2014

General Pharmaceutical Council

Analysis of Trainee Dissatisfaction - 2012/13 Pre-registration Trainees

General Pharmaceutical Council Survey

Analysis of Trainee Dissatisfaction - 2012/13 Pre-registration Trainees

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Contents

EXECUTIVE SUMMARY

This report summarises the findings from analysis of those who were dissatisfied with their pre-registration training experience in the survey of 2013 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 being 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. As such, there may be some development needs for tutors which may be clarified by the forthcoming survey and consideration may need to be given to supporting trainees to raise these issues with their employer during the course of their placement, and for trainees to feel that these are adequately addressed.

Information by Design

October 2014

1. BACKGROUND

In 2013, 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 77% 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.

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'.

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 = 99)	71%	29%
Satisfied Trainees (n = 805)	85%	15%
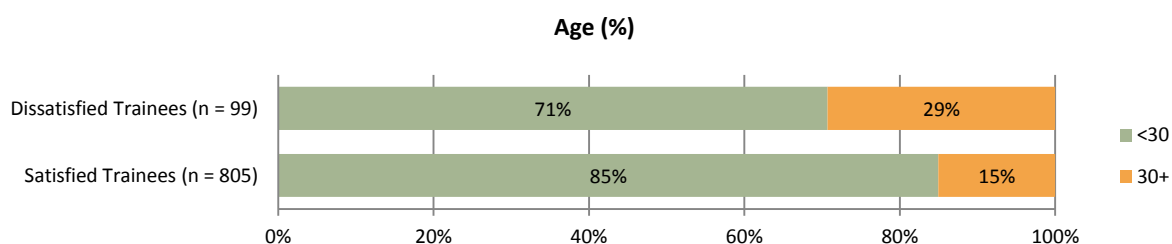
Significant difference between age and overall quality of pre-registration training experience during training year (p=0.000)

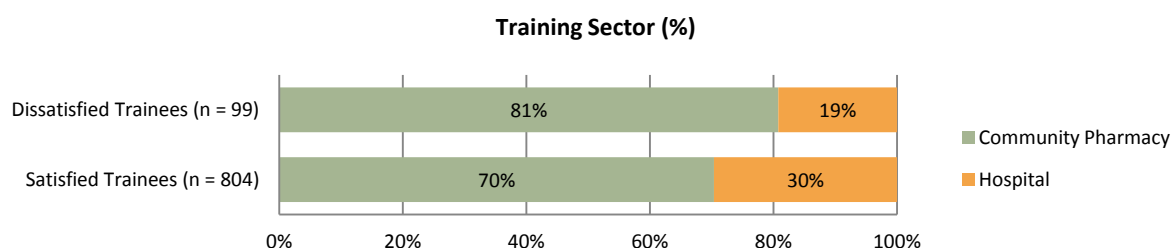There were also are significant differences between the 'satisfied trainees' and the 'dissatisfied trainees' by ethnic group, with the 'dissatisfied trainees' more likely to be from Asian[1] or other ethnic groups.

Ethnic Group (%)

	White	Asian	Other ethnic groups
Dissatisfied Trainees (n = 87)	18%	53%	29%
Satisfied Trainees (n = 745)	33%	49%	18%
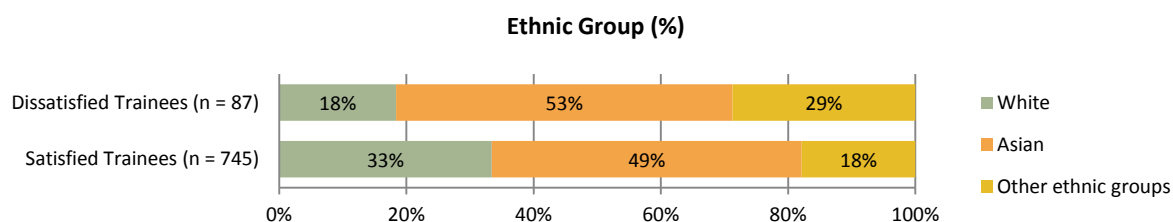
Significant difference between ethnic group and overall quality of pre-registration training experience during training year (p=0.005)

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

Training Sector (%)

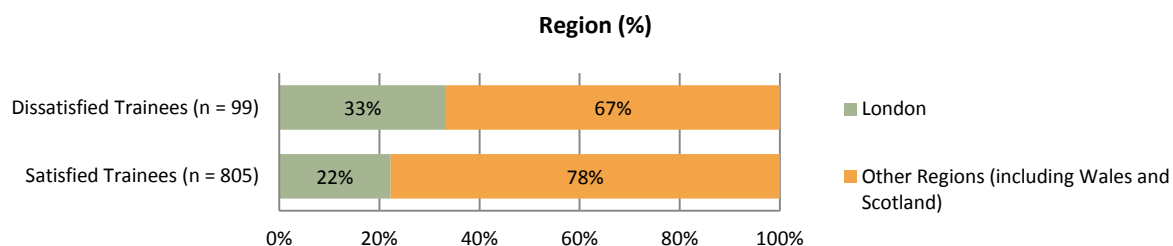|	Community Pharmacy	Hospital
Dissatisfied Trainees (n = 99)	81%	19%
Satisfied Trainees (n = 804)	70%	30%

Significant difference between training sector and overall quality of pre-registration training experience during training year (p=0.030) '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=0.018). In the hospital sector, there were no significant differences by ethnic group (7% of Asian and 'other' ethnic group trainees were dissatisfied compared to 6% of white trainees.

There were significant differences between the 'satisfied trainees' and the '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 = 99)	33%	67%
Satisfied Trainees (n = 805)	22%	78%

Significant difference between region and overall quality of pre-registration training experience during training year (p=0.014)

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

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[1] 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

