

Online Supplement C: Full list of codes developed for data extraction

01. Conceptualising and measuring preparedness

01.01. Defining preparedness

- 01.01.01. Synonyms for preparedness
 - 01.01.01.01. Transition to practice
 - 01.01.01.02. Readiness to practice
 - 01.01.01.03. Fitness of purpose
 - 01.01.01.04. Fitness to practice
- 01.01.02. As an immediate skills-based competency concept
 - 01.01.02.01. Practical skills
 - 01.01.02.02. Diagnostic skills
 - 01.01.02.03. Prescribing skills
 - 01.01.02.04. Knowledge
- 01.01.03. As a personal development concept
 - 01.01.03.01. Resilience
 - 01.01.03.02. Uncertainty/Ambiguity
 - 01.01.03.03. Interpersonal skills

01.02. Assessing preparedness

- 01.02.01. Self-reported measures of confidence via likert scales (survey/questionnaire)
- 01.02.02. Medical Graduates qualitative interviews
- 01.02.03. Supervisor-reported measures of confidence via likert scales (survey/questionnaire)
- 01.02.04. Supervisor qualitative interviews
- 01.02.06. Patient qualitative interviews
- 01.02.11. Observation
- 01.02.15. Assessment
- 01.02.19. Repertory grid technique
- 01.02.20. Policy Makers Qualitative Interviews
- 01.02.21. Health Service Staff Qualitative Interviews
- 01.02.22. Desk-Based Research

02. What is the effectiveness of formal Y5 to F1 transition interventions?

- 02.01. Induction
- 02.02. Shadowing
- 02.03. Assistantship
- 02.04. Mentoring
- 02.04.03. Data is unclear regarding mentoring
- 02.05. Simulation
- 02.06. GMC registration
- 02.07. Training

03. To what extent individual graduates prepared for specific task/skill or knowledge based capabilities?

03.01. Practical Skills

- 03.01.01. Perform a full physical examination
- 03.01.02. Perform a mental-state examination
- 03.01.03. Carry out practical procedures safely and effectively
- 03.01.04. Take and record a patient's medical history, including family and social history
- 03.01.05. Elicit patients' questions, their understanding of their condition and treatment options, and their views, concerns, values and preferences
- 03.01.06. Assess a patient's capacity to make a particular decision in accordance with legal requirements and the GMC's guidance
- 03.01.07. Provide explanation, advice, reassurance and support to patient
- 03.01.08. Contribute to the care of patients and their families at the end of life
- 03.01.09. Diagnose and manage clinical presentations
- 03.01.10. Interpret findings from the history, physical examination and mental-state examination
- 03.01.11. Clinical judgements and decisions
- 03.01.12. Able to write appropriate certificates
- 03.01.13. Perform general activities
- 03.01.14. Perform clinical activities

03.02. Prescribing Skills

- 03.02.01. Understand prescribing procedures
- 03.02.02. Prescribe drugs safely, effectively and economically
- 03.02.03. Establish an accurate drug history, covering both prescribed and other medication
- 03.02.04. Provide a safe and legal prescription

- 03.02.05. Calculate appropriate drug doses and record the outcome accurately
- 03.02.06. Provide patients with appropriate information about their medicines
- 03.02.07. Access reliable information about medicines
- 03.02.08. Detect and report adverse drug reactions
- 03.02.09. Demonstrate awareness of complementary and alternative therapies
- 03.02.10. Demonstrate knowledge of drug actions
- 03.02.11. Plan appropriate drug therapy for common indications
- 03.02.12. Plan appropriate drug therapy for common indications

03.03. Knowledge

03.03.01. Psychology

- 03.03.01.01. Understand psychological concepts of health, illness and disease
- 03.03.01.02. Understand patients with dependence issues and other demonstrations of self-harm
- 03.03.01.03. Understand adaptation to major life changes
- 03.03.01.04. Understand psychological aspects of behavioural change and treatment compliance
- 03.03.01.05. Understand psychological factors that contribute to illness, the course of the disease and the success of treatment
- 03.03.01.06. Apply psychological theoretical frameworks to individuals, groups and societies to disease

