

enhance enable

Universal Teaching of Universal Skills

Enhance Programme
NHS East of England







Developing our integrated healthcare teams
Delivering modern healthcare

#HEEnhance

1

Who are we?

Brendon O’Leary

Ashley Byford

2

2

Who are you?

Menti incoming....

3

3

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Which of these pictures most resonates with you right now?

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Option 1

Option 2

Option 3

Option 4

Option 5

Option 6

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
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Option 1

Option 2


Option 3

Option 4

Option 5

Option 6

Where in the region are you joining us from today?



How well do you expect any chance to contribute and participate at our local level?

0 responses

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Where in the region are you joining us from today?



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Which of these pictures most resonates with you right now?




Where in the region are you joining us from today?



How can we support any doctor to complete enhance activity at your local Trust?

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What does universal teaching of universal skills mean to you?







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Each response can be up to 200 characters long


Turn on voting to let participants vote for their favorites

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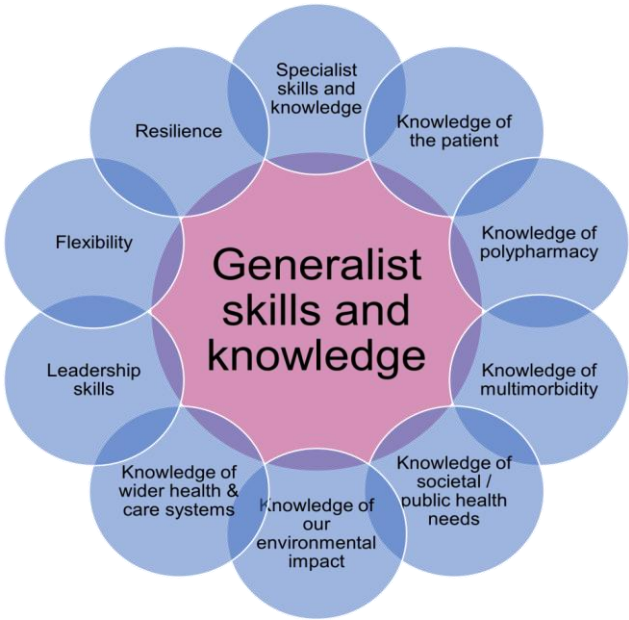
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Main objectives today

- What is enhance and achievements thus far
- Understand the differences between Enhance Explore and Enhance Enable
- Support our Foundation doctors to engage with enhance activity
- **Grow a community of practice & expertise**

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Enhance Programme

A Modular Development Programme to Be Offered in the First Five Years of Postgraduate training

By focusing on the early years of training, acquiring enhanced generalist skills will be prioritised for all doctors, grounding their knowledge in the population and public health spectrum wherever they work and train.

Enhance Programme

Generalist Capabilities
AKA General Contextual Capabilities

GENERIC PROFESSIONAL CAPABILITIES

- Professional values & behaviours
- Professional skills
- Professional knowledge
- Health promotion and illness prevention
- Leadership and team working
- Patient safety and quality improvement
- Safeguarding vulnerable groups
- Education and training
- Research and scholarship

SPECIALIST CAPABILITIES

GENERALIST CAPABILITIES

- Person Centred Practice
- Complex Multimorbidity
- Population Health
- Systems Working
- Social Justice and Health Equity
- Environmental Sustainability

Reflective Practice	Leadership	First Principles	Multimorbidity/Medical Complexity
Cross Speciality Knowledge	Health Promotion	Basic Science	Systems Literacy
		Anatomy	Digital Technology in Healthcare
		Physiology	Population Health
		Communication	
		Clinical Knowledge	
		Experience	
		Subject Specific Expertise	
		Subspeciality Knowledge	
		Academic Achievements	

HLO 1: An accountable, capable and compassionate doctor

1. Clinical assessment: assess patient needs in a variety of clinical settings including acute, non-acute and community.
2. Clinical prioritisation: recognise and, where appropriate, initiate urgent treatment of deterioration in physical and mental health.
3. Holistic planning: diagnose and formulate treatment plans (with appropriate supervision) that include ethical consideration of the physical, psychological and social needs of the patient.
4. Communication and care: provide clear explanations to patients/carers, agree a plan and deliver healthcare advice and treatment where appropriate.
5. Continuity of care: contribute to safe ongoing care, both in and out of hours.

