



Health Education England

enhance

Enhance Enable Educators' Guide





Enhance Enable Educators' Guide

Introducing enhance

What is the enhancing generalist skills programme (enhance)?

Health Education England's [enhance programme](#) is a multi-professional postgraduate medical education offer that aligns with the Foundation Curriculum. Inspired by key findings from the Future Doctor report, the programme equips healthcare professionals with enhanced generalist skills based on a peer reviewed syllabus, supported by learner and educator resources.

enhance has been piloted by seven trailblazer sites across England, with a cohort of over 200 multi-professional learners and is being offered to all Foundation doctors from August 2023. The programme supports learners to develop attitudes, skills and behaviours that will be beneficial and transferable for both future clinical work and specialty job applications. Completing the enhance programme also provides evidence of meeting the holistic element of the Foundation Curriculum as well as a Contextual Leadership certification.

[watch the enhance overview video here](#)

This enhance enable course is a contextual leadership programme specifically created for the first few years of post-graduate professional development. The start of trainees healthcare career is the right time to start thinking about what shapes patient care, and how to be involved in designing and implementing improvements to patient care.

Enhanced generalist skills are important for all healthcare professionals, and there are benefits to patients, clinicians and healthcare systems highlighted in figure 1.



Figure 1 Benefits of the enhance programme

An enhance overview

The goal of enhance is to address the educational priorities that can support sustainable workforce planning and delivery of integrated person-centred care whilst safeguarding staff wellbeing and professional development.

As healthcare workers, we are working in an increasing complex system. This complexity arises from three main sources:

- **Increased clinical complexity:** patients are living longer with increased multi-morbidity. This requires a combination of specialists who can deal with specific conditions, and a workforce with generalist skills who can provide high quality care for patients with a range of co-morbidities throughout their healthcare journey.
- **Increased societal complexity:** the importance of promoting population health and environmental sustainability whilst reducing health inequalities are increasingly key considerations in our day-to-day practice.
- **Increasing system complexity:** the boundaries between traditional primary and secondary care delivery are changing, with a greater focus on integrated care. Better integration of care will improve patient experience and the quality of care they receive.

enhance programme content

The enhance programme has a peer reviewed syllabus based on 6 core domains and 4 cross-cutting themes summarised below in the 'handbook on a page' infographic (figure 2).

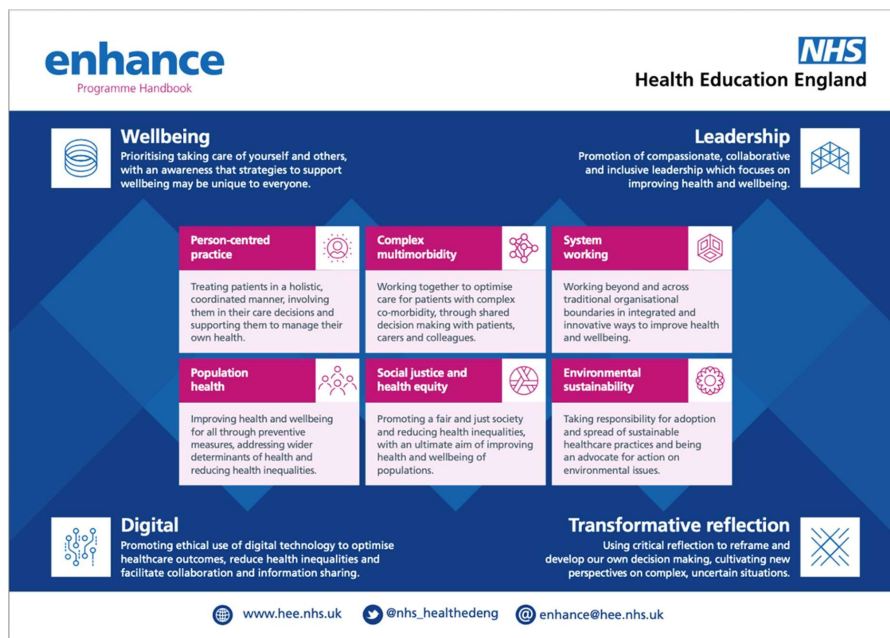


Figure 2 enhance handbook on a page infographic.

