

Briefing note 3 – Annex C

Generic and demographic final questionnaire for clinical and educational supervisors

The following pages contain the final questionnaire for generic and demographic questions for the 2018 National Training Survey of clinical and educational supervisors.

Each row represents an individual question (or the text on the page).

The first column shows the question code.

Branching is shown in the final column.

Question number	Question	Answers	Area	Branching
TOPNQ06	How many trainees do you currently act as named supervisor for?	0 1 2 3 4 5 More than 5	Demographic	
TOPNQ07	On what programme(s) are the trainees you currently act as named supervisor for? (Please select all that apply)	Foundation Core Specialty GP specialty	Demographic	
TOPNQ08	In which programme specialty are the trainees you act as named supervisor for (you may choose up to four)?	[Select from list of specialties]	Demographic	

The following questions look at your experience of being an educator. The questions are grouped around four sections, each of which relates to a specific theme from the GMC's Promoting Excellence standards for postgraduate medical education and training:

Section 1 - Promoting Excellence Theme 1: Learning environment and culture

Section 2 - Promoting Excellence Theme 2: Educational governance and leadership

Section 3 - Promoting Excellence Theme 4: Supporting educators

Section 4 - Promoting Excellence Theme 5: Developing and implementing

Question number	Question	Answers	Area	Branching
Section 1 - Promoting Excellence Theme 1: Learning environment and culture				
The results from this section will help organisations ensure that the environment and culture for education and training meets educators' needs, is safe, open and provides a good standard of care and experience for patients.				
TGENQ52	To what extent do you agree or disagree with the following statements? The working environment in my trust/board is a fully supportive one.	Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree	Supportive environment	
TGENQ53	Staff are always treated fairly in my trust/board.	Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree	Supportive environment	
TGENQ54	Staff always treat each other with respect in my trust/board.	Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree	Supportive environment	
TGENQ55	The working environment in my trust/board is one that fully supports the confidence building of doctors.	Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree	Supportive environment	
TGENQ56	If I were to disagree with senior colleagues in my trust/board, they would be open to my opinion.	Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree	Supportive environment	
We recognise that some of the questions below may not be relevant to your position. Please select 'Not applicable' where appropriate.				
TGENQ57	To what extent do you agree or disagree with the following statements? In my trust/board there are enough staff to ensure that patients are always treated by someone with an appropriate level of clinical experience.	Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree Don't know	Rota design	
TGENQ58	My trainee(s)' educational/training opportunities are RARELY lost due to gaps in the rota.	Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree Not applicable	Rota design	
TGENQ59	Gaps in the rota are always dealt with appropriately to ensure my trainee(s)' education and training is not adversely affected.	Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree Not applicable	Rota design	

Question number	Question	Answers	Area	Branching
TGEN100	My trainee(s)' educational/training opportunities are FREQUENTLY lost due to gaps in the rota.	Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree Not applicable	Rota design	
TGENQ60	The rota design in my department/practice helps optimise trainee doctors' education and development	Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree Not applicable	Rota design	
TGENQ61	Appropriate members of the multidisciplinary team are included in handover.	Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree Not applicable	Handover	
TGENQ62	Handover arrangements in my department always ensure continuity of care for patients BETWEEN SHIFTS.	Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree Not applicable	Handover	
TGENQ63	Handover arrangements in my department always ensure continuity of care for patients BETWEEN DEPARTMENTS.	Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree Not applicable	Handover	
TGENQ64	In my department, handovers are used as a learning opportunity for doctors in training.	Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree Not applicable	Handover	
TGENQ65	How would you rate the intensity of your work through the day?	Very light Light About right Heavy Very heavy	Workload	
TGENQ66	How would you rate the intensity of your work through the night?	Not applicable Very light Light About right Heavy Very heavy	Workload	
TGENQ67	How often (if at all) have you worked beyond your rostered hours?	Daily Weekly Monthly Less than once a month Never	Workload	
TGENQ68	How often (if at all) do your working patterns leave you feeling short of sleep when at work?	Daily Weekly Monthly Less than once a month Never	Workload	

Question number	Question	Answers	Area	Branching
Section 2 - Promoting Excellence Theme 2: Educational governance and leadership				
The results from this section will help organisations ensure they have effective systems of educational governance and are able to manage and control the quality of medical education and training.				
TGENQ70	To what extent do you agree or disagree with the following statements? Within my department/practice there is a culture of proactively reporting concerns about education.	Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree	Educational governance	
TGENQ71	Within my trust/board there is a culture of proactively reporting concerns about education.	Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree	Educational governance	
TGENQ72	I'm confident that my trust/board would act effectively if concerns about education were raised.	Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree Don't know	Educational governance	
TGENQ73	I'm confident that my deanery/LETB would act effectively if concerns about education were raised.	Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree Don't know	Educational governance	
TGENQ74	How effective or ineffective is your trust/board in making changes to help improve the provision of education?	Highly effective Effective Neither effective nor ineffective Ineffective Highly ineffective Don't know	Educational governance	
TGENQ75	I'm confident that my deanery/LETB works collaboratively with my trust/board to ensure trainees' educational needs are balanced with service commitments.	Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree Don't know	Educational governance	
Section 3 - Promoting Excellence Theme 4: Supporting educators				
The results from this section will help organisations to ensure that trainers have the support and resources they need to deliver effective education and training.				
TGENQ77	To what extent do you agree or disagree with the following statement? The educational responsibilities expected of me in my role are very clearly defined.	Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree	Support for trainers	

