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| **Name of Document** | Implementation and review of enhance Enable across NHS England KSS |
| **Category** | Standard Operating Procedure (SOP)    **This SOP is applicable to doctors and dentists in training within NHS England.** |
| **Purpose** | This document is intended to support the implementation of enhance Explore to all Foundation Priority Programmes (FPPs) in Kent, Surrey and Sussex. It is intended to advise Foundation Programme Directors (FPDs) and Foundation Programme Coordinators (FPCs) in each local centre.    NHS England’s enhance programme is a multi-professional post-graduate healthcare education offering that aligns with the foundation curriculum. It is subdivided into enhance Enable, a self-directed programme, and enhance Explore, a structured foundation offering delivered via FPPs.  This SOP concerns the implementation of enhance Explore at specific sites through KSS. Further information on enhance Enable can be found on the KSS website [here](https://kss.hee.nhs.uk/enhance/). Full webpages for all links in this document can be found in Appendix A.    This document covers how enhance Explore should be implemented in trusts within an FFP. It also includes resources to support foundation doctors self-directed learning and regional support for FPDs and FPCs. There is guidance on how work produced by foundation doctors for enhance should be assessed and a standardised approach for the sign-off process across the region. This document is intended to support and standardise practice across the region.    Foundation year one doctors in training will be referred to as F1 doctors and Foundation year two doctors as F2 doctors henceforth. |
| **Authorised by** | Prof. Jo Szram |
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1. Introduction

NHS England’s enhance programme is a multi-professional post-graduate healthcare education offering that aligns with the foundation curriculum. Enhance encourages participants to consider complexity in patient care, engage in more effective teamworking, and better understand the systems that help the health service to function. It also helps trainees build skills in active reflection and personal wellbeing.

Enhance has two educational offerings- Enable and Explore. Enable is a self-guided programme open to everyone working in the NHS in England. Enhance Explore is a formal offering made up of this self-guided work alongside regional teaching and support. This programme is for a limited number of foundation doctors and is managed through the Foundation Priority Programme (FFP) in the KSS Foundation School.

This SOP covers enhance Explore specifically. Information on enhance Enable can be found on our [website.](https://kss.hee.nhs.uk/enhance/)

2. Structure

Enhance covers six domains: person centred practice, complex multimorbidity, population health, social justice and health equity, environmental sustainability, and system working. In addition, there are four cross cutting themes: wellbeing, leadership, digital and transformative reflection. These themes do not have their own module but are touched upon throughout the programme.

There are six modules in the programme: an introductory module, one module for each of the first three domains, a 3-in-1 module comprising of the social justice and health equity, sustainability and system working domains, and a contextual leadership summary module. Each module is supported by a workbook to guide learners and supervisors.

The enhance programme has been written as an adjunct to the foundation programme. As such, the activities required for enhance can be used to evidence foundation competences. Core foundation teaching can be used to evidence some aspects of enhance but the programme will also be supported by specific enhance learning opportunities.

3. Appointment to FPP and initial offer to F1 doctors

FFPs have been developed to support specific areas of the UK that have historically found it difficult to attract and retain doctors. The programme offers a range of incentives to applicants who wish to work in these areas, thus increasing supply of doctors in these regions.

As part of this process, applicants will have the opportunity to rank individual priority programmes as part of their application form, prior to national allocation to the foundation programme. Successful applicants will be offered specific programmes prior to national allocation to foundation schools. All applicants must apply for the two-year Foundation programme through the national FP vacancy on Oriel. For the FPP recruitment timeline please refer to the [UKFPO website.](https://foundationprogramme.nhs.uk/programmes/2-year-foundation-programme/foundation-priority-programme/)

Trusts are notified of successful FPP applicants along with the main FP allocation in April. A list of indicative FPP programmes and job descriptions can be viewed on the [KSS website](https://kss.hee.nhs.uk/kss-foundation/new-starters-recruitment/foundation-priority-programmes-fpp/).

All enhance Explore doctors should be aware of their appointment to the programme prior to commencing their first F1 placement. They will be directed to view the induction guide on the KSS website and to attend an initial online meeting by the deanery team directly. Information on these resources can be found [here*.*](https://kss.hee.nhs.uk/enhance/)

4. Programme offering and requirements

3.1 Enhance placement

Each Explore doctor will have a minimum of one placement that has an enhance focus. These will be roles that have a public health or community care focus, giving the resident doctor an insight into work outside of a specialist secondary care setting.

