

## 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 2020 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? (Include all trainees you act as named clinical and educational 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?	Foundation   Core   Specialty   GP specialty	Demographic	
TOPNQ08	In which programme specialty are the trainees you act as named supervisor for? (You only need to list the programme specialty once even if you have more than one trainee in that specialty, you may choose up to four.)	[Select from list of specialties]	Demographic	
TGENQ109	Please could you tell us what type of post you hold?	Specialty doctor   Associate specialist   Consultant   Other (please specify)	Demographic	
TGENQ117	If 'other' please specify in the box below.	[free text]	Demographic	

Question number	Question	Answers	Area	Branching
	<p>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:</p> <p>Section 1 - Promoting Excellence Theme 1: Learning environment and culture</p> <p>Section 2 - Promoting Excellence Theme 2: Educational governance and leadership</p> <p>Section 3 - Promoting Excellence Theme 4: Supporting educators</p> <p>Section 4 - Promoting Excellence Theme 5: Developing and implementing curricula and assessments</p>			
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 directly relevant to your supervisor role; for example if you are an educational supervisor for trainees working in another department. However where you can, please respond to the questions in relation to trainees in your department where you work - even if you don't directly supervise them.				
TGENQ58	To what extent do you agree or disagree with the following statements? 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	

Question number	Question	Answers	Area	Branching
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	
TGENQ57	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	
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	

Question number	Question	Answers	Area	Branching
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	
<b>Section 2 - Promoting Excellence Theme 2: Educational governance and leadership</b>				
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/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	
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/HEE local office 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	
<b>Section 3 - Promoting Excellence Theme 4: Supporting educators</b>				
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/HEE local office 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/HEE local office 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 a trainer.	N/A (I don't have a job plan)   Strongly agree   Agree   Neither agree nor disagree   Disagree   Strongly disagree	Time for training	
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	

Question number	Question	Answers	Area	Branching
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 AND Overall satisfaction	
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 an educator   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	
<p>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. The findings will contribute towards wider research in this area and will help shape future support for doctors.</p> <p>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.</p> <p>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.</p> <p>If you're worried you may be experiencing burnout and don't know who to approach locally for support, our website has contact details for organisations who can help: <a href="http://www.gmc-uk.org/wellbeingsupport">www.gmc-uk.org/wellbeingsupport</a></p>				
TGENQ101	Would you like to answer the following burnout questions?	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	
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	



Question number	Question	Answers	Area	Branching
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 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	
<p>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:</p> <ul style="list-style-type: none"> <li>Design and planning of learning activities</li> <li>Teaching and supporting learners</li> <li>Assessment and feedback to learners</li> <li>Educational research and evidence-based practice</li> <li>Educational management and leadership</li> </ul>				
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 – please specify		
TCLSQ24	If you have selected 'other' above, please specify the role in the box below.	[free text]		
<p><b>Undergraduate responsibilities</b></p> <p>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.</p>				
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 TCLSQ19

Question number	Question	Answers	Area	Branching
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.			
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	

Question number	Question	Answers	Area	Branching
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	
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	
TCLSQ18	<p>We keep a list of doctors who are interested in being involved in future research or helping us develop improvements to the survey.</p> <p>There is of course no obligation for people on the list to participate, and you can be removed from the list upon request.</p> <p>If you're interested in helping us develop the survey, and you want to be on our list of contacts for this purpose, please select the appropriate response below.</p>	Yes, please add me to the list   No thanks		

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