with care	4.4.3 Provides positive actions to push leaders and those above them to take responsibility for the wellbeing of their team.	<ul style="list-style-type: none"> Engages stakeholder and more senior members of the team to evaluate decisions they make and the effect it has on individual's health and wellness. Pushes back on senior members of the team if decisions are counter to well-being within the team. 	1 2 3 4 5

Specialist	Healthcare Leadership Model	Competency	Examples of activities to demonstrate experience	Assessment Level
4.4 Facilitating Transformation	<p>Inspiring shared purpose</p> <p>Connecting our service</p>	4.4.3 Participates in the delivery of the organisation's efficiency or cost improvement programme	<ul style="list-style-type: none"> Participating in a Cost Improvement Programme (CIP) or use the principles of cost and quality to provide the best value at division, directorate, or service level. 	1 2 3 4 5

			<ul style="list-style-type: none"> • Knowledge of how performance against CIP/QIPP requirements is monitored. • Building knowledge of internal and external processes to achieve financial recovery for organisations in deficit, including interventions by regulators. 		
	Evaluating information	4.4.4	Supports the identification and measurement of further areas for improvement for the organisation's efficiency or cost improvement programme	<ul style="list-style-type: none"> • As indicated above. 	1 2 3 4 5
	Evaluating information	4.4.5	Understands how NHS organisations can raise long term finance for capital developments and can support the procedures and processes to monitor compliance, including when approval thresholds are reached	<ul style="list-style-type: none"> • Developing knowledge of accessing capital for investment for different types of organisations e.g. Capital Regime for NHSTs, Prudential Borrowing Code for FTs, Capital Resource Limit (CRL) and relationship with External Financing Limit (EFL). • Developing knowledge of application process for capital funding for CCGs. • Developing knowledge of differences for NHS organisations in terms of the cost of capital. 	1 2 3 4 5
	Connecting our services	4.4.6	Detailed understanding of the different ways that NHS organisations can: <ul style="list-style-type: none"> • access central capital funds (and awareness of associated capital charges); 	<ul style="list-style-type: none"> • Developing knowledge of latest HM Treasury/NHS Improvement guidance on investment decisions. 	1 2 3 4 5
	Evaluating information				

- raise long term private funding and the implications for service affordability; and
- Secure access to assets through alternative mechanisms, e.g. leases and licenses.

Section 5. Setting Direction

Core Leadership Domain	Healthcare Leadership Model	Competency	Examples of activities to demonstrate experience	Assessment Level
5.1 Identify the contexts for change	Sharing the vision	5.1.1 Demonstrates knowledge and understanding of key strategic policy documents informing the national direction of travel e.g. Health and Social Care Bill, NHS Operating Framework etc.	<ul style="list-style-type: none"> • Familiarising yourself with the relevant policy documents and applying the insights into everyday work. 	<div style="display: flex; gap: 5px;"> <div style="background-color: #f4a460; padding: 2px 5px;">1</div> <div style="background-color: #2c4e64; color: white; padding: 2px 5px;">2</div> <div style="background-color: #2c4e64; color: white; padding: 2px 5px;">3</div> <div style="background-color: #2c4e64; color: white; padding: 2px 5px;">4</div> <div style="background-color: #2c4e64; color: white; padding: 2px 5px;">5</div> </div>
	Sharing the vision	5.1.2 Demonstrates knowledge and understanding of the system reform agenda, including new organisational forms and their governance and accountability frameworks	<ul style="list-style-type: none"> • Assessing and reading the relevant documentation to stay informed. 	<div style="display: flex; gap: 5px;"> <div style="background-color: #f4a460; padding: 2px 5px;">1</div> <div style="background-color: #2c4e64; color: white; padding: 2px 5px;">2</div> <div style="background-color: #2c4e64; color: white; padding: 2px 5px;">3</div> <div style="background-color: #2c4e64; color: white; padding: 2px 5px;">4</div> <div style="background-color: #2c4e64; color: white; padding: 2px 5px;">5</div> </div>

Specialist	Healthcare Leadership Model				
5.1 Identifying the Contexts for Change	Connecting our service	5.1.3	Knowledge and understanding of the national policy including the Operating Framework (or equivalent) and its supporting technical documents, and how this translates into local actions and service developments	<ul style="list-style-type: none"> Acquiring knowledge of Health and Social care Bill, Operating Framework and other strategic guidance. Maintaining knowledge through regular review of publications and wider reading. 	<div style="display: flex; justify-content: space-between; width: 100px;"> 12345 </div>
	Holding to account	5.1.4	Clearly understands incentives which are linked to the achievement of local quality improvement goals	<ul style="list-style-type: none"> Acquiring knowledge of the National and Local CQUIN framework, how it is funded, the application of the framework to different organisational types and how it is linked to the NHS Outcomes Framework, NICE Quality Standards, PROMs etc. 	<div style="display: flex; justify-content: space-between; width: 100px;"> 12345 </div>