Full programme details are available in [the enhance handbook](#) which guides learners through the domains and themes with signposts to recommended resources and suggested ways to evidence learning.

The enhance enable programme aligns closely with the foundation curriculum in F1 and help support the acquisition of competencies and capabilities. In F2 it stretches further, to show development from trainees. It has been written by Foundation for Foundation.

What does enhance in Foundation involve?

enhance enable and enhance explore

The foundation programme has two educational offers available:

The **Enable** offer is open to all foundation trainees, and is the largest area that we are asking for FTPD and ES support. It is predominantly a self-directed learning offer, with the opportunity to reflect on how this impacts delivery of healthcare, and any challenges. Trainees asked to engage in workplace activities that fit with the module. It looks similar across all England foundation schools.

The **Explore** offer is tailored regionally. This offer includes more live teaching and reflection opportunities on top of the enable self-directed learning. It also includes application of learning in a practical way, tailored to the health priorities in your region. This may include bespoke clinical experiences, community placements or QI opportunities. Each region will determine how trainees apply to or access the explore offer. Most commonly this will be through priority programmes.

Module structure

Each module has a workbook which will:

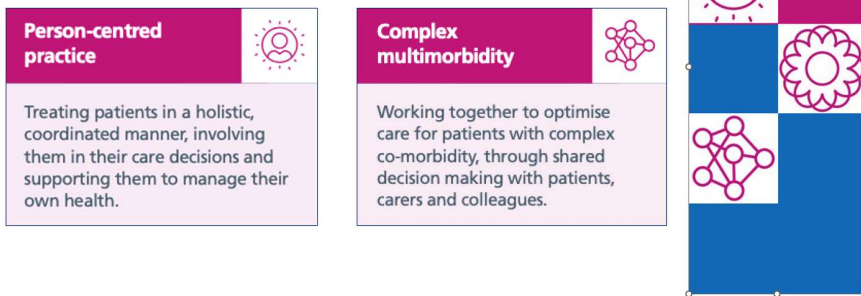
- guide trainees through the core learning objectives and content.
- signpost to resources available nationally that will enable trainees to achieve the learning objectives and embed it within their practice.
- Provide the foundation curriculum areas covered in this module.
- create a record of learning through the recommended content evidence for completion.

Suggested learning path

We recommend that certain enhance domains align preferably with elements of the F1 or F2 curriculum, however this is not set in stone. It is possible to choose which modules to complete in which order, and trainees can start more than one at the same time.

F1 modules

2 x stand-alone modules plus an introductory module



F2 modules

1 stand-alone module, 1 combined '3 in 1' module, 1 summary contextual leadership module



Learning delivery

Learning will be delivered in several ways; some of these will be more novel than others; the exact makeup of each domain is determined by local resources and priorities but is likely to be a mix of:

- Traditional lectures and workshops (in person, virtually, live or asynchronously)
- Virtual reality learning modules (available nationally)
- E-learning and other asynchronous learning
- Reflective practice
- Opportunities for activism within the clinical space (change projects, audits, QIPs and other opportunities)

- Opportunities for clinical placements and tasters linking with the enhance programme.

It is more engaging, and more relevant to the local population healthcare for trust based or regional teaching to cover some or all of the areas in the foundation modules, allowing the asynchronous content to be available for areas where local resources aren't available, or where trainees are unable to attend the relevant trust based or regional teaching.

Action Box:

Foundation Schools to determine whether enhance is delivered at a regional or local option.

FTPD to liaise with their FSD around delivery expectations.