Question number	Question	Answers	Area	Branching
TGENQ78	Please rate the support you receive from your department/practice in your role as a trainer.	Very good Good Neither good nor poor Poor Very poor	Support for trainers AND Overall satisfaction	
TGENQ79	Please rate the support you receive from your trust/board in your role as a trainer?	Very good Good Neither good nor poor Poor Very poor	Support for trainers AND Overall satisfaction	
TGENQ80	Please rate the support you receive from your deanery/LETB in your role as a trainer?	Very good Good Neither good nor poor Poor Very poor	Support for trainers	
TGENQ81	Trainers should be provided with an appraisal every 12 months to review both their clinical and educational responsibilities. If you've had an appraisal within the last 12 months, how effective was it in reviewing your EDUCATIONAL responsibilities?	N/A (I have not had an appraisal within the last 12 months) Highly effective Effective Neither effective nor ineffective Ineffective Highly ineffective	Support for trainers	
TGENQ82	To what extent do you agree or disagree with the following statements? The IT resources I need to perform my role as a trainer are always available to me in my trust/board.	Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree	Resources for trainers	
TGENQ83	The resources in my trust/board allow me to cover the parts of the curriculum required by my trainee(s) in their post	Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree	Resources for trainers	
TGENQ84	Please rate the access to professional development and training opportunities which your trust/board arranges for your role as a trainer.	Very good Good Neither good nor poor Poor Very poor	Resources for trainers	
TGENQ85	Please rate the access to professional development and training opportunities which your deanery/LETB arranges for your role as a trainer.	Very good Good Neither good nor poor Poor Very poor	Resources for trainers	
TGENQ86	To what extent do you agree or disagree with the following statements? My job plan contains enough designated time for my role as an trainer.	N/A (I don't have a job plan) Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree	Time for training	

Question number	Question	Answers	Area	Branching
TGENQ87	I am always able to use the time allocated to me in my role as a trainer specifically for that purpose.	Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree	Time for training	
TGENQ88	As an Educational Supervisor, my job plan contains enough time to meet with my trainee(s) as frequently as they require.	N/A (I am not an Educational Supervisor) Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree	Time for training	
TGENQ89	How many PA/session equivalents for educational supervision responsibilities do you have in your job plan per week? (NB - answer options are provided in increments of 0.125)	0 0.125 0.25 0.375 0.5 0.625 0.75 0.875 1 1.125 1.25 1.375 1.5 1.625 1.75 1.875 2 2.125 2.25 2.375 2.5 2.625 2.75 2.875 3 3.125 3.25 3.375 3.5 3.625 3.75 3.875 4 4.125 4.25 4.375 4.5 4.625 4.75 4.875 5 or more PA/session equivalents		
TGENQ90	And how many PA/session equivalents do you usually spend on your educational supervision responsibilities in an average week? (NB - answer options are provided in increments of 0.125)	0 0.125 0.25 0.375 0.5 0.625 0.75 0.875 1 1.125 1.25 1.375 1.5 1.625 1.75 1.875 2 2.125 2.25 2.375 2.5 2.625 2.75 2.875 3 3.125 3.25 3.375 3.5 3.625 3.75 3.875 4 4.125 4.25 4.375 4.5 4.625 4.75 4.875 5 or more PA/session equivalents		
TGENQ91	To what extent do you agree or disagree with the following statements? I am able to access learning and development opportunities for my role as a trainer when I need to.	Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree	Trainer development AND Overall satisfaction	
TGENQ92	Overall, I am satisfied with the training opportunities offered to me as a trainer.	Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree	Trainer development AND Overall satisfaction	

Question number	Question	Answers	Area	Branching
TGENQ93	Which of the following (if any) would you benefit from more training in? (Please select all that apply)	Giving effective feedback as a trainer Identification, diagnosis and management of the trainee in difficulty Curriculum coverage ARCP training Coaching and mentoring Writing effective supervisors reports Balancing the needs of service delivery with education Leadership and management Equality and diversity Unconscious bias None of the above		

Section 4 - Promoting Excellence Theme 5: Developing and implementing curricula and assessments

The results from this section will help ensure a high quality of curricula and assessments.

