2016

# General Pharmaceutical Council

## Analysis of Trainee Dissatisfaction – 2013-2014 Pre-registration Pharmacist Trainees

**General Pharmaceutical Council Survey**

**Analysis of Trainee Dissatisfaction - 2013/14 Pre-registration Pharmacist Trainees**

Our thanks are given to Damian Day, James Beckles and Paul Stern at the GPhC

**June 2016**

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This report summarises the findings from analysis of those who were dissatisfied with their pre-registration training experience in the survey of 2014 pre-registration pharmacist trainees.

The findings suggest that there are some key demographic differences between those who are satisfied and dissatisfied with their training experience, with those who are dissatisfied more likely to be older and from an Asian or Other ethnic group. These differences are also driven by the sector trained in, with those trained in the community pharmacy sector more likely to be dissatisfied.

The source of dissatisfaction is observed across all aspects of their training experience, but there are some fundamental aspects of their training experience, in particular the quality of support and educational supervision, where only a very small proportion rated these aspects positively.

There is a strong correlation between the findings of trainees from the 2013/14 and 2012/13 training years, suggesting that there are a number of consistent issues for those who are dissatisfied with their training experience. Some of these could be influenced by GPhC, for example, by providing additional support to tutors and influencing their behaviour by social marketing[1] or social norms campaigns[2].

**Information by Design**

**June 2015**

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[1] Social marketing is an approach used to develop activities aimed at changing or maintaining people's behaviour for the benefit of individuals and society as a whole. Combining ideas from commercial marketing and the social sciences, social marketing is a proven tool for influencing behaviour in a sustainable and cost-effective way. The goal of social marketing is always to change or maintain how people behave – not what they think or how aware they are about an issue.
[2] Social norms refer to what we perceive or believe to be normal and accepted behaviours. Social Norms campaigns have been used effectively in both the commercial and public sector arena.

## 1. BACKGROUND

In 2014, the General Pharmaceutical Council (GPhC) commissioned a national survey of pre-registration pharmacist trainees as a part of their commitment to developing the quality of pre-registration training. The work was undertaken collaboratively by, the University of Bradford (UOB) and Information by Design (IbyD), working closely with the GPhC and built on a pilot survey conducted by Keele University.

The majority of pre-registration trainees were satisfied with the overall quality of their training, with 78% rating the overall quality of their training year as very good or good. However, 11% of trainees rated the overall quality of their training year as very poor or poor, which is the same proportion as 2012/13 (11%).

This report compares the group of trainees who rated the overall quality of their pre-registration training year as 'very poor' or 'poor' with the trainees who rated it as 'very good', 'good' or 'neither'. It presents the results for the two groups and identifies where there are statistically significant differences in their attitudes. For the purposes of this report, the group of trainees who rated their overall quality of experience as 'very good', 'good' or 'neither' are referred to as 'satisfied trainees', and the group rating it as 'poor' or 'very poor' are referred to as 'dissatisfied trainees'. There were many similarities between the group of dissatisfied trainees in 2013/14 and those who were dissatisfied trainees in 2012/13. For ease of reference, the differences between the two years are shown in the table in appendix 2.

## 2. RESULTS

Key results are presented under the following headings:

- Demographics of respondents
- Overall satisfaction
- Adequate experience
- Induction
- Educational supervision
- Progress and feedback
- Access to educational resources
- Trainee voice

### DEMOGRAPHICS OF RESPONDENTS

The following section shows the differences in the demographics of respondents who reported a poor experience of their training year.

There are significant differences in age, between the 'satisfied trainees' and the 'dissatisfied trainees', with the 'dissatisfied trainees' more likely to be over 30 years of age.

**Age (%)**



| | <30 | 30+ |
|---|---|---|
| Dissatisfied Trainees (n = 89) | 75% | 25% |
| Satisfied Trainees (n = 738) | 88% | 12% |
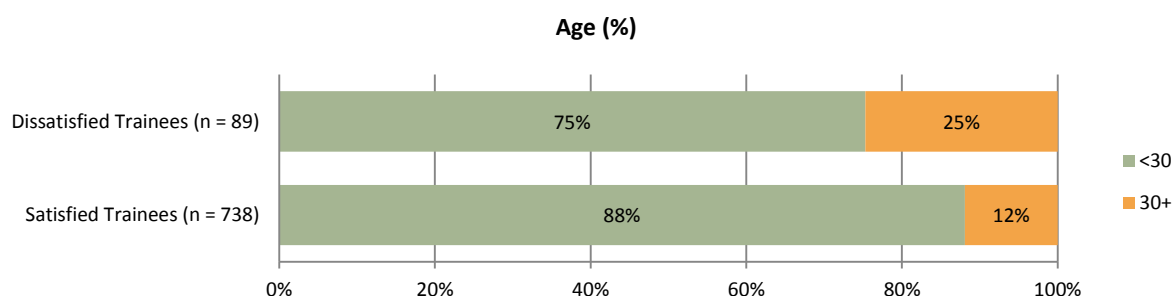
**Significant difference between age and overall quality of pre-registration training experience during training year (p=0.001)**

There were also are significant differences between 'satisfied trainees' and 'dissatisfied trainees' by ethnic group, with the 'dissatisfied trainees' more likely to be from Asian[3] or other ethnic groups.

**Ethnic Group (%)**

| | White | Asian | Other ethnic groups |
|---|---|---|---|
| Dissatisfied Trainees (n = 76) | 17% | 53% | 30% |
| Satisfied Trainees (n = 713) | 34% | 46% | 20% |
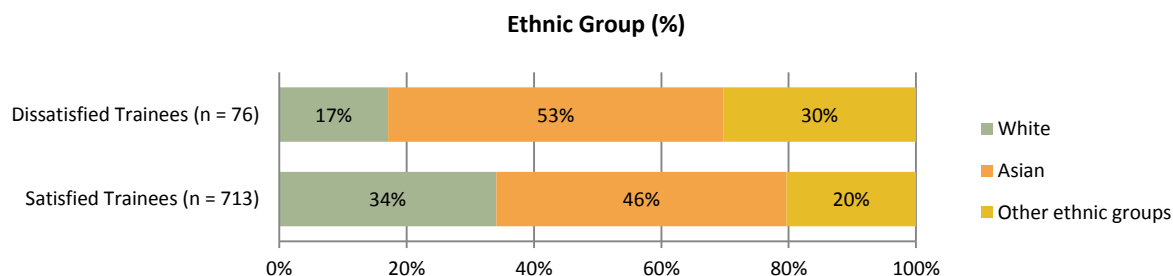
**Significant difference between ethnic group and overall quality of pre-registration training experience during training year (p=0.007)**

There were significant differences between 'satisfied trainees' and 'dissatisfied trainees' by the sector trained in, with the 'dissatisfied trainees' more likely to have been trained in the community sector.

**Training Sector (%)**

| | Community Pharmacy | Hospital |
|---|---|---|
| Dissatisfied Trainees (n = 89) | 87% | 13% |
| Satisfied Trainees (n = 735) | 69% | 31% |

**Significant difference between training sector and overall quality of pre-registration training experience during training year (p=0.000) 'Industry' excluded**

Of the trainees who had completed their training in the community pharmacy sector, there were no significant differences in employer type between the 'satisfied trainees' and the 'dissatisfied trainees'.

Examining levels of satisfaction by sector and ethnicity in further detail shows that in the community pharmacy sector, 14% of Asian and 'other' ethnic group trainees were dissatisfied compared to 6% of white trainees (significant difference, p=0.009). In the hospital sector, there were no significant differences by ethnic group (3% of Asian and 'other' ethnic group trainees were dissatisfied compared to 4% of white trainees).

There were significant differences between 'satisfied trainees' and 'dissatisfied trainees' by the region trained in, with the 'dissatisfied trainees' more likely to have been trained in the London region.

**Region (%)**

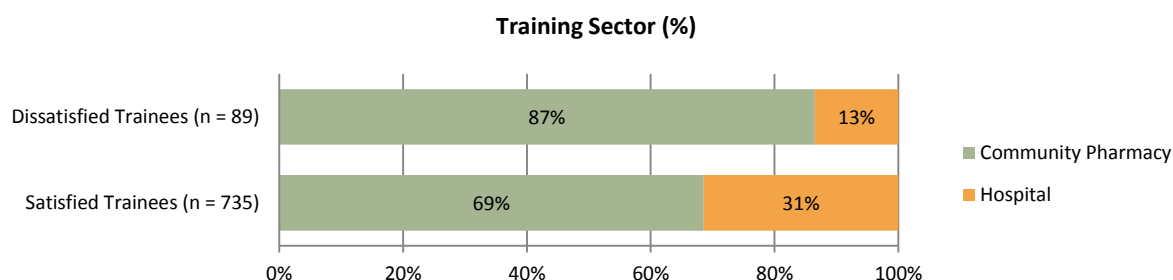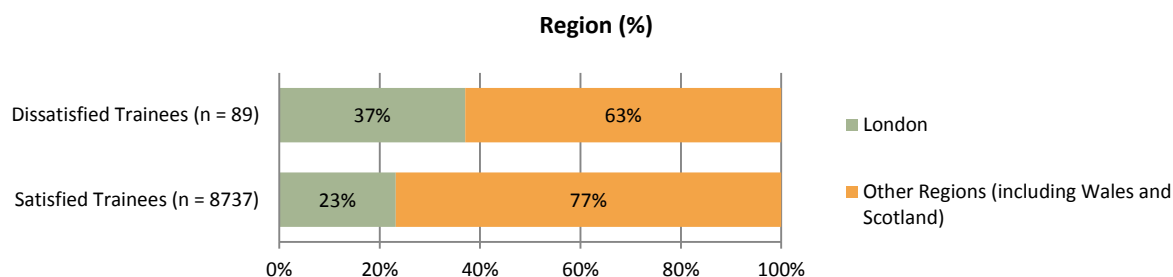| | London | Other Regions (including Wales and Scotland) |
|---|---|---|
| Dissatisfied Trainees (n = 89) | 37% | 63% |
| Satisfied Trainees (n = 8737) | 23% | 77% |

**Significant difference between region and overall quality of pre-registration training experience during training year (p=0.004)**

There are no significant differences between 'satisfied trainees' and 'dissatisfied trainees' by gender or physical or mental health condition or illness lasting or expected to last 12 months.