KEY FACTORS AFFECTING DISSATISFACTION

Further analysis of the demographic differences between the 'satisfied trainees' and the '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 19.3% 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 4.7% described the quality of their training as poor/very poor (compared with 11.4% of trainees aged under 30 who were from the 'Asian or other' ethnic group.)
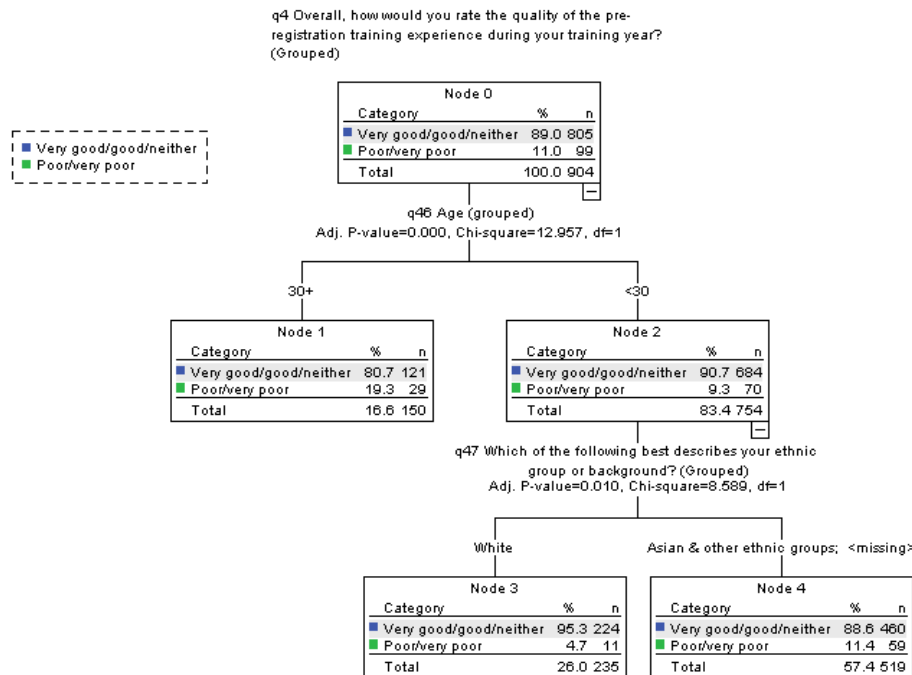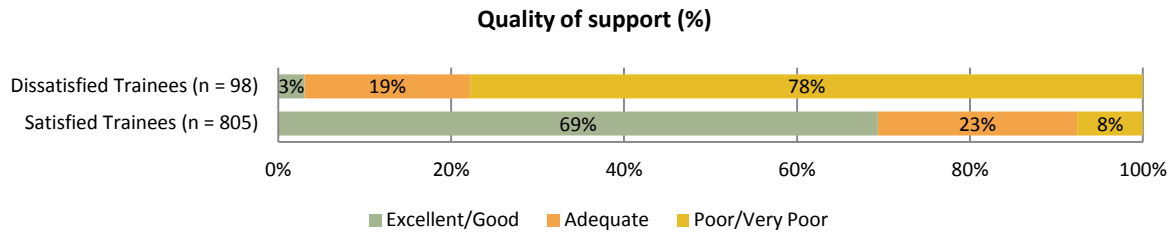

The demographic differences between 'satisfied' and dissatisfied' trainees are further illustrated in the table below. Younger trainees are less likely to be in the dissatisfied group (4.7% of those in the white group and 10.9% of those in the Asian or other ethnic groups); older trainees are more likely to be in the dissatisfied group (16.7% of those in the white group and 19.3% 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	95.3%	4.7%
	30+	83.3%	16.7%
Asian & other ethnic groups	Under 30	89.1%	10.9%
	30+	80.7%	19.3%

QUALITY OF SUPPORT

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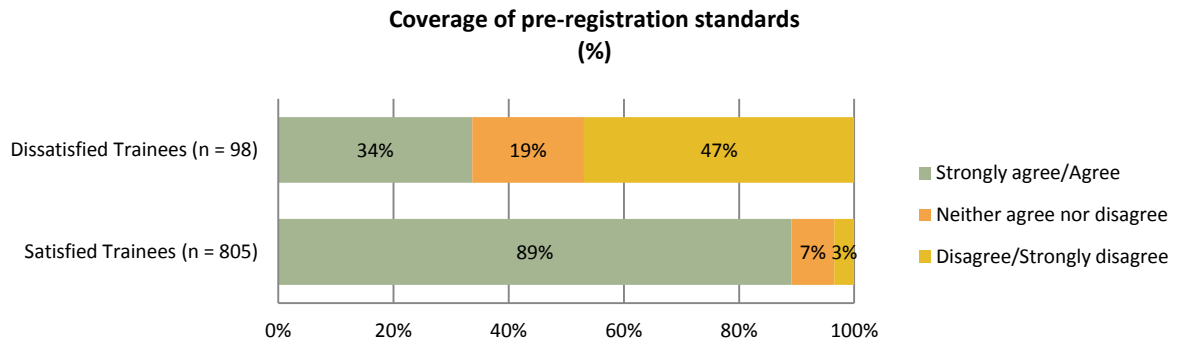
Quality of support (%)

	Excellent/Good	Adequate	Poor/Very Poor
Dissatisfied Trainees (n = 98)	3%	19%	78%
Satisfied Trainees (n = 805)	69%	23%	8%

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 the trainees from Asian and Other (non-white) ethnic groups are far more likely to have trained in the Community Pharmacy sector. This partly explains the lower level of satisfaction amongst trainees from the Asian and Other ethnic groups. These groups are more commonly represented in the Community pharmacy sector where satisfaction with the overall quality of pre-registration training is lower. It should also be noted that in the whole sample (those who were satisfied and dissatisfied) the respondents who trained in Community pharmacies are significantly more likely to be 30+ and to be Asian or from other ethnic groups. Of those who trained in Community pharmacies, those who trained in independents are significantly more likely to be 30+ and to be from Asian or from 'other' ethnic groups.

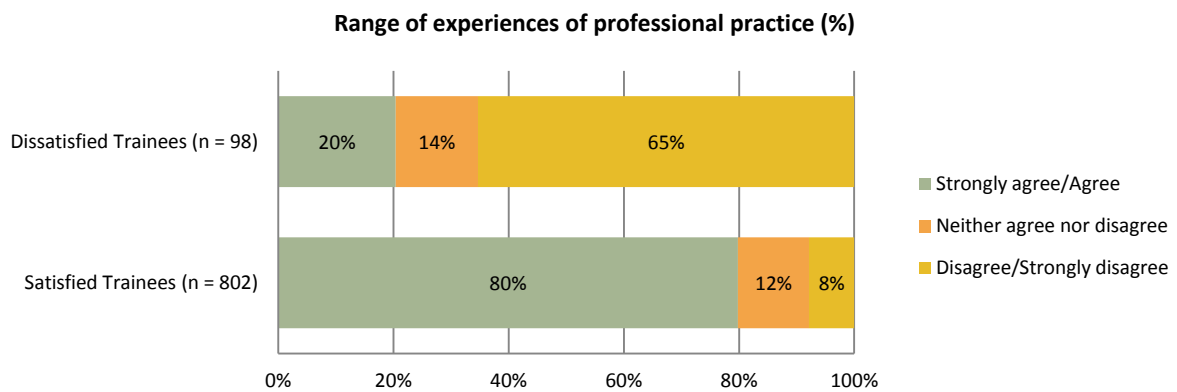|	Ethnic Group		
	White	Asian	Other
Community Pharmacy	49%	82%	78%
Hospital	51%	18%	22%

