

enhance



England

Generalist Skills in Foundation Training: a universal introduction

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Presented by:

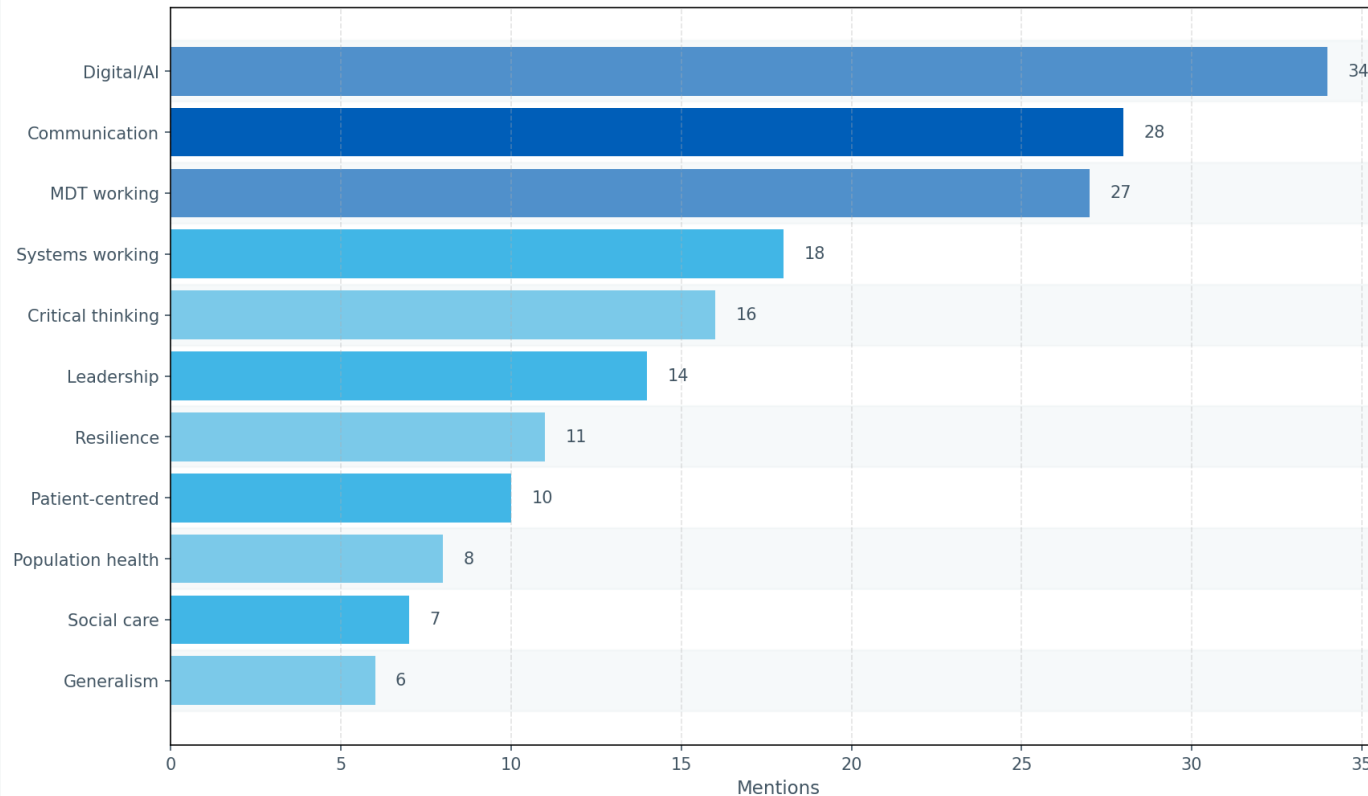
Helen Cattermole, Rangunath Ramachandran

Capabilities needed by early-career professionals

NHS England

Theme Frequency Summary

Capabilities needed by early-career professionals (ranked by mentions)



Source: Thematic analysis of document responses (Jan 2026)

Prepared by M365 Copilot

Programme structure



Supporting the three strategic shifts

Three strategic shifts



The image shows the cover of the 'enhance Programme Handbook' from NHS England. The cover features a blue background with white and pink text and icons. The title 'enhance Programme Handbook' is at the top left, and the NHS England logo is at the top right. The main content is organized into several sections:

- Wellbeing:** Prioritising taking care of yourself and others, with an awareness that strategies to support wellbeing may be unique to everyone.
- Leadership:** Promotion of compassionate, collaborative and inclusive leadership which focuses on improving health and wellbeing.
- 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.
- Digital:** Promoting ethical use of digital technology to optimise healthcare outcomes, reduce health inequalities and facilitate collaboration and information sharing.
- Transformative reflection:** Using critical reflection to reframe and develop our own decision making, cultivating new perspectives on complex, uncertain situations.