There were significant differences between 'satisfied trainees' and 'dissatisfied trainees' by whether there had been a change in their tutor during their pre-registration year, with the 'dissatisfied trainees' more likely to have had a change of tutor. In the 2012/13 survey pre-registration trainees, 82% of

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[3] Asian includes: Asian / Asian British: Indian Asian / Asian British: Pakistani; Asian / Asian British: Bangladeshi; Asian / Asian British: Chinese; Any other Asian background
Other ethnic groups include; Black / Black British: African; Black / Black British: Caribbean; Any other Black / African / Caribbean background; Other ethnic group: Arab; Any other ethnic group

'dissatisfied trainees' and 74% of 'satisfied trainees' had had a change of tutor but the difference was not a significant difference.

**Change in pre-registration tutor  (%)**
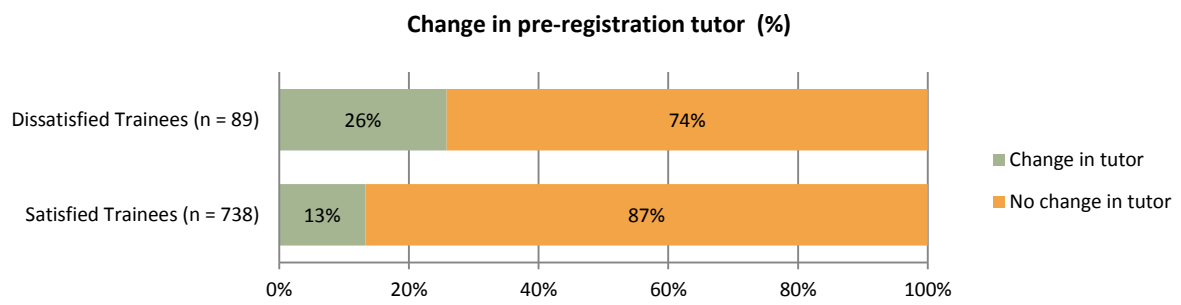


**Significant difference between change/any additional changes in pre-registration tutor during your pre-registration year and overall quality of pre-registration training experience during training year (p=0.002)**
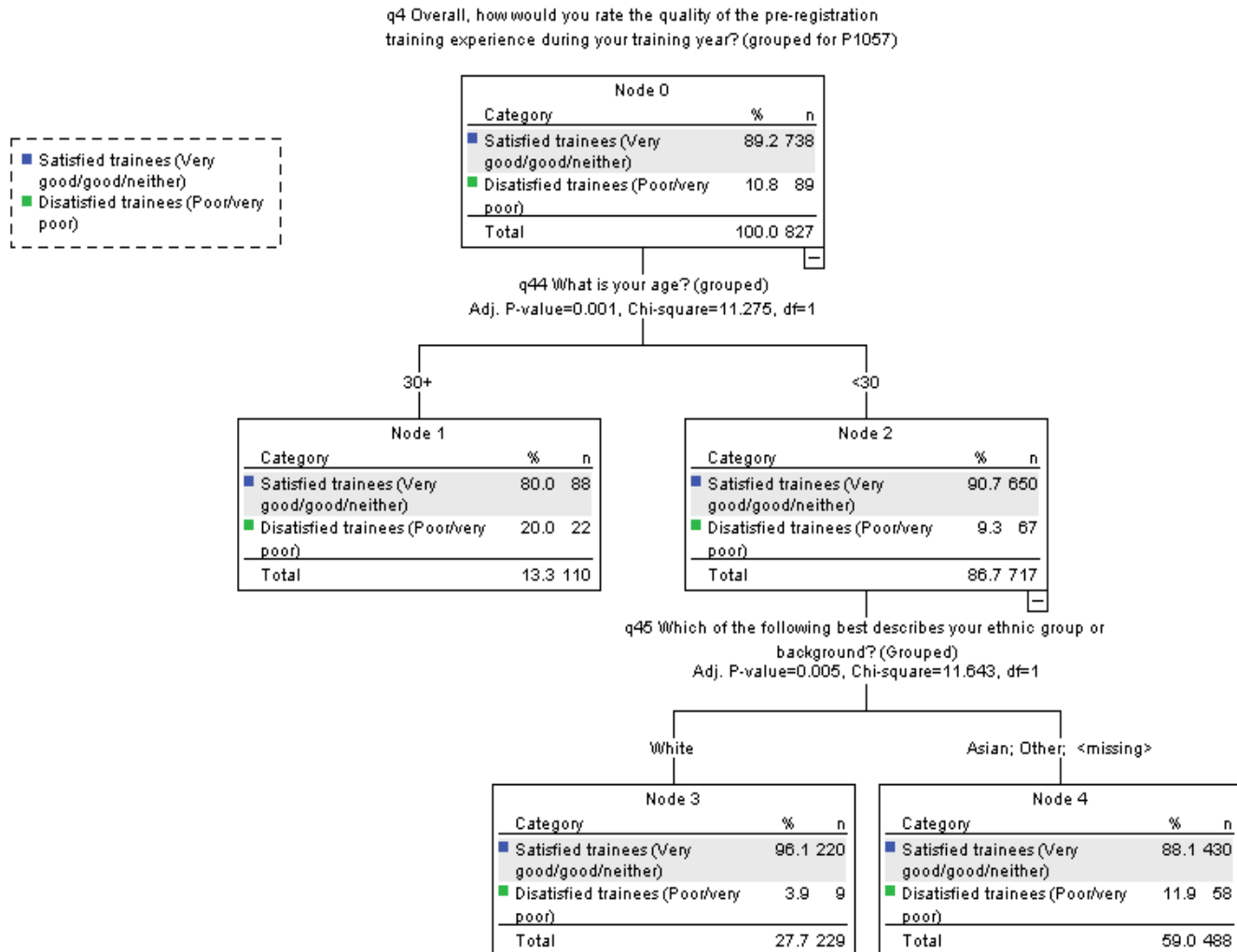
## KEY FACTORS AFFECTING DISSATISFACTION

Further analysis of the demographic differences between 'satisfied trainees' and 'dissatisfied trainees' was undertaken to highlight the key factors affecting satisfaction. The tree diagram below shows that, when the demographic variables are examined, 'age' is a key variable associated with overall quality of pre-registration training. Whilst 11% described the quality of their training as poor/very poor, this is the case for 20% of those aged 30+ (compared to 9.3% of those aged under 30).

For trainees aged under 30, there is a further significant influence on satisfaction – this is ethnic group. For those aged under 30 and from the 'white' ethnic group, only 3.9% described the quality of their training as poor/very poor (compared with 11.9% of trainees aged under 30 who were from the 'Asian or other' ethnic group.)

q4 Overall, how would you rate the quality of the pre-registration training experience during your training year? (grouped for P1057)

| Node 0 | | |
|---|---|---|
| Category | % | n |
| ■ Satisfied trainees (Very good/good/neither) | 89.2 | 738 |
| ■ Disatisfied trainees (Poor/very poor) | 10.8 | 89 |
| Total | 100.0 | 827 |

Legend:
- ■ Satisfied trainees (Very good/good/neither)
- ■ Disatisfied trainees (Poor/very poor)

q44 What is your age? (grouped)
Adj. P-value=0.001, Chi-square=11.275, df=1

**30+**

| Node 1 | | |
|---|---|---|
| Category | % | n |
| ■ Satisfied trainees (Very good/good/neither) | 80.0 | 88 |
| ■ Disatisfied trainees (Poor/very poor) | 20.0 | 22 |
| Total | 13.3 | 110 |

**<30**

| Node 2 | | |
|---|---|---|
| Category | % | n |
| ■ Satisfied trainees (Very good/good/neither) | 90.7 | 650 |
| ■ Disatisfied trainees (Poor/very poor) | 9.3 | 67 |
| Total | 86.7 | 717 |

q45 Which of the following best describes your ethnic group or background? (Grouped)
Adj. P-value=0.005, Chi-square=11.643, df=1

**White**

| Node 3 | | |
|---|---|---|
| Category | % | n |
| ■ Satisfied trainees (Very good/good/neither) | 96.1 | 220 |
| ■ Disatisfied trainees (Poor/very poor) | 3.9 | 9 |
| Total | 27.7 | 229 |

**Asian; Other; <missing>**

| Node 4 | | |
|---|---|---|
| Category | % | n |
| ■ Satisfied trainees (Very good/good/neither) | 88.1 | 430 |
| ■ Disatisfied trainees (Poor/very poor) | 11.9 | 58 |
| Total | 59.0 | 488 |

The demographic differences between 'satisfied' and dissatisfied' trainees are further illustrated in the table below. Younger trainees are less likely to be in the dissatisfied group (3.9% of those in the white group and 9.9% of those in the Asian or other ethnic groups); older trainees are more likely to be in the dissatisfied group (14.8% of those in the white group and 22.5% of those in the Asian or other ethnic groups).

| Overall, how would you rate the quality of the pre-registration training experience during your training year? (Grouped) | | | |
|---|---|---|---|
| | | Satisfied Trainees | Dissatisfied Trainees |
| **White** | Under 30 | 96.1% | 3.9% |
| | 30+ | 85.2% | 14.8% |
| **Asian & other ethnic groups** | Under 30 | 90.1% | 9.9% |
| | 30+ | 77.5% | 22.5% |

