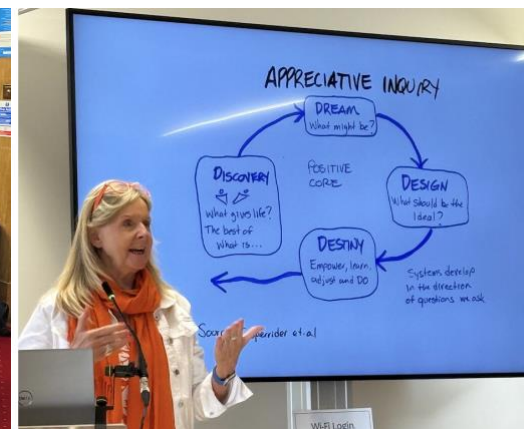


Future Leaders Programme for Surgeons (FLP) Cohort 4 Report 2025

A) Summary

Our 4th cohort of 16 surgeons from different specialities and places has created a tightly knit group, which we hope will endure over the coming decades. They have already supported one another through significant life events and career changes and exchanged creative ideas about managing challenges in day-to-day work.

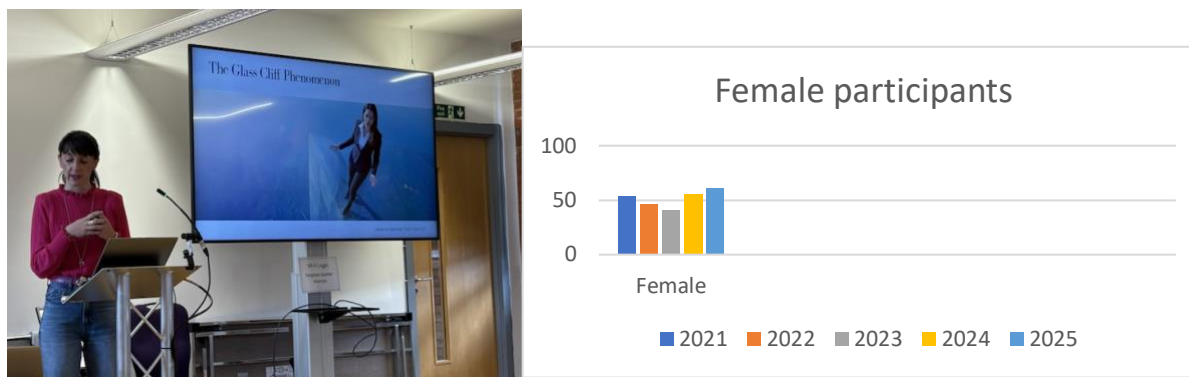
Faculty and module content were tailored to meet the unique leadership needs of everyone, as determined through their completion of an 8-hour pre-module assessment. The 5th cohort of 18 began the programme at the end of the summer with funding from specialist societies, individual trusts and over 20% self-funding.



B) Participants

	Specialty	Grade	Place	Funder
Ben Martin	Paediatric oncology	Fellow - con	London	BAPS
Christina Buckley	Plastic & recon - breast	consultant	Dublin	Integra
Eamon Shamil	ENT	Fellow - con	Essex	ENT-UK
Evangelos Drosos	Neurosurgery	fellow	Bristol	Self fund
Fiona Langlands	Breast	consultant	Bradford	Trust
Kat Parmer	Colorectal	Fellow - con	Liverpool	ACPGBI
Laura McKay	Dental spec care	specialist dentist	Liverpool	MDDUS
Mahim Qureshi	Vascular	ST8	London	Vascular Society
Manoj Thillai	Liver transplant	consultant	Edinburgh	MDDUS
Rachael Clifford	Colorectal	Fellow - con	Chester	ACPGBI
Saam Youshani	Neuro oncol	ST8 - F	Liverpool to Canada	ASIT
Sarah Bache	Burns & plastics	consultant	Birmingham	RCSEd
Sharon Chan	Vascular	ST8 - con	Edinburgh	Self fund
Swati Jain	Neurosurgery	consultant	Cambridge to Singapore	Integra
Taka Sato	OMFS	consultant	Manchester	BAOMS
Tom Doke	Complex Spine	Fellow - con	London	SBNS

The application process was anonymised, so successful applicants were selected on merit and quality of application. The 4th cohort achieved the highest proportion of female participants, and this trend continued with the current cohort.



