MULTIPROFESSIONAL FOUNDATION SCHOOL
LEARNING TOGETHER FOR BETTER CARE

NHS England East of England

Multiprofessional Foundation School

Supporting healthcare professionals from foundation, preceptorship and beyond.









PROSPECTUS 2026- 2027

Interprofessional Learning:
the foundation of collaborative practice

Welcome...

Launched in autumn 2022, the East of England Multiprofessional Foundation School supports foundation trainees in medicine, pharmacy, dentistry and physician associate roles. We are now exploring options to extend this multiprofessional offer beyond foundation level and include early career healthcare professionals from other disciplines.

The East of England Multiprofessional School is unique:

- It is the first of its kind in England to offer interprofessional learning opportunities to foundation trainees across different healthcare disciplines.
- It seeks to address a gap in current training structures by embedding interprofessional learning from the very beginning of postgraduate training.

Our innovative approach aims to:

- Offer deliberate opportunities for exposure across the whole care pathway, from community to hospital settings.
- Cultivate a more integrated healthcare workforce from the very beginning of their training by helping trainees understand where their work fits within patient journeys.
- Lay a strong foundation for collaborative practice, benefiting both the trainees and the patients they will care for.



Why follow a multi-professional approach?

In today's increasingly complex and rapidly evolving healthcare landscape—where patient safety remains a pressing concern—strong interprofessional and interpersonal relationships are not just valuable, they are essential.

Effective collaboration demands a deep understanding of each professional's role, mutual respect for our diverse expertise, open communication across differing viewpoints, and a shared commitment to co-creating patient-centred care plans.



Our work in the context of NHS reform

National policy and educational reform increasingly emphasise the need for healthcare professionals to work across professional, organisational and care-setting boundaries.

This has been clearly articulated in a number of recent strategy documents, including the Medical Education and Training Review (METR), the NHS Long-Term Workforce Plan and the three strategic shifts of the NHS.



The changes in how healthcare is delivered provide a clear rationale for a stronger focus on interprofessional learning opportunities early on in postgraduate education.

Changing team structures

METR calls for recreating team structures so foundation doctors feel they belong, learning alongside and from others. Isolation in early training is identified as a key problem.

New roles within the MDT

Clinical pharmacists are now independent prescribers after their foundation year, taking an increasing role in the MDT. Physician associates, advanced nurse practitioners, paramedics and other allied health professionals are also taking on wider responsibilities, and are a fast-growing part of the workforce, so training must reflect this.

System literacy and generalist skills are required

Professionals need a broader understanding of the system across primary, secondary and community care. The three NHS shifts, hospital to community, treatment to prevention, analogue to digital, require collective expertise across professions, not solo working.

Meet the core team

We come from different professions, organisations and career paths and share a common goal:

"Creating meaningful learning experiences that bring people together. Our varied part-time roles keep us grounded in practice, while our curiosity, enthusiasm and sense of fun shape the programme."



Professor Helen Johnson, Deputy Dean



Dr Thirza Pieters, Development & Evaluation Lead



Dr Brendon O'Leary Head of Enhance School General Practitioner



Dr Charleen Liu Simulation Lead and Consultant



Zilley Khan, Training Programme Director



Dr Maria Christou, Pharmacy Education Lead



Ashley Byford, Enhance Senior Project Manager



Mark Bullock, MPFS Senior Project Manager



Liz Maul, MPFS Project Officer



Justine Milton, Enhance Project Coordinator



Tilly Toseland, Enhance Administrator

What we offer..

We offer a wide range of activities and development opportunities for learners and educators.

Read more about the individual strands in the relevant sections.





Multiprofessional Simulation

- Acute Care
- Primary Care
- Simtegrated Care



Interprofessional Learning Experiences

- Game-based learning
- Case-based discussions
- Clinical decision-making & work-based practice



Faculty Development

- Educators
- NHS E Fellowships
- Associate Fellows
- Promotion of IPL principles



enhance Programme

- enhance Explore
- enhance Enable



Virtual Learning Environment (PGVLE) Resources including VR

Multiprofessional Simulation

Our multiprofessional simulation sessions immerse healthcare teams in realistic, clinically relevant scenarios that reflect the complexity of real-world practice in both hospital and primary care settings. Each simulation integrates both technical and non-technical skills, with a strong focus on interprofessional collaboration. Participants work together to navigate dynamic situations where effective communication, situational awareness, and shared decision-making are essential.

The debrief that follows allows for reflective learning and reinforces the value of each team member's expertise in delivering safe, coordinated care.

Technical skills

- Structured assessment
- Information gathering
- Medicines reconciliation
- Appropriate management
- Safe prescribing

Non- technical skills

- Communication (Situation Background Assessment Recommendation
- Teamworking
- Escalation and delegation
- Situational awareness
- Assertiveness





Scan this QR code or click the images to find out what happens on a SIM day

Acute care SIM

Course Aims

- To provide shared learning outcomes in a safe multiprofessional environment
- To support high-quality patient care by multiprofessional healthcare teams and improve patient safety

Outline and tips

- Trainees take turns to participate in simulated scenario collaboratively with other professions.
- Safe learning environment facilitated by medical and pharmacy faculties
- Use of manikin and professional actors – treat them both as real patients
- Be yourself and apply what you already know
- Be mindful of your colleagues' skillset and utilise them accordingly in the context of the scenario
- Support each other during simulation and debrief