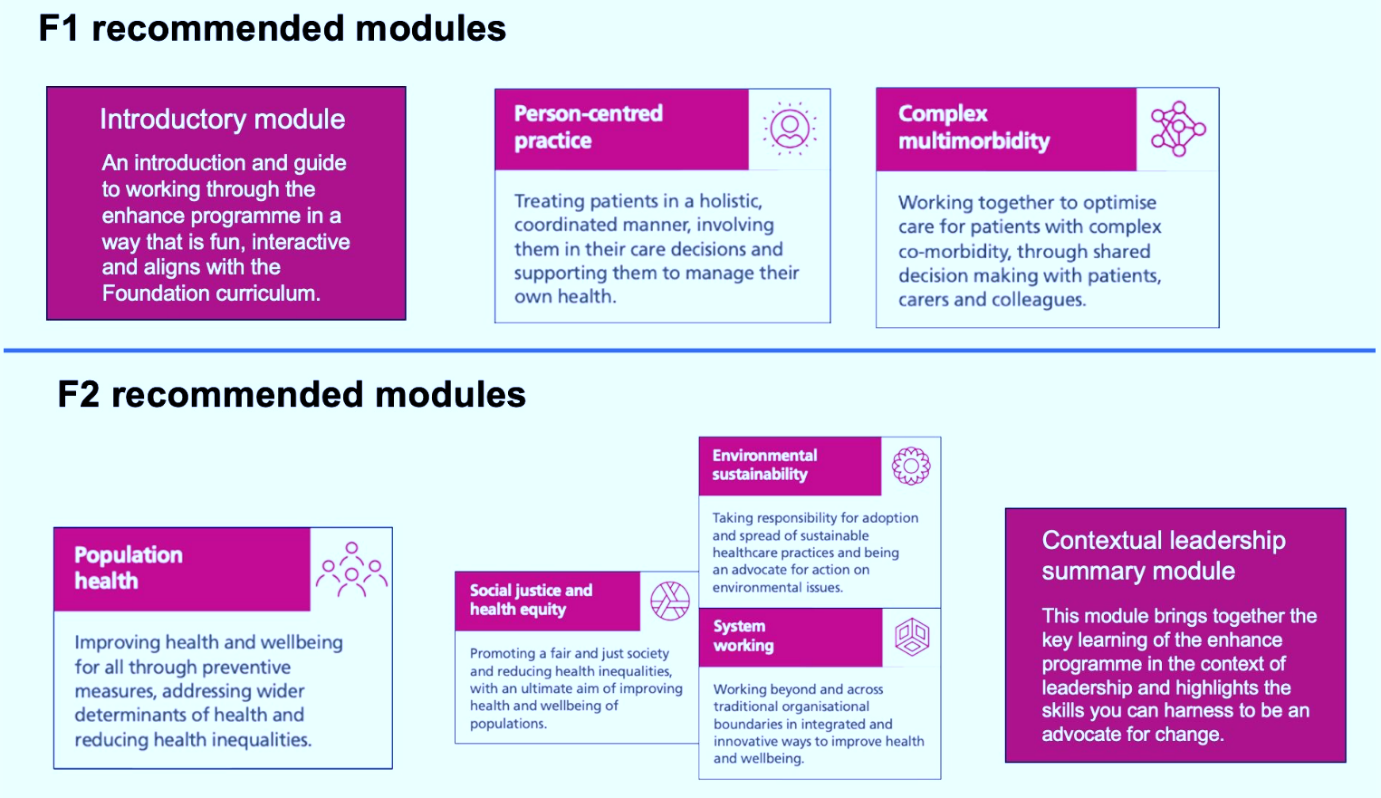
All foundation doctors are expected to have undertaken at least one quality improvement (QI) project by the completion of F2. It is recommended that enhance Explore doctors complete their project during this placement.

3.2 Self-guided modules

Enhance Explore doctors are expected to complete the six self-guided enhance modules during their foundation training. These can be completed asynchronously with their other teaching/clinical commitments using a combination of relevant core teaching and self-directed learning time. Each module should take a minimum of six hours to complete.

Foundation doctors can use their self-development time, generic foundation teaching time, and their non-core mandatory teaching hours for enhance. It is important to emphasise that much of this evidence will be collected for regular foundation curriculum requirements, so the enhance programme requires minimal extra time investment to complete.

It is recommended that the first three modules should be completed in F1 and the final three in F2. A suggested timeline for completion can be found below.