ADEQUATE EXPERIENCE

There were significant differences between the 'satisfied trainees' and the 'dissatisfied trainees' in respondents' reported coverage of pre-registration 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 (%)

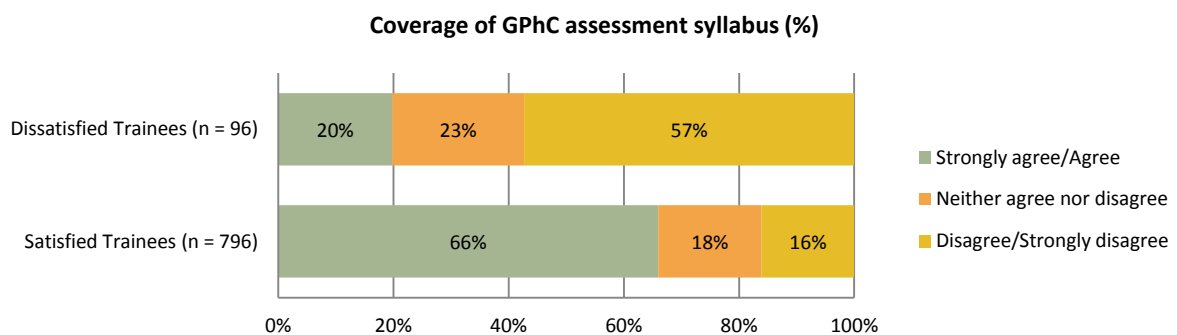|	Strongly agree/Agree	Neither agree nor disagree	Disagree/Strongly disagree
Dissatisfied Trainees (n = 98)	34%	19%	47%
Satisfied Trainees (n = 805)	89%	7%	3%

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 the 'satisfied trainees' and the '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 = 98)	20%	14%	65%
Satisfied Trainees (n = 802)	80%	12%	8%

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 the 'satisfied trainees' and the '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 = 96)	20%	23%	57%
Satisfied Trainees (n = 796)	66%	18%	16%

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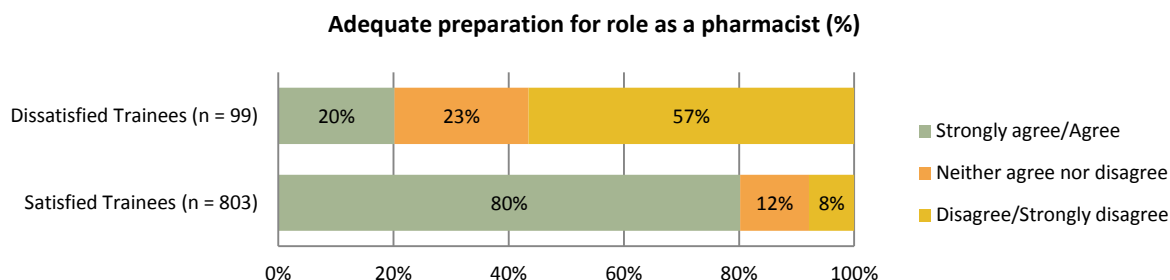
Significant difference between adequate preparation for role as pharmacist and overall quality of pre-registration training experience during training year (p=0.000)
'Not sure' excluded

There were significant differences between the 'satisfied trainees' and the '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 (%)
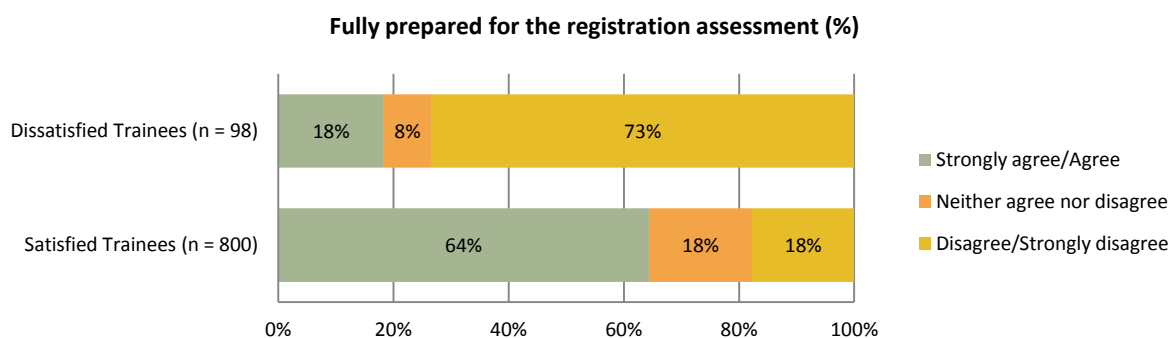
Significant difference between fully prepared for the registration assessment and overall quality of pre-registration training experience during training year (p=0.000)
'Not sure' excluded

There were significant differences between the 'satisfied trainees' and the '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.

