

Harding et al.
Provision of European Undergraduate Primary Care Education and Placements:
A Cross-sectional Questionnaire Study

Additional file 1

Supplementary tables 1–5

Supplementary table 1. Medical schools included in survey

Country	Number of medical schools	
	Invited	Included
Albania	1	0
Austria	5	1
Belgium	10	1
Bulgaria	5	3
Croatia	4	1
Czech Republic	9	1
Denmark	4	3
Estonia	1	1
Finland	5	4
Georgia	4	2
Germany	10	5
Greece	7	2
Hungary	1	1
Ireland	5	0
Israel	5	1
Italy	10	10
Kazakhstan	5	0
Kosovo	1	1
Latvia	2	0
Lithuania	2	1
Malta	1	1
Moldova	1	1
Montenegro	1	1
North Macedonia	1	1
The Netherlands	8	3
Norway	4	4
Poland	10	1
Portugal	8	0
Romania	7	7
Serbia	5	1
Slovakia	4	0
Slovenia	2	2
Spain	10	3
Sweden	7	5
Switzerland	6	2
Turkey	10	10
United Kingdom	10	6
Ukraine	10	1
Total	201	87

In the remaining four countries represented on the EURACT council (Bosnia & Herzegovina, Cyprus, France, and Kyrgyzstan), for various reasons, no invitations were sent.

Supplementary table 2. General practice/family medicine learning in European medical schools per region

	Total n = 87	Northern Europe n = 18	Western Europe n = 18	Central/Eastern Europe n = 24	Southern Europe n = 27	p-value
	<i>Median (IQR)</i>	<i>Median (IQR)</i>	<i>Median (IQR)</i>	<i>Median (IQR)</i>	<i>Median (IQR)</i>	
Hours of learning in a GP/FM setting	198 (99–329)	237 (149–360)	246 (224–520)	126 (51–227)	137 (95–271)	0.001
Hours of learning about GP/FM at the medical school ^a	70 (40–132)	88 (63–215)	59 (16–134)	77 (50–171)	50 (30–90)	0.073
Hours of learning from GPs/FMs at the medical school ^a	71 (30–149)	84 (63–174)	124 (33–247)	52 (16–120)	41 (20–93)	0.030
Total hours of clinical experience	2419 (1640–3614)	1656 (1121–2368)	3108 (2574–4079)	2152 (1669–3040)	3520 (1600–4520)	0.008
% learning in a GP/FM setting of total clinical experience	8.5 (4.8–14.6)	13.9 (4.9–28.3)	9.0 (7.9–12.9)	7.2 (2.4–12.8)	6.5 (2.8–20.3)	0.31
Number of students in main medical program	1469 (930–2028)	1080 (892–1405)	1818 (960–2136)	2050 (1145–2763)	1246 (818–1733)	0.008
	<i>n (%)</i>	<i>n (%)</i>	<i>n (%)</i>	<i>n (%)</i>	<i>n (%)</i>	
No learning in a GP/FM setting	4 (5.0)	1 (5.6)	0	3 (12.5)	0	0.20
< 1 week learning in a GP/FM setting ^b	7 (8.8)	1 (5.6)	0	4 (16.7)	2 (8.0)	0.42
No learning about GP/FM at the medical school ^a	4 (4.9)	0	3 (18.8)	0	1 (4.0)	0.043
< 1 week learning about GP/FM at medical school ^{a,b}	20 (24.4)	2 (11.8)	6 (37.5)	4 (16.7)	8 (32.0)	0.23
GP/FM teaching and research organised in same unit ^c	66 (77.6)	17 (94.4)	16 (88.9)	17 (70.8)	16 (64.0)	0.058
GP/FMs teaching at medical school	82 (94.3)	18 (100)	18 (100)	23 (95.8)	23 (85.2)	0.15
GP/FM practices paid for student placement	54 (62.1)	17 (94.4)	16 (88.9)	13 (54.2)	8 (29.6)	< 0.001
GP/FM teaching payment smaller than other specialties	19 (27.5)	1 (7.7)	4 (33.3)	1 (8.5)	13 (59.1)	< 0.001
No teacher development programme for faculty staff	13 (14.9)	1 (5.6)	0	3 (12.5)	9 (33.3)	0.010
No teacher development programme for GP/FM teachers	16 (18.4)	1 (5.6)	1 (5.6)	2 (8.3)	12 (44.4)	< 0.001
	<i>Mean (SD)</i>	<i>Mean (SD)</i>	<i>Mean (SD)</i>	<i>Mean (SD)</i>	<i>Mean (SD)</i>	
Easy to recruit GP/FM practices for student learning ^d	3.2 (1.2)	3.2 (1.2)	2.7 (1.1)	3.4 (1.2)	3.3 (1.1)	0.34
Easy to recruit GPs/FMs to teach at medical school ^d	3.1 (1.3)	3.2 (1.3)	3.7 (1.1)	2.6 (1.2)	3.0 (1.3)	0.065
Confidence to influence curriculum development ^e	3.4 (1.2)	3.6 (1.0)	3.4 (1.0)	3.8 (1.3)	2.8 (1.1)	0.012
GP/FM teaching status ^f	3.6 (1.0)	4.1 (0.7)	3.6 (1.0)	3.6 (1.0)	3.1 (0.9)	0.021