Pre & post course Mentimeter evaluation questionnaire



Acute Care SIM Outcomes

Session feedback

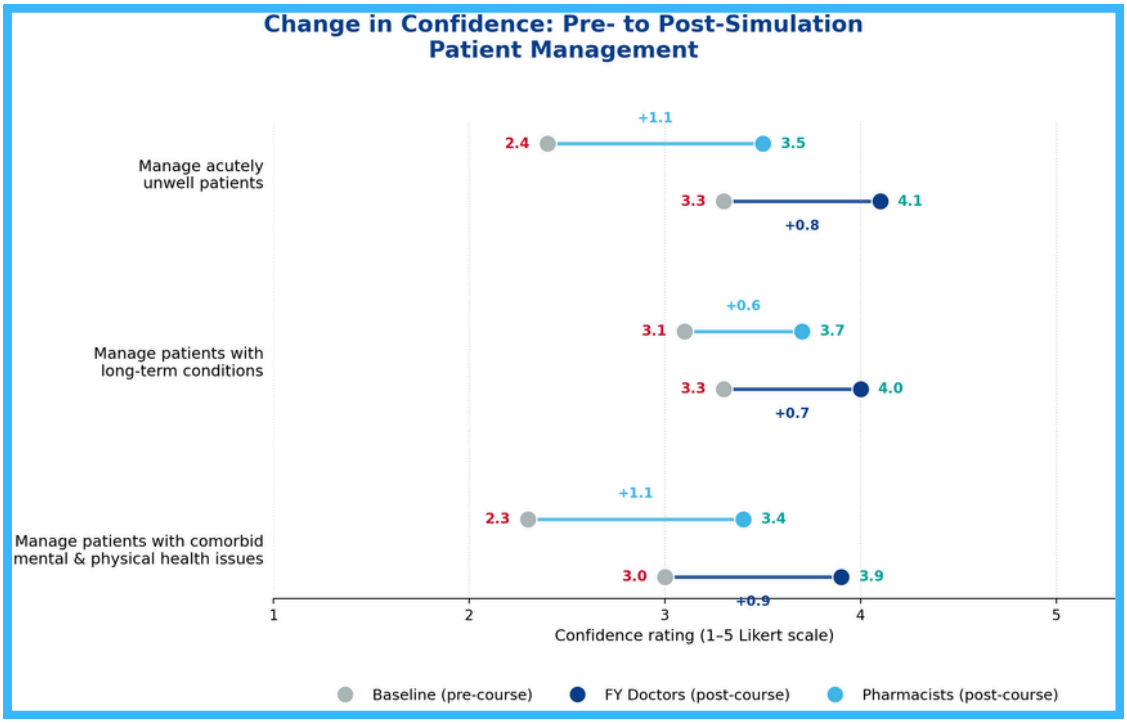
At the close of each simulation session, attendees were asked to describe their experience in a single word. The resulting word cloud brings together both professions' responses, with word size reflecting how often each term was used

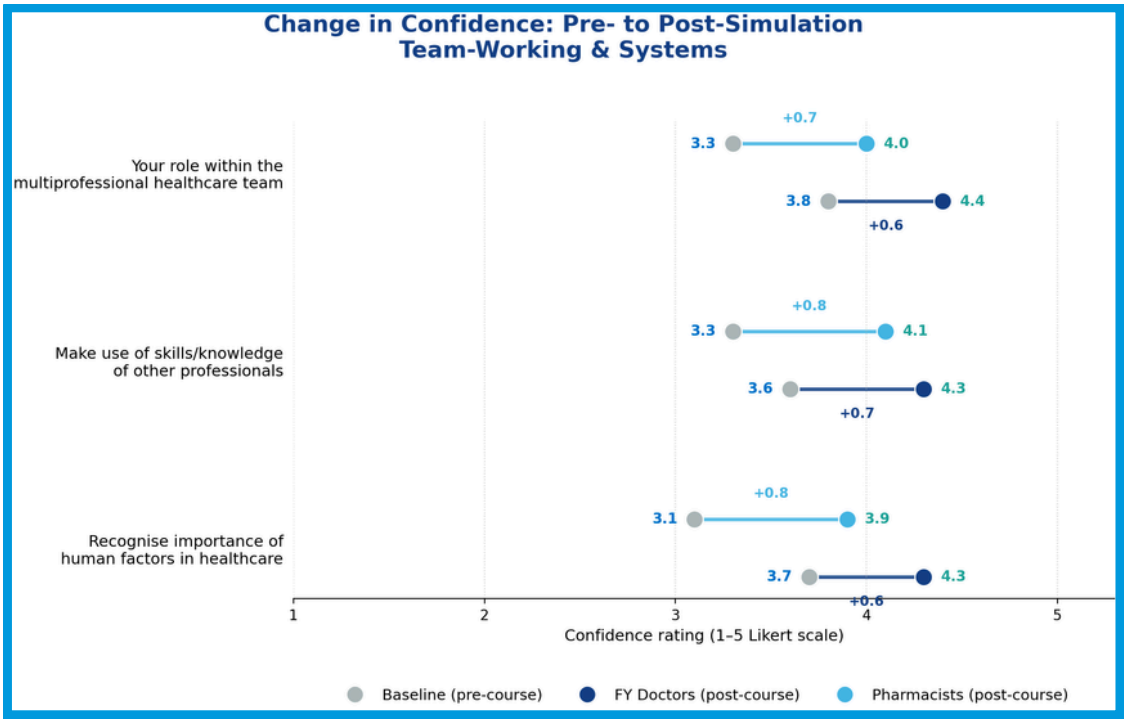


Words shown in **blue** were chosen by both groups, most notably informative, useful, engaging, and collaborative, pointing to a shared sense that the session delivered practical, applicable learning in a genuinely team-based format.

Words in red were used only by Foundation Doctors, while those in green were unique to Pharmacists, highlighting where the two groups' experiences of the same session diverged: Pharmacists more often reached for words like safe, welcoming, and educational, reflecting the value they placed on a supportive learning environment, while Doctors' distinctive terms leaned toward the practical realism of the scenario.