HLO 2: A valuable member of healthcare workforce

6. Sharing the vision: work confidently within the multiprofessional team and, where appropriate, guide the team to deliver a consistently high standard of patient care based on sound ethical principles.
7. Fitness for practice: develop the skills necessary to manage own personal wellbeing.
8. Upholding values: act as a responsible employee, including speaking up when others do not act in accordance with the values of the healthcare system.
9. Quality improvement: take an active part in processes to improve the quality of care.
10. Teaching the teacher: teach and present effectively.

HLO 3: A professional, responsible for their own practice and portfolio development

11. Ethics and law: demonstrate professional practice in line with the curriculum, GMC and other statutory requirements, through development of a professional portfolio.
12. Continuing professional development: develop practice, including the acquisition of new knowledge and skills through experiential learning; acceptance of feedback and, if necessary, remediation; reading and, if appropriate, through research.
13. Understanding medicine: understand the breadth of medical practice and plan a career.

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“Habits of mind that help (people) dance between disciplines”

David Epstein
“Range”

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The fallacy of
“*What you see is all there is*”



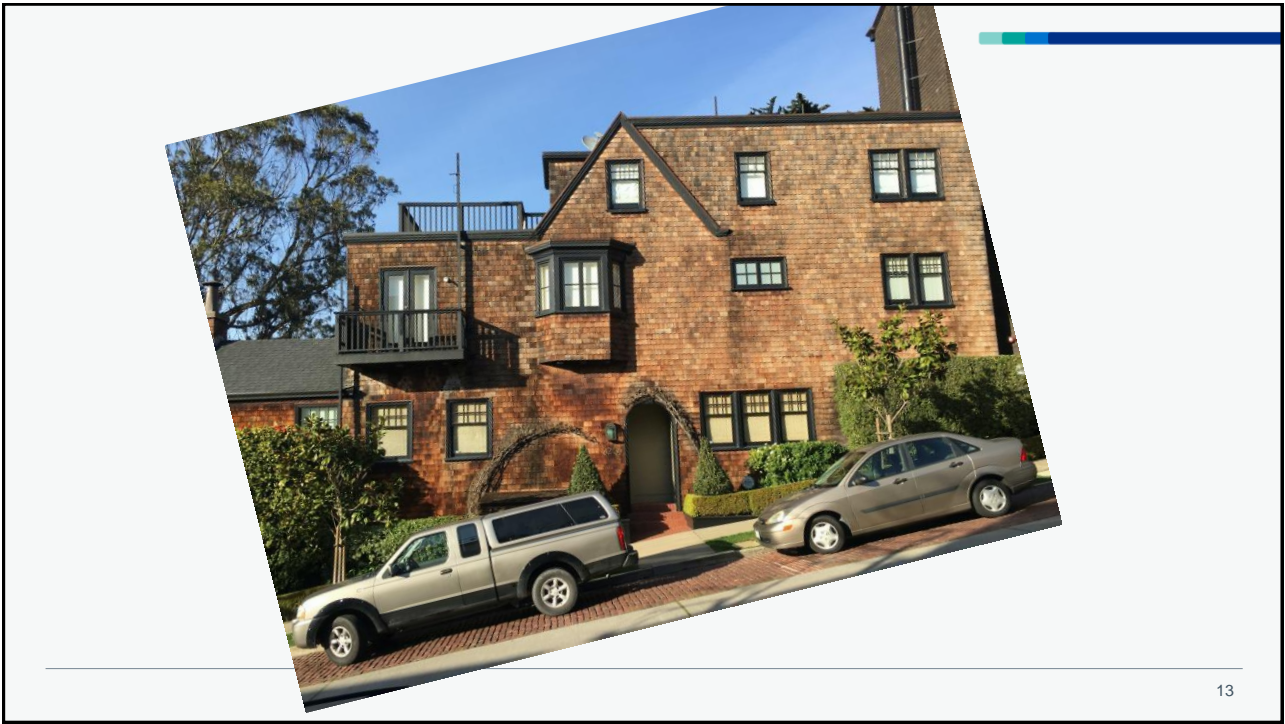
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How we think effective specialists are made