03.03.02. Sociology

- 03.03.02.01. Understand normal human behaviour at a societal level
- 03.03.02.02. Apply social science principles, method and knowledge to medical practice
- 03.03.02.03. Understand sociological concepts of health, illness and disease
- 03.03.02.04. Apply sociological theoretical frameworks to individuals, groups and societies to disease
- 03.03.02.05. Understand sociological factors that contribute to illness
- 03.03.02.06. Understand sociological aspects of behavioural change and treatment compliance

03.03.03. Scientific Knowledge

- 03.03.03.01. Understand the adequacy of scientific knowledge
- 03.03.03.02. Understand normal human structure and functions
- 03.03.03.03. Understand the scientific bases for common disease presentations
- 03.03.03.04. Justify the selection of appropriate investigations for common clinical cases
- 03.03.03.05. Understand the fundamental principles underlying such investigative techniques
- 03.03.03.06. Select appropriate forms of management for common diseases

03.03.03.07. Make accurate observations of clinical phenomena and appropriate critical analysis of clinical data

03.03.03.08. Understand normal human behaviour at an individual level

03.03.03.09. Understand the role of nutrition in health

03.03.03.10. Have adequate knowledge of statistics

03.03.03.11. Apply scientific method and approaches to medical research

03.03.03.12. Critically appraise the results of relevant research

03.03.03.13. Formulate simple relevant research questions and study design

03.03.03.14. Apply findings from the literature to answer questions raised by specific clinical problems

03.03.03.15. Understand ethical/governance issues involved in medical research

03.03.04. Epidemiology and health provision knowledge

03.03.04.01. Apply to medical practice the principles, method and knowledge of population health and the improvement of health and healthcare.

03.03.04.02. Understand basic principles of health improvement

03.03.04.03. Understand how health behaviours and outcomes are affected by the diversity of patient populations

03.03.04.04. Understand measurement methods relevant to the improvement of clinical effectiveness and care

03.03.04.05. Understand the principles underlying the development of health and health service policy

03.03.04.06. Apply basic principles of communicable disease control in hospital and community settings

03.03.04.07. Apply epidemiological data in managing healthcare for the individual and the community

03.03.04.08. Recognise the role of environmental and occupational hazards in ill-health and discuss ways to mitigate their effects

03.03.04.09. Understand principles and application of primary, secondary and tertiary prevention of disease

03.03.04.10. Understand a global perspective of health determinants

03.03.05. Knowledge of Acute/Emergency care

03.03.05.01. Provide immediate care in medical emergencies.

03.03.05.02. Assess and recognise the severity of a clinical presentation and a need for immediate emergency care.

03.03.05.03. Diagnose and manage acute medical emergencies.

03.03.05.04. Provide basic first aid.

03.03.05.05. Provide immediate life support.

03.03.05.06. Provide cardio-pulmonary resuscitation or direct other team members to carry out resuscitation.

03.03.05.07. Emergency judgement

03.03.06. Governance Knowledge

- 03.03.06.01. Use information effectively in a medical context.
- 03.03.06.02. Keep accurate, legible and complete clinical records.
- 03.03.06.03. Make effective use of computers
- 03.03.06.04. Maintain confidentiality
- 03.03.06.05. Access information sources
- 03.03.06.06. Apply the principles, method and knowledge of health informatics to medical practice.
- 03.03.07. Safeguarding skills
 - 03.03.07.01. Identify the signs of abuse
- 03.03.08. Knowledge of ethics
 - 03.03.08.01. Act according to ethical and legal principles
 - 03.03.08.02. Understand and adhere to the GMC's ethical guidance and standards
 - 03.03.08.03. Demonstrate clinical responsibility
 - 03.03.08.04. Act in accordance to the ethical duties of a doctor
- 03.03.09. Medico-Legal knowledge
 - 03.03.09.01. Understand and accept the legal, moral and ethical responsibilities
 - 03.03.09.02. Demonstrate knowledge of laws, and systems of professional regulation
 - 03.03.09.03. Understand the framework, in which medicine is practiced in the UK
- 03.03.10. Prepared to provide palliative/end of life care
- 03.03.11. Knowledge and experience of the ward
 - 03.03.11.01. Understands ward logistics such as where special equipment (catheters etc) or forms are
 - 03.03.11.02. Understands how the clinical environment works
 - 03.03.11.03. Trainees are prepared to work on call and during Hospital at night

