

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 2019 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 curricula and assessments

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.				
TRGPO51	To what extent do you agree or disagree with the following statements? The working environment in my practice is a fully supportive one.	Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree	Supportive environment	
TRGPO52	Staff are always treated fairly in my practice.	Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree	Supportive environment	
TRGPO53	Staff always treat each other with respect in my practice.	Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree	Supportive environment	
TRGPO54	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	
TRGPO55	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.				
TRGPO57	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 Not applicable	Rota design	
TRGPO58	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	
TRGPO60	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	

Question number	Question	Answers	Area	Branching
TRGPO61	Appropriate members of the multidisciplinary team are included in case discussions.	Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree Not applicable	Handover	
TRGPO62	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	
TRGPO63	How would you rate the intensity of your work through the day?	Very light Light About right Heavy Very heavy	Workload	
TRGPO64	How often (if at all) have you worked beyond your normal working hours?	Daily Weekly Monthly Less than once a month Never	Workload	
TRGPO65	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.

TRGPO67	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	
TRGPO68	Within my deanery/HEE local office there is a culture of proactively reporting concerns about education.	Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree	Educational governance	
TRGPO69	I am aware of the pathways within my deanery/HEE local office for reporting concerns about education.	Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree Don't know	Educational governance	
TRGPO70	I'm confident that my deanery/HEE local office would act effectively if concerns about education were raised.	Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree Don't know	Educational governance	

Question number	Question	Answers	Area	Branching
TRGPQ71	I'm confident that my deanery/HEE local office works collaboratively with secondary care placement providers 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.				
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 Not applicable	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 Not applicable	Support for trainers AND Overall satisfaction	
TRGPQ76	Please rate the support you receive from your deanery/HEE local office 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/HEE local office 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 practice.	Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree	Resources for trainers	

Question number	Question	Answers	Area	Branching
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	
TRGPQ82	Please rate the access to professional development and training opportunities which your deanery/HEE local office arranges for your role as a trainer.	Very good Good Neither good nor poor Poor Very poor	Resources for trainers	
TRGPQ83	To what extent do you agree or disagree with the following statements? 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	Time for training AND Overall satisfaction	
<p>The following questions are new for the 2019 survey, designed to gather your views on the resources and facilities available to you. The questions relate to specific themes in the GMC's Promoting Excellence standards for postgraduate medical education and training. In particular:</p> <p>Theme 1: Learning environment and culture (R1:7, R1.12e)</p> <p>Theme 4: Supporting educators (R4.6, R4.4 and R4.1)</p>				
TRGPQ109	Please rate the quality of the common room or mess available to you. (Please consider the following: availability (24hrs, 7 days pw), accessibility, away from clinical areas, space for study, IT hardware available, showers, lockers, food preparation area.)	Very good Good Neither good nor poor Poor Very poor Not applicable -there is no common room or mess available to me I can't say - I haven't used it	Facilities and resources for rest	

Question number	Question	Answers	Area	Branching
TRGPQ110	I have easy access to a catering facility providing suitable food when working OUT-OF-HOURS.	Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree I don't know There is no catering facility available to me at all, out of hours Not applicable	Facilities and resources for rest	
TRGPQ111	There is a mechanism for me to travel safely to and from work when working out-of-hours or long shifts. (Please consider the following: short/safe/well-lit walk to car park/bus or train station, provision of free alternative transport if not available or too tired)	Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree Not applicable I don't know	Facilities and resources for rest	
TRGPQ112	Please rate the quality of car park facilities at your workplace. (Please consider the following: sufficient number of spaces, reserved spaces after dark, safe/short route from place of work, well-lit)	Very good Good Neither good nor poor Poor Very poor Not applicable	Facilities and resources for rest	
TRGPQ113	Rest facilities are available to me free of charge when working on-call, OUT-OF-HOURS.	Yes Partly (some facilities are available but I have to pay for certain items) No I don't know - I've not been given any information about rest facilities when working on-call, out-of-hours Not applicable	Facilities and resources for rest	
TRGPQ114	I know who to contact in my trust/board to discuss matters relating to occupational health and wellbeing.	Yes No I'm not sure	Facilities and resources for rest	
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		

Question number	Question	Answers	Area	Branching
TRGPO87	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		
TRGPO88	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	
TRGPO89	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	
TRGPO90	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." To what extent would you agree or disagree that it is possible to meet these standards within your practice?	Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree		

Question number	Question	Answers	Area	Branching
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	To what extent do you agree or disagree with the following statements? The Workplace Based 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
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 core 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 specialty 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	Curriculum coverage	
TRGPQ98	Do you intend to continue in your GP clinical and/or educational supervisor role for the foreseeable future?	Yes No		
TRGPQ106	This section of the survey is focused on burnout. There's no obligation to answer these questions, but if you do, you'll help us understand the prevalence of burnout in medicine and any impact this is having on training. Your answers are confidential. We will assign your responses into one of three burnout categories (low, moderate, high) and report this in aggregated and confidential form (i.e. the number of respondents per category). We won't publish the results if you work in a department with fewer than three trainees or trainers. The 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. If you're worried you may be experiencing burnout and don't know who to approach locally for support, our website: www.gmc-uk.org/wellbeingsupport has contact details for organisations who can help. Would you like to answer the following burnout questions?	Yes No	Burnout	
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	

Question number	Question	Answers	Area	Branching
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 a trainer in general, to what extent do you agree or disagree with the following statement? Overall, I enjoy my role as a trainer.	Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree	Overall satisfaction	

In addition to your named clinical and/or named educational supervisor role(s), we're interested in determining any other postgraduate training responsibilities you may have, which relate to the following five areas:

- Design and planning of learning activities
- Teaching and supporting learners
- Assessment and feedback to learners
- Educational research and evidence-based practice
- Educational management and leadership

Question number	Question	Answers	Area	Branching
TCLSQ23	Which, if any, of the following roles do you have responsibility for (tick all that apply)?	No additional roles Postgraduate deputy or associate dean College or faculty examiner Director of medical education or clinical tutor Education lead Head of postgraduate school Programme lead College or faculty regional advisor Training Programme Director (TPD) or Specialist Training Committee (STC) chair Module lead Other		
TCLSQ24	If you have selected 'other' above, please specify the role in the box below.			
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	Undergraduate teaching responsibilities	'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.		Undergraduate teaching responsibilities	
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	Undergraduate teaching responsibilities	
TCLSQ10	From which medical school are most of the students you teach?	[select from list of medical schools]	Undergraduate teaching responsibilities	

Question number	Question	Answers	Area	Branching
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 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 an educator?	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	
TCLSQ19	Are you formally working on a Less Than Full Time (LTFT) basis, which has been approved by your employer?	Yes No I applied to work LTFT, but it was not approved I considered working LTFT, but I did not apply	Less than full time working	'Yes' branches to TCLSQ20 All others to TCLSQ21

Question number	Question	Answers	Area	Branching
TCLSQ20	In your current post, what percentage of full-time working are you approved to do?	Less than 50% 50% 60% 70% 80% More than 80% Other Uncertain	Less than full time working	
TCLSQ21	Which of the following best describes why you chose (or would choose) to work on a Less Than Full Time (LTFT) basis? (tick all that apply).	Disability, illness or health condition related reason Childcare Caring for an adult (e.g. a parent, family member or friend) Other work commitments (e.g. professional development opportunities) Other external commitments (e.g. leisure, religious or community commitments)	Less than full time working	

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