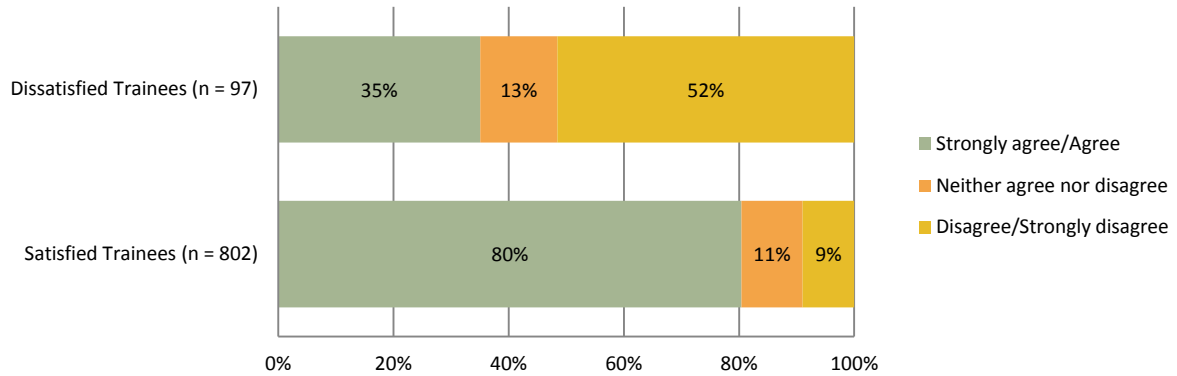**Cross-sector experience placement (%)**
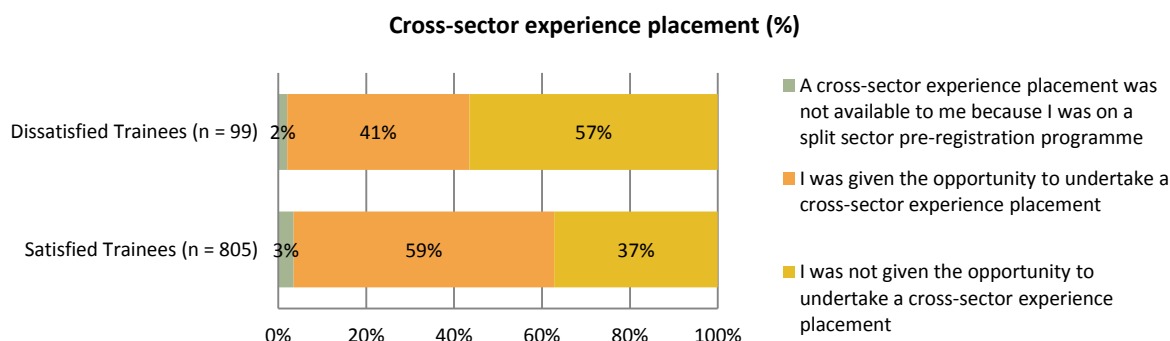
Significant difference between cross-sector experience placement and overall quality of pre-registration training experience during training year (p=0.001)

INDUCTION

There were significant differences between the 'satisfied trainees' and the '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 the 'satisfied trainees' and the 'dissatisfied trainees' in adherence to the learning contract by the trainee, with the 'dissatisfied trainees' less likely to strongly agree or agree that the learning contract was adhered to by themselves.

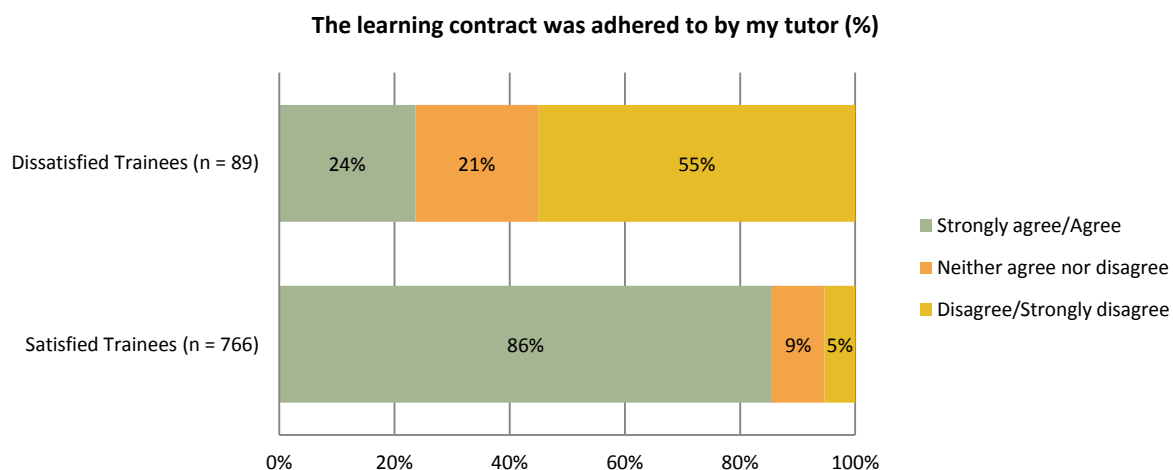**The learning contract was adhered to by me (%)**
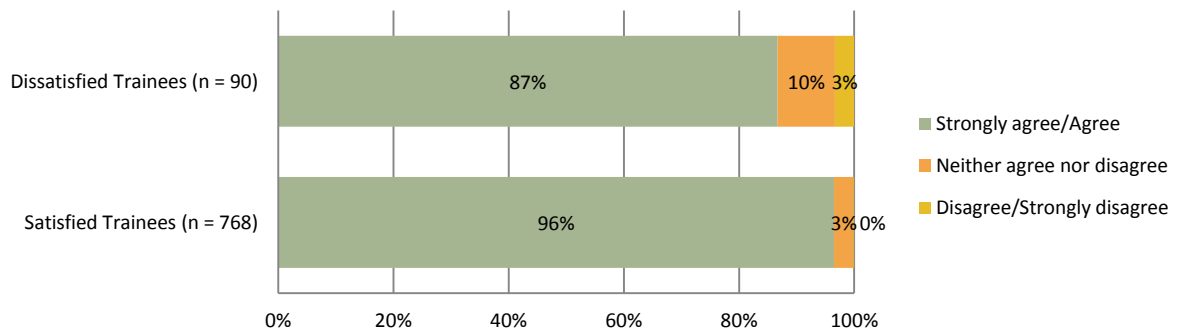
Significant difference between the learning contract was adhered to by me and overall quality of pre-registration training experience during training year (p=0.000)
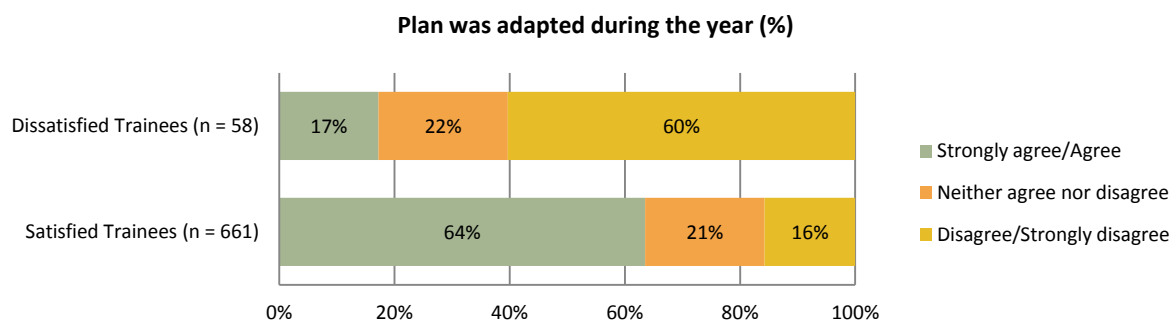
'Not sure' excluded

