

# Changes to the national training survey and introduction of the survey for trainers

## Briefing note 3

This year sees the re-introduction of our new survey for doctors who deliver postgraduate training.

We will also introduce a few new test areas in the survey for doctors in training and have updated how we gather information on bullying and undermining.

We launched our new standards *Promoting Excellence* this year. To support your implementation of the standards, we undertook an in-depth analysis of the survey indicators and as a result identified some key areas to develop.

This briefing note explains which aspects of the survey questionnaire have changed and why.

### Annexes

- A** Demographic and generic questions for all doctors in training
- B** Questions specifically for doctors training in the foundation programme
- C** Demographic and generic questions for trainers

## Introduction of the survey for trainers

This year we will be rolling out a new national survey of doctors who deliver postgraduate training. This follows a successful 2014 pilot of postgraduate clinical and educational supervisors based at five deaneries and LETBs across the UK. You can read more about the pilot and its results in our [key findings report](#).

We will be running the NTS for both doctors in training and trainers the same time and so hope to obtain a comprehensive snapshot of the quality of training environments across the UK.

We've included questions which cover the following topics in the 2016 trainer survey:

Indicators	Area covered
Organisational culture	How is education viewed and managed by organisations?
Handover	Do handovers ensure effective patient safety?
Supportive environment	Does the training environment facilitate educational development?
Educational governance	Are concerns about education effectively handled?
Time	Is sufficient time allowed for education?
Appraisals	Do appraisals support education effectively?
Support	How good is the support offered to educators?
Resources	Do the resources in place facilitate education?
Training	Is appropriate training for educators available?
Quality of curricula	How effectively do curricula facilitate educational development?
Quality of assessments	How effectively do assessments facilitate educational development?
Exploratory undergraduate questions	What views do respondents have on undergraduate training?

## **New standards**

Our new standards, [\*Promoting excellence: Standards for medical education and training\*](#), came into effect on 1 January 2016.

To ensure that the survey measures whether medical education and training in the UK meet our standards, we will be introducing some new areas over the coming years. This year, we will include a small number of test questions on the following topics:

### **Curriculum implementation**

We are introducing three new test questions to gauge whether doctors feel that their current training post will provide the clinical, practical and professional experiences necessary to fulfil their curriculum and demonstrate the competencies of *Good Medical Practice* to the extent that they agreed with their educational supervisor in their training plan.

This will give us a broad view of where doctors feel their training posts are not meeting or likely to meet their educational expectations and help us to understand whether any issues relate to clinical, practical and professional competences.

### **Teamwork**

Three new test questions on a culture of collaboration within and between departments. They will ask doctors in training their views of the culture of teamwork in an organisation and how well doctors in training are supported to become effective members of a multidisciplinary team.

### **Protected time for learning**

Three new test questions that will enable us to report on whether respondents feel they are able to balance service demands whilst also gaining access to the relevant taught learning they need to fulfil their curriculum.

### **Response to training concerns**

Four new questions asking whether doctors know how to report concerns about their education and training, if they feel encouraged to do so and if they feel their concerns would be investigated effectively.

### **Next steps**

We developed the test questions with focus groups of doctors in training and we would welcome your help in assessing the performance of the questions within your usual quality management review and visits processes.

## Bullying and undermining

This year we will change how we collect information on bullying and undermining. We introduced the Support Environment indicator questions to replace the bullying and undermining questions because those questions only identified places where bullying and undermining were reported (the Support environment can identify both places where trainees feel well supported and places where they don't). You can read more about this in our [2014 report on bullying and undermining](#). As a result, we have removed the multiple choice questions on bullying and undermining.

We will still ask directly if respondents have experienced bullying or undermining. If so they may choose to report any incidences of bullying and undermining. They will be able to state that they, but that they do not wish to raise it in the free text box. Respondents are also able to give a reason as to why they are not raising this in the survey, for example, they have already raised it locally, or that they fear adverse consequences as a result of raising it. We hope that this will give us a clearer picture of instances of bullying and undermining in training environments and provides more reliable data.

## Contact

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