

Briefing note 3 – Annex D

Generic and demographic final questionnaire for GP 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 on GP programmes.

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.				
TRGPQ51	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
TRGPQ52	Staff are always treated fairly in my practice.	Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree		Supportive environment
TRGPQ53	Staff always treat each other with respect in my practice.	Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree		Supportive environment
TRGPQ54	The working environment in my practice is one that fully supports the confidence building of doctors.	Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree		Supportive environment
TRGPQ55	The practice promotes a culture that values everyone's 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.				
TRGPQ57	To what extent do you agree or disagree with the following statements? In my practice 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
TRGPQ58	At my practice educational/training opportunities for trainees are RARELY lost due to service pressures.	Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree Not applicable		Rota design
TRGPQ59	At my practice educational/training opportunities for trainees are FREQUENTLY lost due to service pressures.	Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree Not applicable		Rota design
TGENQ60	The demands of clinical work 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
TRGPQ61	Appropriate members of the multidisciplinary team are included in case discussions.	Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree Not applicable		Handover

Question number	Question	Answers	Area	Branching
TRGPQ62	Trainees have the opportunity to learn from other healthcare professionals in my practice to ensure continuity of care for patients.	Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree Not applicable	Handover	
TRGPQ63	How would you rate the intensity of your work through the day?	Very light Light About right Heavy Very heavy	Workload	
TRGPQ64	How often (if at all) have you worked beyond your rostered hours?	Daily Weekly Monthly Less than once a month Never	Workload	
TRGPQ65	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	

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.

TRGPQ67	To what extent do you agree or disagree with the following statements? Within my practice there is a culture of proactively reporting concerns about education.	Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree	Educational governance	
TRGPQ68	Within my deanery/LETB there is a culture of proactively reporting concerns about education.	Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree	Educational governance	
TRGPQ69	I am aware of the pathways within my deanery/LETB for reporting concerns about education.	Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree Don't know	Educational governance	
TRGPQ70	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	
TRGPQ71	I'm confident that my deanery/LETB works collaboratively with secondary care placement providers to ensure trainees' educational needs are balanced with service commitments.	Highly effective Effective Neither effective nor ineffective Ineffective Highly ineffective 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.

Question number	Question	Answers	Area	Branching
TRGPQ73	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	
TRGPQ74	Please rate the support you receive from the other GPs in your practice for your role as a trainer.	Very good Good Neither good nor poor Poor Very poor	Support for trainers AND Overall satisfaction	
TRGPQ75	Please rate the support you receive from other healthcare/support staff in your practice for your role as a trainer.	Very good Good Neither good nor poor Poor Very poor	Support for trainers AND Overall satisfaction	
TRGPQ76	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	
TRGPQ77	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	
TRGPQ78	If you've had a trainee in difficulty, please rate the support you've received from your deanery/LETB to deal with this.	Very good Good Neither good nor poor Poor Very poor Not applicable	Support for trainers	
TRGPQ79	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	
TRGPQ80	The resources in my practice 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	
TRGPQ81	Please rate the support you receive from your local trainers' group for your role as a trainer.	Very good Good Neither good nor poor Poor Very poor	Resources for trainers	

Question number	Question	Answers	Area	Branching
TRGPQ82	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	Time for training	
TRGPQ83	To what extent do you agree or disagree with the following statement? Enough time is allocated in my working week to fulfil my responsibilities as a GP trainer.	N/A (I don't have a job plan) Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree	Time for training	
TRGPQ84	I am always able to use the time allocated to me in my role as a GP trainer specifically for that purpose.	Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree	Time for training	
TRGPQ85	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		
TRGPQ86	How many hours do you have allocated to your educational supervision responsibilities 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		
TRGPQ87	And how many hours 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		
TRGPQ88	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	
TRGPQ89	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
TRGPQ90	<p>The COGPED/RCGP training standards state that, "in the GP practice, trainees must be given three educational sessions each week. This must include four hours of facilitated learning time at least two hours of which must be designated tutorial time, delivered by the educational supervisor/named clinical supervisor or, with adequate planning and supervision, another member of the primary healthcare team."</p> <p>To what extent would you agree or disagree that it is possible to meet these standards within your practice?</p>	Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree		
TRGPQ91	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.				
TRGPQ93	<p>To what extent do you agree or disagree with the following statements?</p> <p>The Workplace Based Assessments completed by my trainees are an effective part of their educational development.</p>	Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree	Curriculum coverage	
TRGPQ94	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	
TRGPQ95	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	
TRGPQ96	The content of my GP specialty training trainees' curriculum is appropriate to their needs.	N/A (I don't supervise any GP trainees) Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree	Curriculum coverage	

Question number	Question	Answers	Area	Branching
TRGPQ97	To what extent do you agree or disagree with the following statement? I have access to the support necessary to help my trainees prepare for the Clinical Skills Assessment (CSA).	Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree		
TRGPQ98	Do you intend to continue in your GP clinical and/or educational supervisor role for the foreseeable future?	Yes No		
TRGPQ106	<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 confidentiality 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	

Question number	Question	Answers	Area	Branching
TRGPQ99	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	
TRGPQ100	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	
TRGPQ101	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	
TRGPQ102	Do you feel worn out at the end of the working day?	Always Often Sometimes Seldom Never/almost never	Burnout	
TRGPQ103	Are you exhausted in the morning at the thought of another day at work?	Always Often Sometimes Seldom Never/almost never	Burnout	
TRGPQ104	Do you feel that every working hour is tiring for you?	Always Often Sometimes Seldom Never/almost never	Burnout	
TRGPQ105	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	In undergraduate medical education, two broad categories of trainer have been identified: (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. (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.			

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	
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.