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

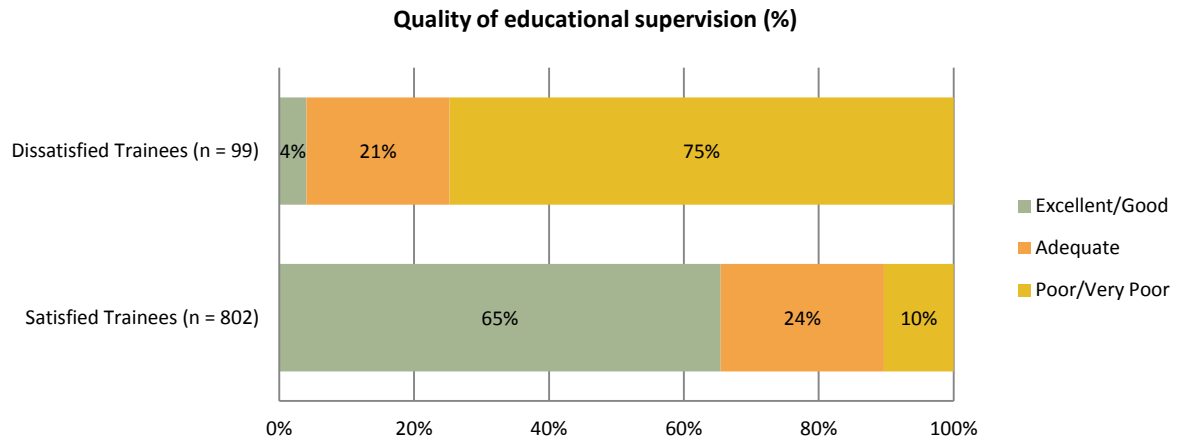**Plan was adapted during the year (%)**

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
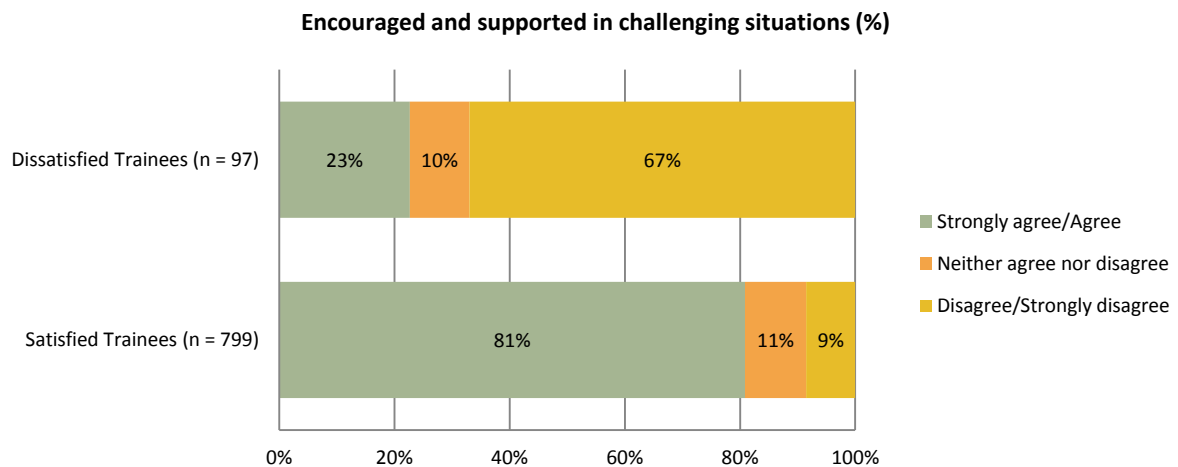
EDUCATIONAL SUPERVISION

There were significant differences between the 'satisfied trainees' and the '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 = 99)	4%	21%	75%
Satisfied Trainees (n = 802)	65%	24%	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 the 'satisfied trainees' and the '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 = 97)	23%	10%	67%
Satisfied Trainees (n = 799)	81%	11%	9%

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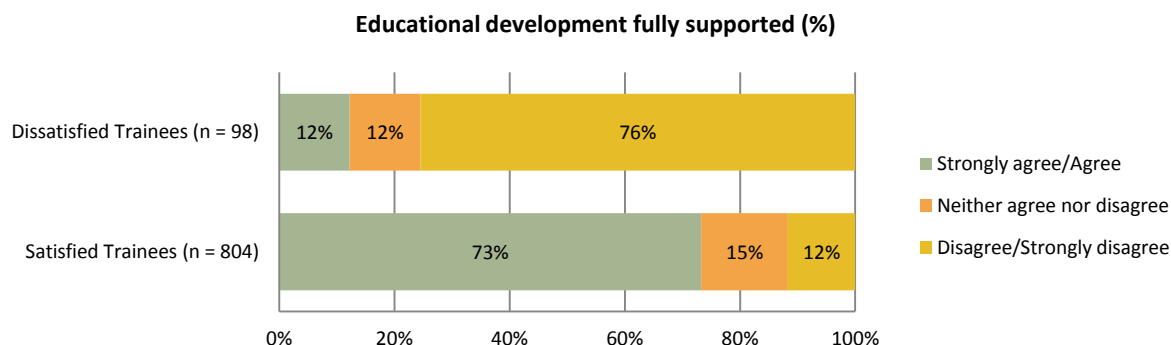
'Not sure' excluded

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

Educational development fully supported (%)

