

enhance

Using Horus to evidence your Enhance Learning

Guide for Foundation Doctors April 2025

Introduction

Foundation doctors undertaking Enhance learning, whether following the Enhance Enable or Enhance Explore programmes or just doing a stand-alone module or two, need to be able to demonstrate this learning in their portfolio. This guide has been written by Foundation doctors who have done this programme working with the Enhance team in Yorkshire & the Humber to help you get the credit you deserve.

You can also find this information in video format on the [Enhance Learning Hub](#).

Step 1: sign-up for the enhance programme

Most Foundation doctors will follow the **enhance enable** programme, which is self-directed and done at your own pace. You may hear about this programme during information sessions, you may see a poster or QR code or hear about it from colleagues and consultants. The **enhance enable** programme is designed to support the development of your Foundation competencies by giving you an alternative way to demonstrate your skills and learning. There are six Foundation modules, and each one takes an indicative 4-6 hours to complete. It is an excellent way to structure your self-development time, give you a certificate of completion for each module, and add to your leadership evidence for specialty training.

A few Foundation doctors will follow the **enhance explore** programme, either through a Foundation Priority Programme or by signing up to the programme in F2 and using their study leave and/or self-development time. The **enhance explore** programme is a deeper dive into the learning over a twelve-month period and may be done within a multi-professional cohort of learners. More information will be provided by the course organisers but the information in this guide is also relevant for uploading to Horus.

All the resources for the **enhance enable** programme can be found on the [enhance Learning Hub](#). They are freely available to download, but you will need to set up an account first (this is the same as your e-Learning for Health account, if you have one). We would recommend that **enhance explore** learners also download this material and complete the paperwork as they progress through the course, as this will help supervisors to see what you have learned.

There is no sign-up page on the Learning Hub, so **if you have decided to start working through any of the material, please let your Foundation Administrator know**. This will make sure that the Foundation Training Programme Directors (FTPDs) are aware of all the enhance learners in their Trust; they may organise support sessions, extra teaching or let you know about events and activities which would interest you and support your learning.

There is no pressure to complete the learning after you have signed up; all enhance learning is done at your own pace.

Step 2: Download the module workbook and complete the pre-module self-assessment

It is important to note your pre-existing level of knowledge and understanding of the topic so you can demonstrate your progress over the module.



enhance Foundation person-centred practice module: self-assessment matrix pre-module

| Person-centred practice module self-assessment (RAG) matrix | | | | |
|--|------------------------|----------------------------|---------------|--|
| | Competent in this area | Working towards competence | Not competent | No opportunity to develop in this area |
| <p>The use of the Red/Amber/Green (RAG) rating tool before and after structured learning is an exercise in helping learners reflect on their learning so far – and points to focus on in more detail in their onward training.</p> <p style="text-align: right;">Check self-rating here >>></p> | X | X | X | X |
| I understand the skills and attributes needed to support patients with person-centred practice | | X | | |
| I can interact with patients and carers to recognise their own strengths and resources to live independent and fulfilling lives | | X | | |

Step 3: Follow the workbook and collect any relevant evidence of learning

Relevant evidence may include e-learning, reading, videos, podcasts, shadowing or observational visits (sometimes called ‘field trips’), relevant lectures or teaching sessions, such as Foundation weekly teaching. Some people find it helpful to keep a learning log during the module.

Please see the following examples of a learning log undertaken during an **explore** module – if you are doing **enhance enable** you would not be expected to do this much!

Learning Log

Module Name Person-Centered Practice

Participant Name [REDACTED]

| Date | Time taken (hours) | Topic/subject | Type of learning activity (e.g. reading, e-learning, video, lectures, action learning, project work, field trip, reflective writing etc.) | Type of reflection (e.g. reflective writing, colleague discussion, audio diary, portfolio entry, creative activity, supervision meeting etc.) |
|----------|--------------------|--|---|---|
| 11/09/23 | 0.5 | Leading Personalised Care As A Junior Doctor | E-learning | |
| 11/09/23 | 2 | Making Every Contact Count | E-learning | Portfolio reflection. |
| 11/09/23 | 0.5 | Family dynamics affecting discharge | E-learning | |
| 11/09/23 | 0.5 | Seeing the whole picture | E-learning | |
| 11/09/23 | 0.5 | Outcomes and Patient Experience | E-learning | |
| 11/09/23 | 0.5 | Level 1 - Essentials of patient safety for all staff | E-learning | |
| 11/09/23 | 0.5 | Guidance on Shared Decision Making | E-learning | |
| 11/09/23 | 2.25 | Dialogues in Shared Decision Making | E-learning | Portfolio reflection. |
| 18/09/23 | 0.5 | "Elevate the voice of patients!" 1. | Microsoft Teams Talk. | |
| 19/09/23 | 0.5 | "Elevate the voice of patients!" 2. | Microsoft Teams Talk. | |