Tim Heppes U.S. Army, CC BY 2.0 -<<https://creativecommons.org/licenses/by/2.0/>>, via Wikimedia Commons

How effective specialists are usually made



Magnum Photos (File Upload Bot), CC BY 2.0 -<<https://creativecommons.org/licenses/by/2.0/>>, via Wikimedia Commons

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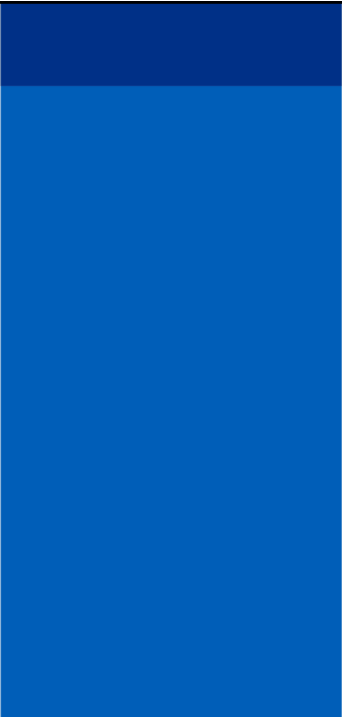


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What is enhance?



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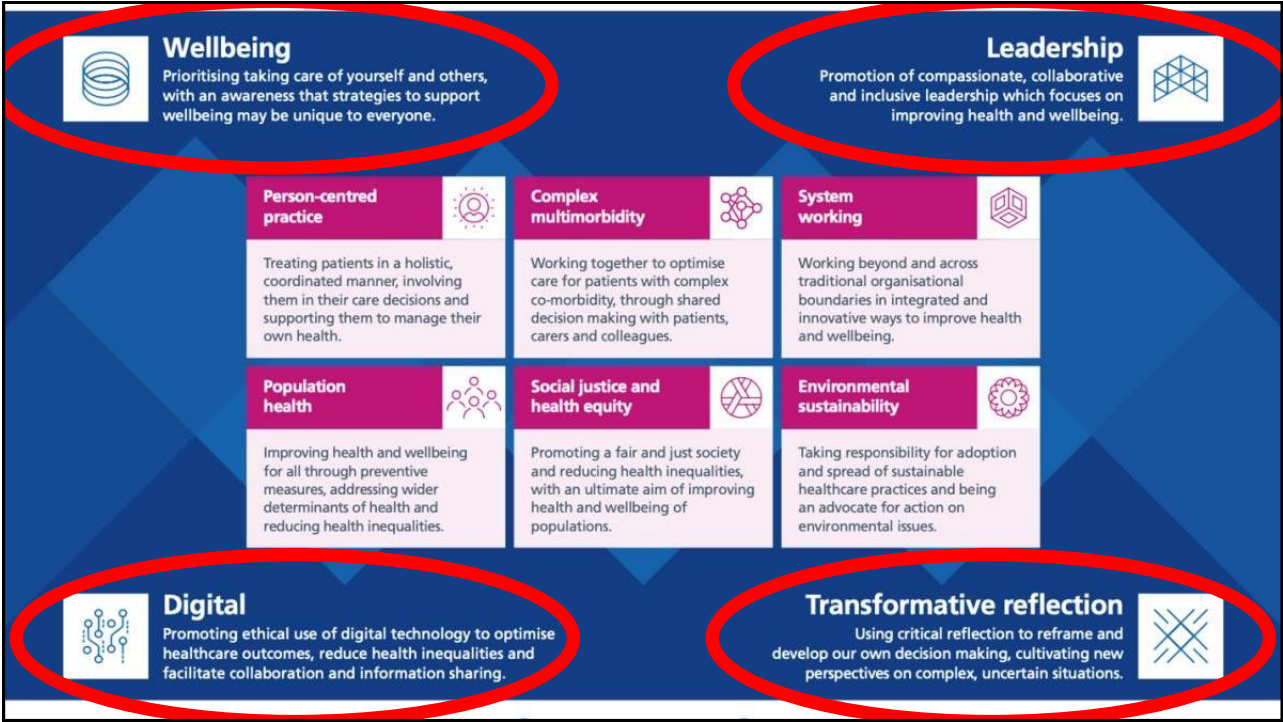
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What is happening in England?