TGENQ95	To what extent do you agree or disagree with the following statements? The assessments completed by my trainees are an effective part of their educational development.	Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree	Curriculum coverage	
TGENQ96	The content of my foundation trainees' curriculum is appropriate to their needs.	N/A (I don't supervise any foundation trainees) Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree	Curriculum coverage	
TGENQ97	The content of my core trainees' curriculum is appropriate to their needs.	N/A (I don't supervise any core trainees) Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree	Curriculum coverage	
TGENQ98	The content of my specialty trainees' curriculum is appropriate to their needs.	N/A (I don't supervise any specialty trainees) Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree	Curriculum coverage	

Question number	Question	Answers	Area	Branching
TGENQ99	The content of my GP specialty training trainees' curriculum is appropriate to their needs.	N/A (I don't supervise any GP specialty training trainees) Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree	Curriculum coverage	
TGENQ101	<p>The following work-based burnout questions are taken from the Copenhagen Burnout Inventory – an internationally recognised and validated question set designed to measure wellbeing. Work-related burnout is defined in the Inventory as a state of prolonged physical and psychological exhaustion, which is perceived as related to the person's work.</p> <p>These questions are optional and are included on a pilot basis. The NTS confidentially and data privacy policy applies to these questions –as it does to all multiple choice questions within the survey. The results and our analysis will only ever be reported in aggregated form. Individual responses will not be identifiable.</p> <p>We are testing these questions because of concerns about the impact that working conditions are having on doctors' personal lives, including how pressures could lead to burnout, and have a negative impact on doctors' wellbeing. Our analysis will be conducted using aggregated data, not individual responses.</p> <p>Over the last year, we have worked with doctors, their representatives and educators to explore how we can sensitively measure wellbeing in a way that survey respondents will feel comfortable with, and which will allow us to explore trends in burnout among doctors in training and trainers.</p> <p>If you are worried you may be experiencing burnout and don't know who to approach locally for support, you can find links to organisations which can help you here.</p> <p>Would you like to answer the following burnout questions?</p>	Yes No	Burnout	
TGENQ102	Is your work emotionally exhausting?	To a very high degree To a high degree Somewhat To a low degree To a very low degree	Burnout	

Question number	Question	Answers	Area	Branching
TGENQ103	Do you feel burnt out because of your work?	To a very high degree To a high degree Somewhat To a low degree To a very low degree	Burnout	
TGENQ104	Does your work frustrate you?	To a very high degree To a high degree Somewhat To a low degree To a very low degree	Burnout	
TGENQ105	Do you feel worn out at the end of the working day?	Always Often Sometimes Seldom Never/almost never	Burnout	
TGENQ106	Are you exhausted in the morning at the thought of another day at work?	Always Often Sometimes Seldom Never/almost never	Burnout	
TGENQ107	Do you feel that every working hour is tiring for you?	Always Often Sometimes Seldom Never/almost never	Burnout	
TGENQ108	Do you have enough energy for family and friends during leisure time?	Always Often Sometimes Seldom Never/almost never	Burnout	
TCLSQ17	Thinking about your role as an educator in general, to what extent do you agree or disagree with the following statement? Overall, I enjoy my role as an educator.	Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree	Overall satisfaction	

Undergraduate responsibilities

The results from this section will help us better understand any educational responsibilities you have for medical students; and the support you receive from medical schools.

TCLSQ05	In addition to your postgraduate role, are you also employed directly by a medical school to undertake undergraduate training?	Yes No		'Yes' branches to TCLSQ08, 'No' branches to TCLSQ18
TCLSQ08	<p>In undergraduate medical education, two broad categories of trainer have been identified:</p> <p>(1) Medical school based overseers of medical education. These are doctors at the medical school with responsibility for overseeing students' trajectories of learning and educational progress. They might be NHS consultants or clinical academics acting as block or course coordinators.</p> <p>(2) Local education provider based coordinators. These are doctors at each local education provider with responsibility for coordinating the training of students, supervising their activities and ensuring these activities are of educational value.</p>			

Question number	Question	Answers	Area	Branching
TCLSQ09	Which of these best describes your role as an undergraduate trainer?	Medical school based overseer of medical education Local education provider based coordinator Both of these Neither of these		
TCLSQ10	From which medical school are most of the students you teach?	[select from list of medical schools]	Undergraduate teaching responsibilities	
TGENQ06	Which of the following undergraduate trainer roles do you perform (tick all that apply)?	Academic with teaching responsibilities Clinical teacher of undergraduates Coordinator of undergraduate placements Examiner/assessor of undergraduates Module or programme lead NHS consultant with undergraduate teaching role Strategic lead for undergraduates None of the above Other	Undergraduate teaching responsibilities	
TCLSQ07	If you have selected 'other' above, please specify the role in the box below.			
TCLSQ11	Please base your answers to the following questions on the medical school that most of the students you teach are from.			
TCLSQ12	How would you rate the support you receive from your medical school in your role as a trainer?	Very good Good Neither good nor poor Poor Very poor	Undergraduate teaching responsibilities	
TCLSQ13	To what extent do you agree or disagree with the following statements? My medical school values my work as a trainer.	Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree	Undergraduate teaching responsibilities	
TCLSQ14	The educational responsibilities expected of me in my undergraduate training role are clearly defined in my job plan.	Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree	Undergraduate teaching responsibilities	
TCLSQ15	The content of my medical students' curriculum is appropriate to their needs.	Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree Don't know	Undergraduate teaching responsibilities	

Question number	Question	Answers	Area	Branching
TCLSQ16	The assessments completed by my undergraduate students are an effective part of their educational development.	Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree Don't know	Undergraduate teaching responsibilities	

Thank you for completing the final questions on the survey. Click next to move to the next screen which will show your completion code.