## QUALITY OF SUPPORT

There were significant differences between 'satisfied trainees' and 'dissatisfied trainees' in perceived quality of support, with the 'dissatisfied trainees' very much more likely to describe the quality of support as very poor or poor.
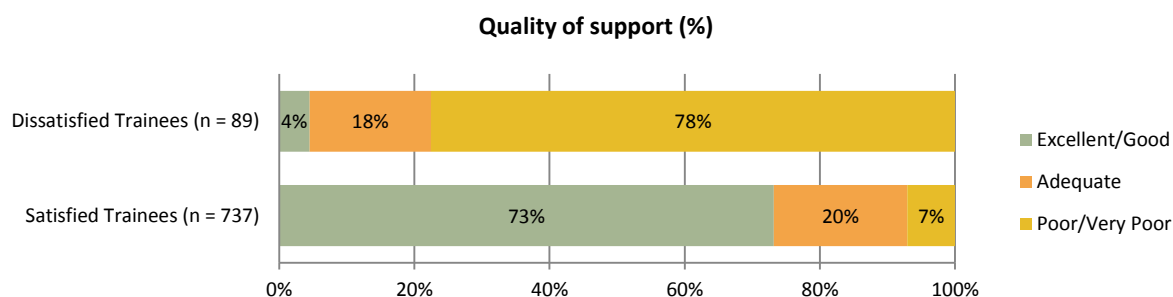
**Quality of support (%)**



**Significant difference between quality of support and overall quality of pre-registration training experience during training year (p=0.000)**
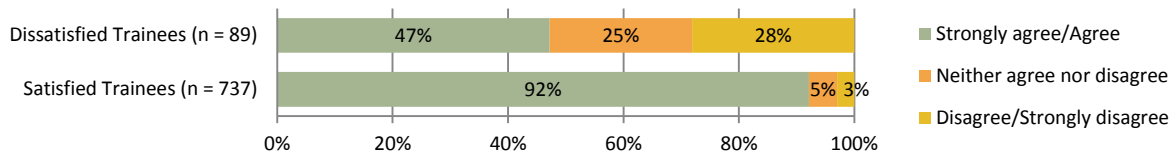**'Not sure' excluded**

Further analysis also shows that trainees from Asian and Other (non white) ethnic groups are far more likely to have trained in the community pharmacy sector. As satisfaction with the overall quality of pre-registration training is lower for those who trained in a community pharmacy setting, this partly explains the lower level of satisfaction amongst trainees from Asian and Other ethnic groups.

| | Ethnic Group | | |
|---|---|---|---|
| | White | Asian | Other |
| **Community Pharmacy** | 54% | 76% | 83% |
| **Hospital** | 46% | 24% | 17% |

## ADEQUATE EXPERIENCE

There were significant differences between 'satisfied trainees' and 'dissatisfied trainees' in respondents' reported coverage of pre-registration performance standards, with the 'dissatisfied trainees' more likely to strongly disagree or disagree that their training had enabled them to fully cover the GPhC's pre-registration standards.
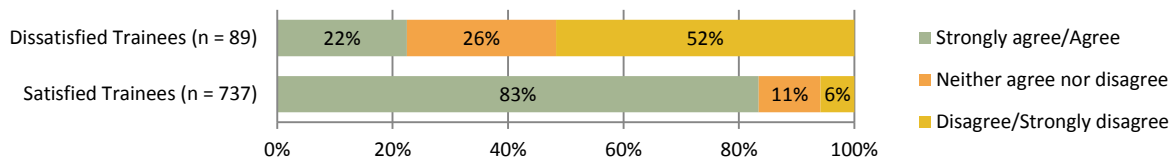
**Coverage of pre-registration standards (%)**

| | Strongly agree/Agree | Neither agree nor disagree | Disagree/Strongly disagree |
|---|---|---|---|
| Dissatisfied Trainees (n = 89) | 47% | 25% | 28% |
| Satisfied Trainees (n = 737) | 92% | 5% | 3% |

**Significant difference between coverage of pre-registration standards and overall quality of pre-registration training experience during training year (p=0.000)**
**'Not sure' excluded**

There were significant differences between 'satisfied trainees' and 'dissatisfied trainees' in respondents' reported provision of the necessary range of experiences of professional practice, with the 'dissatisfied trainees' more likely to strongly disagree or disagree that the training year provided the necessary range of experiences of professional practice to meet their developmental needs.
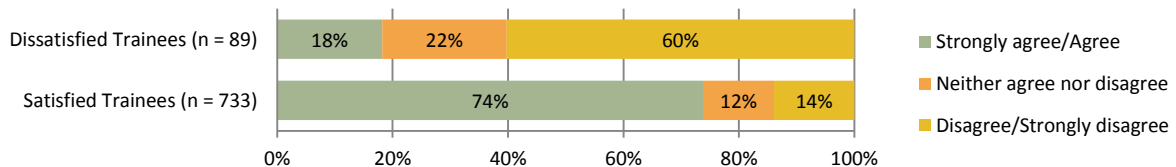
**Range of experiences of professional practice (%)**

| | Strongly agree/Agree | Neither agree nor disagree | Disagree/Strongly disagree |
|---|---|---|---|
| Dissatisfied Trainees (n = 89) | 22% | 26% | 52% |
| Satisfied Trainees (n = 737) | 83% | 11% | 6% |

**Significant difference between range of experience and professional practice and overall quality of pre-registration training experience during training year (p=0.000)**
**'Not sure' excluded**

There were significant differences between 'satisfied trainees' and 'dissatisfied trainees' in respondents' reported coverage of the GPhC assessment syllabus, with the 'dissatisfied trainees' more likely to strongly disagree or disagree that the training year enabled them to fully cover the GPhC assessment syllabus.
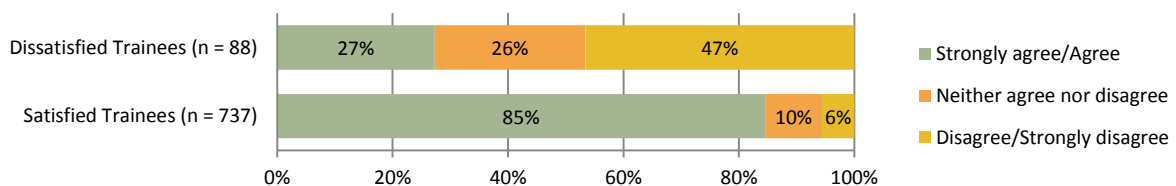
**Coverage of GPhC assessment syllabus (%)**

| | Strongly agree/Agree | Neither agree nor disagree | Disagree/Strongly disagree |
|---|---|---|---|
| Dissatisfied Trainees (n = 89) | 18% | 22% | 60% |
| Satisfied Trainees (n = 733) | 74% | 12% | 14% |

**Significant difference between coverage of GPhC assessment syllabus and professional practice and overall quality of pre-registration training experience during training year (p=0.000)**
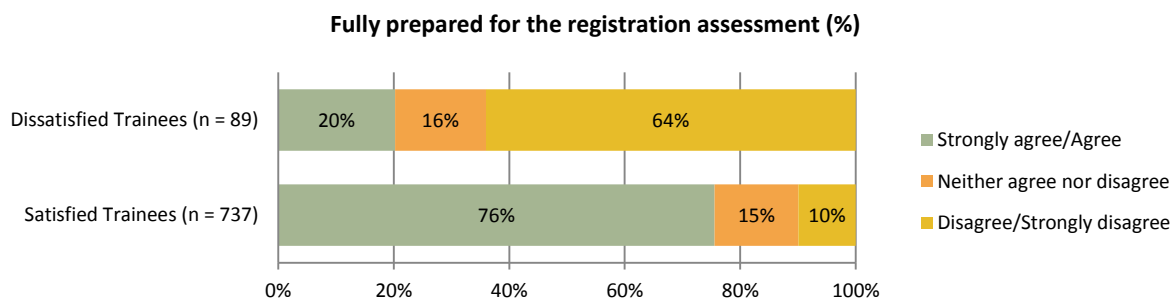**'Not sure' excluded**

There were significant differences between 'satisfied trainees' and 'dissatisfied trainees' in respondents reporting adequate preparation for their role as a pharmacist, with the 'dissatisfied trainees' more likely to strongly disagree or disagree that the training year overall enabled them to prepare adequately for their role as a pharmacist.

**Adequate preparation for role as a pharmacist (%)**

| | Strongly agree/Agree | Neither agree nor disagree | Disagree/Strongly disagree |
|---|---|---|---|
| Dissatisfied Trainees (n = 88) | 27% | 26% | 47% |
| Satisfied Trainees (n = 737) | 85% | 10% | 6% |

**Significant difference between adequate preparation for role as pharmacist and overall quality of pre-registration training experience during training year (p=0.000)**
**'Not sure' excluded**

There were significant differences between 'satisfied trainees' and 'dissatisfied trainees' in respondents' reporting feeling fully prepared for their registration assessment, with the 'dissatisfied trainees' more likely to strongly disagree or disagree that the training year enabled them to fully prepare for the registration assessment.

**Fully prepared for the registration assessment (%)**



**Significant difference between fully prepared for the registration assessment and overall quality of pre-registration training experience during training year (p=0.000)**
**'Not sure' excluded**

There were significant differences between 'satisfied trainees' and 'dissatisfied trainees' in respondents reporting having the opportunity to undertake a cross-sector experience placement, with the 'dissatisfied trainees' less likely to have been given the opportunity to undertake a cross-sector experience placement.