Acute Care SIM outcomes





Analyses of post-course evaluation data demonstrated that confidence improved in every area for both professional groups. Pharmacists saw the biggest gains, becoming noticeably more confident in managing acutely unwell patients and those with mixed mental and physical health needs. Both groups felt most confident about working as part of the wider healthcare team, showing the training helps people work better together, not just improve individual clinical skills

Acute Care SIM Outcomes

Interprofessional Learning Themes

The multiprofessional simulation generated learning across several interconnected themes, summarised in the diagram below. The debrief itself was also recognised as an important learning opportunity, with learners particularly appreciating the perspectives of the multiprofessional faculty: "**incredible to hear from different disciplines.**"



Primary Care SIM

Course Aims

- To provide shared learning outcomes in primary care settings
- To promote the integration of trainee pharmacists with primary health care teams and contribute to high-quality patient care.
- To support long-term condition management through patient and community collaboration

Outline and tips

- Scenarios based on real-life patients in community settings – provided by EoE GP School and Primary Care Pharmacists.
- Safe learning environment supported by professional actors.
- Detailed debrief by medical and pharmacy education teams

- **Realistic Patient Interaction** - Treat actors as real patients to enhance immersion and learning.
- **Team Awareness** - Recognise and make use of your colleagues' skills/roles.
- **Mutual Support** - Support eachother during both the simulation and debrief

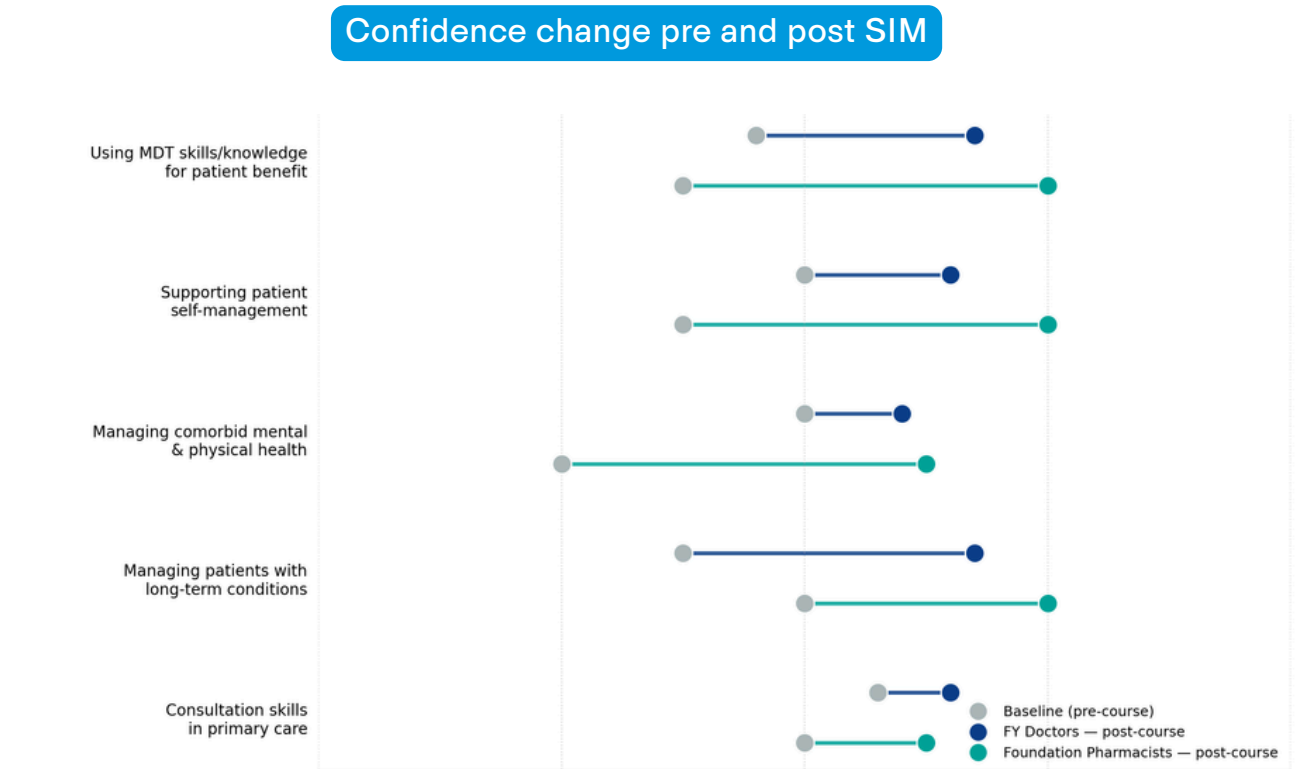




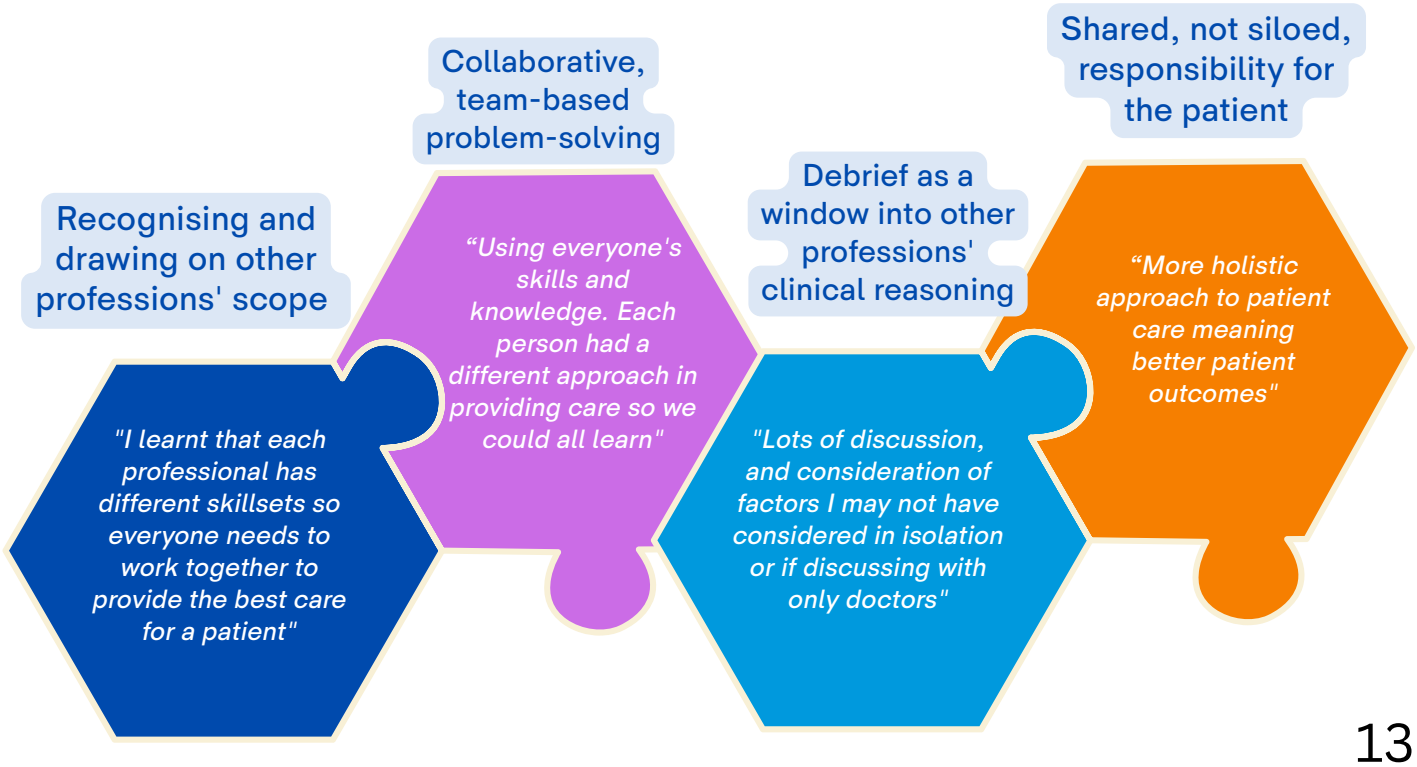
Pre & post course Mentimeter evaluation questionnaire