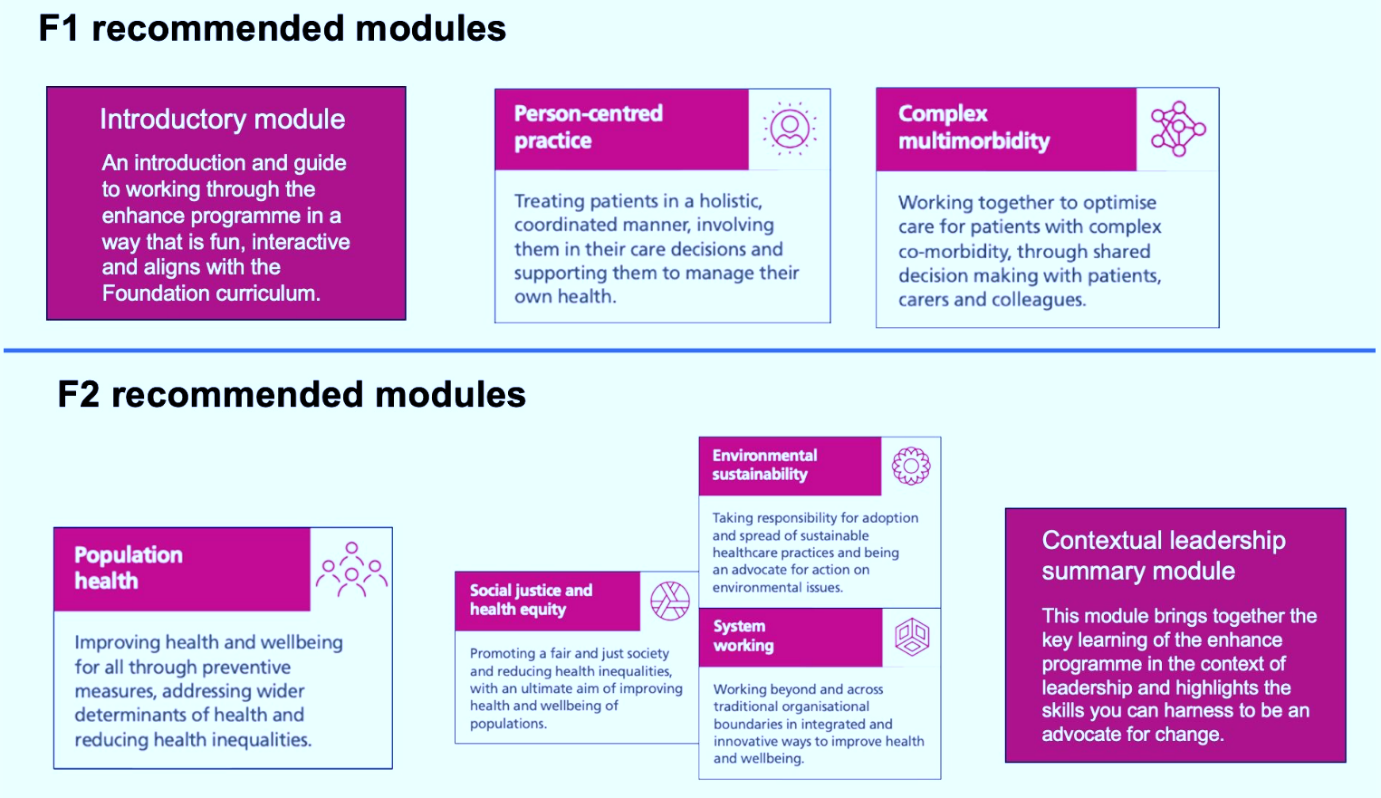


Workbook Two

Workbook One

Workbook Three

**F1 Modules**



Workbook Four

Workbook Five

Workbook Six

**F2 Modules**

*The enhance programme structure*

3.3 Regional teaching days

In addition to the self-guided modules, all enhance Explore doctors will also have six in person teaching days (three in F1 and three in F2.) These sessions are compulsory for completion of the programme. Resident doctors should not be rostered to work on these days and professional leave should be provided for each date.

Dates for each of these sessions will be sent from the KSS Foundation School team to relevant trusts prior to the building of rotas.

* Module one- during placement, 1 Aug - Dec
* Module two- during placement 2, Dec - Apr
* Module three- during placement 3, Apr - Aug

Each teaching day corresponds with a module. They are made up of a combination of live speakers and pre-recorded lectures. These lectures, alongside any group work and discussions, we be led by two facilitators on the day. These facilitators may be a teaching fellow, FTPD or other appropriate member of teaching staff.

