

Trainee Review of Pre-registration Training Questionnaire 2016-2017

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Introduction

The Pharmaceutical Society of Northern Ireland has a responsibility to quality assure pre-registration training in Northern Ireland¹. The quality assurance is multi-faceted and designed to gather information from multiple sources. Elements of the quality assurance include:

- Post course evaluation of all compulsory live trainee events.
- Post course evaluation of Tutor Training Events.
- An evaluation of tutor skills by means of a trainee questionnaire.
- Review of all aspects of the Pharmaceutical Society of Northern Ireland pre-registration training programme, and in particular the processes associated with the Registration Examination, by an external examiner.
- A review of training questionnaire, the results of which are discussed in this document.

This questionnaire is designed to collect information on a wide range of aspects of pre-registration training and is divided into ten separate sections:

- Section 1: Personal experiences
- Section 2: Structure of training
- Section 3: Support available
- Section 4: Pre-registration manual
- Section 5: In-practice training assessment and registration examination
- Section 6: E-portfolio
- Section 7: Compulsory training
- Section 8: Optional training events
- Section 9: Premises standards for pre-registration training
- Section 10: About yourself

The purpose of the questionnaire is to evaluate key components of pre-registration training programme from the trainee's perspective. It's also about providing an opportunity for trainees to feedback on their personal experiences during pre-registration training. This information is used to ensure that training remains fit for purpose and to ensure that training complies with relevant standards.

The Pharmaceutical Society of Northern Ireland has been collecting this data over previous year. Where appropriate, the information obtained is compared year on year to identify trends and issues to be addressed. The questions evolve as pre-registration training in Northern Ireland develops and /or additional standards apply.

Method

A total of 165 trainees undertook pre-registration training in 2016-2017. The questionnaire was distributed by post to all trainees with their registration documentation. The trainees were asked to return the questionnaire with their registration documentation. The questionnaire is completed anonymously. It is returned to the Pharmaceutical Society of Northern Ireland with the trainee's registration documentation but is separated within the Society from those documents on receipt to maintain anonymity.

A total of 162 (98.2% response rate) trainees had returned questionnaires.

Results

In each section the results obtained for 2016-17 trainee cohort are shown compared with previous years. The results for the 2016-2017 cohort are displayed. At the end of each section of the questionnaire the trainees have the opportunity to provide written feedback. For each section any themes have been extracted from the comments and are shown in the results section of this report. The actual comments made by the trainees are shown in appendices 2-12.