Primary Care SIM Outcomes

Evaluation of the primary care simulation courses demonstrated improved confidence in patient-centred and teamwork outcomes, summarised in the diagram below,



Analyses of **qualitative** feedback from participants, identified **four main themes** linked to Interprofessional Learning (IPL)



SIMtegrated Care

NEW

What is it?

- A blend of high-fidelity simulation and structured table discussions
- Follows a patient across care settings - primary, secondary, community
- Learners experience the handover points, gaps, and system pressures
- Multiprofessional teams work through real-world complexity together
- Builds system literacy alongside clinical and IPL skills

Why we developed it

Where our other simulation programmes focus on a single clinical encounter, SIMtegrated Care is built around something different: the **patient's journey** across the whole system.



Participants are confronting the same transition pressures as in real life:

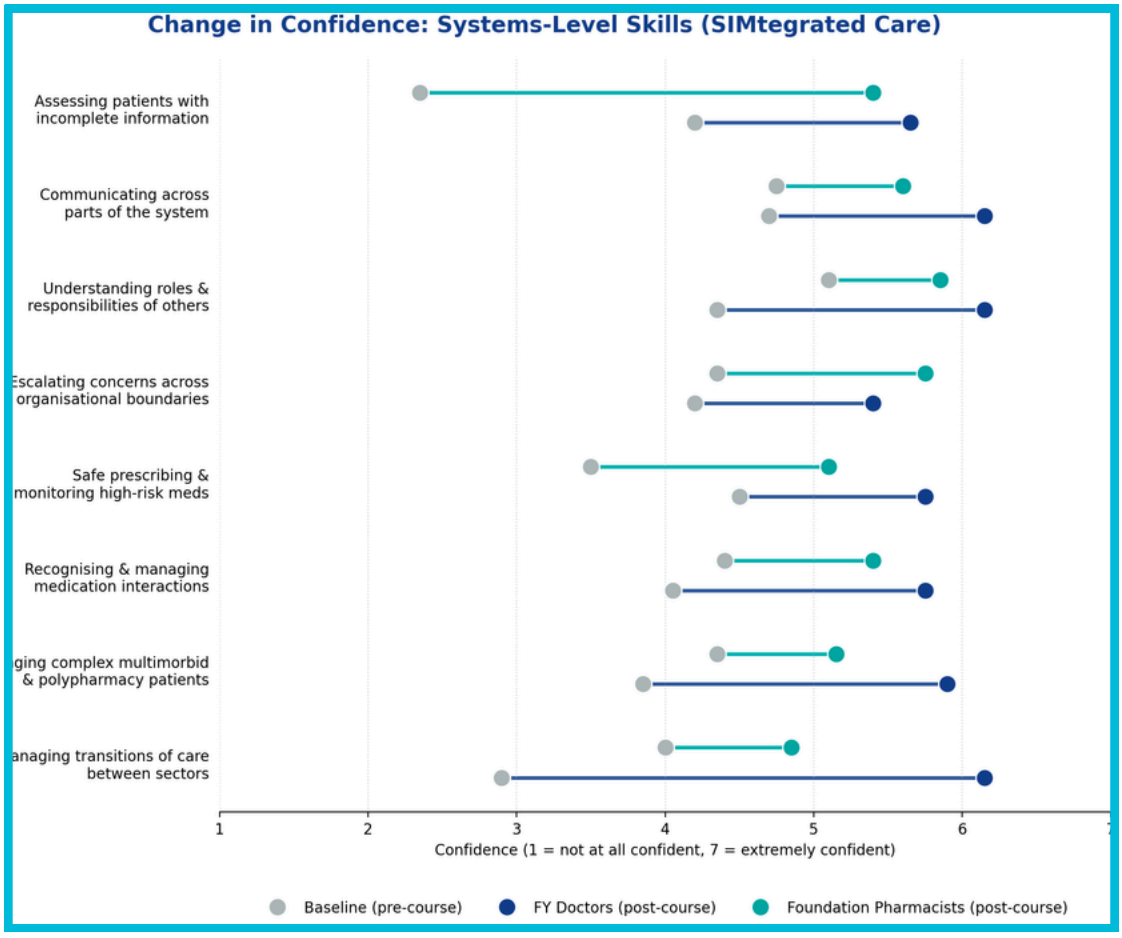
📄 Information transfer
💊 Medicines reconciliation
🗣️ Communication between teams
⏰ Delays and waiting times
👥 Role clarity and shared responsibility
🏠 Discharge planning