You are part of something BIG!

North West
F1s in hard to recruit trusts, using learning from broad-based training and regional "Shared Health" programme

Midlands
IMT immersive approach in hard-to-reach communities across 3 pilot sites:
Derbyshire (mixed rural/urban areas of deprivation)
Lincolnshire (rural and coastal)
Coventry (city)

South West
Early years multi-professional offer aligned with One Gloucestershire ICS, focusing on homeless health

North East and Yorkshire
Multi-professional offer in North Cumbria ICP with 21 learners from early to mid career level including non-clinicians. Integrated community and acute trust approach predicated on supporting change in service delivery. Aligned with remote and rural work and a project on food insecurity through local HEI.

East of England
Foundation placements integrated into regional programme, focusing on longitudinal patient experience and virtual reality learning modalities for multimorbidity. Trainee pharmacists and dentists join placements for one year.

London
Two pilot sites focusing on cross-professional supervision, coordinated place-based mental and physical care and frailty pathways

South East
Post-Foundation trainees across several specialties with areas of interest in health inequality, physical-mental health multimorbidity, and system working.

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Two exciting varieties!

- enhance **enable**: Open to all multiprofessional learners
- enhance **explore**: Open to selected foundation doctors, dentists and pharmacists

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What does this mean for foundation doctors: 2 offers



- enhance enable
- Offer available to all foundation doctors
 - Self-directed engagement with learning resources, via module workbooks & self-assessment
 - Opportunity to attend some stand alone training days
 - Particular enhance modules aligned with each year of the foundation programme
 - Support & sign off available via educational supervisors



- enhance explore
- Specific enhance priority programmes available in most regions, applications via Oriel
 - 38 foundation doctor posts per annum
 - Application of learning in a practical way – tailored to health priorities in your region
 - Community placement e.g. 1 day per week, or 1 4-month post
 - Protected time for regional training days

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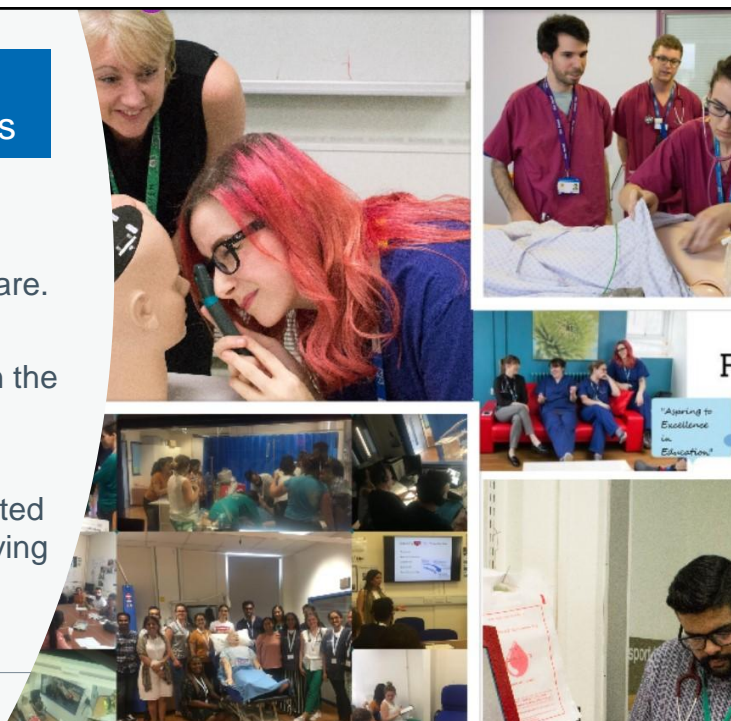
What is enhance explore?

