NHS England
East of England

enhance
enable

Learning checklist (EOE)

Enhance in the EoE – enable pathway

Overview

Enhance overview

In the East of England there are three levels of enhance learning available for foundation learners.

enhance **enable**: Open to all Foundation Doctors in England
enhance **explore**: Selected Foundation Doctors
enhance **engage**: Selected Foundation Pharmacists and Dentists

Enhance enable is open to all foundation doctors nationally, and multiprofessional foundation learners in the East of England who have not been selected for explore or engage pathways.

Selection of the explore posts occurs via the UKFPO foundation priority programmes (FPP) route, and the engage pathway is accessed by multiprofessional learners through a local application and selection process.

Doctors in specific explore foundation posts, and pharmacists, dentists, and physician's associates (PAs) who are taking part in the engage pathway should refer to the specific learning checklist relevant to them.

All other foundation learners in the East of England who wish to take part in this contextual leadership offer should consider themselves on the enable pathway. Those on the enable pathway have access to the same e-learning content as those undertaking the explore and engage programmes. Specific hub days will also be available for enable learners to book via bridge, and on some occasions other enhance learning events may be available, these will also be advertised on Bridge.

Enhance learning resources

Learning checklist

Those participating in the enhance enable programme should download the relevant workbooks from the national <u>learning hub</u>. **You will need to create an account to access them,** you will not be emailed from the learning hub other than your initial log-in details.

The national enable workbooks have many resources for learners to utilise, but there are also several resources that are available within the Bridge platform which have been produced by the EoE regional team. Direct links to those resources have been provided below.

You may use the national resources linked in the module workbooks, the EoE resources on Bridge or a combination of both.

Learning should be reflected on and evidenced using the REAL form on Horus.

Module	Suggested level (doctors)	Resources
Introductory module	F1	***Introductory module workbook** ***Introductory module: self-assessment matrix** ***Introductory module: evidencing engagement** **Bridge resources:** Enhance Introduction Journey This learning journey consists of the following **core** steps: ☐ Pre-learning self-assessment ☐ The enhance handbook ☐ Enhance: introduction to generalist skills ☐ Enhance: introduction to transformative reflection

		☐ Enhance: introduction to quality improvement ☐ Enhance: introduction to wellbeing ☐ Post-learning self-assessment
Person-centred practice module	F1	***Person-centred practice workbook** ***Person-centred practice: self-assessment matrix** ***Person-centred practice: evidencing engagement** **Bridge resources:** Enhance – person centred practice module This learning programme consists of the following **core** steps: ☐ Pre-learning self-assessment ☐ Person centred practice module handbook ☐ Core Unit 1: Understanding Context ☐ Core Unit 2: Communicating Clearly ☐ Core Unit 3: Coordinating Care ☐ Core Unit 4: Caring Compassionately ☐ Core Unit 5: Enabling Choice ☐ Post-learning self-assessment
Complex multimorbidity module	F1	***Complex multimorbidity module workbook** ***Complex multimorbidity module: self-assessment matrix** ***Complex multimorbidity module: evidencing engagement** **Bridge resources:** Enhance – complex multimorbidity module This learning programme consists of the following **core** steps: ☐ Pre-learning self-assessment ☐ Complex multimorbidity module handbook ☐ Introduction to the complex multimorbidity domain lecture ☐ Introduction to multimorbidity lecture ☐ Core Unit 1: Frailty ☐ Core Unit 2: Polypharmacy

		☐ Core Unit 3: Disease clusters ☐ Core Unit 4: Uncertainty and risk ☐ Virtual Reality Unit 1: Home visit ☐ Virtual Reality Unit 2: Emergency department ☐ Virtual Reality Unit 3: Ward setting ☐ Virtual Reality Unit 4: Outpatient clinic ☐ Post-learning self-assessment This learning programme consists of the following **optional** steps: ☐ Deeper Learning: Multimorbidity ☐ Deeper Learning: Polypharmacy ☐ Deeper Learning: Frailty
Population health module	F2	***Population health module workbook** ***Population health: self-assessment matrix** ***Population health: evidencing engagement** **Bridge resources:** Module currently in development
3 in 1 module (systems working, social justice and health equity, environmental sustainability)	F2	***3 in 1 module workbook** ***3 in 1 module: self-assessment matrix** ***3 in 1 module: evidencing engagement** **Bridge resources:** **Systems working** Enhance – systems working module This learning programme consists of the following **core** steps: ☐ Pre-learning self-assessment ☐ Systems working module part 1 ☐ Systems working module part 2 ☐ Systems working module part 3 ☐ Post-learning self-assessment Please note that there are some interactive elements, and answers provided will be reviewed to ensure that appropriate learning content to meet the objectives is provided. **Social justice and health equity**