Useful for FTPD and ES to look at the individual modules and requirements when developing resources

Teaching and training time

Most of the enhance enable modules should be easily completed within the current Foundation programme as they have been designed to complement and align with the Foundation curriculum, although offer a different view. It will take an anticipated 4-6 hours to complete each module at the core level.

You can use the following times in your programme:

- **Self-development** time of 2 hours a week can support asynchronous learning.
- Your **generic Foundation programme** will have elements supporting enhance contextual leadership in the **core mandatory 30 hours** programme.
- You will be able to utilise time within the **non-core mandatory 30 hours**.
- In F2 you can utilise **study leave** for additional time if looking at areas in more depth.

Action Box:

Foundation Schools may wish to set a local guideline for use of time towards enhance.

FTPD to liaise with their FSD around delivery expectations.

FTPD to discuss with local ES

Evidencing learning and assessment

For the **enable** option, the trainees should agree with their Educational Supervisor at your induction or mid-rotation meetings which modules they are engaging with, and which workplace activities and educational resources will be completed.

The ES may wish to jointly review the foundation workbooks as they have a suggested module completion proforma as a guide.

When the module is completed, the ES will sign that the trainee has engaged with the module and has evidence of learning and activities.

Trainees can download and complete the enhance LEARN form which can then upload to the eportfolio and map to the appropriate Foundation competencies.

The foundation school will then have a set process for certification, which may be through your local FTPD, see action box.

Commented [AS1]: Need to add a link to the LEARN form once we have finalised the design & where it will be hosted.

Action Box:

Foundation Schools should determine their regional process and share with FTPD

Most likely process is ES signoff in end of placement reviews, Trust Foundation administrator/TPD local certification and collation of trainee and module completion data.

Central team coordinates contextual leadership certificate with national enhance.

Programme award

- **Module certificates:** You will get a certification of completion for each module that you can upload to your portfolio and use as evidence for meeting the Foundation curriculum capabilities.
- **Contextual Leadership certificate:** Completing the whole programme will be certificated as a leadership course, and this can be counted towards specialty applications.
- **enhance prize:** There will be an enhance category in the national Foundation doctors' presentation day, providing an opportunity to showcase at a national level the learning you have undertaken.

Action Box:

Until such time as we can agree with UKFPO a mechanism for recording on eportfolio and the collation of this data:

- National team to receive a headcount of module completion per region.
- National team to determine with schools the approach to the certification of the whole course.
 - Initially regions will be given blank certificates
 - Moving to a digital national approach

Getting started

Timelines for delivery

All schools should have an enhance enable offer for the August 23 cohort – could be a pilot in a few trusts, to a pilot of a module or two. This 'bedding in' period allows each region to work to what is best for them, deliverable and receives good trainee feedback.

By 2025 August, this offer should be embedded across the foundation schools so that all foundation doctors have an opportunity to engage with the enhance enable programme.

Options for delivery

This document has mostly been high level, as each region has its own structures and organisation of teaching and training. We want regions to be able to utilise this programme to its best.

Note that the national resources do contain educational opportunities that cover all the modules, so that each region can develop their offer.

Sometimes, though, it is easiest to springboard from each other. So the next section has some examples of delivery opportunities. These are all new and planned, rather than proven, but should give an overview of different opportunities.

East of England: A regional approach

In the East of England, the regional trailblazer has been set in foundation enhance explore [priority programmes offer] which has meant the local enhance team have foundation understanding and the FTPD have heard of enhance.

In EoE the generic teaching for foundation doctors already has a clear division of mandatory and non mandatory core, and a mix of trust based and regional teaching within that. The region is divided into 'quadrants' for regional teaching hub half days.

We have appointed an **enhance portfolio FTPD**. They are responsible for:

- Ensuring all trusts FTPD are aware of the programme and faculty training
- Supporting ES faculty training
- Local promotion of enhance enable to foundation trainees
- Linking with the enhance trailblazer team to share resources and ideas.