**Cross-sector experience placement (%)**



■ A cross-sector experience placement was not available to me because I was on a split sector pre-registration programme

■ I was given the opportunity to undertake a cross-sector experience placement

■ I was not given the opportunity to undertake a cross-sector experience placement
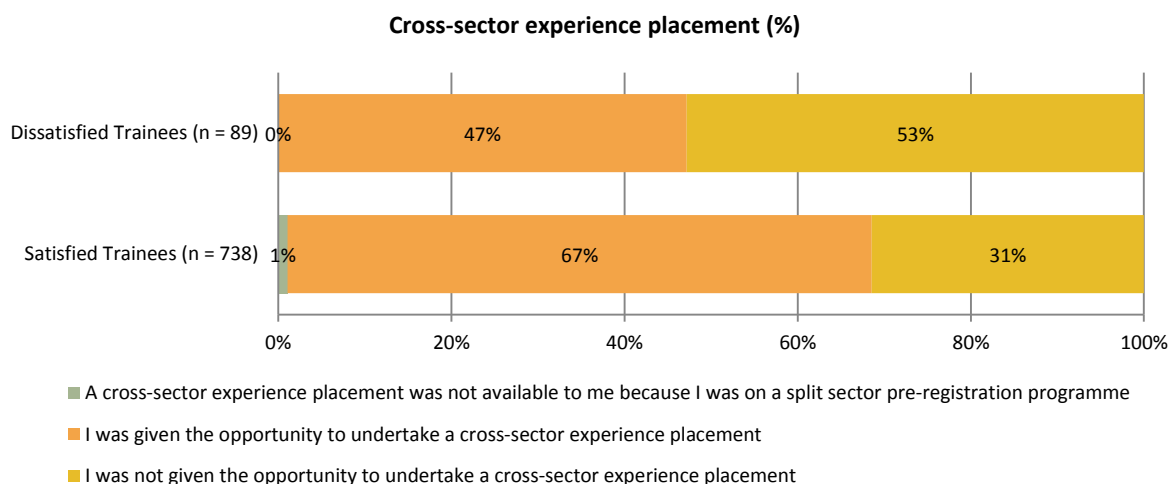
**Significant difference between cross-sector experience placement and overall quality of pre-registration training experience during training year (p=0.000)**

## INDUCTION

There were significant differences between 'satisfied trainees' and 'dissatisfied trainees' in respondents' reporting of discussion of their expectations and concerns about the year with their tutor. The 'dissatisfied trainees' were more likely to strongly disagree or disagree with the statement 'my tutor and I discussed my expectations and concerns for the year at the start of my pre-registration training'.

**Discussed expectations and concerns for year at the start of training (%)**



**Significant difference between discussed expectations and concerns for year at the start of training and overall quality of pre-registration training experience during training year (p=0.000)**

**'Not sure' excluded**

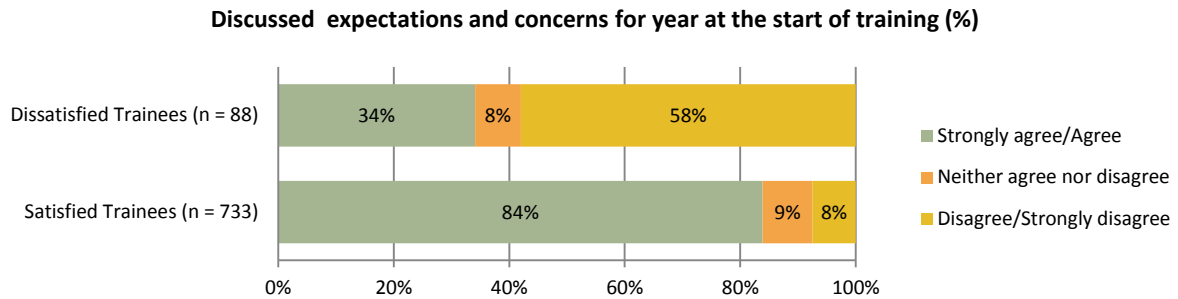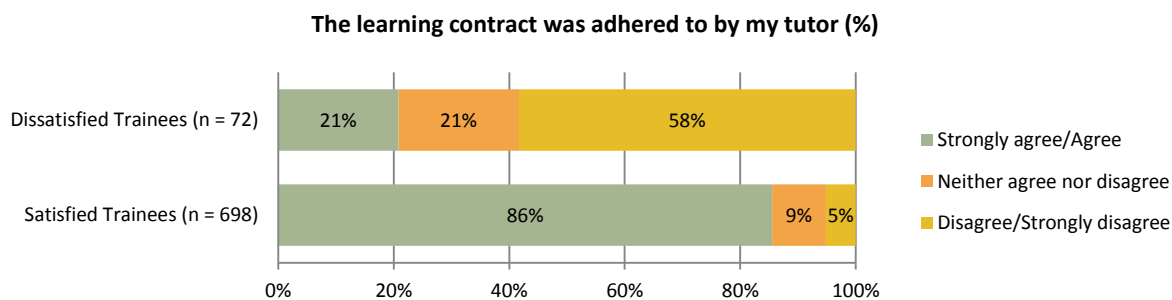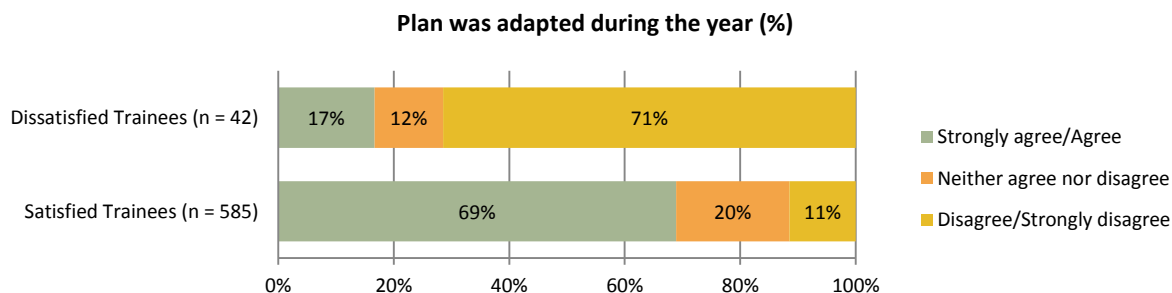There were significant differences between 'satisfied trainees' and 'dissatisfied trainees' in adherence to the learning contract by the tutor, with the 'dissatisfied trainees' more likely to strongly disagree or disagree that the learning contract was adhered to by their tutor.

**The learning contract was adhered to by my tutor (%)**



**Significant difference between the learning contract was adhered to by my tutor and overall quality of pre-registration training experience during training year (p=0.000)**

**'Not sure' excluded**

There were significant differences between 'satisfied trainees' and 'dissatisfied trainees' in trainees reporting that their training plan was adapted during the year to meet their learning needs, with the 'dissatisfied trainees' more likely to strongly disagree or disagree that their training plan was adapted.

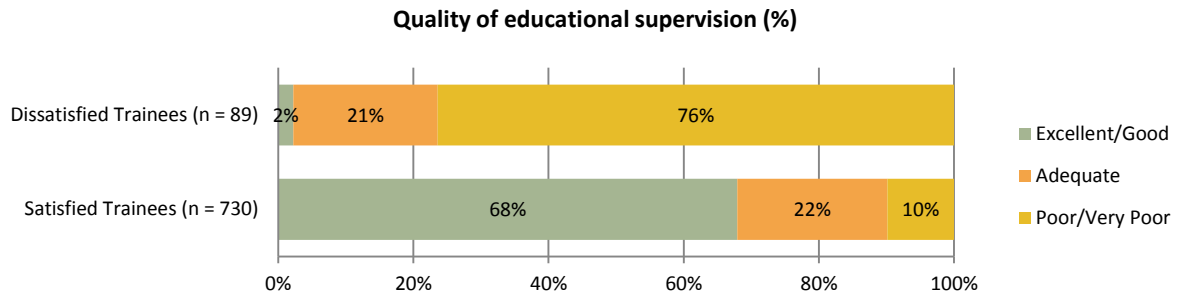**Plan was adapted during the year (%)**



**Significant difference between plan was adapted during the year and overall quality of pre-registration training experience during training year (p=0.000)**

**'Not sure' excluded**
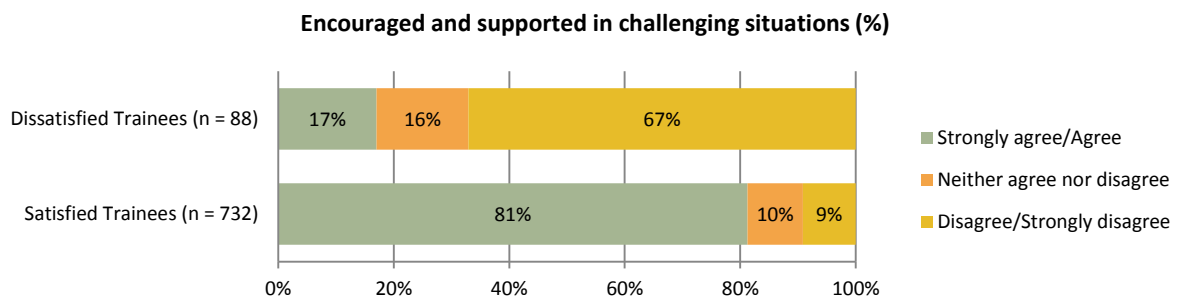
## EDUCATIONAL SUPERVISION

There were significant differences between 'satisfied trainees' and 'dissatisfied trainees' in trainees' perceptions of the quality of educational supervision, with the 'dissatisfied trainees' more likely to rate the quality of their educational supervision as very poor or poor.

**Quality of educational supervision (%)**

| | Excellent/Good | Adequate | Poor/Very Poor |
|---|---|---|---|
| Dissatisfied Trainees (n = 89) | 2% | 21% | 76% |
| Satisfied Trainees (n = 730) | 68% | 22% | 10% |

**Significant difference between quality of education supervision and overall quality of pre-registration training experience during training year (p=0.000)**

**'Not sure' excluded**

There were significant differences between 'satisfied trainees' and 'dissatisfied trainees' in the extent to which respondents felt they were encouraged and supported in challenging situations, with the 'dissatisfied trainees' more likely to strongly disagree or disagree that they were encouraged and supported when they found situations challenging.