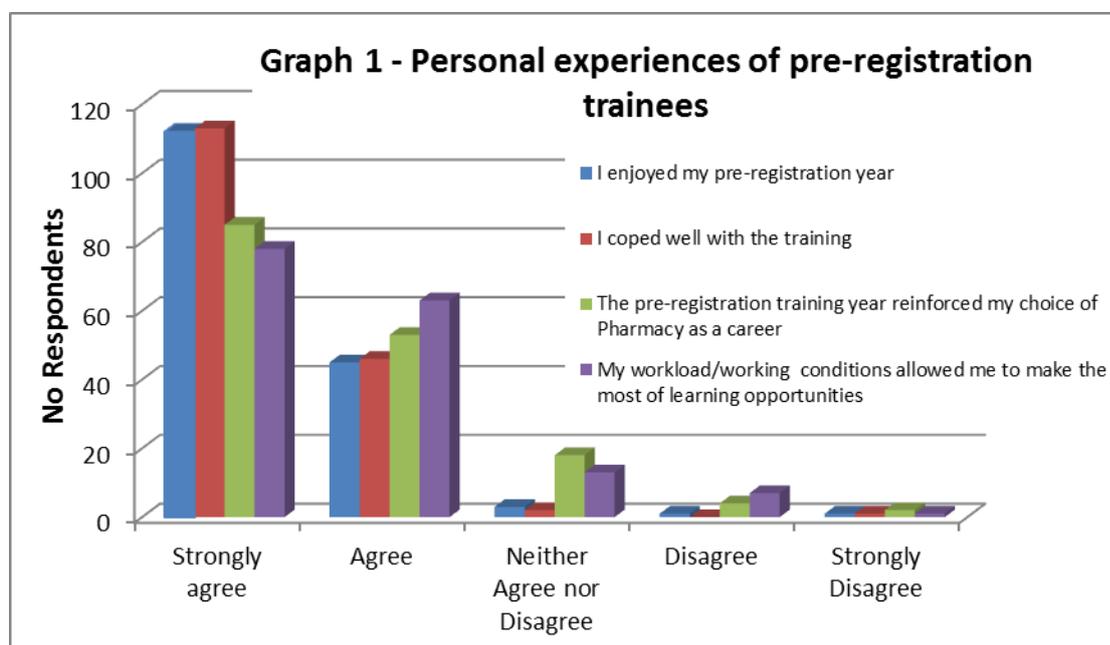
Section 1: PERSONAL EXPERIENCES

The trainees are asked in Section 1 about their personal experiences of their pre-registration training. The results for the 2016-2017 trainees are shown in Table 1 below, alongside comparisons from previous years.

Table 1: Personal experience of pre-registration trainees

	% Strongly Agree or Agree						
	16-17	15-16	14-15	13-14	12-13	11-12	10-11
Enjoyed pre-registration experience	97	98	99	95	97	96	94
Coped well with training	98	99	99	99	99	98	98
Reinforced choice of career	85	93	93	85	90	89	92
My workload/working conditions allowed me to make the most of learning opportunities	87	92	88	80	86	88	83

Graph 1 below shows the results obtained from the 2016-2017 cohort.



Additional comments

The additional comments made by trainees are shown in Appendix 2. The majority of trainees had a positive training experience.

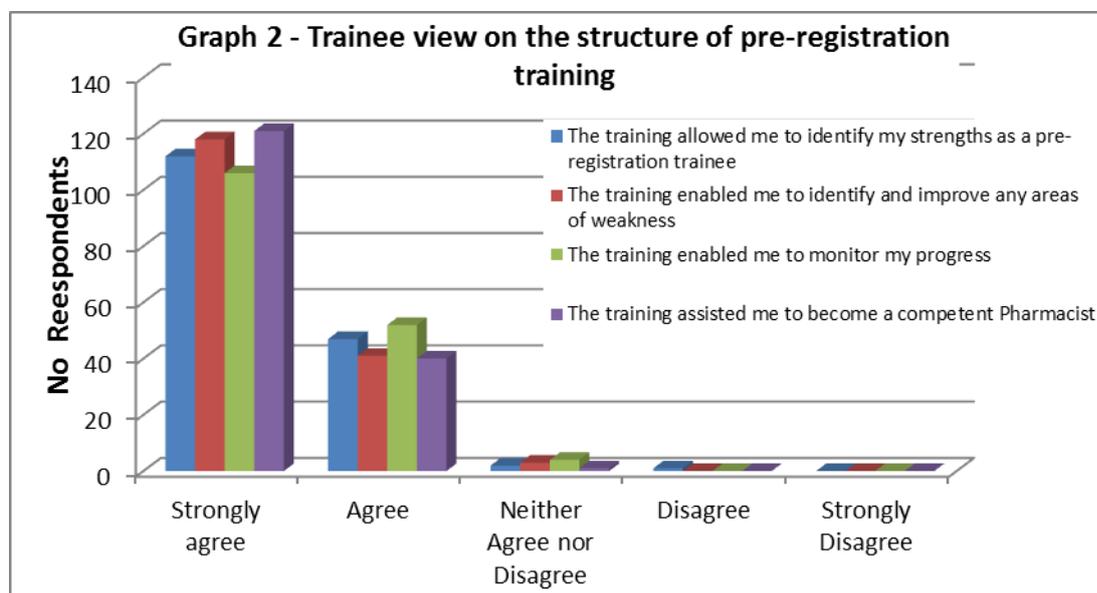
Section 2: STRUCTURE OF PRE-REGISTRATION TRAINING

The trainees are asked in Section 2 about the structure of their pre-registration training. The results for the 2016-2017 trainees are shown in Table 2 below alongside comparisons from previous years.

Table 2: Structure of pre-registration training

	% Strongly Agree or Agree						
	16-17	15-16	14-15	13-14	12-13	11-12	10-11
The training allowed me to identify my strengths as a pre-registration student	98	97	99	98	98	94	97
The training enabled me to improve any areas of weakness	98	98	99	98	97	96	98
The training enabled me to monitor my progress	98	98	99	96	98	94	96
The training assisted me to become a competent Pharmacist	99	100	99	99	99	99	97

Graph 2 below shows the results obtained from the 2016-2017 cohort.