C) Funding

The 4th cohort started in August 2024 and was accredited by the Royal College of Surgeons of Edinburgh and funded by the Integra Foundation, the British Association of Paediatric Surgeons, the Association of Surgeons in Training, the Association of Coloproctology of Great Britain and Ireland as well as the Vascular Society, Society of British Neurological Surgeons, the Royal College of Surgeons of Edinburgh, ENT-UK, and the British Association of Oral & Maxillofacial Surgeons. We plan to approach other specialist societies again over the coming months.

D) Content

Participants completed an educational project providing the vehicle for learning and developing leadership skills. The programme structure comprised four 2-day live virtual or face-to-face programmes over the 12 months, with Action Learning Sets between, which were self-directed. The final 2-day session took place live at the Royal College of Surgeons of Edinburgh in Birmingham. The programme is structured around four core domains:

1. **Personal Leadership**

To develop greater self-awareness of participants as individuals, their impact on others within their organisation, in their role as leaders in learning and as a high-performing surgeon.

2. **Technical Leadership**

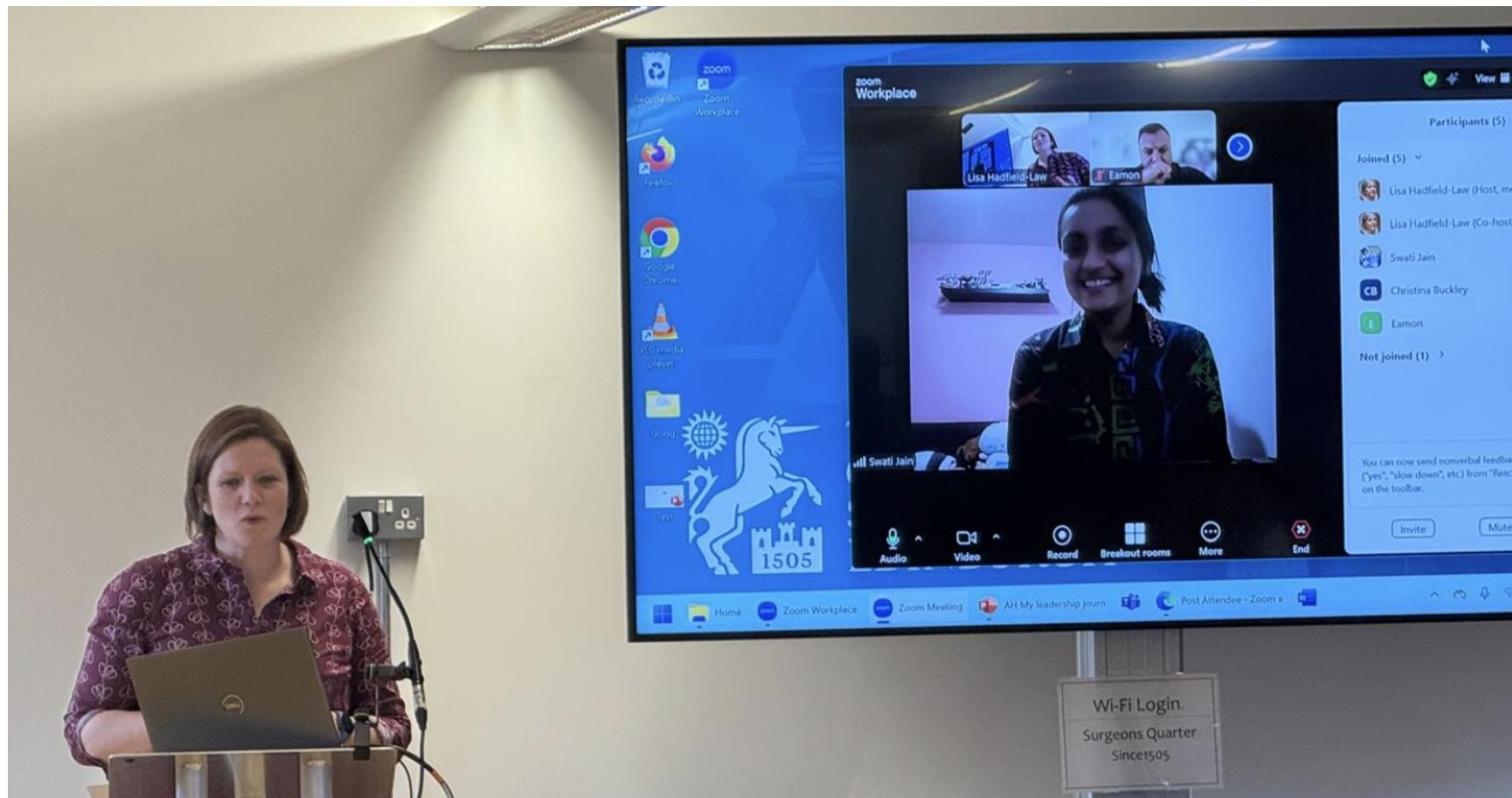
To understand the science of learning: when and what methodologies are best applied in the leadership context.