At the bottom, there are social media links: www.enhance.nhs.uk, @NHSE_WTE, and england.enhance@nhs.net.

Medical Training Review Phase 1 Diagnostic Report

Recommendation 9: We should work with the other UK nations to support the GMC’s review of standards and outcomes and subsequent review by colleges of postgraduate training curricula, including considering changes from the 10 Year Health Plan. This will include **maintaining generalist skills while specialising;** and ensuring digital skills for all doctors, which are essential for future patient care.

Table 5: Emergent themes

<p>Training content</p>	<ul style="list-style-type: none"> – Generalist competence and specialty skill development – Preparedness for transition points – Digital readiness and data literacy – Community-based training and public health alignment – System literacy and understanding broader NHS functions
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Enhance in Yorkshire & the Humber February 2026

YH GP School
Regional teaching
1700 registrars;
Blended Learning

Cohort 1 launched September 2025
Place-based cohorts
53 learners (across Tier 1 and Tier 2)

YH Foundation School
Regional teaching **900** F1 doctors
BTG study days **105** F2 doctors
Tier 1 programme offer and support
(**1800** doctors)

Leadership Fellow 2025

West Yorkshire

INT Leadership Fellows x 2
2026

South Yorkshire

INT Leadership Fellows x 2
2026

Humber and North Yorkshire

INT Leadership Fellows x 2
2026

Cohort 1 launched May 2025
24 learners (Tier 2 only) plus Tier 1 support
Focus on **Integrated Neighbourhood Teams (INTs)**
Cohort 2 March 2026

8 x Tier 2 cohorts delivered since Apr 2022
(Cohorts **9 & 10** recruiting)
Over **160** multi-professional learners
Tier 1 nursing & AHP preceptorship, SAS & LEDs; undergraduate; alumnus CPD



Yorkshire & Humber Enhance faculty

Deanery Funded

- Head of School (4 PAs)
- TPD (2 PAs)
- Enable TPD (1PA)
- **3 x Foundation Enhance FTPDs (1 PA each)**
- Programme Support Manager

ICB funded

- 2 x ICB teams
 - Clinical Lead
 - Admin support





Universal Foundation Introduction

- Additional mandatory regional teaching day
- Wellbeing theme
- Introduction to generalist thinking
- Short interactive sessions mapped to 6 x enhance core domains
- Universal slide set and lesson plan
- Each domain slide set and lesson plan prepared by Enhance faculty

- Constraints: faculty time

Universal Foundation Introduction

- ~ 900 trainees across East, West and South
- 16 acute Trust sites plus Mental Health and community Trusts
- 'Ask' was for 9 days @ 100 trainees per day
 - Capacity of venues
 - Practicality of releasing trainees from rotas
- 16 dates eventually (one per employing Trust)
- Interchangeability of location for F1s

