enhance Domain Guide: How to evidence learning for each domain

enhance is a new programme from NHS England designed to support the development of generalist skills for all healthcare professionals. It places a dual emphasis on holistic person-centred care and the improvement of the health and wellbeing of whole populations via inter-professional working across healthcare systems.

The full programme handbook can be found here.

For each of the six domains of enhance, there are recommended learning outcomes and work-place based activities that learners can engage with to evidence learning. We have created this domain guide as a series of 1-page fact sheets to support learners and supervisors navigate the enhance programme.

Person-centred practice

Treating patients in a holistic, coordinated manner, involving them in their care decisions and supporting them to manage their own health.

Complex multimorbidity

Working together to optimise care for patients with complex co-morbidity, through shared decision making with patients, carers and colleagues.

System working

Working beyond and across traditional organisational boundaries in integrated and innovative ways to improve health and wellbeing.

Population health

Improving health and wellbeing for all through preventive measures, addressing wider determinants of health and reducing health inequalities.

Social justice and health equity

Promoting a fair and just society and reducing health inequalities, with an ultimate aim of improving health and wellbeing of populations.

Environmental sustainability

Taking responsibility for adoption and spread of sustainable healthcare practices and being an advocate for action on environmental issues.

Click the links below to navigate to the fact sheet for each domain:

- Person centred practice
- Complex multimorbidity
- Population health
- System working
- Social justice and health equity
- Environmental sustainability

The activities outlined in this guide are not exhaustive. Additional discussion with local clinical supervisors or subject matter experts is recommended regarding further learning opportunities.

Person centred practice

The theme of this domain is about 'fostering an approach to your practice that invites and supports personalisation, empowerment and shared decision making.'

The learning outcomes for this domain are:

1. Interact with patients and carers in ways that acknowledge their unique circumstances, supporting people to recognise and draw on their own strengths and resources in order to live an independent and fulfilling life.
2. Draw on a range of communication strategies to enable people to make meaningful decisions about their health and wellbeing by understanding the outcomes that are important to them, exploring the risks, benefits, and consequences of all available options and what these may mean in the context of their own lives.
3. Work with an individual's family, carers, advocates, and network of healthcare professionals to ensure that care is coordinated, across teams, organisations, and systems.
4. Treat each person you encounter in the course of your work - patients, their families, carers, and colleagues - compassionately, and with dignity and respect.
5. Appreciate the different forms of patient and public participation and take action to support the various ways in which people may be invited, or wish, to participate in their health and care.

To demonstrate completion of the learning outcomes for this domain, the following practical work-based activities are suggested:

☐ Engage with lived experience, either directly - following people through their care journeys, within and beyond healthcare settings, recognising points of connection and disjointedness in care - or indirectly by accessing online resources, accounts of service users and collected patient data.
☐ Actively seek feedback from patients, carers, and families.
☐ Focus on person-centred practice in case-based discussions, and other types of work-based assessment.
☐ Adopt a collaborative approach to quality improvement that involves service users in all stages of the process.
☐ Engage in professional discussion and dialogue, whether in action learning sets, Balint groups, Schwartz rounds or multidisciplinary team meetings where a central question is 'To what extent and in what ways is our practice person-centred?'
☐ Work alongside members of the wider healthcare team such as health coaches and care co-ordinators, to understand the contributions they make to person-centred care.
☐ Explore the locality to identify community-based activities, resources and assets that may usefully contribute to health and wellbeing.

Complex multimorbidity

This theme of this domain is about 'working collaboratively in ways that are safe, effective and provide a positive experience for patients with complex comorbidity.'

Learning outcomes for this domain are:

1. Co-create management plans with patients with multiple long-term conditions, taking a critical approach to the application of multiple clinical protocols while balancing risk and benefit.
2. Routinely take action to reduce harm from over-investigation, multiple intervention, and polypharmacy.
3. Identify common disease clusters, predicting the issues that may arise and manage accordingly.
4. Work collaboratively across disciplinary, team and organisational boundaries to ensure that the care and resources deployed achieve the best possible health outcomes and experience for the individual.
5. Identify and mitigate the issues and risks - adopting a biopsychosocial approach - for a frail or vulnerable individual with complex needs living in a variety of settings.

To demonstrate completion of the learning outcomes for this domain, the following practical work-based activities are suggested:

☐ Engage with lived experience:
- Follow individuals' patient journeys, within and beyond healthcare settings and recognise points of connection and disconnection in care.
- Access online resources, accounts of service users and collected patient data to research more within this theme.
- Actively seek feedback and suggestions from patients, carers, and families about what aspects of their care work more or less well for them.
☐ Engage in multi-professional discussion, dialogue and debate focused on care co-ordination and the management of individuals with complex needs.
☐ Explore the different environments that frail and vulnerable people may live or spend considerable time in and identify the ways in which these environments impact on an individual's experience of health and care.
☐ Work alongside or shadow colleagues who have experience and expertise in working with those who are frail, vulnerable or have complex needs.
☐ Undertake project work on an issue that intersects health and social care boundaries.
☐ Review and recommend improvements to commonly used screening tools, decision aids or guidelines related to complex multimorbidity.
☐ Participate in quality improvement activities that have an explicit focus on issues such as polypharmacy, multiple interventions and joined up working for those with multiple long-term conditions.

Population health

The theme of this domain is about 'working in a wider social partnership to improve the physical, mental, and social wellbeing of whole populations, optimally using resources to take action to reduce the occurrence of ill health, addressing the wider determinants of health and reducing health inequalities.'