3. Relational Leadership

To forge effective professional relationships at an individual, team, organisation or system-wide level.

4. Contextual Leadership

To develop an awareness of their own organisational culture and how education can influence local or national healthcare strategy.



E) Learning Methods

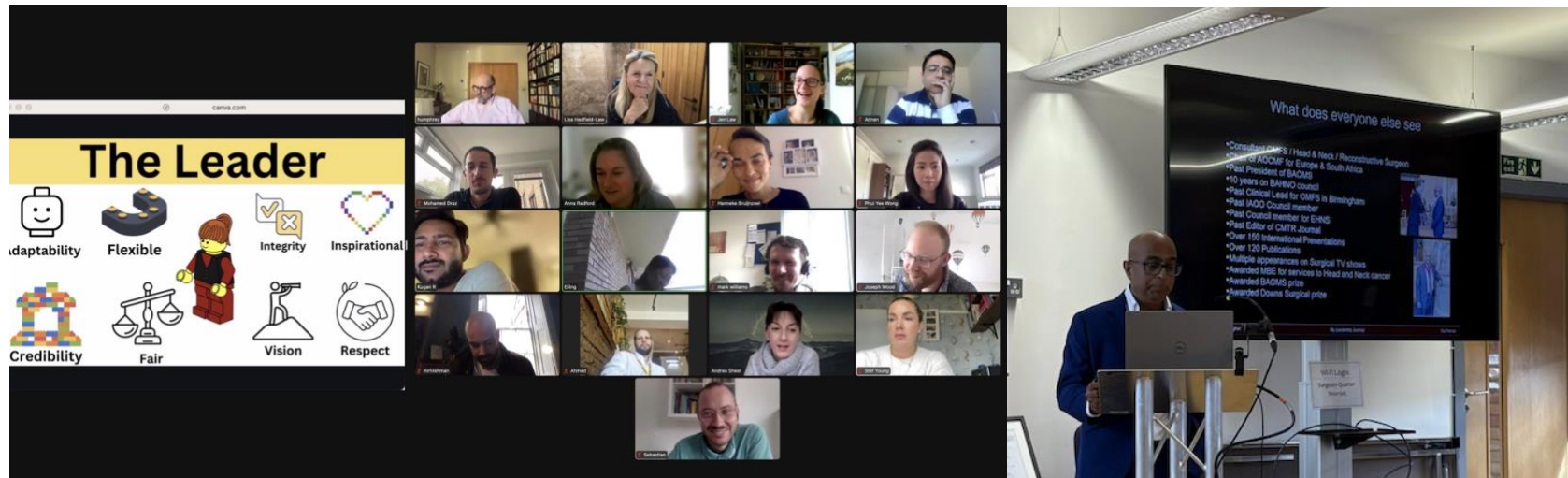
- 1) Strategically grouped participants based on interest
- 2) Chat & learning logs managed virtually before 1st module
- 3) Virtual meetings – module 1 & 3
 - a) Zoom for videoconferencing – reliable and flexible
 - b) 4 x 7-hour sessions of live virtual learning and networking
 - c) Drinks small group socials on those days before/after – breakouts
 - d) 1:1 session for support
- 4) Face to Face - module 2 & 4
 - a) Module 2 Edinburgh site RCSEd
 - b) Module 4 Birmingham site RCSEd
- 5) Progress and monitoring via Learning Logs
 - a) Embedded videos
 - b) Assessed activities
 - c) Reflective writing
- 6) Action learning sets
 - a) As a technique to drive learning
 - b) Participants trained to run action learning sets
 - c) Self-directed between live modules
- 7) Zoom coaching individually and in small groups
- 8) Evidence of programme achievements demonstrated through screencasts: examples available
 - [Anouk Bourg](#) Skull Based Surgery for Neurosurgical Trainees
 - [Ellen Mergatroyd](#) Peer-Led FRCS Teaching Programme
 - [Lewis Meecham](#) Helping Clinicians Manage the Surgical Emergency



F) Faculty

- Humphrey Scott - Colorectal Surgeon - Chertsey
- Lisa Hadfield-Law - Surgical Educationalist
- Hanneke Bruijnzeel – ENT surgeon – Portugal
- Liz Price - Head of Training, CPD and Risk Advisory Services MDDUS
- Andrea Sheel – HPB & general surgeon - Liverpool
- Sat Parmar – OMFS surgeon - Birmingham
- Rajesh Pala – past VP RCSEd & thoracic surgeon
- Mark Egan – CEO RCSEd

- Alice Hartley – Urological surgeon - Sunderland
- Alex Phillips – Oesophagogastric surgeon - Newcastle
- Keith Willett - NHS National Director - Emergency Planning & Incident Response 2018-2022.