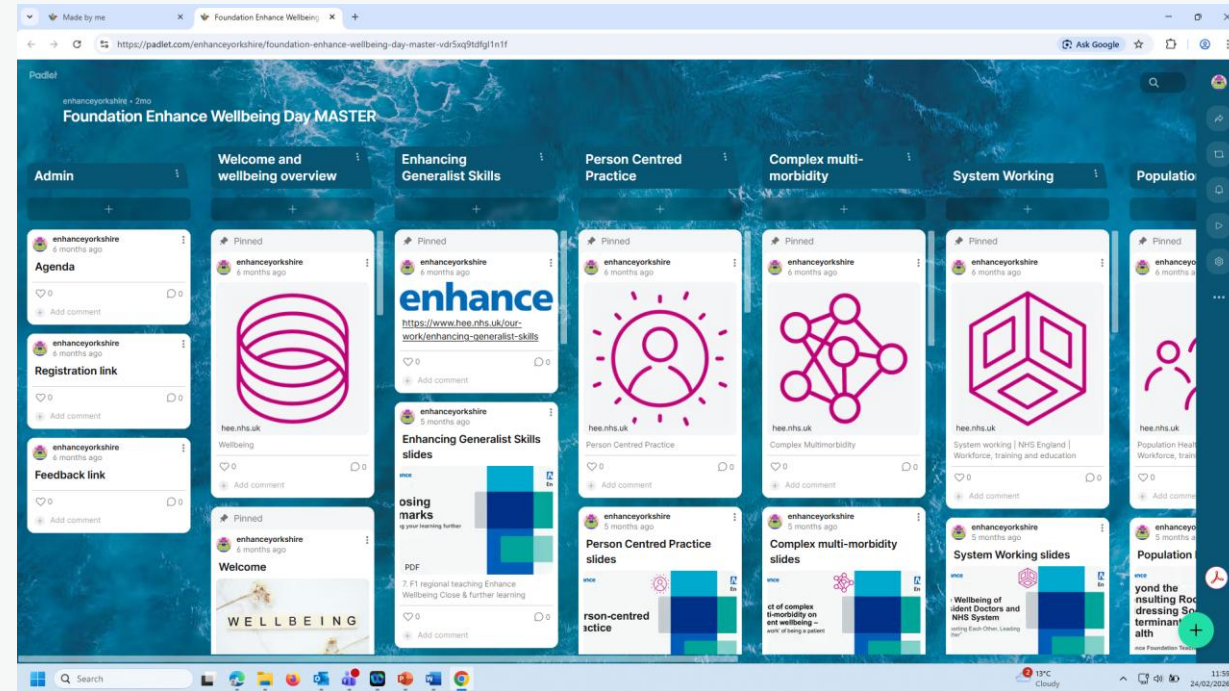


Agenda

Time	Session
(55 minutes)	Introduction: How to nurture a culture which helps us to look after patients and each other
(20 minutes)	Refreshment break
Focus on enhance domains:	
(35 minutes)	1) Person-centred practice: Enabling people to make meaningful decisions about their health and wellbeing
(35 minutes)	2) Complex multimorbidity: Effect of complex multi-morbidity on patient wellbeing – the ‘work’ of being a patient
(15 minutes)	Question & Answer session
(45 minutes)	Lunch
Focus on enhance domains:	
(35 minutes)	3) System working: Looking out for each other: helping your team’s wellbeing.
(35 minutes)	4) Population Health: What population-level measures help everyone’s wellbeing?
(20 minutes)	Question & Answer session
(20 minutes)	Refreshment Break
Focus on enhance domains:	
(35 minutes)	5) Social Justice & Health Equity: Treating patients, colleagues and others with compassion, dignity and respect.
(35 minutes)	6) Environmental Sustainability: How the environment affects the wellbeing of staff and patients, and what we can do about it.
(15 minutes)	Question & Answer session
	Summary: Taking the learning further

Delivery

- Lectures, groups and pairs discussions
- Polls and interactive discussions (mentimeter)
- Short videos e.g. animations
- Padlet
- Enhance FTPD
- Other Enhance colleagues
- Registrars, GP trainees and expert F1s
- No 'local' FTPDs...