04. To what extent individual graduates prepared for interactional/interpersonal capabilities?

04.01. Communication and team work

- 04.01.01. Communication with clinicians
- 04.01.02. Communication interprofessional
- 04.01.03. Handover
- 04.01.04. Discharge
- 04.01.05. Learn and work effectively within a multi-professional team
- 04.01.06. Understand and respect the roles and expertise of health and social care professionals
- 04.01.07. Understand the beneficial effect of working in interdisciplinary team working
- 04.01.08. Work with colleagues to put patients first

- 04.01.09. Build positive working relationships
- 04.01.10. Understand the role of doctors as managers
- 04.01.11. Involve patients in their care
- 04.01.12. Involve patient's carers/families with care
- 04.01.13. Attitude, Respect, Equality
- 04.01.13.01. Preserve patient dignity and act with integrity
- 04.01.13.02. Act with respect
- 04.01.13.03. Acknowledge equality and diversity

04.02. Communication with patients/relatives

- 04.02.01. Effective communication across patient diversity
- 04.02.02. Effective communication across language barriers
- 04.02.03. Effective communication across a range of media
- 04.02.04. Effective communication about topics
- 04.02.05. Effective communication in difficult circumstances
- 04.02.06. Effective communication in various roles
- 04.02.07. Effective communication around patient-involvement in decision-making
- 04.02.08. Formulate a plan of investigation, treatment, management in partnership
- 04.02.09. Obtain informed consent

04.03. Continuing Professional Development

- 04.03.01. Acquire new knowledge
- 04.03.02. Lifelong learning
- 04.03.03. Reflect
- 04.03.04. Appraisal
- 04.03.05. Teaching and Leadership
- 04.03.05.01. Reflect, learn and teach others
- 04.03.05.02. Function effectively as a mentor and teacher
- 04.03.06. Limitations
- 04.03.06.01. Recognise own personal and professional limits
- 04.03.06.02. Recognise own personal health needs
- 04.03.07. Time Management
- 04.03.07.01. Prioritise
- 04.03.07.02. Work-Life Balance
- 04.03.07.03. European Working Time Directive Knowledge
- 04.03.07.04. Manage time and prioritise tasks

04.03.07.05. Recognise the duty to take action if a colleague's health, performance or conduct is putting patients at risk.

04.04. Clinical Supervision

05. To what extent individual graduates prepared for cultural, systemic and technological based capabilities?

05.01. Protect patients and improve care.

05.02. Place patients' needs and safety at the centre of the care process.

05.03. Health and Safety

05.03.01. Promote, monitor and maintain health and safety in the clinical setting

05.03.02. Understanding how errors can happen in practice

05.03.03. Understand risk management and prevention

05.03.04. Understanding responsibilities within the current systems for raising concerns about safety and quality.

05.03.05. Understand and have experience of the principles and methods of improvement

05.03.06. Understand infection control

06. To what extent are individual graduates prepared for practice on a personal level?

06.01. Resilience

06.02. Uncertainty/Ambiguity

06.02.01. Deal effectively with uncertainty and change

06.02.02. Tolerance of uncertainty

06.02.03. Adaptation to change

06.02.04. Situation uncertainty

06.03. Coping behaviour

06.04. Responsibility

06.05. Support seeking behaviour

07. Do demographic factors contribute to variations in preparedness?

07.01. Age

07.02. Ethnicity

07.03. Gender

07.04. English second language

07.05. Undergraduate training location

07.06. Disability

07.07. Personality

07.08. Degree status

07.09. PBL course

07.10. Traditional course