The first three teaching days will be managed by the deanery team and held at York House in Horley. The final three will be distributed between the three sites with explore doctors. A guide for what is provided and what is required for each teaching day is outlined in [Appendix D.](#AppendixD)

4. Assessment

Foundation doctors can use a variety of evidence to show that they have completed a module. These include teaching and training attendance, workplace-based learning events, and reflections on learning or clinical practice. Enhance also encourages using more creative methods such as engaging with or making poetry or art. Each workbook gives examples of which activities are suitable for evidencing engagement.

Individuals need to complete three short forms for each module. These are outlined below.

4.1 REAL form

Transformative reflection, a reflective episode resulting in action points to facilitate change, is a cornerstone of enhance. There is a specific reflective tool available on the NHS learning hub and it is called reflection on enhance activities and learning form (REAL form). This should be used contemporaneously to record specific activities and is mandatory for the sign-off of each workbook (see below). This is now a usable form on Horus which allows enhance activities to easily be mapped to their foundation curriculum.

4.2 Evidencing engagement form

Once a doctor has completed a module, they should fill in an evidencing engagement form [(Appendix B.)](bookmark://Bookmark2) This should clearly display how they have achieved the required learning for each workbook. It is designed to be used alongside a REAL form which reflects on the workbook as a whole.

4.3 Self-assessment matrix

They also need to complete the pre- and post- module self-assessment matrix [(Appendix C.)](bookmark://Bookmark3) This uses a RAG rating tool to help learners reflect on their learning and indicate areas to focus on in their future training. This is explained to the foundation doctors in each workbook.

4.4 Sign off

The above three forms must be uploaded to the portfolio so they can be viewed by the educational supervisor for sign-off. It is recommended that the foundation doctors upload the evidencing engagement form and self-assessment matrices to their personal learning log on Horus, making it readily available to view during supervisory meetings, alongside the REAL form.

Sign off can happen during a routine interim or end of placement review. Their educational supervisor should review the above and note that they approve the evidence in the review form.

Once a foundation doctor has completed a module and been signed off, they can be issued with a certificate. These have been sent to each trust’s FPC. The certificates can be issued on workbook completion or at the end of each academic year.

More information, including a detailed overview of sign-off can be found on our website [here.](https://kss.hee.nhs.uk/enhance/)

4. Timeline for completion

**Foundation year one *timeline***

**September**

* Commence work on module one
* First regional teaching day

**October**

* Completion and submission of module one

**December**

* Completion and submission of module two and three
* Third regional teaching day

**June**

**February**

* Initial meeting with deanery enhance team to signpost learning opportunities
* Meet with ES to agree plan and sign off arrangement for the year

* Second regional teaching day

**Foundation year two *timeline***

* Mentoring meeting with FPD in August of F2 to discuss subsequent planned learning for the latter three modules (excluding regional events)

**August**

* Sign off for modules four and five by the end of March
* Fifth regional teaching day

**March**

* Completion of module six and leadership project
* Sign off by the end of May

**May**

* Final certificate issued
* Sixth regional teaching day

**June**

**September**

* Fourth regional teaching day

5. Quality Assurance

To ensure parity across the local education providers in the region; the regional enhance team will sample a proportion of Enable assessments every year in June from each provider.

This will enable the regional enhance team to issue guidance on the assessments and can provide feedback to local teams, upon request, when considering evidence.

6. Appendices

**Appendix A:**

* The NHS Learning Hub for enhance @ Foundation Programme can be found here: <https://learninghub.nhs.uk/catalogue/enhancinggeneralistskills?nodeId=4992>
* The KSS enhance website can be found here: <https://kss.hee.nhs.uk/enhance/>
* The UKFPO FPP website can be found here: <https://foundationprogramme.nhs.uk/programmes/2-year-foundation-programme/foundation-priority-programme/>
* The KSS FPP website can be found here: <https://kss.hee.nhs.uk/kss-foundation/new-starters-recruitment/foundation-priority-programmes-fpp/>

**Appendix B:** Example of evidencing engagement form. Each specific form can be found in the workbooks available on the NHS learning hub.

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**Appendix C:** Example of self-assessment matrix for Domain 2.