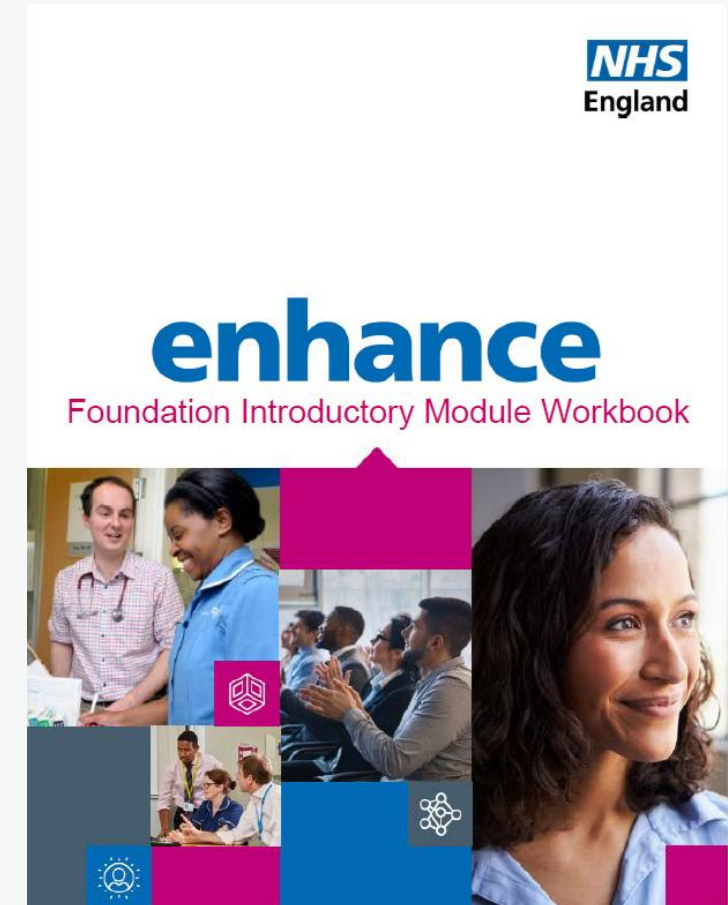


Feedback

- Still being collected as some sessions have not yet been delivered
- Existing F1 teaching feedback processes used
- Different Trusts collect their feedback in different ways
- Some Trust feedback is not anonymous

- 95% found the topics 'useful'
- 90% 'would recommend'
- Trainee delivery (GP trainees, leadership fellows, F1s etc.) greatly valued
- Interactivity well-received despite lecture theatre setting

- Interest in Enhance enable for Self-Development Time and portfolio evidence
- QIP topics through generalist lens



Points for improvement

- Variable previous exposure to subject matter
- Practical applications for F1 doctors
- Videos had mixed reception

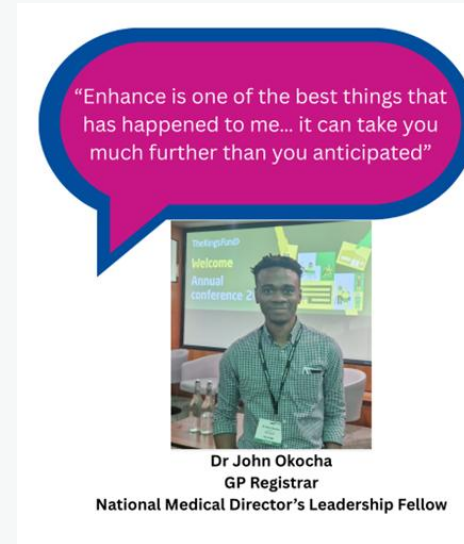
- Lecture theatre format
- Padlet
- Managing expectations over wellbeing discussions at time of strikes

- Earlier delivery in training year
- Modification in light of feedback
- Same wellbeing theme



Reflections

- Most Foundation doctors will not undertake a generalist post
- Regional teaching days allow F1s to grasp the concepts early in training, irrespective of placement
- Generalist skills discussion can take place successfully in large groups
- Foundation doctors value learning more about generalism
- Multi-professional learning is missing in this setting
- Providing this information early in F1 allows further exploration of the topics in clinical practice, Self-Development Time and F1/F2 teaching



✦ **ENHANCE** ✦
PROGRAMME

Curiosity Welcomed.
Confidence Unlocked.

- ✓ Ask bold and curious questions
- ✓ Unlock new ways of thinking
- ✓ Speak up with confidence
- ✓ See things from a new perspective
- ✓ Influence using collaboration, not position

Taking time for my own development through the Enhance Programme has given me the confidence, insight and tools to make a real difference to the health and wellbeing of the people I support.

BECKY JOHNSON

Questions?





To find out more, visit:
[Lead.me/YEnhance](https://lead.me/YEnhance)

Thank You



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england.nhs.uk

ENHANCE
HUMBER'S GENERALIST SCHOOL