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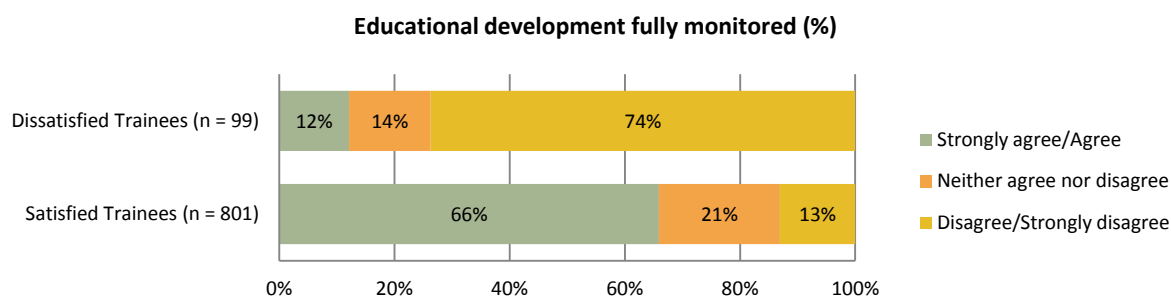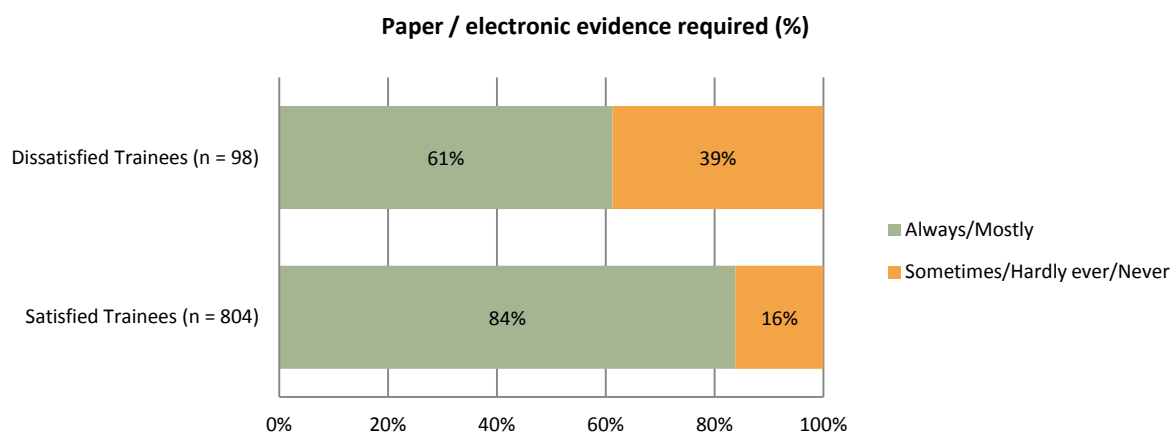
'Not sure' excluded

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

Educational development fully monitored (%)

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 the 'satisfied trainees' and the '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 paper/electronic evidence for sign off.

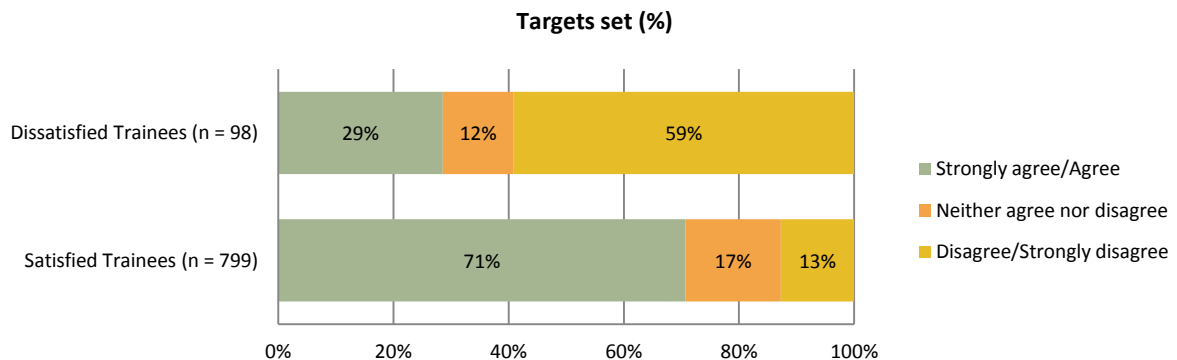**Paper / electronic evidence required (%)**

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

'Not sure' excluded
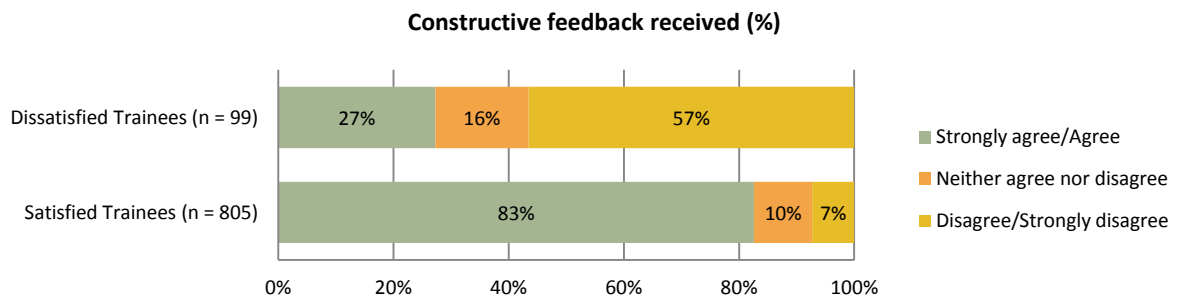
PROGRESS AND FEEDBACK

There were significant differences between the 'satisfied trainees' and the 'dissatisfied trainees' in trainees' reports of whether targets were set, with the '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 = 98)	29%	12%	59%
Satisfied Trainees (n = 799)	71%	17%	13%

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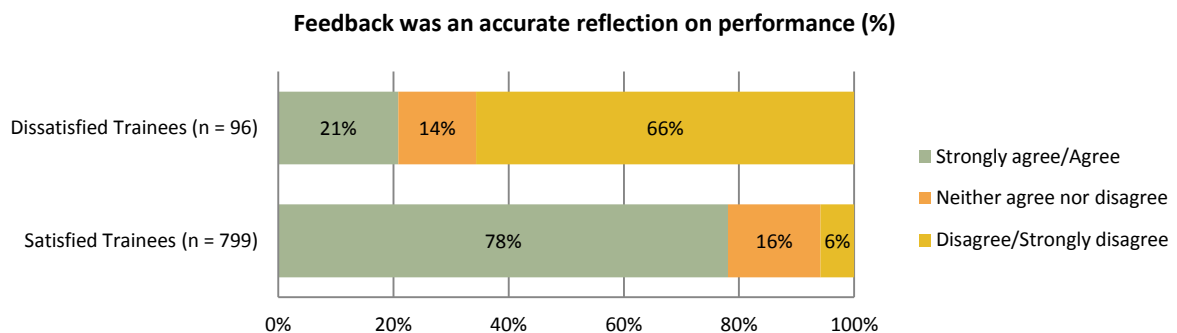
'Not sure' excluded

There were significant differences between the 'satisfied trainees' and the 'dissatisfied trainees' in trainees' reports of whether they received constructive feedback, with the '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 = 99)	27%	16%	57%
Satisfied Trainees (n = 805)	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 the 'satisfied trainees' and the 'dissatisfied trainees' in trainees' reports of whether feedback was an accurate reflection on performance, with the '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 = 96)	21%	14%	66%
Satisfied Trainees (n = 799)	78%	16%	6%