Additional Comments

Additional comments made by the trainees are shown in Appendix 3 and indicate that the structure of pre-registration training is viewed positively by trainees. This is illustrated in Table 2 and in the additional comments provided by trainees. 99% of trainees either agreed or strongly agreed that the training assisted them in becoming a competent pharmacist.

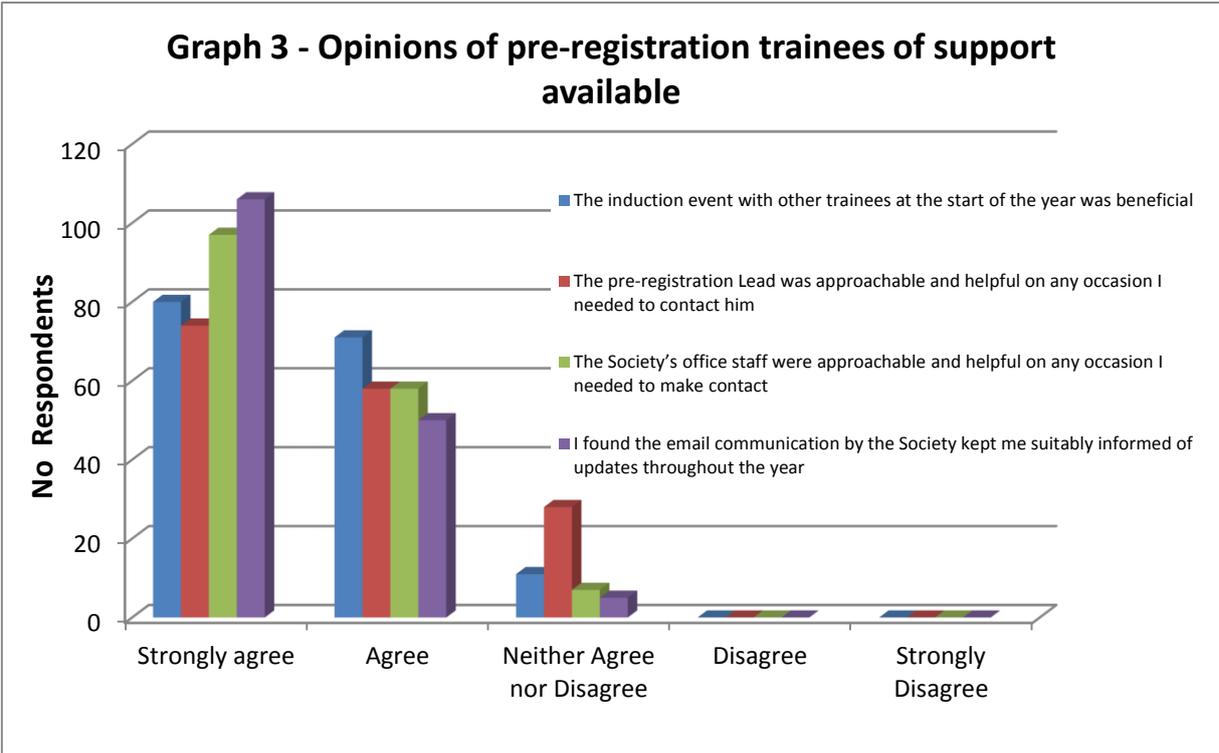
Section 3: SUPPORT available to pre-registration trainees

The trainees are asked in Section 3 about the support available from the Pharmaceutical Society of Northern Ireland during their pre-registration training. The results for the 2016-2017 trainees are shown in Table 3 below alongside comparisons from previous years.

Table 3 Support available to pre-registration trainees

	% Strongly Agree or Agree					
	16-17	15-16	14-15	13-14	12-13	11-12
The induction event with other trainees at the start of the year was beneficial	93	93	97	95	96	90
The pre-registration lead was approachable and helpful on any occasion I needed to contact him.	83	86	91	91	93	93
The Society's office staff were approachable and helpful on any occasion I needed to make contact	96	89	93	94	95	90
I found the communication by the Society kept me suitably informed of updated throughout the year	97	92	95	96	95	N/A

Graph 3 below shows the results obtained from the 2016-2017 cohort.