**Encouraged and supported in challenging situations (%)**

| | Strongly agree/Agree | Neither agree nor disagree | Disagree/Strongly disagree |
|---|---|---|---|
| Dissatisfied Trainees (n = 88) | 17% | 16% | 67% |
| Satisfied Trainees (n = 732) | 81% | 10% | 9% |

**Significant difference between encouraged and supported in challenging situations and overall quality of pre-registration training experience during training year (p=0.000)**
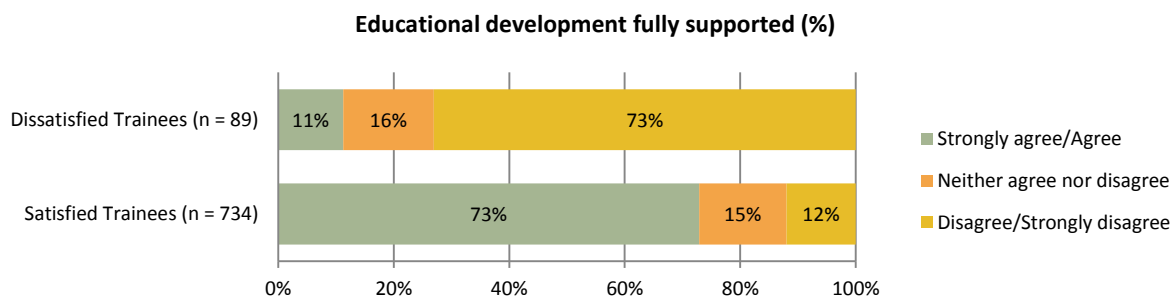
**'Not sure' excluded**

There were significant differences between 'satisfied trainees' and 'dissatisfied trainees' in the extent to which respondents felt their educational development was fully supported, with 'dissatisfied trainees' more likely to strongly disagree or disagree that their educational development was fully supported.

**Educational development fully supported (%)**

| | Strongly agree/Agree | Neither agree nor disagree | Disagree/Strongly disagree |
|---|---|---|---|
| Dissatisfied Trainees (n = 89) | 11% | 16% | 73% |
| Satisfied Trainees (n = 734) | 73% | 15% | 12% |

**Significant difference between encouraged educational development fully supported and overall quality of pre-registration training experience during training year (p=0.000)**
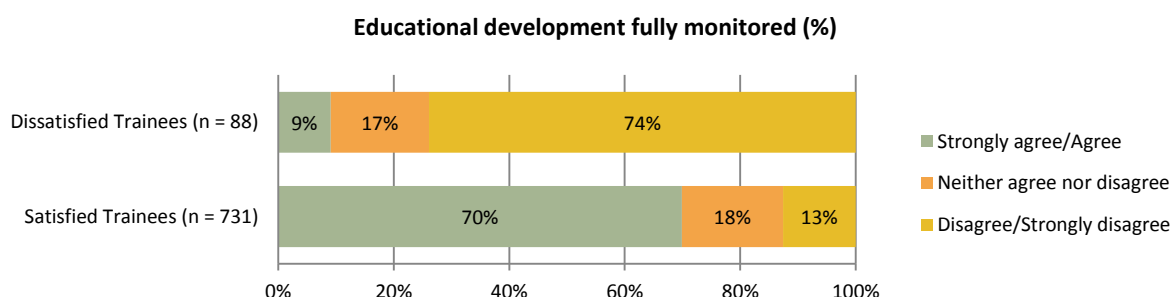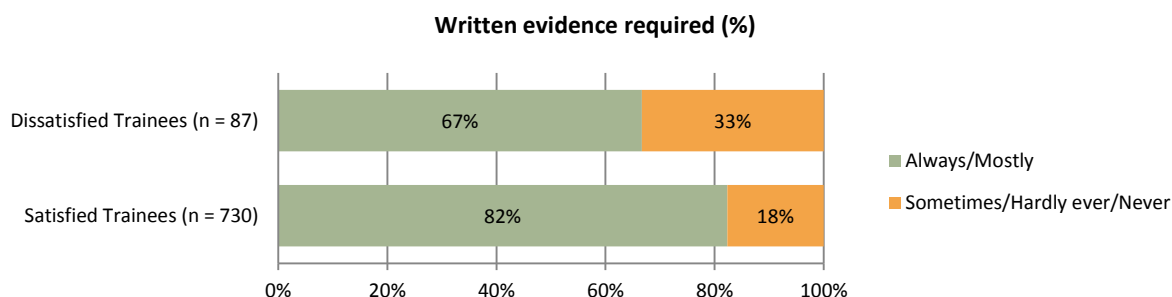
**'Not sure' excluded**

There were significant differences between 'satisfied trainees' and 'dissatisfied trainees' in the extent to which respondents felt their educational development was fully monitored, with 'dissatisfied trainees' more likely to strongly disagree or disagree that their educational development was fully monitored.

**Educational development fully monitored (%)**

| | Strongly agree/Agree | Neither agree nor disagree | Disagree/Strongly disagree |
|---|---|---|---|
| Dissatisfied Trainees (n = 88) | 9% | 17% | 74% |
| Satisfied Trainees (n = 731) | 70% | 18% | 13% |

**Significant difference between educational development fully monitored and overall quality of pre-registration training experience during training year (p=0.000)**

**'Not sure' excluded**

There were significant differences between 'satisfied trainees' and 'dissatisfied trainees' in type of evidence required by the tutor in order to sign off a performance standard, with the 'dissatisfied trainees' less likely to report that their tutor always or mostly required written evidence for sign off. There were no significant differences between 'satisfied trainees' and 'dissatisfied trainees' in the tutor agreeing to sign off performance standards that they had observed in the trainee's day to day practice without provision of written or electronic evidence

**Written evidence required (%)**

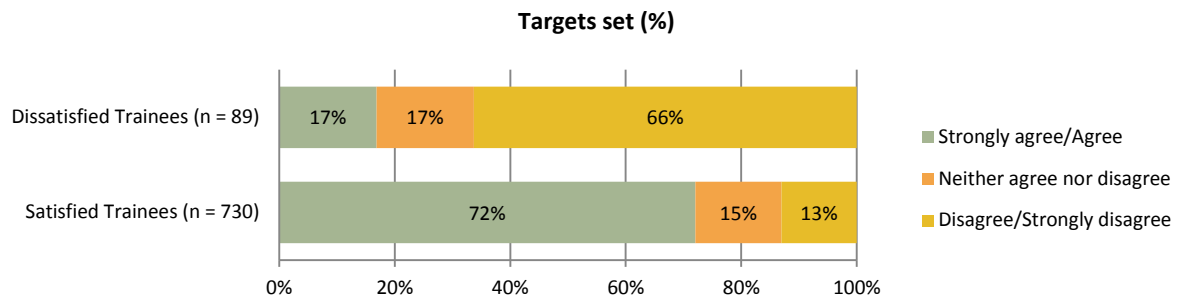| | Always/Mostly | Sometimes/Hardly ever/Never |
|---|---|---|
| Dissatisfied Trainees (n = 87) | 67% | 33% |
| Satisfied Trainees (n = 730) | 82% | 18% |

**Significant difference between paper/electronic evidence required and overall quality of pre-registration training experience during training year (p=0.000)**

**'Not sure' excluded**
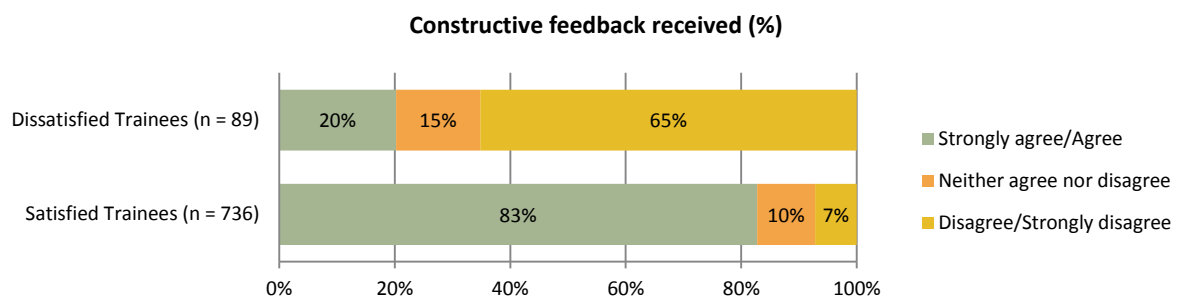
## PROGRESS AND FEEDBACK

There were significant differences between 'satisfied trainees' and 'dissatisfied trainees' in trainees' reports of whether targets were set, with 'dissatisfied trainees' more likely to strongly disagree or disagree that targets were set for their development through a process of negotiation with them.

**Targets set (%)**

| | Strongly agree/Agree | Neither agree nor disagree | Disagree/Strongly disagree |
|---|---|---|---|
| Dissatisfied Trainees (n = 89) | 17% | 17% | 66% |
| Satisfied Trainees (n = 730) | 72% | 15% | 13% |

**Significant difference between targets set and overall quality of pre-registration training experience during training year (p=0.000)**
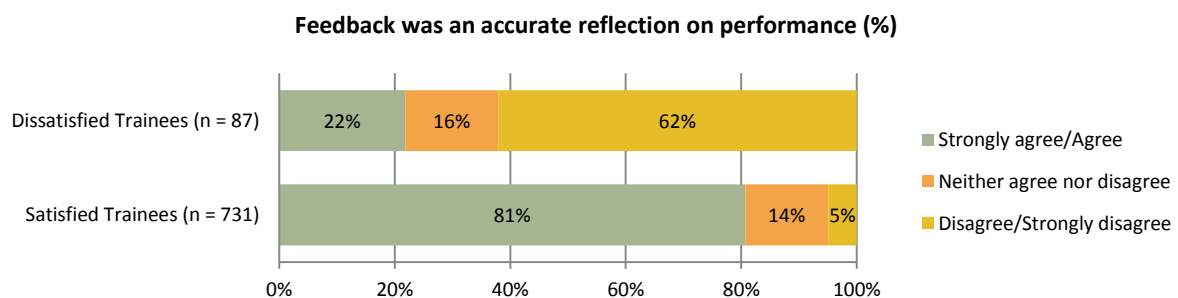
**'Not sure' excluded**

There were significant differences between 'satisfied trainees' and 'dissatisfied trainees' in trainees' reports of whether they received constructive feedback, with 'dissatisfied trainees' more likely to strongly disagree or disagree that they were provided with constructive feedback to aid their development.