A close-up of a survey

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**Appendix D:** Lesson plans for each training day

**Module one**

For this module, the lecture sections will be delivered live by the facilitators. The slides and other materials will be provided in advance.

|  |  |  |  |
| --- | --- | --- | --- |
| **Section** | **Content** | **Timing** | **Form** |
| Introduction to enhance | * What is enhance? * What is expected from an enhance FPP resident doctor * Requirements: what work you need to complete, how to get signed off * Q&A with signposting to website | 20 minutes | Lecture slides delivered by facilitator |
| Lightening concepts | * Quiz questions on concepts from six modules with short, explanatory slides | 20 minutes | Slido quiz with lecture slides delivered by facilitator |
| **TEA BREAK- 15 minutes** | | | |
| Quality improvement theory | * QI definitions * Why is QI important * Stages of QI * Worked example * Q&A | 90 minutes | Lecture slides and small group work delivered by facilitator |
| **LUNCH BREAK- 40 minutes** | | | |
| Quality improvement in practice | * SpaceTeam worked example * Write up * Presentation | 90 minutes | Game and group work delivered by facilitator |
| **TEA BREAK- 15 minutes** | | | |
| Reflection theory | * What do we mean by reflection * Why is reflection important and how can it help you * Methods of reflection | 30 minutes | Lecture slides and small group work delivered by facilitator |
| Reflection in practice | * Different approaches * Use of creative methods | 60 minutes | Lecture slides and small group work delivered by facilitator |
| Round-up | * Summary and resources * Q&A * One thing learnt | 10 minutes | Lecture slides and brief discussion delivered by facilitator |
| **END** | | | |

**Module two**

The lectures for this module are provided on video. The facilitators will need to play these, then lead the small group work. All materials will be provided in advance. The host trust will need to provide all sections in italics. Full lesson outline will be provided shortly.

**Module three**

The lectures for this module are provided on video. The facilitators will need to play these, then lead the small group work. All materials will be provided in advance. The host trust will need to provide all sections in italics.

**Module four**

The lectures for this module are provided on video. The facilitators will need to play these, then lead the small group work. All materials will be provided in advance. The host trust will need to provide all sections in italics.

|  |  |  |  |
| --- | --- | --- | --- |
| **Section** | **Content** | **Timing** | **Form** |
| Introduction | * What is population health * What are the wider determinants of health | 35 minutes | Video lecture and small group work delivered by facilitator |
| Health needs of local populations | * Exploration of how needs differ across the region * Discussion of how we understand health needs and prioritise specific issues | 45 minutes | Video lecture and small group work delivered by facilitator |
| **TEA BREAK- 15 minutes** | | | |
| *Local population talk* | * *Local group to discuss how population health affects their stakeholders* * *Some statistics on how local people are affected* * *Hear about what the group do and how referrals can be made* | *45 minutes* | *Talk from local group. This could be foodbank, mental health charity, refugee group* |
| Health policy and strategy | * Understanding how policy affects health * What approaches are taken in public health? | 40 minutes | Video lecture and small group work delivered by facilitator |
| Developing care and prevention pathways | * How do we put what we know into practice * How can we prevent disease and not just treat it | 35 minutes | Video lecture and small group work delivered by facilitator |
| **LUNCH BREAK- 45 minutes** | | | |
| Health promotion: what can you do? | * Practical outline of health promotion strategies in secondary care | 20 minutes | Video lecture |
| *Health promotion: what do we do locally?* | * *Talk from local team on how we can deliver health promotion locally* | *45 minutes* | *Small group talk. This could be about smoking cessation, exercise advice or other interventions at your trust* |
| Co- production | * How do we involve the people that need services in how they are delivered? | 40 minutes | Video lecture and small group work delivered by facilitator |
| **TEA BREAK- 15 mins** | | | |
| *Patient talk* | * *Patient to discuss their experience of healthcare, and how services which don’t take their needs into account has affected their care* * *Opportunity for Q&A (pre submitted questions if necessary)* | *30 minutes* | *Small group talk. This should be a patient with a chronic disease who is happy to talk about their experiences.* |
| Summary | * Summary and resources * Q&A * One thing learnt | 20 minutes | Video lecture and small group work delivered by facilitator |
| **END** | | | |

**Module five**

The lectures for this module are provided on video. The facilitators will need to play these, then lead the small group work. All materials will be provided in advance. The host trust will need to provide all sections in italics.