Additional Comments

Additional comments made by the trainees are shown in Appendix 4. The information obtained in section 4 of the questionnaire indicates that trainees view the support provided by the Pharmaceutical Society of Northern Ireland positively. 97% of trainees indicate that they were kept adequately informed throughout the year and 96% indicate that Society staff were approachable and helpful. In response to feedback about emails ending up in junk mail last year, work was commissioned on a new correspondence section for the e-portfolio. This correspondence section captures all relevant communication sent to trainees and tutors during the year.

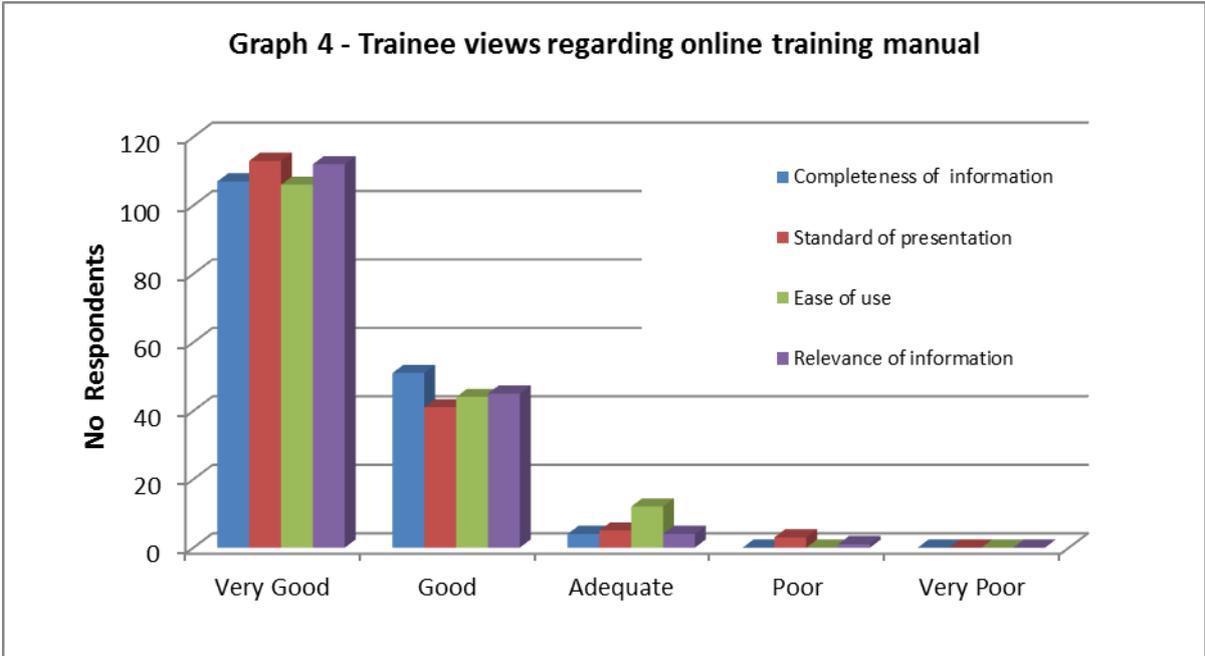
Section 4: ONLINE PRE-REGISTRATION MANUAL

All pre-registration trainees are provided with a link to the pre-registration trainee manual prior to commencement of training and asked to read the manual prior to attending their induction event. Trainees are asked in Section 4 for their opinions on the pre-registration trainee manual. The results for the 2016-2017 trainees are shown in Table 4 below alongside comparisons from previous years.

Table 4 Pre-registration Trainee Manual

	% Very Good or Good						
	16-17	15-16	14-15	13-14	12-13	11-12	10-11
Completeness of information	98	97	97	96	97	98	94
Standard of presentation	95	97	98	96	97	99	96
Ease of use	93	95	99	96	94	94	91
Relevance of information	97	99	99	95	97	98	94

Graph 4 below shows the results obtained from the 2016-2017 cohort.



Additional comments

The additional comments are shown in Appendix 5. Comments stated trainees found the manual useful and contained relevant information.