G) Quality Assurance (QA)

Participants:

- Submitted a semi-structured portfolio/learning log - including reflections on their development as a leader and educator
- Created a personal development plan (PDP) to cover the year after the programme
- Designed an educational intervention to improve the quality of teaching and learning
- Created a screencast demonstrating learning from the programme
- Developed a LinkedIn page
- Assumed mentorship role of the next cohort

H) Testimonials

1. The FLP has provided me with skills and knowledge to take the next career step confidently. Lisa and Humphrey were extremely helpful in allowing me to self-evaluate my leadership style and develop my own methods, whilst staying true to my personality and values. I would highly recommend, and feel the networks forged between the different participants have been a vital support system.
2. An excellent course coming at the right point of my career that was a privilege to be part of
3. FLP is an expertly facilitated course that provides an amazing space to help emerging surgical leaders to grow. It has reminded us of how influential role models can be for us as senior trainees, and has highlighted that success comes through a combination of opportunity and hard work!
4. Dissecting the journeys of successful leaders showed me that they began from the same place, faced similar challenges, and overcame failures with authenticity and resilience by staying true to their values. Their stories were truly inspiring.
5. FLP will remain dear to my heart because it was the time during my career when I felt most valued and like someone was genuinely invested in my future. The thought that has gone into the programme is evident, as is the quality of teaching and enthusiasm of the faculty. I feel I have grown as a leader and more importantly, had support from a wonderful group during the difficult transition from trainee to consultant. I could not recommend it more highly.
6. I couldn't recommend this more highly. It is an invaluable course, probably one of the best I have attended. The faculty leaders work together so very well, with such expertise and adaptability. Highly recommend for final year training or early years consultant.
7. The FLP has been invaluable in preparing me for the realities of a new consultant role. This programme has already influenced my day-to-day practice as a consultant transplant surgeon. It has strengthened my confidence in managing teams, handling challenges, and driving positive change within the complex NHS system. I had the opportunity to learn alongside peers from different specialties, which brought fresh perspectives and practical insights. One of the real highlight of the programme was Lisa's faculty role ; her wisdom, foresight, and ability to support each candidate made a lasting impact on me. I learnt a lot about effective communication simply by observing and interacting with her. I would definitely recommend this course for senior trainees and new consultants!

I) Feedback Themes

Most Helpful Aspects

- Participants valued networking opportunities with peers and leaders, fostering connections that support career transitions.

- The programme facilitated reflection on personal leadership styles and challenges, enhancing self-awareness and professional growth.
- Interactive workshops and small group discussions were particularly appreciated for their personal engagement and collaborative problem-solving.
- Coaching and mentoring were highlighted as significant benefits, providing tailored support throughout the program.

Suggestions for the Future

- A preference for more face-to-face interactions over online sessions was expressed, alongside a desire for additional group sharing opportunities.
- Participants suggested including a session on navigating NHS structures and leadership within healthcare policy to better understand organizational dynamics.
- Minor improvements included clearer explanations of specific terms and frameworks earlier in the program.



J) Action Plan

Progress from 2024/5

- 1) Seek wider industrial partnership to fund more places for the 4th cohort. We worked hard with this, but funding is harder to access.
- 2) Evaluate the experience of overseas participants joining the next cohort, from Malaysia and Germany. This was very positively evaluated, and next year we will target overseas participation
- 3) Integrate more faculty with different areas of expertise- achieved
 - a. Trust CEO
 - b. Medical director
 - c. Experts in seeking funding
- 4) Provide clarity re: achieved
 - a. PDP aim and process. We will work on this from the 1st module
 - b. Accessing Padlet and the additional resources
 - c. Action learning sets and how they work.
- 5) Put admin on Padlet: done

Action Plan for 2025/6

- Start advertising earlier to maintain numbers of participants
- Focus on accessing UK&I participants
- Include more faculty from outside healthcare
- Increase the component of the course on negotiation and bring in outside expert
- Integrate with the RCSEd mentoring scheme
- Supporting glossary on Padlet