|  |  |  |  |
| --- | --- | --- | --- |
| **Section** | **Content** | **Timing** | **Form** |
| What is systems working? | * Outline of session * Group discussion about what learners feel systems working might mean | 5 minutes | Group discussion led by facilitator |
| Introduction | * What is systems working? * What are the concepts we need to understand | 20 minutes | Video lecture |
| Systems working role play | * How do systems fit together to bring about healthcare? * What are the difficulties and trade offs? * How can we better understand these? | 60 minutes | Small group work with role plays, led by facilitator |
| Commissioner talk | * How does being a commissioner work? | 20 minutes | Online video call |
| Summary | * Summary and resources * Q&A * One thing learnt | 10 minutes | Talk and group discussion led by facilitator |
| **TEA BREAK- 15 minutes** | | | |
| Overview of social justice and health equity | * Outline of session * Learners to discuss examples from their own practice of inequality | 10 minutes | Group discussion led by facilitator |
| Introduction | * Explain the concept of social justice * Define health equity * Distinguish between equality, equity and justice | 5 minutes | Video lecture |
| The social determinants of health | * Explain social determinants of health as a term * Consider the factors involved, including policy and other upstream factors | 20 minutes | Video lecture and small group work led by facilitator |
| Health inequalities | * Definitions of inequalities * Consider some specific social determinants and how these impact people’s lives | 15 minutes | Vignettes and small group discussion led by facilitator |
| Health equity in practice | * Consider how inequalities impact access to care * Discuss how we as doctors contribute to this | 15 minutes | Vignettes and small group discussion led by facilitator |
| Applying health equity in practice | * What can we do to improve equity? | 15 minutes | Vignettes and small group discussion led by facilitator |
| Designing care pathways | * Discuss the role of healthcare institutions/policymakers in creating/perpetuating structural inequalities in healthcare | 15 minutes | Vignettes and small group discussion led by facilitator |
| Summary | * Summary and resources * Q&A * One thing learnt | 10 minutes | Video lecture and small group work delivered by facilitator |
| **LUNCH BREAK- 45 minutes** | | | |
| **Section** | **Content** | **Timing** | **Form** |
| Introduction | * State of play with global heating * Possible implications * Relevance to healthcare | 10 minutes | Video lecture |
| Global warming and healthcare part one | * Why should be care? * What is our impact? | 60 minutes | Video lecture and small group work delivered by facilitator |
| **TEA BREAK- 15 minutes** | | | |
| Global warming and healthcare part two | * Vignettes on how environment affects healthcare * SusQI * The lifecycle of a glove | 60 minutes | Video lecture and small group work delivered by facilitator |
| Summary | * Summary and resources * Q&A * One thing learnt | 10 minutes | Video lecture and small group work delivered by facilitator |
| **END** | | | |

**Module six**

For this module, the lecture sections will be delivered live by the facilitators. The slides and other materials will be provided in advance.

|  |  |  |  |
| --- | --- | --- | --- |
| **Section** | **Content** | **Timing** | **Form** |
| Introduction | * Outline of session * What is leadership? | 10 minutes | Group discussion led by facilitator |
| The leadership basics | * What is a leader? * Where and when have you been a leader? * What makes a great leader? * Review famous leaders from history | 45 minutes | Short lecture and group work led by facilitator |
| Leadership concepts 1 | * Leadership styles * Grit and emotional intelligence * Johari window * Drawbacks of leadership styles | 45 minutes | Short lecture and group work led by facilitator |
| **TEA BREAK- 15 minutes** | | | |
| Leadership concepts 2 | * Authentic leadership * Skills for leadership * Role models and the ideal leader | 45 minutes | Short lecture and group work led by facilitator |
| Teamworking 1 | * Teamworking exercise * Discussion of observations | 30 minutes | Small group work with feedback led by facilitator |
| Teamworking 2 | * Effective teamworking (Reflexivity, trust and psychological safety) * Learning from error | 45 minutes | Short lecture and group work led by facilitator |
| **LUNCH BREAK- 45 minutes** | | | |
| Teamworking 3 | * Debate Vs conversation * Bias | 30 minutes |  |
| Leadership and teamworking in practice | * Leadership and followership * Personality types and how these impact on how we lead and follow | 60 minutes | Short lecture and group work led by facilitator |
| Summary | * Summary and resources * Q&A * One thing learnt | 10 minutes | Lecture and small group work delivered by facilitator |
| **TEA BREAK** | | | |
| Next steps | * How will you take enhance concepts on post foundation | 45 minutes | Short lecture and group work led by facilitator |
| **END** | | | |