Section 5: IN-PRACTICE ASSESSMENT and REGISTRATION EXAMINATION

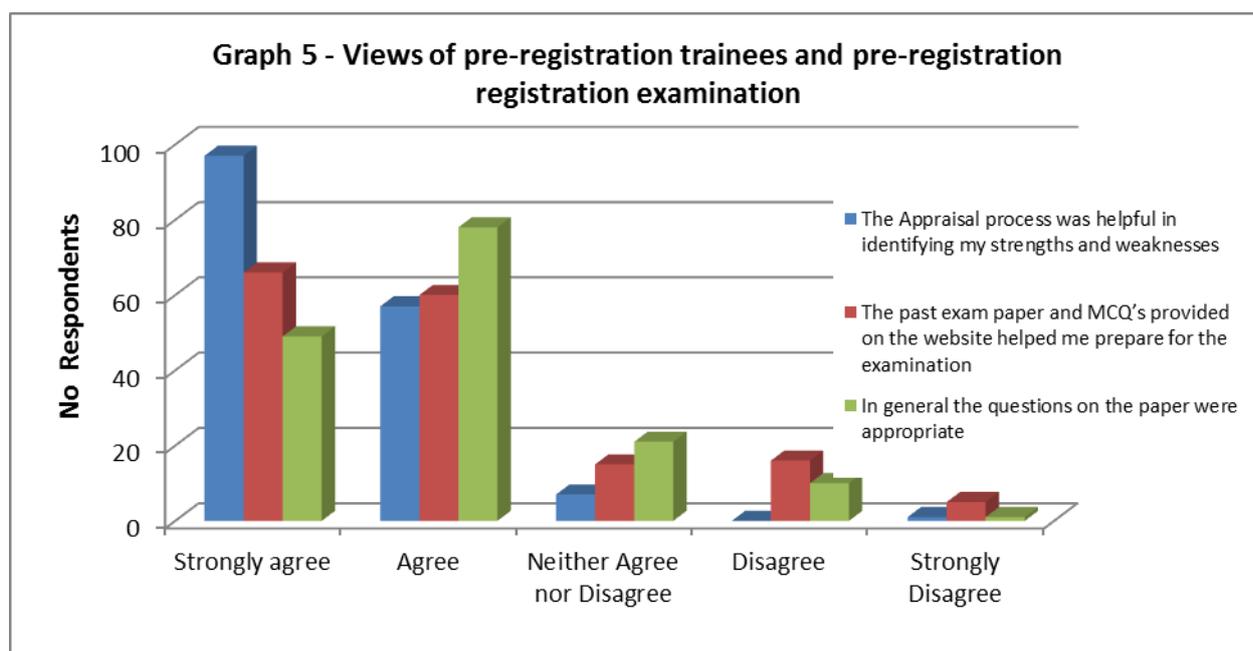
During pre-registration training, trainees undergo appraisal at quarterly intervals with their tutor. The purpose of the appraisal is to support the trainee and to provide motivation and feedback on areas that the trainee may need to develop. The appraisals are monitored to the Pharmaceutical Society of Northern Ireland and the appraisal process provides a profile of how each trainee is progressing during the training year.

Trainees are asked in Section 5 for their views on the appraisal process, the past examination papers and their view as to the appropriateness of the questions in the Registration Examination. The results for the 2016-2017 trainees are shown in Table 5 below alongside comparisons from previous years.

Table 5 In-practice assessment and registration examination

	% Strongly Agree or Agree						
	16-17	15-16	14-15	13-14	12-13	11-12	10-11
The appraisal process was helpful in identifying my strengths and weaknesses	95	95	96	95	97	93	93
The specimen paper provided helped me prepare for the examination	78	88	92	92	95	93	96
In general the questions on the paper were appropriate	80	92	88	91	90	93	89

Graph 5 below shows the results obtained from the 2016-2017 cohort.



Additional comments

The additional comments received are shown in Appendix 6.

Trainees commented they found the appraisal system a useful way to monitor progress and highlight strengths and weaknesses during the training year. Trainees requested extra practice papers and some felt the exam differed from the mock papers.

