



Queen Mary  
University of London

Sample  
**Certificate of Attendance**

This is to certify that

**[FIRST NAME] [SURNAME]**

Participated in the course

**Healthcare Leadership Foundations**

(16 learning hours)

Completed on

**[DATE]**

This certificate represents confirmation of participation for the purpose of recording learning hours only and does not reflect the award of credits or a degree.

**Professor Sir Mark Caulfield**  
Vice Principal for Health  
Faculty of Medicine & Dentistry

**Dr Vanessa Muirhead**  
Course Lead, Clinical Reader in Dental Public Health  
Faculty of Medicine & Dentistry

**Date of issue:** [DATE]



Queen Mary  
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Sample

# Award of Continuing Professional Development

The Institute of Dentistry certifies that

**[FIRST NAME] [SURNAME]**

**GDC No.:**

Participated in the CPD course

**Healthcare Leadership Foundations**

Completed on

**[DATE]**

**And has been awarded 16 hours of eCPD aligned to the GDC development  
outcome of A & B & C & D**

We confirm that the information provided here is full and accurate and has been quality assured by the  
Institute of Dentistry Dental Quality Assurance Committee.

*Sarah Murray*

**Signed on behalf of Dental Quality Assurance  
Committee**

**Date of issue:** [DATE]



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## Course Name: Healthcare Leadership Foundations

**Aim:** Provide participants with a rigorous theoretical grounding in leadership theories and how they shape healthcare leadership, enable participants to handle professional situations of change and conflict, and develop self-leadership and a professional development plan.

### Learning Content:

This is an online, facilitated asynchronous course with opportunities for synchronous sessions and the optional completion of an action plan. Participants will engage with core concepts and theories, their peers and tutors at their own pace, combining individual study with peer discussion and collaboration for around 3 hours per week.

The course will support participants in building from their existing knowledge and experience, testing their understanding, applying skills in course scenarios, and articulating positions and choices in peer and tutor-led discussions or their professional practice in a supported, research-informed way. There is a strong emphasis on reflection as a tool for improvement, with weekly individual or collaborative reflective prompts.

The course is structured with a weekly focus on topics directly aligned with a learning outcome, building and linking content, skills, and complexity each week.

- **Week 1** focuses on exploring leadership theories and core principles that shape healthcare leadership.
- **Week 2** introduces multiple perspectives from healthcare leaders, covering values, self-leadership, authenticity, and intersectionality, and how these shape professional development and practice.
- **Week 3** presents case studies and scenarios where participants will make decisions based on research and good practice. The interactive scenarios will involve justifying choices, reflection, and feedback from peers and faculty.
- **Week 4** supports participants in consolidating their action plan for leadership and exploring practical ways to build their peer and professional networks to meet their goals.

### Learning Outcomes:

By the end of this course, attendees will be able to:

1. Critique leadership theories and concepts
2. Evaluate self-leadership by applying authenticity and intersectionality principles
3. Recognise the leadership skills required for managing change and conflict
4. Develop practical skills in leadership network mapping, peer coaching, and action planning

Date of issue: [DATE]