- With FTPD, reviewing local teaching programme for enhance enable opportunities
- Organising regional hubs in each quadrant to support each module [anticipated 2 per quadrant final model – 80/450 trainees per quadrant per module, starting though with F1 modules only, and a single hub in each quadrant]
 - Rebadging currently available hubs
 - Finding multiprofessional speakers and interactive learning for remaining
 - Making the most of the VR being developed for the national enhance enable programme.
 - Evaluation and feedback
- Availability of asynchronous enhance related materials curated on our regional learning platform, shared with the enhance trailblazer team.
- Developing the process to capture module completion and certification through ES/FTPD
- Responsible for collating programme completion and certification.
-

Trust FTPD/Administrators will:

- Ensure their foundation doctors and ES are aware and understand the enhance enable programme, and promote the uptake.
- Review with the Enhance FTPD their local programme to signpost enhance teaching already within the generic delivery
- Linking the enhance FTPD with local enthusiasm to deliver the half day regional programme.
- Agree the sign off process with the enhance ftpd
- Collate module completion and programme completion
- Support evaluation and feedback on the enhance programme

ES:

- Discuss with foundation trainees their opportunity to complete enhance modules in their programme, ideally recorded on the PDP
- Be aware of the overarching elements of each module.
- Sign off at the end of placement any modules completed utilising the checklist suggested and a reflective discussion.

Wessex: a trust based approach

In the Wessex foundation school we started planning this at trust level with the priority 2023/24 being enhance enable. We are looking to offer an enhance explore programme in the 2024/25.

- 2023 Offer to new F1s Modules 1-3 to support self directed learning via workbooks
 - Focus in F1 is to appreciate principles of generalism largely within existing curriculum capabilities. Links to online resources and local teaching programmes.
 - Each module approx. 6 hours within SDT/existing teaching programme. Self-directed via workbooks which include how to evidence achievement (3 of CbD, reflection on patient journeys, attend/shadow MDT, QI work etc).
 - Pilot trusts will offer intro session at beginning of core teaching programme. Mapped teaching programme to highlight enhance appropriate topics.
- From 2024 F2 modules to be included in F2 (to be established).
 - Possibility of study days
 - Aim to plan catch up sessions coinciding with end of rotation 1 and 2 with those involved as well as availability for drop in mentoring with FPD and education fellow.
- **FPD role:**
 - will establish who is doing enhance at mid-point review.
 - FPD will likely lead sign off F1 year locally, likely after ARCPs. Those who complete F1 sign-off will progress to F2 modules.
 - Collate and provide completion numbers
 - Support evaluation and feedback
- **ES/CS:**
 - Plan to engage ES/CS but need to establish exactly what Enhance entails locally before asking to do more work.
- **Sign-off:**
 - Looking for an agreed common process between sites helpful for consistency this year.
 - Agreed for each module a LEARN from must be completed with a summary narrative style description of how module has been completed – this should reference the 3 activities done (such as CbD, reflection on patient story, QI) –
 - FPD can use feedback section to document outcome (sign-off).
 - FPD/C will need to keep a list of those doing enable at MPR and sign-off for national reporting.
- **Evaluation:**
 - common approach to evaluation while acknowledging different places may approach this differently
- **Foundation School**

- Looking for a regional lead and trainee fellow
- to establish use of central funding to support roll out.
- to share learning and what works best.

Summary

Clearly, this is a programme that needs to fit within the current regional delivery model. The amount of asynchronous versus live teaching is locally determined to be able to either offer small bespoke or larger live teaching.

The stability of asynchronous resources means that there is an opportunity to bring an element of 'difference' to the live offer.

The live teaching could be across more than one module or looked at through a 'theme' lens. Workshops, lectures, simulation, gamification or interactive experiences may all be part of your programmes.

This is an 'iterative' process, so improving and changing is part of the delivery plan.

All schools should have an offer for the August 23 cohort – be it a pilot in a few trusts, to a pilot of a module or two.