

## Demographics

Which university/medical school do you currently attend?

- University of Aberdeen
- Anglia Ruskin University
- Aston University
- Barts and the London School of Medicine
- Brighton and Sussex Medical School
- University of Bristol
- University of Cambridge
- Cardiff University
- University of Dundee
- University of Edinburgh
- University of Exeter
- University of Glasgow
- Hull York Medical School
- Imperial College London
- Keele University
- King's College London
- Lancaster University
- University of Leeds
- University of Leicester
- University of Liverpool
- University of Manchester
- University of Newcastle
- University of East Anglia
- University of Oxford
- University of Plymouth
- Queen's University Belfast
- University of Sheffield
- University of Southampton
- St George's, University of London
- Swansea University
- University College London
- University of Warwick

Which of the following best describes the main form of teaching at your medical school?

- Integrated
- Problem-Based Learning
- Traditional

In what year do you expect to graduate?

- 2023
- 2024

How old are you?

- 21
- 22
- 23
- 24
- 25
- Over 25

What is your gender?

- Male
- Female
- Non-binary
- Prefer not to say

## Genomics Educational Experience

Approximately how much teaching have you received during your medical degree on the basic sciences of genomics?

None Some Lots

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*(Place a mark on the scale above)*

Approximately how much teaching have you received during your medical degree on genomic medicine (the clinical application of genomics)?

None Some Lots

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*(Place a mark on the scale above)*

Have you had any additional genomics experience beyond your core medical school curriculum?

(Tick all that apply)

- Intercalation or other undergraduate degree
- Student selected component of your medical degree
- Research project outside of a degree (e.g. summer projects)
- Graduate degree (e.g. MSc, MPhil, PhD)
- Other
- None

## Genomics Knowledge

### How confident do you feel in your understanding of the following:

	Not at all confident	Somewhat confident	Neutral	Confident	Very confident
The difference between DNA, genes and chromosomes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identifying inheritance patterns from family pedigrees e.g. autosomal dominant, X-linked, mitochondrial	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The difference between copy number and sequence variants	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The difference between loss-of-function and gain-of-function variants	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The difference between synonymous and missense variants	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The difference between somatic and germline variants	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The concept of mosaicism	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The difference between clinically used genomic tests, such as microarray, single gene test, gene panel, whole exome sequencing, whole genome sequencing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The concept of genetic contributions to common complex diseases such as type 2 diabetes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How you might approach interpretation of variants eg identifying whether a variant is more likely to be pathogenic or benign	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>