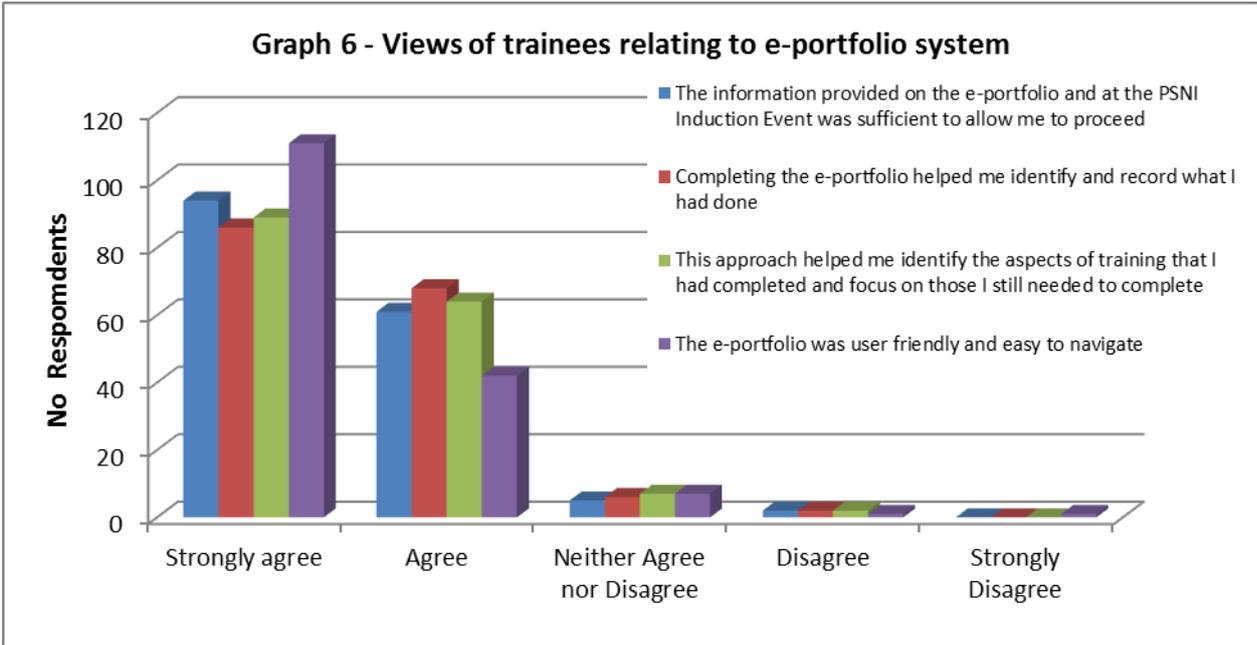
SECTION 6: PORTFOLIO

Trainees are asked in Section 6 to provide feedback about the Pre-registration e-portfolio. The results for the 2016-2017 trainees are shown in Table 6 below alongside comparisons from previous years.

Table 6 Portfolio

	% Strongly Agree or Agree					
	16-17	15-16	14-15	13-14	12-13	11-12
The information provided on the e-portfolio and at the PSNI induction event was sufficient to allow me to proceed	96	96	95	95	96	92
Completing the e-portfolio helped me identify and record what I had done	95	89	91	92	92	85
This approach helped me identify the aspects of training that I had completed and focus on those I still needed to complete	94	85	89	89	88	83
The e-portfolio was user friendly and easy to navigate	94	97	96	95	95	N/A

Graph 6 below shows the results obtained from the 2016-2017 cohort.



Additional Comments

The additional comments received are shown in Appendix 7. The main theme identified was that the e-portfolio worked well and helped trainees keep on track. 94% either agreed or strongly agreed that the e-portfolio helped identify the aspects of training needing to be completed; 94% either agreed or strongly agreed that the e-portfolio was use friendly and easy to navigate. Some commentary was provided that it would be useful to provide a list of the names of learning cycles on a separate tab to help trainees identify the subject areas that they have covered. There was commentary about having a marker to inform trainees when they achieve 3 pieces of learning associated with a particular performance standard and that this should be positioned at the stage when trainees submit a cycle. Trainees already access this information via 'progress tab' on the e-portfolio but this requires accessing a separate tab.