Missing data treated as missing, and percentages calculated from valid denominator.

^aNot including learning in GP/FM setting.

^bOne week = 40 hours.

^cAs opposed to in distinct units, or unit missing for either teaching or research.

^dOn a Likert scale ranging from 1 = not easy at all to 5 = very easy.

^eOn a Likert scale ranging from 1 = not confident at all to 5 = very confident.

^fOn a Likert scale ranging from 1 = very poor to 5 = excellent.

FM: family medicine; FMs: family medicine physicians; GP: general practice; GPs: general practitioners; IQR: interquartile range; NA: not applicable as expected cell count was less than five in more than 20% of cells hence violating the assumptions of the chi square test; SD: standard deviation.

Supplementary table 3. General practice/family medicine learning in European medical schools per departmental organisation

	Teaching and research in same unit n = 66	Teaching and research in distinct units or unit missing for one of them n = 19	p-value
	<i>Median (IQR)</i>	<i>Median (IQR)</i>	
Hours of learning in a GP/FM setting	224 (94–334)	125 (98–208)	0.14
Hours of learning about GP/FM at the medical school ^a	84 (47–156)	56 (20–84)	0.016
Hours of learning from GPs/FMs at the medical school ^a	77 (33–160)	60 (20–90)	0.27
Total hours of clinical experience	2544 (1952–3780)	1770 (1375–3368)	0.13
Number of students in main medical program	1661 (985–2120)	1025 (600–1835)	0.018
	<i>n (%)</i>	<i>n (%)</i>	
No learning in a GP/FM setting	3 (4.8)	1 (6.7)	1.00
< 1 week learning in a GP/FM setting ^b	5 (7.9)	2 (13.3)	0.61
No learning about GP/FM at the medical school ^a	2 (3.2)	2 (11.8)	0.20
< 1 week learning about GP/FM at medical school ^{a,b}	12 (19.0)	6 (35.3)	0.19
GP/FM practices paid for student placement	44 (66.7)	8 (42.1)	0.095
GP/FM teaching payment smaller than other specialties	11 (21.6)	8 (50.0)	0.053
No teacher development programme for faculty staff	5 (7.6)	7 (36.8)	0.004
No teacher development programme for GP/FM teachers	7 (10.6)	8 (42.1)	0.004
	<i>Mean (SD)</i>	<i>Mean (SD)</i>	
Easy to recruit GP/FM practices for student learning ^c	3.2 (1.1)	3.1 (1.4)	0.70
Easy to recruit GPs/FMs to teach at medical school ^c	3.2 (1.2)	2.8 (1.6)	0.30
Confidence to influence curriculum development ^d	3.6 (1.0)	2.8 (1.3)	0.013
GP/FM teaching status ^c	3.8 (0.8)	2.8 (1.0)	< 0.001

Missing data treated as missing, and percentages calculated from valid denominator.

^aNot including learning in GP/FM setting.