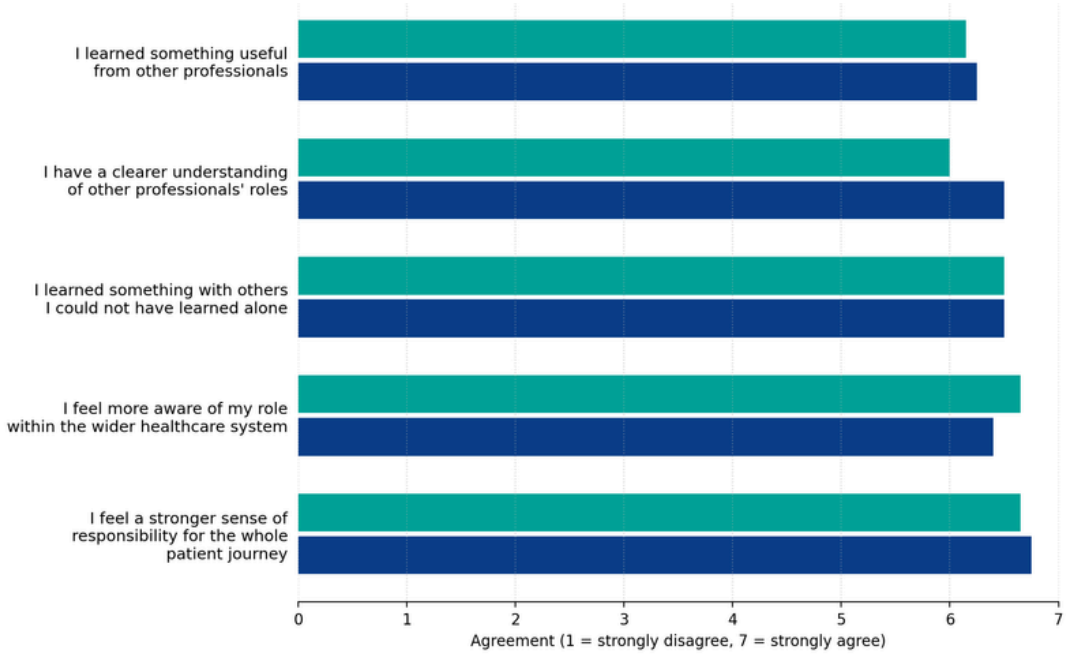


SIMtegrated Care Outcomes

Quantitative analysis of trainee feedback showed a clear increase in confidence across several skills associated with cross-system working:



Participants awarded consistently high scores for **interprofessional learning aspects,** most strongly endorsing a stronger sense of responsibility for the whole patient journey.



SIMtegrated Care outcomes

Four themes emerged from participants' reflections. They are summarised in the diagram below.



Curriculum mapping

Foundation Doctors

All Foundation doctors are required to complete three simulation sessions annually, including one mandatory high-fidelity simulation funded by NHSE, East of England which supports learning in human factors, teamwork, and prioritisation. Our clinical scenarios are aligned with the UK Foundation Programme Curriculum (2021), addressing key Higher-Level Outcomes (HLOs) through a focus on clinical skills, communication, ethics, teamwork, and professional development. The links below provide detailed mapping to the relevant Foundation Professional Capabilities (FPCs) for FY1 and FY2.

Primary Care

Acute Care

SIMtegrated Care



Foundation Pharmacists

Trainee pharmacists are expected to undertake several work-based professional activities and utilise a variety of assessment tools as described in the NHS England Foundation Trainee Pharmacist Practice-based Assessment Strategy document.

Simulation training provides a forum for trainees to undertake specific professional activities, that map onto relevant GPhC Learning Outcomes and provide evidence for their e-portfolios.

The links below outline scenarios included in the SIM courses, and their mapping to both Professional Activities and associated GPhC learning outcomes.