| | | | | |
|----------|------|--|--|-----------------------|
| 19/09/23 | 1.75 | Patient Stories: Patient Safety Learning | Peter's Story; Alison and Sue's story; Gillian's story; Alexandra's story; Paul's story; Julie's story; Beth's story; Joshua's story | Portfolio reflection. |
| 19/09/23 | 2 | Co-production | E-learning | Portfolio reflection. |
| 26/09/23 | 0.5 | Barbara, the whole story | Video | |
| 26/09/23 | 0.2 | Rebecca Bryson's story | Video | |
| 26/09/23 | 2.5 | On The Ward Season 1: Episodes 1-5 | Podcast | |
| 26/09/23 | 0.3 | Michael West – Collaborative & Compassionate Leadership | Lecture | |
| 26/09/23 | 0.1 | Compassionate Care – Delivering the 6 Cs | Video | |
| 26/09/23 | 0.1 | Empathy: The Human Connection to Patient Care | Video | |
| 26/09/23 | 0.1 | Compassionate care makes the biggest difference to patients | Article | |
| 03/10/23 | 1 | Leadership for Personalised Care Masterclass: Introduction to Leadership for Personalised Care | YouTube Video | Portfolio reflection. |
| 03/10/23 | 6 | Introduction to Leadership for Personalised Care Week 1-3 | Futurelearn e-learning | |
| 9/10/23 | 6 | Shadowing Mill View Court social worker | Field Trip | Portfolio reflection. |

Step 4: Complete a post-module self-assessment

Once you have completed your learning for this module, complete a post-module self-assessment.



enhance Foundation person-centred practice module: self-assessment matrix post-module

| Person-centred practice module self-assessment (RAG) matrix | | | | |
|--|------------------------|----------------------------|---------------|--|
| | Competent in this area | Working towards competence | Not competent | No opportunity to develop in this area |
| <p>The use of the Red/Amber/Green (RAG) rating tool before and after structured learning is an exercise in helping learners reflect on their learning so far – and points to focus on in more detail in their onward training.</p> <p style="text-align: right;">Check self-rating here >></p> | x | x | x | x |
| I understand the skills and attributes needed to support patients with person-centred practice | X | | | |
| I can interact with patients and carers to recognise their own strengths and resources to live independent and fulfilling lives | X | | | |

Step 5: Upload your evidence to Horus

Upload your pre- and post- module self-assessment forms and any evidence of learning to Horus. The screenshot below shows evidence which has been uploaded as ‘course/seminar/other learning attended’. You can also upload Enhance evidence as ‘extra-curricular achievement’ even though this learning is actually within the curriculum.

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| | |
|---------|---|
| Title * | <input type="text" value="Person-Centered Practice ENHANCE module"/> |
| Date * | <input type="text" value="18-Oct-2023"/> |
| Details | <input type="text" value="Learning log, evidence of engagement, self-assessment pre- and post-module"/> |

Uploaded evidence

[Person-centered practice Self-assessment matrix pre-module.docx](#)
[Person-centered practice Self-assessment matrix post-module.docx](#)
[Person-centered practice Learning Log.docx](#)
[Person-centered practice Evidence of engagement.docx](#)

Curriculum Mapping

Create a SMART action to work towards as part of your PDP. (Specific, Measurable, Achievable, Realistic and Timebound) - Consider discussing this with your supervisor for support. *

I will reflect on the experiences within my workplace of linking with my hospital team and considering waste reduction or carbon hotspots, to find out what the most impactful changes are on my portfolio before the end of the ENHANCE programme in September 2024, with the aim that this will guide some quality improvement work.

Curriculum Mapping [1]

HLO 3: A professional responsible for their own practice and portfolio development

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.

Form Links

Note that if this form is mapped to the curriculum, the forms below are not automatically also mapped to the curriculum.