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enhance **explore:** Selected Foundation Doctors

- Support working in a cross organisational way in future, whether primary or secondary care.
- 38 Enhance Foundation posts in the east of England per annum.
- Generalism Longitudinal Integrated Clerkship [GLIC] in F2 interweaving with acute placements.



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How in demand are these Foundation Doctor posts?

**38/38 Enhance Explore posts for August 2025
were all filled during priority programme
recruitment.**

**Among the highest preferenced posts Foundation
Doctors apply for across EoE.**

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What is enhance enable?

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enable vs explore

	Enable - developing understanding	Explore – developing understanding and exploring application
Method of application	Self-selected Available to all	Priority programme or alternative Some trailblazers have programmes already where F2 can apply [eg NE/ YH] Limited availability
Educational component	24 hours utilising e-learning and local / regional teaching	60 hours mixture live regional, trailblazer and e-learning and self-directed
In action element	Workplace activity only 12 hours of SLE/reflection	Regionally determined: Rotation designed to embed enhance [LIFT, GLIC] Taster days/opportunities Volunteering/system engagement
Project work	QIP/project recommended	QIP/project mandatory
Course length	Not specified	Across a minimum of a year

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Find out more & get involved

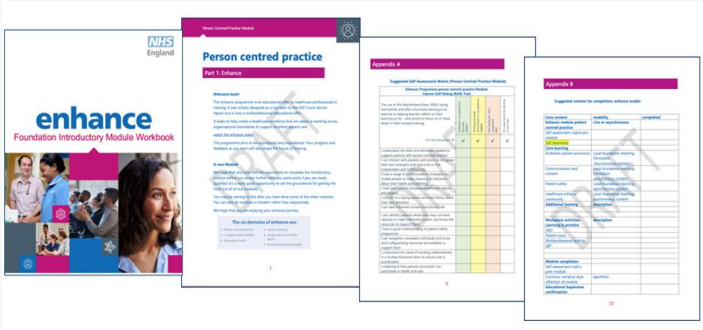


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The enhance programme: enable learning pathway

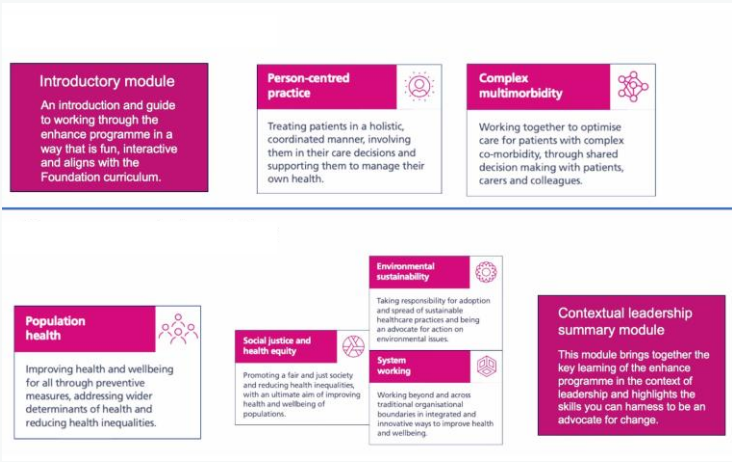
- Support self-assessment
- Achieve core enhance learning objectives
- Record learning (EoE Bridge platform or Learning Hub)



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The national enhance enable programme: learning pathway



The enhance enable programme: learning pathway

Module completion and educational supervisor sign off

enhance enable learning hubs 2024/25

Victoria House
(Cambridge)
*Wednesday 14th May
2025*

Colchester Hospital
Tuesday 8th April 2025

Luton and Dunstable
Hospital
*Wednesday 21st May
2025*

Princess Alexandra
Hospital (Harlow)
*Thursday 3rd April
2025*

Two half days at each site
(1 morning, 1 afternoon)