**Constructive feedback received (%)**

| | Strongly agree/Agree | Neither agree nor disagree | Disagree/Strongly disagree |
|---|---|---|---|
| Dissatisfied Trainees (n = 89) | 20% | 15% | 65% |
| Satisfied Trainees (n = 736) | 83% | 10% | 7% |

**Significant difference between constructive feedback received and overall quality of pre-registration training experience during training year (p=0.000)**

**'Not sure' excluded**

There were significant differences between 'satisfied trainees' and 'dissatisfied trainees' in trainees' reports of whether feedback was an accurate reflection on performance, with 'dissatisfied trainees' more likely to strongly disagree or disagree that the feedback they were given was an accurate reflection on their performance.

**Feedback was an accurate reflection on performance (%)**

| | Strongly agree/Agree | Neither agree nor disagree | Disagree/Strongly disagree |
|---|---|---|---|
| Dissatisfied Trainees (n = 87) | 22% | 16% | 62% |
| Satisfied Trainees (n = 731) | 81% | 14% | 5% |

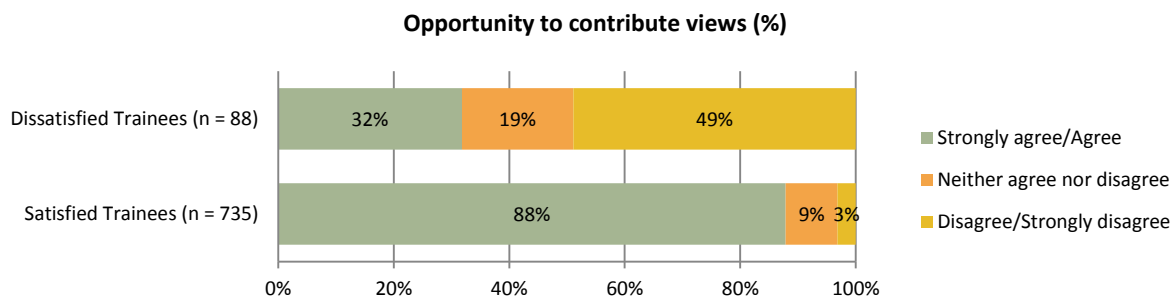**Significant difference between feedback was a accurate reflection on performance and overall quality of pre-registration training experience during training year (p=0.000)**

**'Not sure' excluded**

There were significant differences between 'satisfied trainees' and 'dissatisfied trainees' in trainees' reports of having the opportunity to contribute their views on the training they received, with
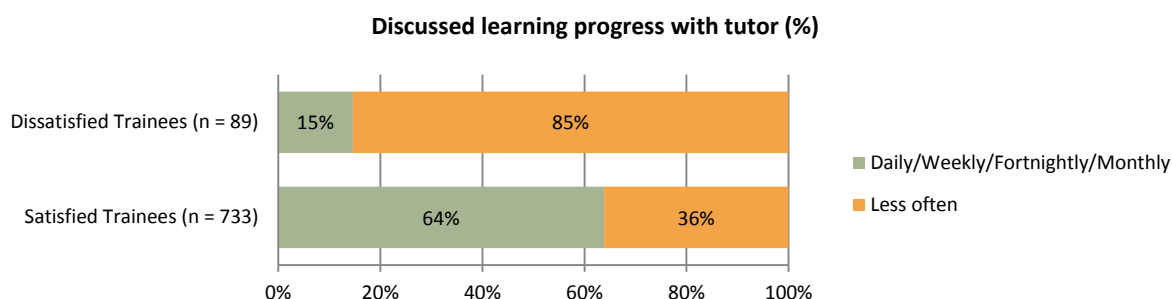
'dissatisfied trainees' more likely to strongly disagree or disagree that they were given the opportunity to contribute and put forward their views on their development.

**Opportunity to contribute views (%)**

| | Strongly agree/Agree | Neither agree nor disagree | Disagree/Strongly disagree |
|---|---|---|---|
| Dissatisfied Trainees (n = 88) | 32% | 19% | 49% |
| Satisfied Trainees (n = 735) | 88% | 9% | 3% |

**Significant difference between opportunity to contribute views and overall quality of pre-registration training experience during training year (p=0.000)**

**'Not sure' excluded**

There were significant differences between 'satisfied trainees' and 'dissatisfied trainees' in trainees' reported frequency of discussion of learning progress with their tutor, with 'dissatisfied trainees' more likely to discuss their learning progress with their tutor less frequently than monthly.

**Discussed learning progress with tutor (%)**

| | Daily/Weekly/Fortnightly/Monthly | Less often |
|---|---|---|
| Dissatisfied Trainees (n = 89) | 15% | 85% |
| Satisfied Trainees (n = 733) | 64% | 36% |

**Significant difference discussed learning progress with tutor and overall quality of pre-registration training experience during training year (p=0.000)**
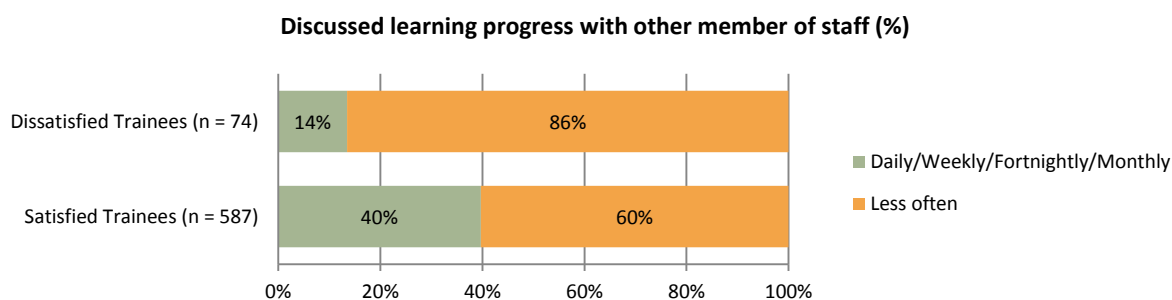
**'Not sure' excluded**

There were significant differences between 'satisfied trainees' and 'dissatisfied trainees' in trainees' reported frequency of discussion of learning progress with another member of staff, with 'dissatisfied trainees' more likely to discuss their learning progress with another member of staff less frequently than monthly.

**Discussed learning progress with other member of staff (%)**

| | Daily/Weekly/Fortnightly/Monthly | Less often |
|---|---|---|
| Dissatisfied Trainees (n = 74) | 14% | 86% |
| Satisfied Trainees (n = 587) | 40% | 60% |

**Significant difference discussed learning progress with other member of staff and overall quality of pre-registration training experience during training year (p=0.001)**

**'Not sure' excluded**

## ACCESS TO EDUCATIONAL RESOURCES

'Dissatisfied trainees' reported having lower levels of access to educational resources, with 71% reporting having to the resources that they needed during the course of their training period compared to 96% of 'satisfied trainees' respectively.

When asked if their pre-registration provider enabled them to have access to distance learning materials 24% of 'dissatisfied trainees' did, compared to 63% of 'satisfied trainees'.

When asked if their pre-registration provider enabled them to have access to electronic learning modules 35% of 'dissatisfied trainees' did, compared to 76% of 'satisfied trainees'.

When asked if their pre-registration training provider enabled them to have access in work time to attend off-job study days and/or training events, 44% of 'dissatisfied trainees' did, compared to 66% of 'satisfied trainees'.

Respondents were asked how much protected time they were allocated for study each week, with 42% of 'dissatisfied trainees' reported having at least 60 minutes each week compared to 61% of 'satisfied trainees'.

## TRAINEE VOICE

When asked if their tutor asked for feedback from them to help develop their tutoring skills, 14% of 'dissatisfied trainees' said their tutors did compared to 50% of 'satisfied trainees'.

When asked if they had felt able to offer feedback to their tutor to help develop their tutoring skills, 27% of 'dissatisfied trainees' said they did compared to 63% of 'satisfied trainees'.

When asked if they were given the opportunity to contribute and put forward their views on the training they received at their training site, 25% of dissatisfied trainees' reported that they had compared to 77% 'satisfied trainees'. Of respondents whose tutor had arranged for them to attend off-site training events, 74% of 'dissatisfied trainees' felt they were given the opportunity to contribute and put forward their views on these compared to 87% of 'satisfied trainees'.

## RECOMMENDATION

There were significant differences between 'satisfied trainees' and 'dissatisfied trainees' in trainees' agreement with the statement 'I would recommend the pharmacy pre-registration training I have received to future pre-registration trainees, with the 'dissatisfied trainees' less likely to agree that they would recommend the training they have received to others.

