

## Briefing note 3 – annex B

### Programme specific questions: Foundation Programme

Page	Audience	Question number	Question text	Answers	Branching
1	F1		Shortly before beginning their first post, it's recommended that students undertake a 'shadowing period' to familiarise themselves with the site where they'll be working in the future. During this, the student works with the F1 who is in the post they will take up when they graduate.		
		FOPRQ80	To what extent do you agree or disagree with the following statement.  My shadowing period prepared me well for working as a foundation doctor.	Strongly agree   Agree   Neither agree nor disagree   Disagree   Strongly disagree   N/A (I did not undertake a showing period)	
		FOPRQ81	To better prepare you for your first F1 post, which (if any) of the following could have been improved in your shadowing period? (select all that apply)	Advice on out-of-hours shifts   Availability of F1s to shadow   Alignment of shadowing activities with activities covered in first placement   Knowledge of the equipment used across the site   Knowledge of the site's physical environment (i.e. different buildings and locations)   Opportunities for hands-on practice   Opportunities to undertake out-of-hours shifts   The priority given to shadowing over other activities   Provision of relevant contact names and numbers   Provision of specialty specific induction pack   Willingness of F1s to shadow   Increased duration of overall shadowing period   N/A (I did not undertake a shadowing period)   N/A (no improvements necessary)	

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1	F1		Student assistantships are a type of clinical placement undertaken towards the end of a student's undergraduate course. Their aim is to increase the preparedness of the student to start practice as an F1.		
		FOPRQ82	To what extent do you agree or disagree with the following statement.  My student assistantship prepared me well for working as a foundation doctor.	Strongly agree   Agree   Neither agree nor disagree   Disagree   Strongly disagree   N/A (I did not undertake student assistantship)	
2	F1	FOPRQ83	To what extent do you agree or disagree with the following statements.  I was adequately prepared for my first foundation post.	Strongly agree   Agree   Neither agree nor disagree   Disagree   Strongly disagree   Don't know	
		FOPRQ84	My skills in clinical practical procedures were adequate to prepare me for my first foundation post.		
		FOPRQ85	My skills in the early management of acutely ill patients were adequate to prepare me for my first foundation post.		
		FOPRQ86	My skills in prescribing were adequate to prepare me for my first foundation post.		
3	F1, F2	FOPRQ87	To what extent do you agree or disagree with the following statements.  Supervised learning events (SLEs) have led to me reflecting on my practice.	Strongly agree   Agree   Neither agree nor disagree   Disagree   Strongly disagree   Don't know	
		FOPRQ88	SLEs have helped me to identify areas in which I need to develop.		
		FOPRQ89	SLEs have enabled me to improve my practice.		
4	F1, F2	FOPRQ90	How easy or difficult was it to get a suitable colleague to complete an SLE with you in this post?	Very easy   Easy   Neither easy nor difficult   Difficult   Very difficult	

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4	F1, F2	FOPRQ91	How would you rate the feedback you've received in this post for each of the following:  Mini Clinical Evaluation Exercise (Mini-CEX)	Very good   Good   Neither good nor poor   Poor   Very poor   N/A (I have not had any feedback)   N/A (I have not undertaken this)	
		FOPRQ92	How would you rate the feedback you've received in this post for each of the following:  Direct Observation of Procedural Skills (DOPS)		
		FOPRQ93	Case Based Discussion (CBD)		
		FOPRQ94	Developing your skills as a clinical teacher (e.g. improving teaching skills or making a presentation)		
5	F1, F2	FOPRQ95	How easy or difficult have you found it to use the e-portfolio?	Very easy   Easy   Neither easy nor difficult   Difficult   Very difficult   N/A (I have not yet used the e-portfolio)	
		FOPRQ96	How easy or difficult have you found it to record evidence of the three main SLE components in e-portfolio (i.e. Mini-CEX, DOPS and CBD)?	Very easy   Easy   Neither easy nor difficult   Difficult   Very difficult   N/A (I have not yet used the e-portfolio for this purpose)	
		FOPRQ97	How easy or difficult have you found it to record evidence of developing your skills as a clinical teacher (e.g. improving teaching skills or making a presentation) in e-portfolio?		
6	F1, F2	FOPRQ98	What, if any, are the most common barriers to attaining curriculum outcomes in this post? (Please select as many as apply)	Lack of accessible formal teaching   Lack of awareness among senior colleagues of supervised learning events (SLEs)   Lack of bedside teaching   Lack of exposure to relevant experience   Lack of physical resources e.g. rooms   Limited opportunities for someone to observe   Not aware of the curriculum outcomes required for this placement   Rota commitments   Too many trainees in this unit/department   Workload   Other   There are no barriers	
		FOPRQ99	To what extent do you agree or disagree with the following statements.  In this post, I have access to a senior doctor who is onsite at all times.	Strongly agree   Agree   Neither agree nor disagree   Disagree   Strongly disagree   Don't know	

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6	F1, F2	FOPRQ100	In this post, the senior doctor onsite could advise on any clinical situation.	Strongly agree   Agree   Neither agree nor disagree   Disagree   Strongly disagree   Don't know	
7	F1, F2	UKMEDQ101	Upon completion of the foundation programme, which specialty for further training (or other option) do you currently expect to be your first choice?	Anaesthetics (core or ACCS)   Core medical training   Surgical training (core surgical training or surgical specialty started at ST1)   Emergency Medicine (including ACCS - Emergency Medicine)   ACCS - Intensive Care Medicine   General Practice   Obstetrics and gynaecology   Ophthalmology   Paediatrics   Pathology specialties   Psychiatry   Public Health   Radiology   Academic Clinical Fellowship   Undecided (still considering between specialties)   I intend to leave or take a break from training	"I intend to leave or take a break from training" branches to FOPRP103. Everything else branches to CLOSQ01.
8	F1, F2	UKMEDQ103	Thinking about the answer you gave in the previous question, please indicate which of the following was important in deciding your first choice of specialty.  Please select as many as apply	Advice from seniors/consultants   Financial rewards associated with specialty   Intellectual challenge of specialty   Good work/life balance in specialty   Prestige associated with specialty   The continuity of patient care provided in the specialty   Geographical location of available posts in specialty   Positive experience in clinical posting in specialty   My skill set is well suited to the specialty   My personality is well suited to the specialty	
9	F1, F2	UKMEDQ104	Which of the following best describes what you intend to do after you leave the foundation programme?  If you selected other to the question above, please describe what you intend to do after you leave the foundation programme.	Obtain a service post - i.e. work as a doctor but not in a training programme   Take a career break i.e. return to practise medicine in the future  Work as a doctor outside the UK (permanently)  Work as a doctor outside the UK (temporarily)  Leave medicine permanently  Other	
		UKMEDQ105	Thinking about the answer you gave to the previous question, please indicate which of the following were important to you in deciding to leave or take a break from training.  Please select as many as apply	Work/life balance   Better financial rewards outside of UK training   I want to gain further experience before making a decision   Working in foundation programme placements has led to burnout   My intellectual interests now lie elsewhere   There is no specialty well suited to my personality   A career break for family reasons	

**10** Thank you for completing the questions about the foundation programme. Click next to move to the next section.