Primary Care

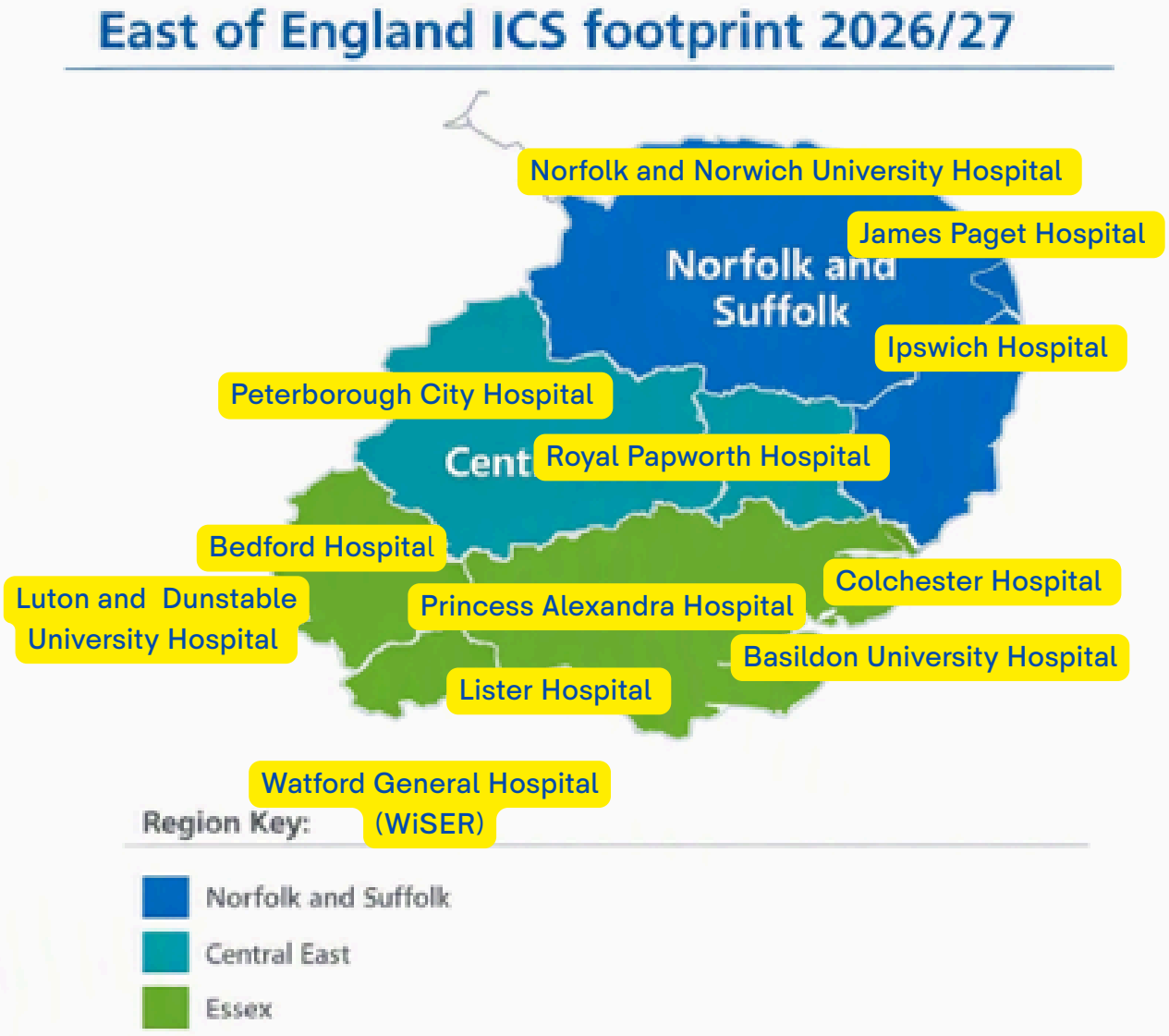
Acute Care

SIMtegrated Care

SIM courses 2026/27

The majority of these simulation courses of the SIM courses will be delivered between January and April 2027 at centres across the East of England (see map below).

Dates and instructions for registration at each centre will be provided by the Multiprofessional Foundation School in September 2026.



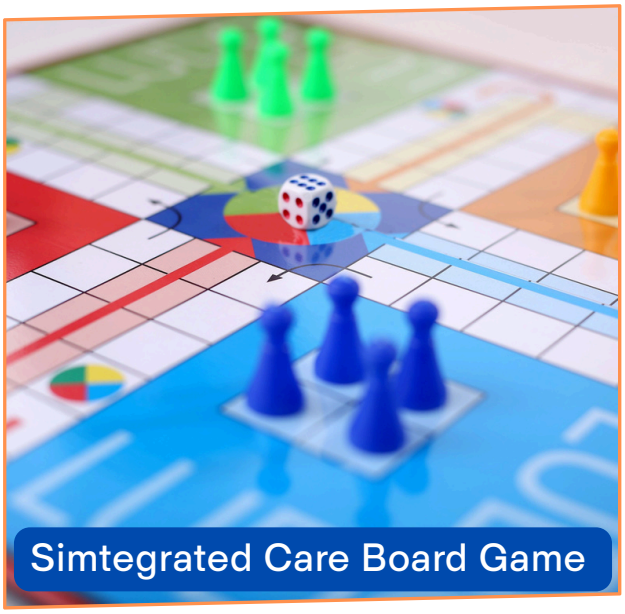
Primary and SIMntegrated Care Courses

These courses will run on a smaller scale at select venues within each ICS in the East of England. Dates and instructions for registration at each centre will be provided by the Multiprofessional Foundation School in September 2026.

Multiprofessional Learning Activities

We have been expanding multiprofessional learning opportunities beyond simulation. By working closely with local educators, are helping to make existing hubs more inclusive and interprofessional, building on what is already working well. We will be launching a series of bespoke multiprofessional hubs, using creative and collaborative approaches to bring teams together in new ways.

If you are interested in making your learning event more inclusive and multiprofessional, we would love to support you so get in touch!







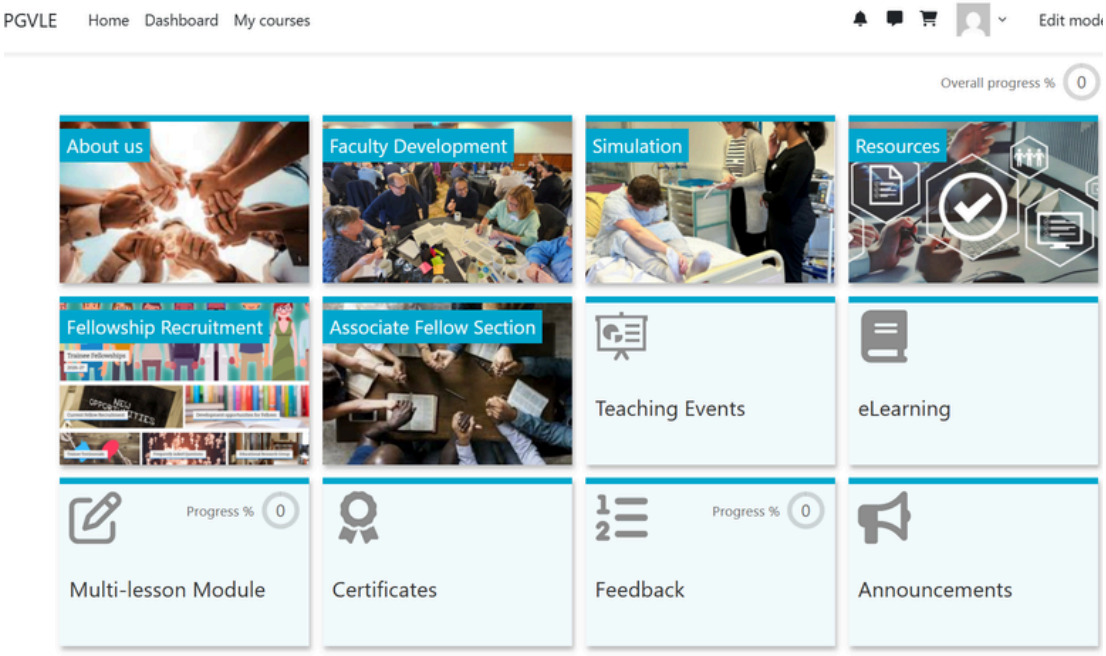


Postgraduate Virtual Learning Environment (PGVLE)

The PGVLE (pgvle.co.uk) is a Moodle-based virtual learning environment designed for NHS medical and surgical trainees across the UK to access specialised curriculum resources and training modules.

