Consolidated criteria for reporting qualitative studies (COREQ): 32-item checklist

No	Item	Guide questions/description
Domain 1: Research team and reflexivity		
Personal Characteristics		
1.	Interviewer/facilitator	AR, RV, KW, SN
2.	Credentials	D.Psych (Health), PhD, PhD, medical doctor (MBBS)
3.	Occupation	Research Associate, Research Associate, Senior Lecturer, Clinical Teaching Fellow
4.	Gender	All female
5.	Experience and training	RV, AR, KW had previous experience of interviewing for qualitative research. SN was provided with training for the study.
Relationship with participants		
6.	Relationship established	No
7.	Participant knowledge of the interviewer	Participants knew that all researchers worked for UCL, their job titles and their role within the study
8.	Interviewer characteristics	Interviewers' professional backgrounds are provided in the paper and a paragraph regarding reflexivity is provided in the discussion.
Domain 2: study design		
Theoretical framework		
9.	Methodological orientation and Theory	Thematic analysis
Participant selection		
10.	Sampling	Purposive
11.	Method of approach	Email and face-to-face
12.	Sample size	137
13.	Non-participation	None of the participants dropped out or refused, although many did not respond to the initial email inviting participation in the study.

No	Item	Guide questions/description
Setting		
14.	Setting of data collection	Hospitals, training course venues, universities
15.	Presence of non-participants	None
16.	Description of sample	Demographics including ethnicity, gender, specialty, location, primary medical qualification (see Table 1 for details). Data collection took place between October and December, 2015.
Data collection		
17.	Interview guide	The research team developed a focus group and interview schedule. These were piloted on two junior doctors.
18.	Repeat interviews	None
19.	Audio/visual recording	Audio recordings
20.	Field notes	Yes notes were made during the focus groups and interview.
21.	Duration	Interviews were approximately between 30-40 minutes and focus groups about 1 hour.
22.	Data saturation	No
23.	Transcripts returned	Not as a rule. One participant reviewed his transcript as he was concerned about some of his comments being used in analysis due to apprehension about others recognizing his identity.
Domain 3: analysis and findings		
Data analysis		
24.	Number of data coders	4
25.	Description of the coding tree	Authors developed a coding framework. Themes relevant to work-life balance are provided in the results. This is a sub-analysis of a wider study and themes and sub-themes for the wider analysis can be found elsewhere http://www.gmc-uk.org/2016_04_28_FairPathwaysFinalReport.pdf_66939685.pdf
26.	Derivation of themes	Themes were both identified in advance and derived from the data. The framework of Mountford-Zimdars et al. was used as a guide, but the researchers also allowed the themes to emerge from the data.
27.	Software	NVivo 10.
28.	Participant checking	No, although all have been sent a copy of the final report and some have replied to say thank you and that they found it interesting.

No	Item	Guide questions/description
Reporting		
29.	Quotations presented	Yes we have used quotations to illustrate the themes and participants are identified by the following demographic characteristics: Trainee or Trainer, Stage of training (if trainee), ethnicity, country of primary medical qualification, gender and specialty.
30.	Data and findings consistent	Yes. We have a large amount of from this study, with 137 participants. This paper focuses on the finding in relation to work-life balance, which emerged from the results as an area of significance to trainees. The findings in relation to the research questions around differential attainment have been published in a report for the General Medical Council and a paper for BMJ Open. Other important areas to emerge include the validity of workplace based assessments, and protective and risk processes influencing training progression, which have also be written up for publication.
31.	Clarity of major themes	Yes
32.	Clarity of minor themes	Yes