^bOne week = 40 hours.

^cOn a Likert scale ranging from 1 = not easy at all to 5 = very easy.

^dOn a Likert scale ranging from 1 = not confident at all to 5 = very confident.

^eOn a Likert scale ranging from 1 = very poor to 5 = excellent.

FM: family medicine; FMs: family medicine physicians; GP: general practice; GPs: general practitioners; IQR: interquartile range; SD: standard deviation.

Supplementary table 4. General practice/family medicine learning in European medical schools per status

	Good^a n = 45	Not good^a n = 38	p-value
	<i>Median (IQR)</i>	<i>Median (IQR)</i>	
Hours of learning in a GP/FM setting	225 (123–352)	144 (88–232)	0.032
Hours of learning about GP/FM at the medical school ^b	84 (41–149)	62 (40–105)	0.45
Hours of learning from GPs/FMs at the medical school ^b	84 (47–186)	45 (22–98)	0.026
Total hours of clinical experience	2832 (2085–3710)	1964 (1278–3494)	0.075
Number of students in main medical program	1524 (937–2075)	1470 (860–2100)	0.76
	<i>n (%)</i>	<i>n (%)</i>	
No learning in a GP/FM setting	2 (4.8)	2 (5.7)	1.00
< 1 week learning in a GP/FM setting ^c	2 (4.8)	4 (11.4)	0.40
No learning about GP/FM at the medical school ^b	2 (4.7)	2 (5.6)	1.00
< 1 week learning about GP/FM at medical school ^{b,c}	10 (23.3)	8 (22.2)	1.00
GP/FM practices paid for student placement	33 (73.3)	18 (47.4)	0.028
GP/FM teaching payment smaller than other specialties	8 (21.6)	11 (37.9)	0.24
No teacher development programme for faculty staff	6 (13.3)	6 (15.8)	1.00
No teacher development programme for GP/FM teachers	6 (13.3)	9 (23.7)	0.35
	<i>Mean (SD)</i>	<i>Mean (SD)</i>	
Easy to recruit GP/FM practices for student learning ^d	3.4 (1.2)	3.0 (1.2)	0.078
Easy to recruit GPs/FMs to teach at medical school ^d	3.5 (1.1)	2.7 (1.4)	0.019
Confidence to influence curriculum development ^e	3.8 (0.9)	3.0 (1.2)	0.002

Missing data treated as missing, and percentages calculated from valid denominator.

^aOn a Likert scale ranging from 1 = very poor to 5 = excellent: good = 4–5; not good = 1–3

^bNot including learning in GP/FM setting.

^cOne week = 40 hours.

^dOn a Likert scale ranging from 1 = not easy at all to 5 = very easy.

^eOn a Likert scale ranging from 1 = not confident at all to 5 = very confident.

FM: family medicine; FMs: family medicine physicians; GP: general practice; GPs: general practitioners; IQR: interquartile range; SD: standard deviation.

Supplementary table 5. University employees teaching and providing GP/FM education for undergraduates in European medical schools

	Total n = 83		Teaching and research in same unit n = 63		Teaching and research in distinct units or unit missing for one of them n = 18		GP/FM teaching good status ^a n = 45		GP/FM teaching not good status ^a n = 38	
	Median	IQR	Median	IQR	Median	IQR	Median	IQR	Median	IQR
Professors	1	0–1.5	1	0–2	0.5	0–1	1	0.3–2	1	0–1
Associate professors	1	0–3	1.4	0.4–3	1	0–2	1.2	0.3–3	1	0–2
Lecturers	2	0–4	2	0–4	0	0–2	2	0–4	1.4	0–4
Teaching assistants	1	0–4	1	0–4	0	0–2	0.9	0–4	1	0–4
Student tutors	0	0–4	0	0–3	0	0–32	0	0–3.8	0	0–4
Administrators	1	0.5–2	1	1–2	1	0–1.6	1	1–2	1	0–1

^aOn a Likert scale ranging from 1 = very poor to 5 = excellent: good = 4–5; not good = 1–3

FM: family medicine; GP: general practice; IQR: interquartile range.