[Personal Development Plan: Geriatric Medicine \[achieved\] \(08-Jan-2024\)](#)
[Course / seminar / other learning attended: Environmental Sustainability ENHANCE module \(16-May-2024\)](#)

Form Links

Note that if this form is mapped to the curriculum, the forms below are not automatically also mapped to the curriculum.

[Personal learning log: \(05-Sep-2023\)](#)
[Personal learning log: \(11-Sep-2023\)](#)
[Personal learning log: \(13-Sep-2023\)](#)
[Personal learning log: \(18-Sep-2023\)](#)
[Course / seminar / other learning attended: Introduction to co-production and personalised care \(19-Sep-2023\)](#)
[Personal learning log: \(19-Sep-2023\)](#)
[Personal learning log: \(21-Sep-2023\)](#)
[Personal Development Plan: Psychiatry \[achieved\] \(22-Sep-2023\)](#)
[Course / seminar / other learning attended: Compassionate Care e-learning \(03-Oct-2023\)](#)
[Course / seminar / other learning attended: Introduction to Leadership for Personalised Care \(03-Oct-2023\)](#)
[Personal learning log: \(04-Oct-2023\)](#)
[Personal learning log: \(20-Oct-2023\)](#)
[Reflection on enhance Activities and Learning \(REAL\): \(16-May-2024\)](#)

Step 6: Map your learning to the Foundation curriculum

This step is important as it will help you with your reflections

Step 7: Complete a REAL form for the module, upload this to Horus and link it to the rest of the learning from the module

The REAL form (Reflection on Enhance Activities and Learning) can be found within Horus under 'Additional Achievements'. It can also be downloaded from the [Enhance Learning Hub](#), completed and uploaded to Horus if necessary.

IMPORTANT NOTE: This form should only be completed if you have taken part in enhance.

This form is specific to the enhance programme – visit the NHS England [Learning Hub](#) for the full enhance package, and the [enhance for the Foundation Programme website](#) for information. If you have taken part in enhance, you can evidence your engagement with the enhance programme by completing this optional form.

Which enhance modules have I completed? *

Users can select individual modules or "whole programme".

- Module 1: Introductory module
- Module 2: Person centred care
- Module 3: Complex multi-morbidity
- Module 4: Population health
- Module 5: Social justice, environmental sustainability, systems working
- Module 6: Contextual leadership
- Whole enhance programme completed

What kind of experience was this? *

This information will be used for research purposes only. Thank you for providing accurate information, especially if you select the "other" option.

- Case-based Discussion (CBD)

What kind of experience was this? *

This information will be used for research purposes only. Thank you for providing accurate information, especially if you select the "other" option.

- Case-based Discussion (CBD)
- Quality improvement activity
- Field trip / community visit
- Event attendance
- Other

If other, please specify *

Field trip, event attendance, independent learning

What capability am I trying to show? *

Pick one or more FPCs demonstrated through this experience. Note that this form will not be automatically mapped to the selected FPC on your curriculum. You will be able to map it to any FPC(s) once you have completed the form.

- FPC 1: Clinical Assessment
- FPC 2: Clinical Prioritisation
- FPC 3: Holistic Planning
- FPC 4: Communication and Care

Using Horus to evidence your Enhance Learning

What can I do to build my knowledge or skills further? E.g., planning more practice or experience, move onto something more advanced. *

I could find out about more the programme for sustainable healthcare within your Trust, and explore opportunities to join in. As I was able to identify individuals within my organisation with a remit for sustainable healthcare (the executive sustainability lead and/or sustainability managers in both trusts) I could reach out to shadow them and/or offer to contribute to ongoing project.

I would like to undertake a QI project to utilise the tools on the learning hub for a QI project supporting sustainable healthcare. Linked to this, in order to make a quality improvement project a sustainable quality improvement project, I would need to measure value against the triple bottom line, undertake process mapping in order to identify and communicate opportunities to apply principles of sustainable healthcare, and utilise the carbon footprint calculator for a care pathway. I could review patient journeys through the lens of sustainability, including, for example, a life cycle analysis of the common clinical resources utilised and undertake concept mapping and present to local healthcare teams tracing link between environmental change and health.

I have been able to, some degree, establish what is happening in my organisation - however I don't know the answers to all of the following questions: Have they declared a climate emergency? Have they undertaken organisational benchmarking or completed a planetary health report card? Do they have a Green Plan? Can you help take any of these agendas forward? Although I know they have a green plan, this is a potential area for greater exploration.