SECTION 7: Compulsory Training Courses

During the 2016-2017 training year there were four compulsory training courses as follows:

The Induction Event provided by Pharmaceutical Society NI, Law and Ethics, First Aid and Supporting Professional Practice provided by Northern Ireland Centre for Pharmacy Learning and Development (NICPLD). In addition trainees were required to complete 13 distance learning packs provided by NICPLD as follows:

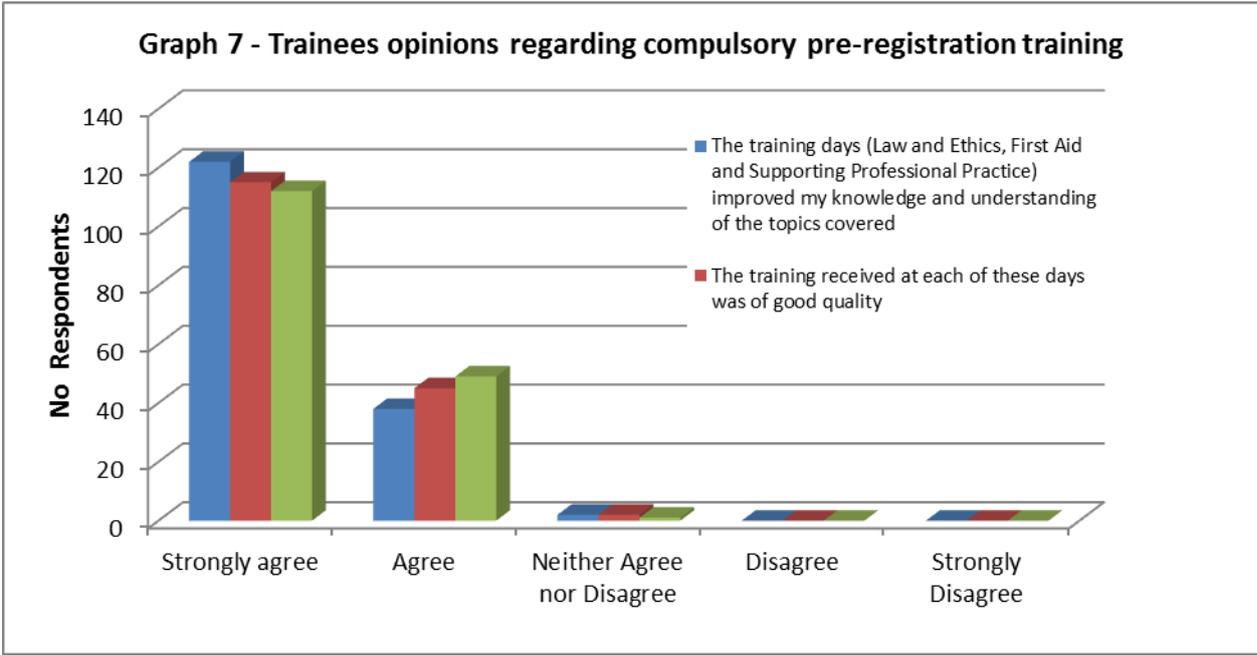
- The responsible pharmacist
- Controlled drugs
- Patient medication review and records
- High risk medicines
- Medical calculations
- Medication incidents
- Minor ailments: CNS
- Minor ailments: Eyes, ears and oral health
- Minor ailments: GI
- Minor ailments: Infections and infestations
- Minor ailments: Respiratory
- Minor ailments: Skin
- Minor ailments: Urogenital

The results for the 2016-2017 trainees are shown in Table 7 below alongside comparisons from previous years.

Table 7 Compulsory Training Courses

	% Strongly Agree or Agree						
	16-17	15-16	14-15	13-14	12-13	11-12	10-11
The training days (Law and Ethics, First Aid and Supporting Professional Practice) improved my knowledge and understanding of the topics covered	99	99	99	99	98	99	99
The training received at each of these days was of good quality	99	100	99	99	99	99	98
The distance learning courses were beneficial in improving my knowledge and understanding	99	99	100	97	97	94	94

Graph 7 below shows the results obtained from the 2016-2017 cohort.



Additional comments

The additional comments received are shown in Appendix 8. Overall as shown in Table 7 trainees found the compulsory training to be beneficial. 99% either agreed or strongly agreed that the distance learning courses were beneficial in improving knowledge and understanding.