**Agreement with 'I would recommend the pharmacy pre-registration training I have received to future pre-registration trainees'(%)**
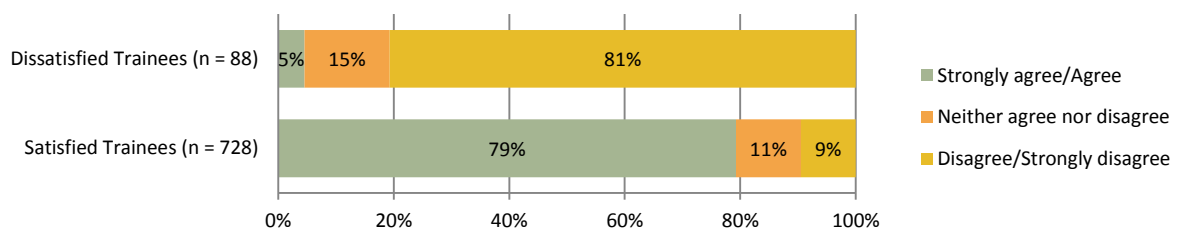


**Significant difference between agreement with 'I would recommend the pharmacy pre-registration training I have received to future pre-registration trainees' and overall quality of pre-registration training experience during training year (p=0.000)**

**'Not sure' excluded**

## 3    SUMMARY AND CONCLUSIONS

### SUMMARY

The table below summarises some of the key differences between the satisfied and dissatisfied groups of pre-registration trainees.  The table shows, for each question, the proportion of respondents in both the 'satisfied trainees' group and 'dissatisfied trainees' group who gave the category rating.  So, for example, for the question 'How would you rate the quality of support that you received overall during the year?'(question 38b), 73.2% of 'satisfied trainees' and just 4.5% of 'dissatisfied trainees' rated the quality of support as excellent/good.  This is a significant difference (p=0.000), with the difference between the two groups of trainees 68.7% for this aspect (73.2% minus 4.5%).  The questions in the table are ranked by the difference between the satisfied and dissatisfied groups to enable examination of the 'key differences' between the two groups.  The table below shows the top 16 items ranked– all of which have a difference of over 50% between 'satisfied' and 'dissatisfied' trainees.  The full table of differences is given in Appendix 1.

For eight of the questions, the difference between the satisfied and dissatisfied trainees is 60% or higher; these are:

- quality of support
- quality of educational supervision
- adherence to the learning contract by the tutor
- encouraged and supported in challenging situations
- constructive feedback received
- support of educational development during the year
- range of experiences of professional practice
- educational development fully monitored

The table also highlights two aspects where the level of satisfaction amongst the 'dissatisfied trainees' group is particularly low.  These are for 'quality of support' and 'quality of educational supervision' during the year.  For both of these aspects less than 5% of dissatisfied trainees described them as excellent or good.

| Question | Category | 'Satisfied trainees' | 'Dissatisfied trainees' | P Value | Difference |
|---|---|---|---|---|---|
| **How would you rate the quality of support that you received overall during the year?** | Excellent/Good | 73.2% | 4.5% | 0.000 | 68.7% |
| **How would you rate the quality of educational supervision that you received overall during the year?** | Excellent/Good | 67.9% | 2.2% | 0.000 | 65.7% |
| **Would you agree or disagree that 'the learning contract was adhered to' by my tutor?** | Strongly agree/Agree | 85.5% | 20.8% | 0.000 | 64.7% |
| **I was encouraged and supported when I found situations challenging** | Strongly agree/Agree | 81.3% | 17.0% | 0.000 | 64.2% |
| **I was provided with constructive feedback to aid my development** | Strongly agree/Agree | 82.7% | 20.2% | 0.000 | 62.5% |
| **My educational development was fully supported throughout the year** | Strongly agree/Agree | 72.9% | 11.2% | 0.000 | 61.7% |
| **The training year provided the necessary range of experiences of professional practice to meet my developmental needs** | Strongly agree/Agree | 83.4% | 22.5% | 0.000 | 61.0% |
| **My educational development was fully monitored throughout the year** | Strongly agree/Agree | 69.9% | 9.1% | 0.000 | 60.8% |
| **The feedback I was given was an accurate reflection on my performance** | Strongly agree/Agree | 80.7% | 21.8% | 0.000 | 58.9% |

| | | | | | |
|---|---|---|---|---|---|
| **I was helped to reflect on my performance to help me to identify my individual learning needs** | Strongly agree/Agree | 84.0% | 26.1% | 0.000 | 57.8% |
| **The training year overall enabled me to prepare adequately for my role as a pharmacist** | Strongly agree/Agree | 84.5% | 27.3% | 0.000 | 57.3% |
| **I was given the opportunity to contribute and put forward my views on my development** | Strongly agree/Agree | 87.9% | 31.8% | 0.000 | 56.1% |
| **The training year enabled me to fully cover the GPhC assessment syllabus** | Strongly agree/Agree | 73.8% | 18.2% | 0.000 | 55.6% |
| **The training year enabled me to fully prepare for the registration assessment** | Strongly agree/Agree | 75.6% | 20.2% | 0.000 | 55.4% |
| **Targets were set for my development through a process of negotiation with me** | Strongly agree/Agree | 72.1% | 16.9% | 0.000 | 55.2% |
| **Would you agree or disagree that 'The training plan was adapted to my specific developmental needs throughout the year'?** | Strongly agree/Agree | 68.9% | 16.7% | 0.000 | 52.2% |

## CHANGES FROM PREVIOUS YEAR

Appendix 2 shows the same data, with the previous year's figures and ranking also shown for comparison. It is clear that there are some differences between the two years, in particular, that some of the gap has actually widened between satisfied and dissatisfied trainees. The indicators where the largest differences in the gaps between satisfied and dissatisfied trainees were seen were:

- agreement with the statement 'Targets were set for my development through a process of negotiation with me', where the gap between satisfied and dissatisfied 2013/14 trainees was 55% and the gap between satisfied and dissatisfied 2012/13 trainees was 42%, an increase 13%
- agreement with the statement 'The training year enabled me to fully cover the GPhC assessment syllabus', where the gap between satisfied and dissatisfied 2013/14 trainees was 56% and the gap between satisfied and dissatisfied 2012/13 trainees was 46%, an increase 10%
- agreement with the statement 'The training year enabled me to fully prepare for the registration assessment', where the gap between satisfied and dissatisfied 2013/14 trainees was 55% and the gap between satisfied and dissatisfied 2012/13 trainees was 46%, an increase 9%
- formally discussed learning progress with tutor at least monthly, where the gap between satisfied and dissatisfied 2013/14 trainees was 49% and the gap between satisfied and dissatisfied 2012/13 trainees was 40%, an increase 9%

The gap had widened between satisfied and dissatisfied trainees for 22 of the indicators, the differences in the gaps ranging from 0.6% to 13%. In a number of cases, 7 of the indicators, the gap had between satisfied and dissatisfied trainees had reduced , with the differences in the gaps ranging from  -0.6% to -10%.

In addition to the gap widening between satisfied and dissatisfied trainees, the ranking of some of the aspects of training experience has changed, although the largest gap, ranked 1st, is quality of support, with a gap of 68.7% - and the second and third largest gap are still the quality of educational supervision and adherence to the learning contract by the tutor, albeit that these two have swapped position.  For the 19 top ranked aspects, there was a gap of over 45% between those who are satisfied and those who are dissatisfied.  There is a very strong correlation between the two years, with a Spearman's rank-order[4] correlation of 0.929.  In this test, a correlation co-efficient of 1 is a perfect correlation.

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[4] Spearman's rank-order correlation measures the strength of association between two ranked variables.

## CONCLUSIONS

This analysis once again suggests that there are some key demographic differences between those who are satisfied and dissatisfied, with those who are dissatisfied with their training experience more likely to be older, and from an Asian or Other ethnic group. As in the previous year, these differences are partly driven by the sector the trainees were trained in, as those who were trained in the community pharmacy sector are more likely to be dissatisfied overall. However once again, Asian and 'other' ethnic groups are more likely to have trained in the community pharmacy sector than the hospital sector, and then within the community pharmacy sector, a greater proportion of trainees from Asian and 'other' ethnic groups are dissatisfied than their white counterparts. This is not the case in the hospital sector where levels of satisfaction are comparable for white and Asian/other ethnic groups.

However, as before, it is noticeable that the source of dissatisfaction relates to fundamental aspects of their training experience – and ranges from adherence to learning contracts, through support, supervision, and constructive feedback, to the range of experience given in the placement. What is also noticeable is that in comparison to the previous year, the gap between satisfied and dissatisfied trainees on certain aspects of their training has increased, and only in a few cases has it decreased. The qualitative data also highlights clear differences in the experience of trainees in community pharmacy, with the positive experiences of those who move from community to hospital, and, conversely, the negative experience of those moving from hospital to community. However, across all aspects of their training, the data remains highly correlated between the two years, suggesting that the experience of those who are dissatisfied is consistent.

Clearly some of the measures are composite – such as the top-ranked 'quality of support that you received overall'. However, others, such as the third ranked 'the learning contract was adhered to by my tutor', and 'I was encouraged and supported' are aspects which GPhC can influence. By providing guidance and support to tutors, or by encouragement, such as by using social marketing or social norms campaign with tutors GPhC could influence aspects of their behaviour in relation to enhancing the experience of their trainees so that all pre-registration trainees can be given a more consistent experience.

**June 2016**
**Final Draft**

## APPENDIX 1: Table – Questions Ranked By Gap Between 'Satisfied' And 'Dissatisfied' 2013/14Trainees (All Questions With Significant Difference)