Although I have been able to explore what others are doing to make their specialty sustainable (specifically in anaesthetics) I would like to go further and identify opportunities to contribute to conversations about sustainable healthcare practices within my team/organisation.

I could consider running an environmental pledge challenge for your team and/or organisation, or facilitate team discussion on potential sustainability actions, whether in shared workspaces (rest rooms, eating places) on the wards, in clinics and in theatre. Part of this would be raising awareness of environmentally preferable practices and resources with colleagues, patients and their carers, where it is appropriate to do so

What was interesting or notable about this experience? What did I gain from it? What were the challenges? *

As part of this module, we had in-person session which covered climate change and its relationship to healthcare delivery, sustainable healthcare, local strategies, case studies and ideas for action, and had a workshop and created our own sustainability pledges. We also had more practice of action learning sets and reflection both in person and online.

In addition to this, I attended the Yorkshire Post Climate Change Summit as a field trip. This brought together various industries and fields, although focused mostly on what is being done by businesses and charities to reduce climate change.

I was excited about this module, as was fully on board with taking responsibility for the adoption and promotion of sustainable healthcare practices at an individual level, however had not thought about this as at a system level in regards to healthcare. It was interesting to explore more the interdependence of planetary and human health. This module inspired me to advocate for action on key environmental issues in the healthcare setting, by impression upon me why environmental sustainability is important for the NHS. First, I completed some e-learning on environmentally sustainable healthcare, which covered building a net zero NHS and environmental sustainability in quality improvement to do this. I also read some resources on ways to stop climate change and about the 'Show me your meds, please' campaign, as well as watching some videos related to sustainable healthcare. I also completed some e-learning on carbon literacy for healthcare and watched a video on carbon literacy as well. This also provided some knowledge on how to investigate and measure aspects of environmental sustainability.

I read some articles, reports and watched some ted talks on communication about climate change and healthcare, as well as used a toolkit regarding this.

I also identified an area for change within my personal to improve sustainability and pledged to achieve this, then took action – this was to use bank green and switch it green to switch bank accounts to green banks. I loved doing this, and was glad I had become aware of this, and had the time and inspiration from this module to do so.

The challenges for this module were not having ideas of what to improve, but being able to do so, as I struggled to get a quality improvement project idea I had off the ground.

What did you learn about yourself and your abilities? How does this relate to your clinical practice and/or the delivery of patient care in your clinical area? *

This module made me think about the ways in which I can deliver care in ways that minimises waste and reduce harmful environmental impact, while maximising positive health outcomes for individuals and populations, with things like inhaler switches and checking patient's compliance with medications to reduce pharmaceutical waste.

As part of my independent learning, I was able to locate, create, and critically apply data and evidence from a range of sources to inform approaches to environmental sustainability and planetary health. One of the sessions we had on waste in a GP setting raised the issue of lack of recycling facilities in secondary care to me.

I learnt from the e-learning how to identify, evaluate, and embed measures of environmental sustainability as outcomes of quality improvement activity.

As part of the week about communication about climate change and healthcare, I found resources on how to communicate impactfully, to a wide range of audiences, the interdependence of human health (and health equalities) and global and local ecological systems. I particularly found the toolkit useful for this, as it discussed the different approaches that could be used for different groups in our population.

Although I still have some way in continuing to advocate at a team, organisational and system level for environmentally sustainable practice, process, and policy, I feel better able to do this as a result of the learning during this module.

Step 8: Complete the Evidence of Engagement form

When complete, send this form to your supervisor for signature. If you have uploaded all your information to Horus and linked this to the curriculum, it will be very easy for them to see on the portfolio. They are not expected to read every item you have uploaded however the REAL form may be read for evidence of learning and they may look at one or two items of evidence to understand what you have done.

Step 9: Upload the signed Evidence of Engagement form to Horus

This should be linked to the other evidence from this module

Step 10: Send the completed Evidence of Engagement form to the Foundation Administrator

The administrator does not need to see all the evidence you have uploaded, but they will need the signed Evidence of Engagement form to allow them to issue a module certificate.

Step 11: After all six Foundation modules have been completed, the Foundation Administrator should be able to issue an Enhance Enable Contextual Leadership certificate

This is equivalent to undertaking a two day leadership course, and may give points on specialty application depending on the recruitment process.