		Module currently in development **Environmental sustainability** Enhance – environmental sustainability module This learning programme consists of the following **core** steps: ☐ Pre-learning self-assessment ☐ Environmental sustainability module handbook ☐ Introduction to environmental sustainability ☐ Section 1: The climate and ecological emergency ☐ Section 2: Change management, triple bottom line and the principles of healthcare ☐ Section 3: Integrating sustainability into quality improvement ☐ Post-learning self-assessment This learning programme consists of the following **optional** steps: ☐ Section 4: Sustainable quality improvement project development template
Contextual leadership module	F2	***Contextual leadership module workbook** ***Contextual leadership: self-assessment matrix** ***Contextual leadership: evidence of engagement** **Bridge resources:** Module currently in development

* You will need to be logged in to the learning hub before the resource becomes available for download.

Enhance Programme Learning Outcomes

On completing the enhance programme you will be able to:
1. Champion a person-centred approach to care that invites and supports personalisation, empowerment and shared decision making.
2. Work effectively and flexibly within and across different disciplines, contexts and systems to ensure high quality, coordinated care for individuals with multiple long-term conditions and/or complex needs; this will entail complex decision making while managing risk and uncertainty.
3. Promote social justice ensuring that everyone has access to high quality healthcare; this means working with and/or within local communities to identify, recognise and respond to the needs and priorities of specific populations to reduce health inequalities.
4. Access, critically appraise and champion innovations and digital health technologies to promote and transform sustainable improvements in practice; this means acting as a catalyst for change within, across and beyond healthcare systems.
5. Advocate for the adoption of sustainable healthcare practices at an individual and system level; this includes recognising and promoting the importance of social, environmental, and economic resource stewardship.
6. Communicate complex information in a range of ways, for a range of purposes, to diverse audiences; this includes with individuals (patients, carers, other healthcare professionals), communities and agencies involved in health and social care.
7. Lead collaboratively, inclusively, and compassionately, creating shared purpose that enables multi-professional teams to deliver the best possible health outcomes for the individuals and populations they serve.

Domain/ learning outcome (LO) matrix						
Enhance programme LOs	Person-centred care	Complex multimorbidity	System working	Population health	Social justice and health equity	Environmental sustainability
1	X	X	X		X	
2	X	X			X	
3				X	X	
4			X	X		X
5			X	X		X
6	X	X	X	X	X	X
7			X	X	X	X

Enhance curriculum mapping – medicine

The GMC generic professional capabilities (GPCs) are woven through all undergraduate and postgraduate medical education and represent the core values and themes which underpin medical education.

GMC Generic Professional Capabilities (GPCs)
Professional Values and 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

GMC Generic Professional Capabilities									
Enhance programme LOs	Professional values and behaviours	Professional Skills	Professional Knowledge	Health promotion and prevention	Leadership and team Working	Patient Safety and Quality Improvement	Safeguarding Vulnerable groups	Education and Training	Research and Scholarship
1	X	X	X	X		X	X		
2	X	X	X	X	X	X	X		
3	X	X	X	X			X		
4	X	X	X		X	X			X
5	X					X			X
6	X	X	X	X				X	X
7	X	X	X		X	X		X	X

Foundation Professional Capabilities		
HLO 1: An accountable, capable and compassionate doctor	HLO 2: A valuable member of the healthcare workforce	HLO 3: A professional, responsible for their own practice and portfolio development
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 health care advice and treatment where appropriate

5. Continuity of Care: Contribute to safe ongoing care both in and out of hours | 6. Sharing the Vision: Work confidently within and, where appropriate, guide the multiprofessional team to deliver a consistently high standard of patient care based on sound ethical principles

7. Fitness to Practise: Develop the skills necessary to manage their 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 | 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 (CPD): Develop practice including the acquisition of new knowledge and skills through experiential learning; acceptance of feedback and, if necessary, remediation; reading and, if appropriate, by research

