

National training survey 2014

Updating programme specific questions

This briefing note sets out the process for reviewing programme specific questions for the 2014 national training survey.

Background

This briefing note is for medical royal colleges, faculties and the UK Foundation Programme Office.

Each annual national training survey includes the opportunity for you to include questions that will help you understand how your curricula and assessment systems are being delivered locally.

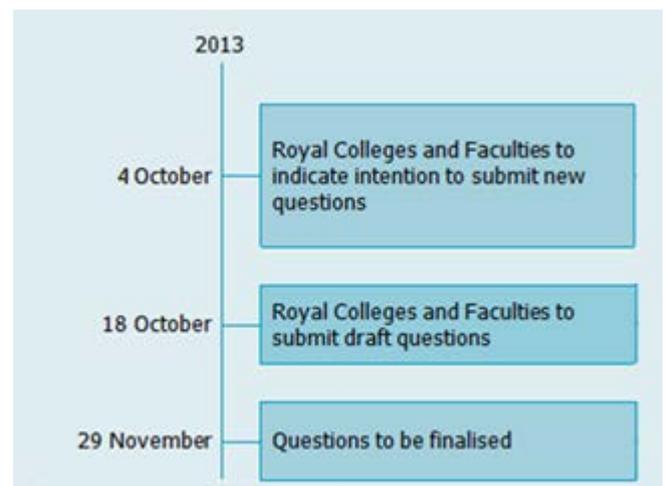
This year, following direction from the Academy of Medical Royal Colleges, we have included programme specific questions on our online survey reporting tool for the first time.

This briefing note provides information for you on the process for reviewing and updating your questions for the 2014 national training survey.

As a general rule, if the requirements of the curriculum have not changed we encourage you to retain as many questions as possible, so that you can carry out trend analysis on the results from 2012 to 2014.

You should avoid covering any of the generic question themes in your questions so that trainees in your programmes don't have to answer similar questions multiple times. You can find the full generic and demographic question set from 2013 on our website.

Timeline



Completing the template

We have created a template for you to complete. We hope that this will make question setting easier for you. Worksheet 1 of the template shows your current questions, from the 2013 survey. Please indicate against each question if you want to either keep or discard the question. In worksheet 2 please include any new questions you want to add.

Design considerations

When designing your specialty specific questions please consider the following points:

1. The questions should be important to the delivery of the curriculum and assessment system.
2. We do not recommend you make any changes to your questions or answer options as this can significantly change results and you will not be able to carry out trend analysis.
3. Avoid questions on themes covered by the generic or demographic questions.
4. Avoid asking questions that can be answered via other data sources (for example ARCP). This particularly includes quantitative questions such as 'how many X procedures have you done?' We recommend you aim for questions about the quality of trainees' experience.
5. Avoid overcomplicated questions and complicated logic that supports the questions.
6. We cannot support the analysis of free text responses due to the level of resources required to read and categorise them. Therefore we strongly recommend you avoid free text style questions.
7. In 2012, we worked hard to cut the length of the survey and achieved a 50% reduction. We want to keep it as short as possible, so please keep the number of questions you ask to around 10 per trainee, unless there is a clear justification for asking more.
8. We have attached the 2013 guidance on question setting for your information.
9. We encourage you to test propose changes with your trainee network.

Support available for you

We will provide survey question writing review support for you. We will review your change requests and provide feedback for you.

We will provide feedback where the following apply:

- A question is ambiguous.
- The potential responses appear not to provide the required information.
- Where a question is duplicated in the generic or demographic question set.
- Where the terminology used doesn't match that used throughout the survey.
- Where the question style greatly differs from that used in the core question set or in the rest of your question set.

Fields

The aim of the template is to help guide the question development process. We hope you find this helpful.

Please note, these questions will be presented to trainees based on their training programme (for example Cardiology questions will not be presented to Foundation or Core trainees in Cardiology posts).

Aim	<p>What is the purpose of the question?</p> <p>What do you want to find out by asking the question?</p> <p>Example: I want to find out if X is being effectively delivered.</p>
Rationale	<p>The rationale for asking the question and therefore seeking the information.</p> <p>How is it important to the delivery of the curriculum and assessment system?</p> <p>Example: End of year assessments have identified a lack of knowledge in this area of the curriculum.</p>
Question	<p>The question itself. The question as you would like it to appear.</p>
Answers	<p>The possible answers to the question. Please consider whether there may be a situation in which none of the possible answers is applicable to the trainee and therefore a 'not applicable' option should be available.</p> <p>Please also tell us if you would like branching logic (i.e. if the trainee answers 'yes', they must answer question X, if 'no', question Y).</p> <p>Example: Yes/No or Likert scale response (strongly agree – strongly disagree).</p>
Training	<p>Is the question specific to a certain training level or should all of your specialty specific trainees be asked the question?</p> <p>Example: This question is only applicable to ST3 and ST4</p>

Contact

Kevin Connor
 Quality Analyst
 0207 189
 5475 nts@gmc-uk.org