Morning session:

- Introduction
- Person-centred practice
- Complex multimorbidity

Afternoon will cover:

- Population health
- Social justice and health equity
- Environmental sustainability
- Systems working

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Thirteen professional capabilities

Foundation curriculum

The 3 HLOs are broken down into 13 professional capabilities, which form the syllabus:

HLO1: THE CLINICIAN

Direct and indirect patient care:

1. Clinical Assessment
2. Clinical Prioritisation
3. Holistic Planning
4. Communication and Care
5. Continuity of Care

HLO2: THE HEALTHCARE WORKER

Integrating into the healthcare workforce:

6. Sharing the Vision
7. Fitness to Practise
8. Upholding Values
9. Quality Improvement
10. Teaching the Teacher

HLO3: THE PROFESSIONAL

Professional requirements and expectations:

11. Ethics and Law
12. Continuing Professional Development
13. Understanding Medicine

Topics for FD teaching sessions

- Mental health, including mental illness
- Health promotion and public health
- Simulation
- Leadership
- Quality improvement methodology
- Appraisal of evidence
- Careers guidance
- Integration of acute illness into chronic disease management and multiple comorbidities
- Frailty
- End of life care
- High risk prescribing
- Teaching skills
- Patient safety
- Safeguarding
- Use of new technologies and the digital agenda

These capabilities can be demonstrated by behaviour in the workplace during the programme

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The enhance enable programme; accreditation

There are 2 certification options for enhance enable as follows:

1. enhance enable **module certificate** - awarded on completion of each module
2. enhance enable **contextual leadership certificate** - awarded on completion of all six workbooks with evidence of a QIP or poster presentation of work.

enhance enable bronze award - awarded regionally for exceptional completion of the enhance enable programme (it is anticipated that this will only be relevant for the top 5-10% of learners)

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The national enhance enable programme

- Why should they engage/complete with enhance enable?
 - Improve your generalist skills in your clinical practice
 - **FREE!!!!** Leadership course opportunity
 - *“Interview Gold”*
 - Gives opportunity for expanding teaching portfolio (we welcome further enhance champions)
 - Fellowship opportunities

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The national enhance enable programme

F2 Trainee feedback

- *"Once I delved into a module, I genuinely just wanted to keep going and learn more; The content was engaging and had interactive"*
- *"The programme provided a great opportunity to develop essential skills such as leadership, resilience, mentorship, and interdisciplinary collaboration. It has greatly supported my commitment to professional growth and the provision of high-quality patient care"*
- *"It helped me realize that completing the modules alongside my clinical work was entirely achievable with focus and dedication and the opportunity of receiving a leadership certificate was something worth striving for"*

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National Enhance team ambition

Every Foundation Doctor undertakes Enhance activity

10% of doctors at any grade to undertake enhance activity (this will rise in 2026-2027)

How can you help?

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Your thoughts

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How can we support any doctor to complete enhance activity at your local Trust?

All responses to your question will be shown here

Each response can be up to 200 characters long

Turn on voting to let participants vote for their favorites

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Choose a slide to present

Which of these presentation resources do you like best?

Which of these presentation resources do you like best?

Which of these presentation resources do you like best?


Which of these presentation resources do you like best?

👍

👤

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How could enhance activity be delivered locally?

All responses to your question will be shown here

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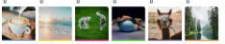


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Which of these pictures most resonates with you right now?




Where in the region are you joining us from?



How can we support any doctor to complete enhance activity at your local trust?

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Enhance enable resources



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East of England enhance enable expansion

Local Trust delivery of enhance themes

- enhance “wrap-around slides” for existing local generic teaching e.g. Quality Improvement
- enhance “lessons in a box”
 - theme of each module
 - local teacher facilitation
- enhance VR simulation facilitation
- enhance local educator champions - for example those who have completed the programme can organise peer led sessions

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VR Simulation

Home Visit



Emergency Department



Medical Ward







Outpatient Review



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Enhance enable module 1: Introduction to enhance QIP

Dr Helen Johnson, enhance Foundation Lead Helen.Johnson81@nhs.net
Please add your name!