The platform serves as a centralised hub for professional development,

All of our resources are hosted there. Foundation doctors are automatically granted access at the start of FY1. Other professionals wishing to access the platform can request access by completing the registration form **here**



Once registered, you will be able to browse and make use of the full range of content we have developed and stay up to date as new resources are added.



Click the image and have a look at our new resource where you can learn more about consultation skills and effective interprofessional working.

Multiprofessional Virtual Reality (VR) Resources



Learners from any profession can access VR360 videos exploring the journey of a fictional patient (Peter) across healthcare settings. These video's have been developed as part of the complex multi-morbidity domain of the **enhance** programme and are accessible via the links below:

Unit 1: Home visit
Unit 2: Emergency department

Unit 3: Ward setting
Unit 4: Outpatient clinic

Explore Primary Care Through VR

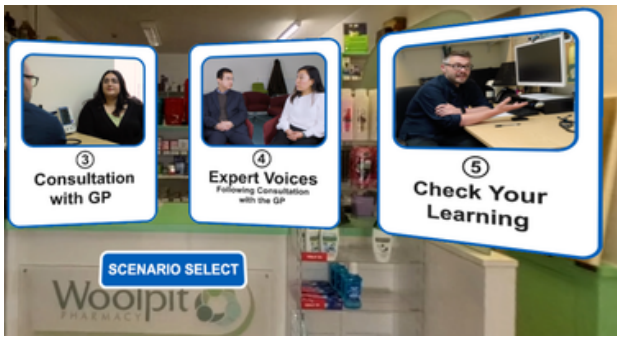


Learners can also access a 2-part 360VR video series offering immersive scenarios. The videos were filmed in a real community pharmacy located within a Healthcare Centre.

You will follow realistic, patient-centred cases including treatment decisions and referrals, interactive quizzes and medicine monographs. Each video ends with expert insights and links to extra resources to reinforce learning and support clinical decision-making.



Part 1: sore throat, sinusitis and UTI (based on Pharmacy First services)



Part 2 : chronic diarrhoea and lithium shared care

enhance

enhance is our multiprofessional contextual leadership development offer for healthcare professionals in the East of England. Inspired by the NHS Future Doctor Report (2020) and the NHS Long Term Plan, it supports key skills for working in a changing health and social care environment. It offers opportunities to develop generalist skills relevant to all healthcare professionals across six core learning domains.



Previous participants report increased confidence, stronger communication skills, broader perspectives on patient care, and skills that continue to influence their practice long after completing the programme.

"Enhance has made me a more well-rounded practitioner."

"It's given me motivation to pursue leadership roles in the future"

"Enhance helped me see myself as part of a system."

"It changed my mindset from treating a condition to understanding the whole person."

enhance

There are two ways to get involved with the enhance programme with our enable and explore offers.



enhance enable - *open to all disciplines*

Provides a self-directed route to understanding the wider healthcare system through module workbooks, self-assessment, online resources and optional regional or online training.



enhance explore - *by application only*

Builds on **enhance** enable by offering regional development days aligned to each enhance domain, with opportunities to explore the wider healthcare system and collaborate with other learners.

Select your profession below to learn about the programme structure, requirements and opportunities:



Doctors of all grades
(includes foundation/SAS/LED/consultant)

Foundation pharmacists

Multiprofessional learners
(includes AHPs, Nursing, PA's, HCSW and non-clinical staff)

If you are interested in taking part in the **enhance enable** programme, please complete this **sign up form**

Click **here** to access the **enhance explore application form**

enhance

NEW

Showcase your ideas. Share your impact

Involvement in enhance can support learners to make connections and present work on a national stage.

The first national **Enhance Presentation and Development Day** was hosted in the East of England on the 8th of July 2026 in Cambridge. The event brought over 120 clinicians and educators together sharing their work and bringing the conversation about generalist skills alive.



You can find all of the projects presented on the day **here**.
See a few examples of submitted projects below

Snakes and Ladders as a method for interprofessional Population Health learning	"Time to stop stooling": improving laxative prescribing in the older adult
Evaluating the Impact of Care Home Ward Rounds on Deprescribing, Advance Care Planning, and Unplanned Admissions	Implementation of a Waste Reduction Initiative in a Sexual Health Clinic:
"Stepping outside of our comfort zone": learning through multi-professional shadowing in the NHS	Implementing Patient-Initiated Follow-Up (PIFU) in Community Mental Health Teams

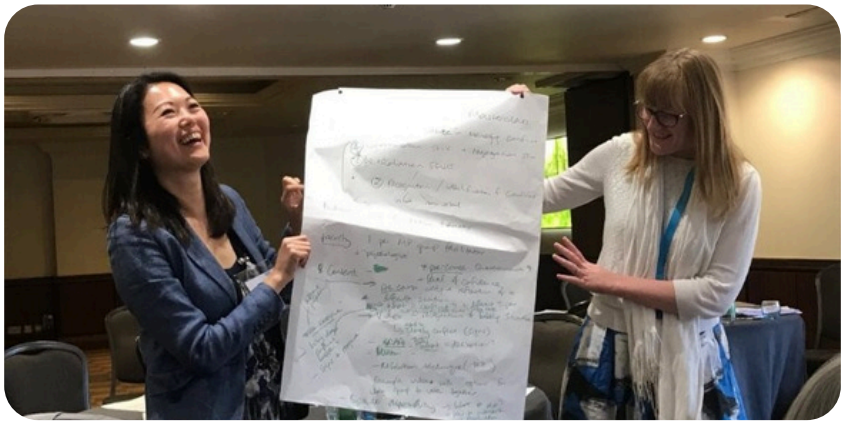
Faculty development

In the East of England, we are focused on developing a team of educators who truly understand the needs of a multiprofessional audience. By creating a Community of Practice, we bring people together to share ideas, learn from each other, and grow as a group.

We support educators at different stages of their development through a range of routes. Our Fellowships and Associate Fellowships offer structured opportunities for individuals to deepen their expertise in multiprofessional education and take on a more active role in shaping and delivering our programmes. ***For more details see pages 27 and 28.***

We organise and deliver regional faculty training days on **human factors** and **debriefing**. We also run an **Annual Faculty Development day**, which brings multiprofessional educators together to share ideas and build the skills needed to create great learning experiences for today's diverse healthcare teams.