Learning outcomes for this domain are:

1. Identify and effectively communicate the priority health needs of a local population using available data and evidence.
2. Generate potential strategies for addressing population-level determinants of health ensuring the equitable, sustainable, and transparent use of the available resources.
3. Develop care and prevention pathways sensitive to local needs, drawing on the best available population-level data and research evidence.
4. Identify community assets and how these resources may be mobilised for population health improvement.
5. Engage in the co-creation of population health and wellbeing with colleagues and citizens using a range of modes of interaction sensitive to the needs and concerns of different groups.

To demonstrate completion of the learning outcomes for this domain, the following practical work-based activities are suggested:

☐ Experience settings beyond the provision of healthcare either through project-based attachments, mediated visits or voluntary work or linking in with local events and workshops.
☐ Shadow or work alongside public health professionals and/or those responsible for commissioning, designing and reconfiguring health and social care services.
☐ Investigate what resources are available locally to support wellbeing and to protect against ill health.
☐ Rehearse co-production approaches such as ensuring meaningful engagement with service users at all stages of a quality improvement cycle.
☐ Model a population-based intervention using real time data.

System working

The theme of this domain is about 'working beyond traditional team and organisational boundaries in integrated, collaborative and innovative ways to improve health and wellbeing of the populations you serve'.

Learning outcomes for this domain are:

1. Identify the organisational units of health and care, their inter-relationship, and funding, and how their activities - together with those of local authorities, community groups and the third sector - may be aligned for greatest health benefit.
2. Work collaboratively in trusted partnership, across teams, organisations, systems and communities to co-produce health and care, appreciating the value of building strategic relationships through informal and formal modes of communication.
3. Develop innovative approaches to achieving improved and equitable health outcomes for individuals and populations embracing new and emerging models of care.
4. Challenge, support, and influence others in a system to make a difference, while taking responsibility to lead that which is within your control.
5. Engage diverse audiences - through for instance, storytelling, public narrative, and social media - to drive improved population health outcomes.

To demonstrate completion of the learning outcomes for this domain, the following practical work-based activities are suggested:

☐ Take part in multi-disciplinary and multi-agency work.
☐ Undertake experiences and attachments beyond health.
☐ Engage with lived experience following people through their care journeys.
☐ Shadow or work with senior leaders, including those responsible for commissioning and reconfiguring health and social care services.
☐ Participate in service improvement project work.
☐ Develop group facilitation skills.

Social justice and health equity

The theme of this domain is about 'the clinician's role in promoting a fair and just society and reducing health inequalities.'

Learning outcomes for this domain are:

1. Promote social justice in the communities you serve, appreciating the differences between advocacy, allyship and activism.
2. Critically appraise the relationship between social determinants of health and health inequalities.
3. Consider how your decisions and actions, and those of others around you, affect people with protected characteristics (Equality Act 2010) taking action to address workplace discrimination, harassment, and victimisation.
4. Value diversity in teams and organisations, adopting and advocating for inclusive practices.
5. Contribute to the design and delivery of care pathways (including digitally enabled) that reduce inequalities, promote inclusion, and engage and protect the most vulnerable.

To demonstrate completion of the learning outcomes for this domain, the following practical work-based activities are suggested:

☐ Undertake longitudinal case studies to engage with the lived experience of individuals who are marginalised and face discrimination.
☐ Access experiences with third sector groups working with marginalised groups, e.g., through project-based attachments, mediated visits, or voluntary work.
☐ Undertake projects to mitigate health inequalities, identifying and integrating pertinent social determinants of health into quality improvement activities.
☐ Review resources (patient, staff, or learner) to make more inclusive and representative of the communities they serve.
☐ Exposure to those who role model inclusive practice, allyship and working well in relationships of difference.
☐ Support work to decolonise the curriculum including resources used for education, training, and professional development.
☐ Co-mentorship with colleagues working in the UK or NHS for the first time, helping them make sense of ways of working and to inform own practice.

Environmental sustainability

The theme of this domain is about 'taking responsibility for the adoption and promotion of sustainable healthcare practices at an individual and system level, recognising the interdependence of planetary and human health, and being an advocate for action on key environmental issues.'

Learning outcomes for this domain are:

1. Deliver care in ways that minimises waste and reduce harmful environmental impact, while maximising positive health outcomes for individuals and populations.
2. Locate, create, and critically apply data and evidence from a range of sources to inform approaches to environmental sustainability and planetary health.
3. Identify, evaluate, and embed measures of environmental sustainability as outcomes of quality improvement activity.
4. Communicate impactfully, to a wide range of audiences, the interdependence of human health (and health equalities) and global and local ecological systems.
5. Advocate at a team, organisational and system level for environmentally sustainable practice, process, and policy.

To demonstrate completion of the learning outcomes for this domain, the following practical work-based activities are suggested:

☐ Shadow or work alongside individuals within your organisation with a remit for sustainable healthcare such as the executive sustainability lead or sustainability manager in the Trust.
☐ Establish what initiatives are happening in the organisation e.g., Has the Trust declared a climate emergency? Has it undertaken organisational benchmarking? Is there a Green Plan?
☐ Explore what others are doing to make their specialty sustainable.
☐ Undertake process mapping in order to identify and communicate opportunities to apply principles of sustainable healthcare.
☐ Participate in a sustainable quality improvement project, measuring value against the triple bottom line.
☐ Undertake concept mapping, tracing the link between environmental change and health.
☐ Review patient journeys through the lens of sustainability, including for example, an analysis of the common clinical resources utilised.
☐ Identify opportunities to contribute to conversations about sustainable healthcare practices within your team or organisation.
☐ Facilitate team discussion on potential sustainability actions.
☐ Run an environmental pledge challenge for your team or organisation.

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