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What is the enhance Contextual leadership programme?




Enhance domains and leadership cross cutting theme together make up a baseline package for foundation doctors to help with the first steps of the leadership journey

National foundation enhance enable offer has been specifically created to achieve this journey

Find out more



SCAN ME



Gives an opportunity for learners to refocus on areas that are in the curriculum, reflecting on their wider importance

Completion of modules and the programmes are certificated through your ES and FTPD

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A word cloud of terms related to the medical education process. The words are arranged in a circular pattern, with some words being larger and more prominent than others. The words include: foundation, success, engaging, learning, thoughtful, objectives, thanks, impact, trainees, inspired, understand, generalist, holistic, knowledge, progress, enhance, multi-professional, sustainability, patient, awareness, collaboration, simulation, talk, networks, VR, and doctors. The words are in various colors and fonts, creating a dynamic and visually appealing composition.



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YOUR SLIDES HERE

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Module 1: completion

- You have now completed one element of the module 1 learning activity.
- Please download the PDF of the introductory module to continue.

2. learning log and additional achievements on HORUS

- e-learning relating to enhance
- Generic teaching relating to enhance
- Or project work

3. Pre and post module self-assessment

- Contained in each workbook
- For self-knowledge



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Module 1: Sign off

1. REAL form in additional achievements

on HORUS [also on learning hub] .

- Is a reflective form in additional achievements
- Doesn't require ES to sign
- Can be linked to curriculum
- Formative/reflection

2. sign off checklist in the module appendix

- ES discussion and countersign
- Used for evidence for module certification
- The module certificate and programme completion certificate have been circulated to all foundation schools
- When you have completed the module and got signed off, go to your med ed centre for a certificate.



<h2 style="text-align: center;">Reflection on enhance Activities and Learning (REAL) form</h2>	
<p>Please complete this form and upload it to your Foundation portfolio to evidence engagement with the enhance programme.</p>	
Name of Foundation	
Doctor	
GMC No:	
Training period from	
Training period to	
Local education provider	
Speciality	
Which enhance modules have I completed?	<p>Module 1: Introductory module</p> <p>Module 2: Person centred care</p> <p>Module 3: Complex multi-morbidity</p> <p>Module 4: Population health</p> <p>Module 5: Social justice, environmental sustainability, systems working</p> <p>Module 6: Contextual leadership</p>

enhance Foundation introductory module: evidencing engagement

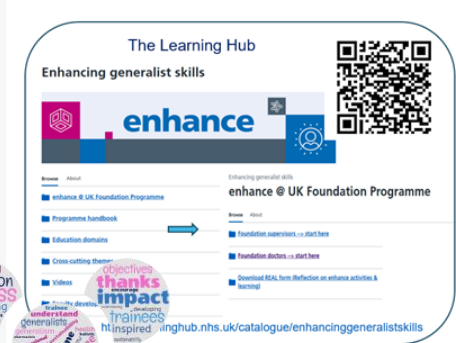
Content	Modality	Date completed
Language replication	Live or asynchronous	
Self-assessment (traffic) post-module	Written worksheet	
Presenting your conclusion	Live: Foundation teaching asynchronous content	
QIP methodology	Live: Foundation teaching asynchronous content	
Reflective practitioner	Live: Foundation teaching asynchronous content	
Inter-professional learning	Attendance at inter-professional learning opportunity	
Reflection	Portfolio	
Self-assessment (traffic) post-module	Written worksheet	
Summary synthesis of module	ESQ/ESQ2/HEAL flow	
Additional learning description		
Learning in practice description e.g., QIP, community placement		
End-of-course examination of		

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Find out more

National Resources



Regional Resources

- Please access Bridge for more resources for this and other modules
- There are enhance themed hub days in each quadrant
- The multiprofessional school organises multiprofessional simulation and multiprofessional hubs in each quadrant

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Thank you 😊

Any questions?
england.enhance.eoe@nhs.net