Significant difference between feedback was a accurate reflection on performance and overall quality of pre-registration training experience during training year (p=0.000)
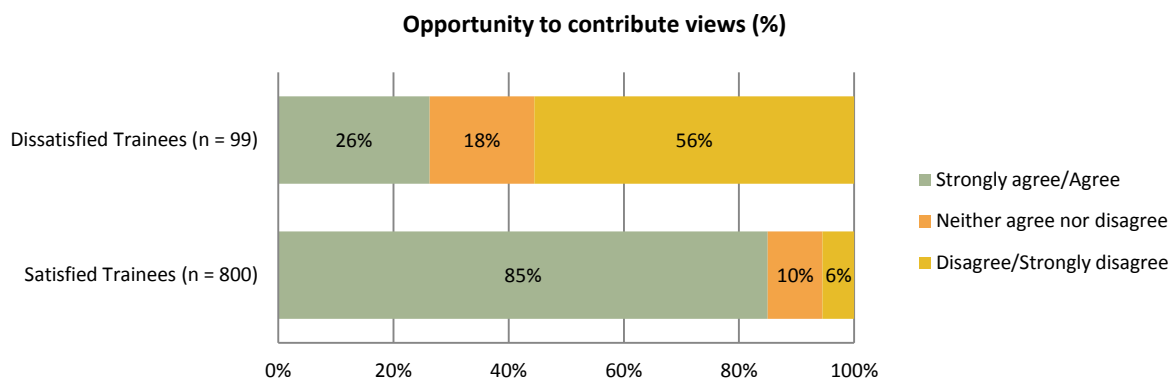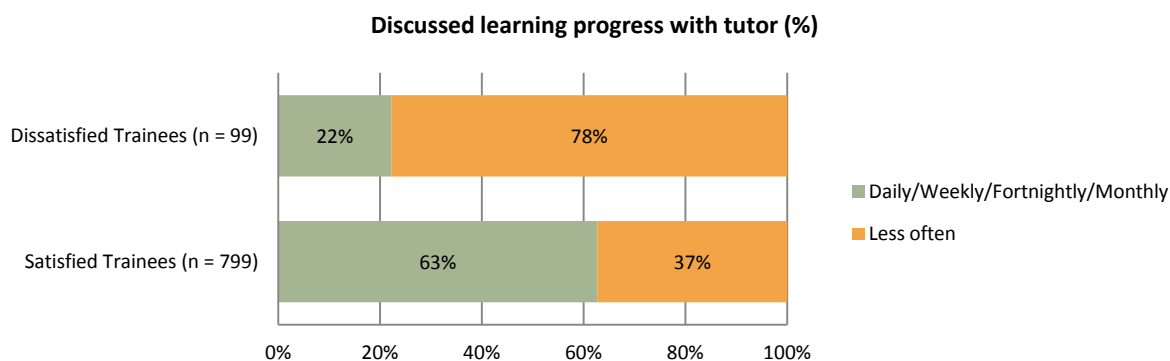
'Not sure' excluded

There were significant differences between the 'satisfied trainees' and the 'dissatisfied trainees' in trainees' reports of having the opportunity to contribute their views on the training they received, with the '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 (%)

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

Discussed learning progress with tutor (%)

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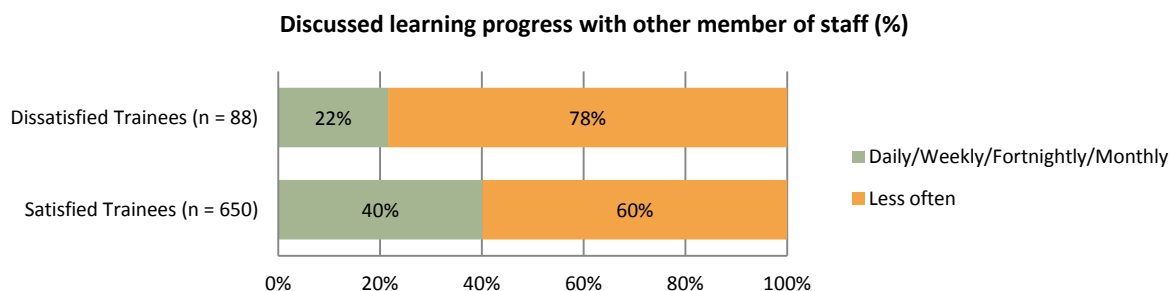
'Not sure' excluded

There were significant differences between the 'satisfied trainees' and the 'dissatisfied trainees' in trainees' reported frequency of discussion of learning progress with another member of staff, with the '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 (%)

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 access to the written texts/books and 66% reporting having access to online resources they needed 'all or some of the time' compared to 89% and 87% of 'satisfied trainees' respectively. 70% of 'dissatisfied trainees' had access to the internet at their training site compared to 86% of 'satisfied trainees'.

When asked if their pre-registration provider enabled them to complete an audit as part of their training 84% of 'dissatisfied trainees' did, compared to 95% 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, 38% of 'dissatisfied trainees' did, compared to 70% of 'satisfied trainees'.

Respondents were asked how much protected time they were allocated for study each week. A third (33%) of 'dissatisfied trainees' reported having at least 60 minutes each week compared to 61% of 'satisfied trainees'.

TRAINEE VOICE

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 56% 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, 30% of dissatisfied trainees' reported that they had compared to 71% 'satisfied trainees'. Of respondents whose tutor had arranged for them to attend off-site training events, 72% of 'dissatisfied trainees' felt they were given the opportunity to contribute and put forward their views on these compared to 81% of 'satisfied trainees'.

RECOMMENDATION

There were significant differences between the 'satisfied trainees' and the '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 – only 6% agreed or strongly agreed that they would recommend, compared to 77% of satisfied trainees.