Core Leadership Domain	Healthcare Leadership Model	Competency	Examples of activities to demonstrate experience	Assessment Level
5.2 Applying Knowledge and Evidence	Inspiring shared purpose	5.2.1 Questions and challenges the assumptions and evidence base underpinning the national and local strategies and plans	<ul style="list-style-type: none"> Understanding the national and local plans in order to have informed discussions and give sound opinions based on evidence and insights. 	<div style="display: flex; justify-content: space-between; width: 100px;"> 12345 </div>

	Evaluating information	5.2.2	Supports the development of service transformation through the use of information and evidence	<ul style="list-style-type: none"> Using of benchmarks and data to understand opportunities for improvements. Reviewing and incorporating evidence-based feedback from case studies into own work environment. Working with information and finance departments to gain an evidence base to support change. Conducting wider reading e.g. HSJ, profession specific magazines 	1 2 3 4 5
5.3 Making Decisions	Sharing the vision	5.3.1	Is involved in a group/project responsible for deciding future service change/transformation.	<ul style="list-style-type: none"> Contributing to efforts (through research or actions) targeting future services improvement and transformation. 	1 2 3 4 5

Specialist Healthcare Leadership Model

5.3 Making Decisions	Holding to account	5.3.2	Provides support to the process to agree a strategic and/ or local operational plan, representing either the local provider or local commissioner	<ul style="list-style-type: none"> Engaging with key stakeholders to support planning process. Presenting the case for investment and disinvestment. Where possible getting involved in negotiations. Ensuring plans are reflected in the provider's Business Plan. 	<div style="display: flex; justify-content: space-between; width: 100px;"> 1 2 3 4 5 </div>
	Developing capability	5.3.3	Has experience of supporting the Executive Director with responsibility for Finance and involvement with the Board	<ul style="list-style-type: none"> Attending Executive Team and Board meetings when requested. Understanding and reviewing minutes. Assisting with Board report preparation. 	<div style="display: flex; justify-content: space-between; width: 100px;"> 1 2 3 4 5 </div>

Section 6. Creating the Vision

Core Leadership Domain	Healthcare Leadership Model	Competency	Examples of activities to demonstrate experience	Assessment Level
6.1 Developing the vision for the organisation	Inspiring shared purpose	6.1.1	Understands the vision for the NHS	<ul style="list-style-type: none"> Linking own objectives to the organisational objectives, strategy and overall vision. <div style="display: flex; justify-content: space-between; width: 100px;"> 1 2 3 4 5 </div>
	Inspiring shared purpose	6.1.2	Understands the vision for the department or team objectives	<ul style="list-style-type: none"> Aligning objectives above, to the wider department and direct team objectives to create a cohesive vision from the <div style="display: flex; justify-content: space-between; width: 100px;"> 1 2 3 4 5 </div>

			individual level up to the organization level.
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Specialist	Healthcare Leadership Model				
6.1 Developing the Vision for the Organisation	Sharing the vision	6.1.3	Understands of the vision for the organisation and how financial strategy can support this.	<ul style="list-style-type: none"> Supporting development of financial plans in line with financial strategy. 	<div style="display: flex; gap: 5px;"> <div style="background-color: #f4a460; padding: 2px 5px;">1</div> <div style="background-color: #2c4e64; color: white; padding: 2px 5px;">2</div> <div style="background-color: #2c4e64; color: white; padding: 2px 5px;">3</div> <div style="background-color: #2c4e64; color: white; padding: 2px 5px;">4</div> <div style="background-color: #2c4e64; color: white; padding: 2px 5px;">5</div> </div>

