

## Self-development time

HEE and NHS Employers are really pleased to support our junior doctors with the addition of rostered self-development time from August 2021.

All foundation doctors in England will be entitled to 2 hours per week 'self-development time' (SDT) following the HEE Foundation Programme review which is available to view via

<https://www.nhsemployers.org/your-workforce/plan/medical-workforce/foundation-review/self-development-time>

The devolved nations provide similar arrangements.

### **Intended uses of 'self-development time'**

Self-development time is to be used for non-clinical activities which foundation doctors must carry out, to successfully develop as a doctor and complete foundation training, but which are not best suited to completion within the clinical environment during day-to-day clinical working.

The following are examples of intended uses of this 'self-development time':

- **Formal and informal meetings with Educational Supervisor (ES), named Clinical Supervisors (CS) and FTPDs**

Foundation doctors must meet with both their ES and CS at the beginning and end of each post, in addition mid-point meetings with these supervisors are recommended but not mandated. The ES will already have job-planned SPA time for carrying out the supervisory role, which can be used for these meetings.

- **Reflecting on their clinical practice and development needs**

Foundation doctors are expected to develop their skills as reflective practitioners. The Foundation Programme Curriculum and the GMC both emphasise the importance and necessity of doctors reflecting on their professional practice and clinical outcomes. The GMC, in 'The Reflective Practitioner', also states that time must be made available for self-reflection. Within the FP the 'Summary Narrative' forms part of the reflective process.

- **Updating their e-Portfolio to record development and educational activities**

The e-Portfolio is used to collate evidence which is used to assess whether the foundation doctor has achieved the 3 Higher Level Outcomes (HLOs) of the programme and for revalidation. The foundation doctors must link evidence to the 13 Foundation Professional Capabilities in the syllabus; must record 30 hours of core educational activities and 30 hours of personal learning including departmental

teaching attendance, e-learning, and reflection on their own practice. Foundation doctors are also expected to develop and regularly update and record personal development plans.

- **Preparing and delivering teaching**

As well as attending teaching, foundation doctors are also expected to develop skills in preparing and delivering teaching (FPC10), and to get formal feedback at least once per year via an SLE (e.g., 'Developing the Clinical Teacher'), on a teaching session they have delivered.

- **Quality Improvement activity**

Foundation doctors are expected to be involved in QI work throughout FY1 and FY2 (FPC9). By the end of FY2 they need to have evidence of having contributed significantly to at least one quality improvement project which may include data collection, analysis and/or presentation of findings and implementation of recommendations.

- **Career exploration, decision making and applications**

During FY1 and particularly during FY2 foundation doctors need to be considering, exploring, preparing for and hopefully applying for post-foundation specialty training. Self-development time would give Foundation doctors the opportunity to reflect on career opportunities and discuss their intentions with senior doctors.

- **Undertaking personal learning (e.g., e-learning modules) relevant to the FP outcomes**

Foundation doctors are expected to record 30 hours of non-core learning in their e-portfolio. Some of this will take the form of departmental educational activities or meetings that already fall within the working day and help the FD meeting the requirements of the curriculum. SDT may be used for other personal learning activities which help the FD satisfy the requirements of the curriculum such as personal reading, on-line learning or external seminars.

### **Activities not intended to be carried out using 'self-development time'**

'Self-development' time is not intended to replace time already available in work schedules for foundation doctors to carry out other non-clinical activities such as:

- attending departmental or trust-delivered/regional teaching programmes
- attending trust or departmental meetings, such as audit, quality improvement, morbidity &
- mortality or governance meetings
- taking study leave
- undertaking taster days / sessions to gain insights into potential career options
- attending induction programmes for trusts or departments

- completing trust mandatory training, for example fire safety or information governance
- preparing for postgraduate examinations (except Prescribing Safety Assessment)

### **Rostering**

The introduction of 'self-development time' supports implementation of the recommendation from NHS Employers and the BMA, in the Good Rostering Guide (2018), that work schedules and rosters should include sufficient time for activities such as teaching and assessment, e-learning, quality improvement, and reflective practice.

This may be rostered weekly or drawn together to make less frequent half days or whole days self-development.

Troubleshooting:

This is part of your employment contract, if this is not being delivered or rostered, first speak with your clinical supervisor and rota coordinator.

The foundation training programme director, director of medical education and HR/Medical staffing are aware of this requirement and are the next place to escalate concerns.

The above guidance is based on the work by Dr Nick Spittle November 2019 related to Recommendation 14 of the HEE FP review.

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Due Review May 2023