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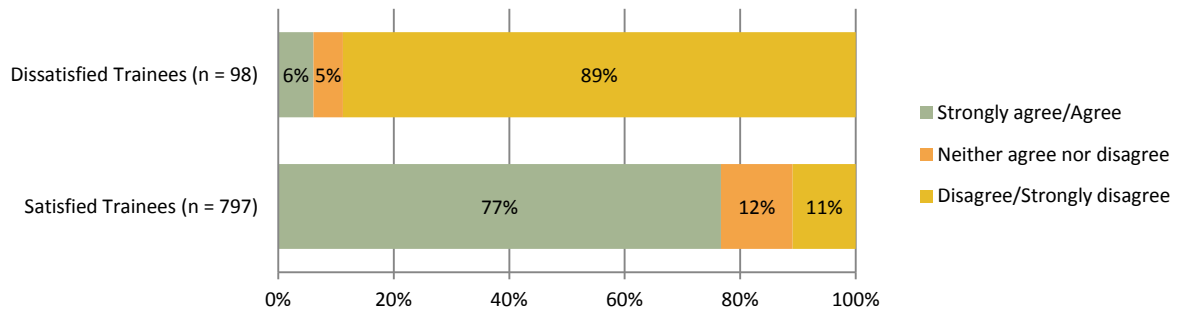
Significant difference between agreement with 'I would recommend the pharmacy pre-registration training I have received to future pre-registration trainees' and overall quality of pre-registration training experience during training year (p=0.000)

'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 40a_2), 69.3% of 'satisfied trainees' and just 3.0% 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 66.3% for this aspect (69.3% minus 3.0%). 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 12 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 five of the questions, the difference between the satisfied and dissatisfied trainees is 60% or higher; these are:

- quality of support
- adherence to the learning contract by the tutor
- quality of educational supervision
- support of educational development during the year

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
q40a_2 How would you rate the quality of support that you received overall during the year?	Excellent/Good	69.3%	3.0%	0.000	66.3%
q18b_1 Would you agree or disagree that 'the learning contract was adhered to' by my tutor?	Strongly agree/Agree	85.5%	23.6%	0.000	61.9%
q40a_1 How would you rate the quality of educational supervision that you received overall during the year?	Excellent/Good	65.5%	4.0%	0.000	61.4%
q26a_7 My educational development was fully supported throughout the year	Strongly agree/Agree	73.3%	12.2%	0.000	61.0%
q5_5 The training year overall enabled me to prepare adequately for my role as a pharmacist	Strongly agree/Agree	80.2%	20.2%	0.000	60.0%
q5_4 The training year provided the necessary range of experiences of professional practice to meet my developmental needs	Strongly agree/Agree	79.8%	20.4%	0.000	59.4%
q26a_5 I was given the opportunity to contribute and put forward my views on my development	Strongly agree/Agree	85.0%	26.3%	0.000	58.7%
q26a_6 I was encouraged and supported when I found situations challenging	Strongly agree/Agree	80.9%	22.7%	0.000	58.2%
q26a_4 The feedback I was given was an accurate reflection on my performance	Strongly agree/Agree	78.1%	20.8%	0.000	57.3%
q5_1 The training year enabled me to fully cover the pre-registration performance standards	Strongly agree/Agree	89.1%	33.7%	0.000	55.4%
q26a_3 I was provided with constructive feedback to aid my development	Strongly agree/Agree	82.6%	27.3%	0.000	55.3%
q26b_8 My educational development was fully monitored throughout the year(Grouped)	Strongly agree/Agree	65.9%	12.1%	0.000	53.8%

CONCLUSIONS

This analysis 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. 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:

- Asian and 'other' ethnic groups are more likely to have trained in the community pharmacy sector than the hospital sector.
- 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.

It should be noted that the survey has no information on the academic performance of trainees, and it may be that better performing students are recruited into the hospital sector. However, there may be a need to monitor the demographics of the different placement opportunities available to trainees, taking into account their academic performance.

Often in surveys of this type, the source of their dissatisfaction relates to particular aspects of trainee experience. However, in this case, for those who are dissatisfied, the sources of their dissatisfaction are observed across all of the aspects of their training experience. There are high levels of dissatisfaction with the fundamental aspects of their training, including the quality of the support received, and the quality of their educational supervision, where only a very small proportion rated these aspects positively. There are indications here that there may be some tutors who need development to ensure that they are able to fulfill their roles adequately, and this may be clarified by the forthcoming survey of tutors. In addition, all trainees need to be given adequate opportunities by their employer to raise any issues or concerns during the course of their placement, and to have them resolved by employers.

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Question	Category	'Satisfied trainees'	'Dissatisfied trainees'	P Value	Difference
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q18b_1 Would you agree or disagree that 'the learning contract was adhered to' by my tutor?	Strongly agree/Agree	85.5%	23.6%	0.000	61.9%
q40a_1 How would you rate the quality of educational supervision that you received overall during the year?	Excellent/Good	65.5%	4.0%	0.000	61.4%
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q26a_3 I was provided with constructive feedback to aid my development	Strongly agree/Agree	82.6%	27.3%	0.000	55.3%
q26b_8 My educational development was fully monitored throughout the year(Grouped)	Strongly agree/Agree	65.9%	12.1%	0.000	53.8%
q20a Would you agree or disagree that 'The training plan was adapted to my specific developmental needs throughout the year'?	Strongly agree/Agree	63.5%	17.2%	0.000	46.3%
q5_2 The training year enabled me to fully cover the GPhC assessment syllabus	Strongly agree/Agree	66.0%	19.8%	0.000	46.2%
q5_3 The training year enabled me to fully prepare for the registration assessment	Strongly agree/Agree	64.4%	18.4%	0.000	46.0%
q15a 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	80.4%	35.1%	0.000	45.4%
q26a_2 Targets were set for my development through a process of negotiation with me	Strongly agree/Agree	70.7%	28.6%	0.000	42.1%
q24a I formally discussed my learning progress with my tutor:	Daily/Weekly/Fortnightly/Monthly	62.7%	22.2%	0.000	40.5%
q21a My tutor required me to provide paper / electronic evidence before they would sign	Always/Mostly	83.8%	61.2%	0.000	22.6%

off a performance standard					
q25a_1 I formally discussed my learning progress with another member of staff	Daily/Weekly/ Fortnightly/Monthly	40.2%	21.6%	0.001	18.6%
q7a Thinking about cross-sector experience placements, would you say that?	I was given the opportunity to undertake a cross-sector experience placement	59.3%	41.4%	0.001	17.8%
q47 Which of the following best describes your ethnic group or background?	White	33%	18%	0.005	15.0%
q46 What is your age?	<30	85.0%	70.7%	0.000	14.3%
LETB	Outside London	77.8%	66.7%	0.014	11.1%
q9a My pre-registration training period was in: (Excluding industry)	Hospital	29.6%	19.2%	0.030	10.4%
q18a_1 Would you agree or disagree that 'the learning contract was adhered to' by me?	Strongly agree/Agree	96.5%	86.7%	0.000	9.8%
q22a 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	18.7%	22.4%	0.379	-3.7%

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