13. Understanding Medicine: Understand the breadth of medical practice and plan a career |

Enhance programme LOs	Clinical Assessment	Clinical Prioritisation	Holistic Planning	Communication and Care	Continuity of Care	Sharing the Vision	Fitness to Practice	Upholding Values	Quality Improvement	Teaching the Teacher	Ethics and Law	CPD	Understanding Medicine
Foundation Professional Capabilities													
1			X	X	X						X		X
2	X	X	X	X	X	X	X		X			X	X
3						X		X	X		X	X	X
4						X			X	X		X	
5						X		X	X	X	X	X	
6				X		X		X		X			
7					X	X		X	X	X			

Enhance curriculum mapping - pharmacy

Mapping of enhance domains to GPhC domains and associated learning outcomes (ILOs)				
Enhance domains	**GPhC domains / interim learning outcomes (ILOs)**			
	Person-centred care and collaboration (ILOs 1-14)	Professional practice (ILOs 15-44)	Leadership and management (ILOs 45-52)	Education and research (ILOs 53-55)
Person-centred care	X	X	X	
Complex multimorbidity	X	X	X	X
System working	X	X	X	
Population health		X	X	X
Social justice and health equity	X	X	X	
Environmental sustainability		X	X	X

More detailed mapping of the enhance programme to the pharmacy ILOs is set out below:

Person centred practice
ILO 1. Demonstrate empathy and keep the person at the centre of their approach to care, at all times.
ILO 2. Work in partnership with people to support and empower them in shared decision-making about their health and wellbeing.
ILO 3. Demonstrate effective communication and adapt their approach and communication style to meet the needs of the person.
ILO 5. Proactively support people to make safe and effective use of their medicines and devices.
ILO 9. Take responsibility for ensuring that personal values and beliefs do not compromise person-centred care.
ILO 10. Demonstrate effective consultation skills, and in partnership with the person, decide the most appropriate course of action.
ILO 14. Work collaboratively and effectively with other members of the multi-disciplinary team to ensure high-quality, person-centred care, including continuity of care.
ILO 40. Understand and implement relevant safeguarding procedures, including local and national guidance in relation to each person.

Complex multimorbidity
ILO 4. Understand the variety of settings and adapt their communication accordingly.
ILO 12. Take an all-inclusive approach to ensure the most appropriate course of action based on clinical, legal, and professional considerations.
ILO 17. Recognise and work within the limits of their knowledge and skills and get support and refer to others when they need to.
ILO 33. Effectively promote healthy lifestyles using evidence-based techniques.
ILO 34. Apply the principles of effective monitoring and management to improve health outcomes.
ILO 45. Demonstrate effective leadership and management skills as part of the multi-disciplinary team.
ILO 46. Make use of the skills and knowledge of other members of the multi-disciplinary team to manage resources and priorities.

Systems working
ILO 37. Prescribe effectively within the relevant systems and frameworks for medicines use.
ILO 46. Make use of the skills and knowledge of other members of the multi-disciplinary team to manage resources and priorities.
ILO 47. Develop, lead and apply effective strategies to improve the quality of care and safe use of medicines.

Social justice and health equity
ILO 6. Treat people as equals, with dignity and respect, and meet their own legal responsibilities under equality and human rights legislation, while respecting diversity and cultural differences.
ILO 8. Assess and respond to the person's particular health risks, taking account of individuals' protected characteristics and background.
ILO 16. Apply professional judgement in all circumstances, taking legal and ethical reasoning into account.
ILO 39. Take responsibility for people's health records, including the legality, appropriateness, accuracy, security and confidentiality of personal data.

Population health
ILO 41. Effectively make use of local and national health and social care policies to improve health outcomes and public health, and to address health inequalities.
ILO 42. Proactively participate in the promotion and protection of public health in their practice.
ILO 43. Identify misuse of medicines and implement effective strategies to deal with this.
ILO 48. Actively take part in the management of risks and consider the impacts on people.

Environmental sustainability
ILO 48. Actively take part in the management of risks and consider the impacts on people.
ILO 55. Take part in research activities, audit, service evaluation and quality improvement, and demonstrate how these are used to improve care and services.