

# Medical schools must prepare students for leadership

Sir,

We write to agree with Kazzazi et al (vol 79(1), 2018, p. 44, <https://doi.org/10.12968/hmed.2018.79.1.44>) about the importance of medical schools preparing medical students for leading the NHS. As *The Five Year Forward View* (NHS England et al, 2014) described, the NHS is crying out for good clinical leadership. Postgraduate leadership academies and courses are ubiquitous, while the enthusiasm, altruism and vocation that new medical students bring to their courses are soon buried by a biomedical focus that omits to integrate learning with the wider context in which medicine takes place.

Butrous et al (2011) also described the need for medical students to become professional leaders, and the authors believe that many programmes try to achieve this. Ericsson et al (2007), among others, described how successful leadership training requires attention to applied theory and practical development via authentic exercises.

The University of Surrey is seeking accreditation for a new undergraduate medical curriculum which includes a vertical theme in 'leadership, management and understanding systems'. This is mapped to standards published by the Faculty of

Medical Leadership and Management (2016) and includes planned and realistic opportunities to see leadership in action, to practice leadership skills and to demonstrate competencies, with time for feedback and reflection. Assessment is part of the strategy as well. The aim is for medical students to start building a career pathway that they can continue into postgraduate training.

Undergraduate medical educators should all rise to Kazzazi et al's challenge, and include coherent and practical leadership training in their programmes. Having asked for this, the NHS then needs to ensure that it embraces and harnesses the resource presented by these enthused, trained and vocational leaders of the future, and offers them sufficient postgraduate leadership training and opportunities to continue to benefit the whole of the NHS.

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Butrous E, Park C, Warren O (2011) Improving medical management and leadership development in undergraduates. *Med Teach* 33: 952. <https://doi.org/10.3109/0142159X.2011.632989>  
Ericsson KA, Prietula MJ, Cokely ET (2007) The making of an expert. *Harv Bus Rev* 85(7/8): 114–121.

Faculty of Medical Leadership and Management (2016) *Leadership and management standards for medical professionals*. 2nd edn. Faculty of Medical Leadership and Management, London  
NHS England, Public Health England, Health Education England, Monitor, Care Quality Commission, NHS Trust Development Authority (2014) *Five Year Forward View*. [www.england.nhs.uk/wp-content/uploads/2014/10/5yfv-web.pdf](http://www.england.nhs.uk/wp-content/uploads/2014/10/5yfv-web.pdf) (accessed 7 February 2018)

## Erratum

In the article *Erythema nodosum leprosum* (vol 79(1), 2018, p. 54; <https://doi.org/10.12968/hmed.2018.79.1.54>) two of the authors' names were incorrect.

The third author is Dr Derrick CW Aw and the final author is Associate Professor Kong-Bing Tan. We apologise for any confusion caused.

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