| Question | Category | 2013/14 'Satisfied trainees' | 2013/14 'Dissatisfied trainees' | P Value | Difference |
|---|---|---|---|---|---|
| How would you rate the quality of support that you received overall during the year? | Excellent/Good | 73.2% | 4.5% | 0.000 | 68.7% |
| How would you rate the quality of educational supervision that you received overall during the year? | Excellent/Good | 67.9% | 2.2% | 0.000 | 65.7% |
| Would you agree or disagree that 'the learning contract was adhered to' by my tutor? | Strongly agree/Agree | 85.5% | 20.8% | 0.000 | 64.7% |
| I was encouraged and supported when I found situations challenging | Strongly agree/Agree | 81.3% | 17.0% | 0.000 | 64.2% |
| I was provided with constructive feedback to aid my development | Strongly agree/Agree | 82.7% | 20.2% | 0.000 | 62.5% |
| My educational development was fully supported throughout the year | Strongly agree/Agree | 72.9% | 11.2% | 0.000 | 61.7% |
| The training year provided the necessary range of experiences of professional practice to meet my developmental needs | Strongly agree/Agree | 83.4% | 22.5% | 0.000 | 61.0% |
| My educational development was fully monitored throughout the year | Strongly agree/Agree | 69.9% | 9.1% | 0.000 | 60.8% |
| The feedback I was given was an accurate reflection on my performance | Strongly agree/Agree | 80.7% | 21.8% | 0.000 | 58.9% |
| I was helped to reflect on my performance to help me to identify my individual learning needs | Strongly agree/Agree | 84.0% | 26.1% | 0.000 | 57.8% |
| The training year overall enabled me to prepare adequately for my role as a pharmacist | Strongly agree/Agree | 84.5%/ | 27.3% | 0.000 | 57.3% |
| I was given the opportunity to contribute and put forward my views on my development | Strongly agree/Agree | 87.9% | 31.8% | 0.000 | 56.1% |
| The training year enabled me to fully cover the GPhC assessment syllabus | Strongly agree/Agree | 73.8% | 18.2% | 0.000 | 55.6% |
| The training year enabled me to fully prepare for the registration assessment | Strongly agree/Agree | 75.6% | 20.2% | 0.000 | 55.4% |
| Targets were set for my development through a process of negotiation with me | Strongly agree/Agree | 72.1% | 16.9% | 0.000 | 55.2% |
| Would you agree or disagree that 'The training plan was adapted to my specific developmental needs throughout the year'? | Strongly agree/Agree | 68.9% | 16.7% | 0.000 | 52.2% |
| Would you agree or disagree that 'my tutor and I discussed my expectations and concerns for the year at the start of my pre-registration training'? | Strongly agree/Agree | 83.9% | 34.1% | 0.000 | 49.8% |
| I formally discussed my learning progress with my tutor: | Daily/Weekly/Fortnightly/Monthly | 63.8% | 14.6% | 0.000 | 49.2% |
| The training year enabled me to fully cover the pre-registration performance | Strongly agree/Agree | 92.1% | 47.2% | 0.000 | 44.9% |

| | standards | | | | |
|---|---|---|---|---|---|
| **I formally discussed my learning progress with another member of staff** | Daily/Weekly/Fortnightly/Monthly | 39.7% | 13.5% | 0.000 | 26.2% |
| **Thinking about cross-sector experience placements, would you say that?** | I was given the opportunity to undertake a cross-sector experience placement | 67.5% | 47.2% | 0.000 | 20.3% |
| **My pre-registration training period was in:** | Hospital | 31.4% | 13.5% | 0.000 | 17.9% |
| **Which of the following best describes your ethnic group or background?** | White | 34% | 17% | 0.007 | 17.0% |
| **My tutor required me to provide written evidence before they would sign off a performance standard** | Always/Mostly | 82.3% | 66.7% | 0.000 | 15.7% |
| **Country - placement 1** | Outside London | 76.8% | 62.9% | 0.004 | 13.9% |
| **What is your age?** | <30 | 88.1% | 75.3% | 0.001 | 12.8% |
| **Did you have a change/any additional changes in pre-registration tutor during your pre-registration year?** | No | 86.7% | 74.2% | 0.002 | 12.6% |

## APPENDIX 2: Table – Questions Ranked By Gap Between 'Satisfied' And 'Dissatisfied' Trainees by Year (2013/14 and 2012/13)

| Question | Category | 2013/14 | | | | | 2012/13 | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | | 'Satisfied trainees' | 'Dissatisfied trainees' | P= | Difference | Rank | 'Satisfied trainees' | 'Dissatisfied trainees' | P= | Difference | Rank |
| How would you rate the quality of support that you received overall during the year? | Excellent/Good | 73.2% | 4.5% | 0.000 | 68.7% | 1 | 69.3% | 3.0% | 0.000 | 66.3% | 1 |
| How would you rate the quality of educational supervision that you received overall during the year? | Excellent/Good | 67.9% | 2.2% | 0.000 | 65.7% | 2 | 65.5% | 4.0% | 0.000 | 61.4% | 3 |
| Would you agree or disagree that 'the learning contract was adhered to' by my tutor? | Strongly agree/Agree | 85.5% | 20.8% | 0.000 | 64.7% | 3 | 85.5% | 23.6% | 0.000 | 61.9% | 2 |
| I was encouraged and supported when I found situations challenging | Strongly agree/Agree | 81.3% | 17.0% | 0.000 | 64.2% | 4 | 80.9% | 22.7% | 0.000 | 58.2% | 8 |
| I was provided with constructive feedback to aid my development | Strongly agree/Agree | 82.7% | 20.2% | 0.000 | 62.5% | 5 | 82.6% | 27.3% | 0.000 | 55.3% | 11 |
| My educational development was fully supported throughout the year | Strongly agree/Agree | 72.9% | 11.2% | 0.000 | 61.7% | 6 | 73.3% | 12.2% | 0.000 | 61.0% | 4 |
| The training year provided the necessary range of experiences of professional practice to meet my developmental needs | Strongly agree/Agree | 83.4% | 22.5% | 0.000 | 61.0% | 7 | 79.8% | 20.4% | 0.000 | 59.4% | 6 |
| My educational development was fully monitored throughout the year | Strongly agree/Agree | 69.9% | 9.1% | 0.000 | 60.8% | 8 | 65.9% | 12.1% | 0.000 | 53.8% | 12 |
| The feedback I was given was an accurate reflection on my performance | Strongly agree/Agree | 80.7% | 21.8% | 0.000 | 58.9% | 9 | 78.1% | 20.8% | 0.000 | 57.3% | 9 |
| I was helped to reflect on my performance to help me to identify my individual learning needs | Strongly agree/Agree | 84.0% | 26.1% | 0.000 | 57.8% | 10 | 81.3% | 27.6% | 0.000 | 53.8% | 13 |
| The training year overall enabled me to prepare adequately for my role as a pharmacist | Strongly agree/Agree | 84.5% | 27.3% | 0.000 | 57.3% | 11 | 80.2% | 20.2% | 0.000 | 60.0% | 5 |

| Question | Response | % | % | p | % | # | % | % | p | % | # |
|---|---|---|---|---|---|---|---|---|---|---|---|
| **I was given the opportunity to contribute and put forward my views on my development** | Strongly agree/Agree | 87.9% | 31.8% | 0.000 | 56.1% | 12 | 85.0% | 26.3% | 0.000 | 58.7% | 7 |
| **The training year enabled me to fully cover the GPhC assessment syllabus** | Strongly agree/Agree | 73.8% | 18.2% | 0.000 | 55.6% | 13 | 66.0% | 19.8% | 0.000 | 46.2% | 15 |
| **The training year enabled me to fully prepare for the registration assessment** | Strongly agree/Agree | 75.6% | 20.2% | 0.000 | 55.4% | 14 | 64.4% | 18.4% | 0.000 | 46.0% | 16 |
| **Targets were set for my development through a process of negotiation with me** | Strongly agree/Agree | 72.1% | 16.9% | 0.000 | 55.2% | 15 | 70.7% | 28.6% | 0.000 | 42.1% | 18 |
| **Would you agree or disagree that 'The training plan was adapted to my specific developmental needs throughout the year'?** | Strongly agree/Agree | 68.9% | 16.7% | 0.000 | 52.2% | 16 | 63.5% | 17.2% | 0.000 | 46.3% | 14 |
| **Would you agree or disagree that 'my tutor and I discussed my expectations and concerns for the year at the start of my pre-registration training'?** | Strongly agree/Agree | 83.9% | 34.1% | 0.000 | 49.8% | 17 | 80.4% | 35.1% | 0.000 | 45.4% | 17 |
| **I formally discussed my learning progress with my tutor:** | Daily/Weekly/Fortnightly/Monthly | 63.8% | 14.6% | 0.000 | 49.2% | 18 | 62.7% | 22.2% | 0.000 | 40.5% | 19 |
| **The training year enabled me to fully cover the pre-registration performance standards** | Strongly agree/Agree | 92.1% | 47.2% | 0.000 | 44.9% | 19 | 89.1% | 33.7% | 0.000 | 55.4% | 10 |
| **I formally discussed my learning progress with another member of staff** | Daily/Weekly/Fortnightly/Monthly | 39.7% | 13.5% | 0.000 | 26.2% | 20 | 40.2% | 21.6% | 0.001 | 18.6% | 21 |
| **Thinking about cross-sector experience placements, would you say that?** | I was given the opportunity to undertake a cross-sector experience placement | 67.5% | 47.2% | 0.000 | 20.3% | 21 | 59.3% | 41.4% | 0.001 | 17.8% | 22 |
| **My pre-registration training period was in:** | Hospital | 31.4% | 13.5% | 0.000 | 17.9% | 22 | 29.6% | 19.2% | 0.030 | 10.4% | 26 |
| **Which of the following best describes your ethnic group or background?** | White | 34% | 17% | 0.007 | 17.0% | 23 | 33% | 18% | 0.005 | 15.0% | 23 |
| **My tutor required me to provide written evidence before they would sign off a performance standard** | Always/Mostly | 82.3% | 66.7% | 0.000 | 15.7% | 24 | 83.8% | 61.2% | 0.000 | 22.6% | 20 |

| Question | Response | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| **Country - placement 1** | Outside London | 76.8% | 62.9% | 0.004 | 13.9% | 25 | 77.8% | 66.7% | 0.014 | 11.1% | 25 |
| **What is your age?** | <30 | 88.1% | 75.3% | 0.001 | 12.8% | 26 | 85.0% | 70.7% | 0.000 | 14.3% | 24 |
| **Did you have a change/any additional changes in pre-registration tutor during your pre-registration year?** | No | 86.7% | 74.2% | 0.002 | 12.6% | 27 | 81.6% | 73.7% | 0.061 | 7.9% | 28 |
| **Would you agree or disagree that 'the learning contract was adhered to' by me?** | Strongly agree/Agree | 95.9% | 95.9% | 0.993 | .0% | 28 | 96.5% | 86.7% | 0.000 | 9.8% | 27 |
| **My tutor agreed to sign off performance standards that they had observed in my day to day practice without me providing written/electronic evidence** | Always/Mostly | 19.6% | 23.9% | 0.341 | -4.3% | 29 | 18.7% | 22.4% | 0.379 | -3.7% | 29 |

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