Together, these routes form the backbone of how we grow our faculty, ensuring that the people delivering our programmes are as multiprofessional and as well supported as the learners they teach.









Our Fellowships

Each year, NHS England recruits to a number of **educational fellowship** posts across the East of England. These are fixed-term, one-year secondment opportunities, offering protected time to develop skills in medical education, leadership and multiprofessional working.

To reflect our ethos we aim to appoint fellows from

- medical trainees (ST3+) across specialties
- pharmacists and physician associates, ideally within 5 years of qualification and in substantive NHS roles within the region

Alongside these, we also offer an **Honorary Fellowship** route.
This is a more flexible opportunity for those who are unable to commit to a formal secondment but would still like to be involved in our work.

Both routes provide opportunities to:

- Work within a multiprofessional education team
- Contribute to our innovative programmes
- Develop an educational and leadership portfolio

How to apply

One year fellowships are usually advertised in April via the EoE **website**. Recruitment for honorary fellows will take place in March 2027



Click on the link to see the role descriptions.

Feedback from our Fellows

My time as a Fellow has been both professionally and personally rewarding. The fellowship enabled me to complete a PGCert in Clinical Leadership and Education and participate in the Strengthify Leadership Programme. Working within a diverse multiprofessional team deepened my understanding of collaborative practice and strengthened my advocacy for the Physician Associate profession. I would highly recommend it to others.



Trevlyn Katsanza,
Physician Associate & MPFS Fellow (2025-2026)

Working within a multiprofessional team has broadened my understanding of the roles of pharmacists, physician associates and other allied health professionals within the MDT. It has also strengthened my organisational and educational skills through coordinating simulation activities, engaging stakeholders, facilitating discussions and using feedback to improve future teaching.



Emmanuel Edeh,
GP ST3 & MPFS Fellow (2025-2026)



Ellie Pace,
Pharmacist & MPFS Fellow (2024-2025)

This role has enhanced my skills in teamwork, innovation, and shaping future-focused learning experiences. I've loved collaborating across pharmacy, medicine, and physician associate programs to build a truly shared learning culture that benefits all.

Associate Fellows

NEW

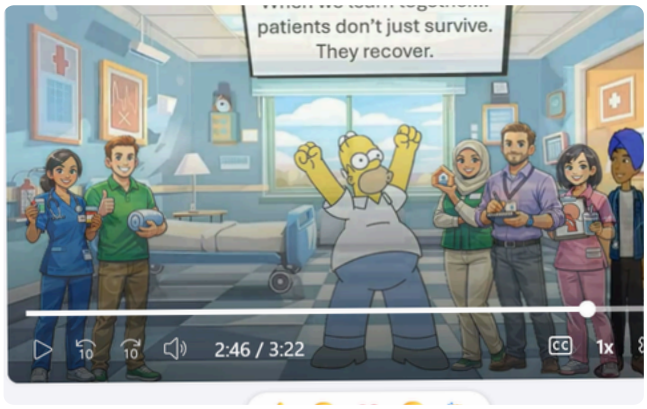
The Associate Fellowship programme brings together early-career doctors and pharmacy educators to co-design and deliver innovative learning activities with the Multiprofessional Foundation School.

We recruited FY doctors and pharmacy educators from acute and primary care settings across the East of England.

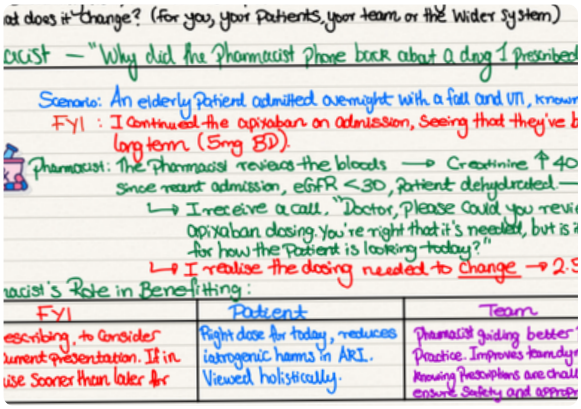
Through supported projects on patient care, prescribing, communication, human factors and systems working, Associate Fellows gain practical experience in educational design and leadership while applying IPL principles in practice. We asked Foundation doctors to respond creatively to the question:

"Why is learning from, with, and about each other important"

Responses have taken many forms each offering a genuine, personal take on what interprofessional learning has meant to them during Foundation training. A selection of these submissions is shared below.







Role descriptions

Foundation Doctors

Pharmacy educators

Our Journey to date

Since 2022, we have worked to strengthen postgraduate interprofessional education, learning from stakeholder events, conferences and faculty development days while navigating both progress and challenges.

Guided by continuous PDSA cycles, we have adapted our approach and built practical expertise in designing, facilitating, debriefing and evaluating multiprofessional learning. This experience has shaped a tested blueprint for postgraduate IPL, developed through iteration across professions and clinical contexts.

We are keen to share this expertise with organisations and teams seeking to develop postgraduate interprofessional education through advisory support and co-development.

We would welcome the opportunity to work together!









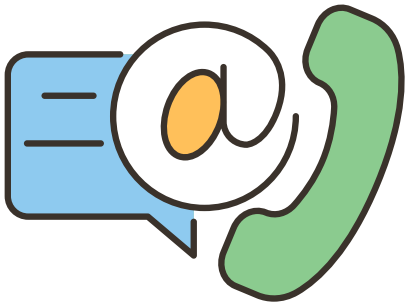
Get in Touch!

Learners

If you are interested to register for any of the Simulation courses described in pages **7-16**, click the direct **link** or **scan the QR code**

Educators

If you are involved in this space, or simply interested in exploring more collaborative, interprofessional approaches to learning, we would love to connect. You can reach us via:



- **MS Teams (internal users)**
- **Our NHS East of England homepage**
- **england.multiprofessionalschool.eoe@nhs.net**

