**Background**

The educational alliance between a GP registrar and their supervisor is a central component of training. Literature suggests that there are competency domains associated with the educational alliance that promote learning – to partner, to nurture, to engage and to facilitate meaning. There are no validated tools to measure the supervisory relationship within the Australian GP context.

The Short Supervisory Relationship Questionnaire (SSRQ) is a tool validated to assess the educational alliance within the context of clinical psychology in the UK.

**Aims**

To adapt the SSRQ to the Australian GP context in order to pilot it for wider use.

To map the amended SSRQ to current literature.

**Method**

An Expert Registrar Advisory Group (ERAG) of five registrars from South Australia and Tasmania reviewed the proposed SSRQ. A nominal group consensus method was used to determine the appropriateness of the 18 statements of the original SSRQ and to suggest amendments. Assessment and feedback from the ERAG group was repeated until consensus was reached.

**Results**

Of the 18 SSRQ questions, five remained unchanged, two were amended and 15 new questions were added. The resultant questionnaire maps to the supervisor competency domains in the literature. The amended SSRQ has been piloted and will be administered to registrars in SA and Tasmanian RTOs to validate it within the Australian GP context.

**Conclusion**

The SSRQ, as amended by the ERAG, aligns with current literature on what constitutes ‘good’ supervision. The resultant questionnaire, once validated, has potential to positively impact the ‘Healthy Future’ of the educational alliance within GP training, and more importantly GP training outcomes.

**References**

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