Core Leadership Domain	Healthcare Leadership Model	Competency	Examples of activities to demonstrate experience	Assessment Level	
6.2 Influencing the vision of the Wider Healthcare System	Connecting our service	6.2.1	Attends and participates in joint meetings between the NHS and Local Authorities, or other health and social care organisations, or voluntary sector organisations	<ul style="list-style-type: none"> Attending meetings with Healthcare providers outside of own organisation/environment. 	<div style="display: flex; gap: 5px;"> <div style="background-color: #2c4e64; color: white; padding: 2px 5px;">1</div> <div style="background-color: #f4a460; padding: 2px 5px;">2</div> <div style="background-color: #2c4e64; color: white; padding: 2px 5px;">3</div> <div style="background-color: #2c4e64; color: white; padding: 2px 5px;">4</div> <div style="background-color: #2c4e64; color: white; padding: 2px 5px;">5</div> </div>
6.3 Communicating the Vision	Influencing for results	6.3.1	Communicates the benefits of change to key stakeholders, including clinicians, staff and patients	<ul style="list-style-type: none"> Proactively communicating change benefits to others through a specific change management project. 	<div style="display: flex; gap: 5px;"> <div style="background-color: #2c4e64; color: white; padding: 2px 5px;">1</div> <div style="background-color: #2c4e64; color: white; padding: 2px 5px;">2</div> <div style="background-color: #f4a460; padding: 2px 5px;">3</div> <div style="background-color: #2c4e64; color: white; padding: 2px 5px;">4</div> <div style="background-color: #2c4e64; color: white; padding: 2px 5px;">5</div> </div>
6.4 Embodying the Vision	Inspiring shared purpose	6.4.1	Behaves professionally with colleagues within	<ul style="list-style-type: none"> Promotes the vision of the NHS when speaking to internal and external stakeholders when the opportunities arise. 	<div style="display: flex; gap: 5px;"> <div style="background-color: #2c4e64; color: white; padding: 2px 5px;">1</div> <div style="background-color: #2c4e64; color: white; padding: 2px 5px;">2</div> <div style="background-color: #2c4e64; color: white; padding: 2px 5px;">3</div> <div style="background-color: #2c4e64; color: white; padding: 2px 5px;">4</div> <div style="background-color: #f4a460; padding: 2px 5px;">5</div> </div>

			and outside of the organisation		
	Influencing for results	6.4.2	Acts as an ambassador for the organisation when representing them at external meetings and conferences	<ul style="list-style-type: none"> Attending conferences and external meetings in order to promote own organisation and its objectives. 	1 2 3 4 5

Section 7. Delivering the Strategy

Core Leadership Domain	Healthcare Leadership Model	Competency	Examples of activities to demonstrate experience	Assessment Level	
7.1 Framing the Strategy	Connecting our service	7.1.1	Understands how the vision for the organisation is translated into a strategy	<ul style="list-style-type: none"> Reaching out for opportunities to have informed discussions to develop an understanding of how the vision is translated into the strategy. 	1 2 3 4 5
7.2 Developing the Strategy	Inspiring shared purpose	7.2.1	Understands the strategic direction for the organisation	<ul style="list-style-type: none"> Engaging in informed discussions with the relevant stakeholders to develop a sound understanding of organisational strategy and its impact. 	1 2 3 4 5

Specialist	Healthcare Leadership Model
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7.2 Developing the Strategy	Sharing the vision	7.2.2 Assesses the financial strategy and plans for the organisation and understands how this supports the organisation’s strategic direction.	<ul style="list-style-type: none"> Analysing the relevant information to and holding informed discussions in order to assess current financial strategy. 	<div style="display: flex; justify-content: space-around; align-items: center;"> 1 2 3 4 5 </div>
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Core Leadership Domain	Healthcare Leadership Model	Competency	Examples of activities to demonstrate experience	Assessment Level
7.3 Implementing the Strategy	Inspiring shared purpose	7.3.1 Awareness of the NHS strategic planning process	<ul style="list-style-type: none"> Gaining knowledge of the planning process by proactively engaging with the relevant individuals and applying this knowledge in own work. 	<div style="display: flex; justify-content: space-around; align-items: center;"> 1 2 3 4 5 </div>
	Connecting our service	7.3.2 Understands how the strategic direction of the organisation translates into organisational and departmental business plans	<ul style="list-style-type: none"> Gaining a perspective on how strategy comes to life through own involvement or conversations with other. 	<div style="display: flex; justify-content: space-around; align-items: center;"> 1 2 3 4 5 </div>
	Inspiring shared purpose	7.3.3 Is familiar with the organisation’s annual business plan and can articulate the key messages	<ul style="list-style-type: none"> Through informed discussion. 	<div style="display: flex; justify-content: space-around; align-items: center;"> 1 2 3 4 5 </div>

Specialist	Healthcare Leadership Model				
7.3 Implementing the Strategy	Sharing the vision	7.3.4	Involvement in supporting the implementation of key aspects of the organisation's financial strategy.	<ul style="list-style-type: none"> Getting involved and supporting operational financial strategy execution when and where possible to ensure effective and successful implementation. 	<div style="display: flex; justify-content: space-around;"> 1 2 3 4 5 </div>

Core Leadership Domain	Healthcare Leadership Model	Competency	Examples of activities to demonstrate experience	Assessment Level	
7.4 Embedding the Strategy	Sharing the vision	7.4.1	Demonstrates the ability to support the implementation of organisational change programmes	<ul style="list-style-type: none"> Getting involved in implementation of organisational change programmes or working with others to gain understanding of the process. 	<div style="display: flex; justify-content: space-around;"> 1 2 3 4 5 </div>