Section 8: Premises Standards for Pre-registration Training

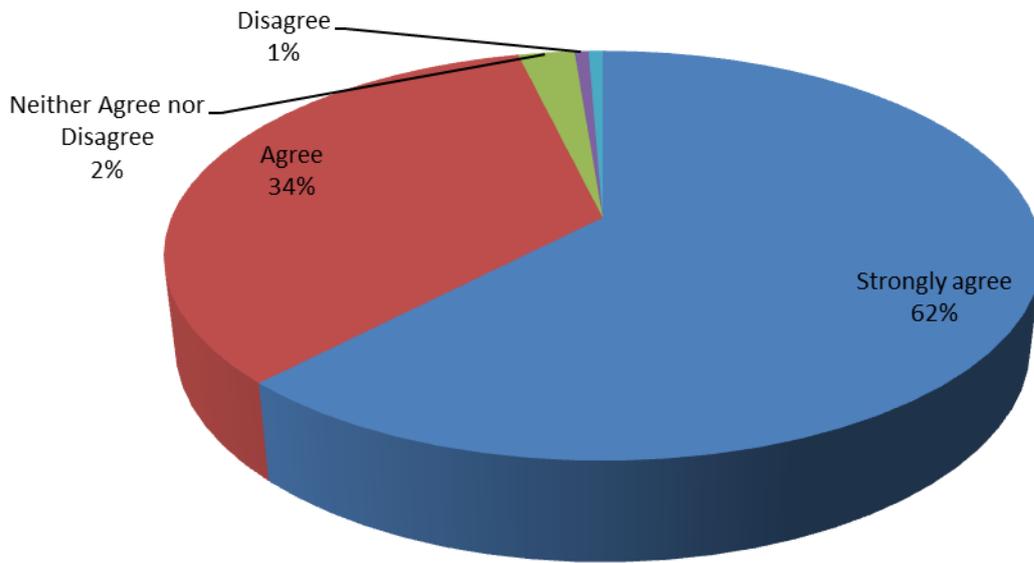
The Community Pharmacy Premises standards² including standards for pharmacies providing pre-registration training are shown in table 8 below:

Indicator	Status
P11.1 A comprehensive training programme allowing the trainee to fulfil the requirements of the Performance Standards programme and the examination syllabus must be in place	ESSENTIAL
P11.2 All recommended reference sources for pre-registration training are available	ESSENTIAL
P11.3 The pharmacy has sufficient staffing levels to allow appropriate learning to occur	ESSENTIAL
P11.4 All staff have an awareness of the aims and components of the pre-registration training programme	ESSENTIAL
P11.5 A suitably qualified tutor is available to supervise the pre-registration trainee. When the tutor is not available satisfactory arrangements for supervision should be in place	ESSENTIAL
P11.6 The pre-registration trainee must have protected time to study and tailored to individual circumstances	ESSENTIAL
11.7 A learning contract between pre-registration trainee and pre-registration tutor has been completed	DESIRABLE

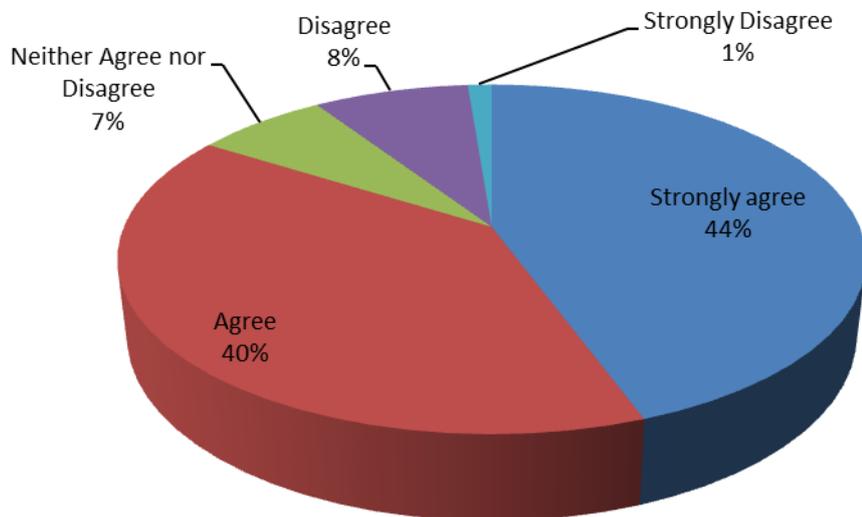
Since these standards were launched in January 2010 trainee views have been monitored year on year.

Graph 8, 9, 10, 11, 12, 13 and 14 show the responses received:

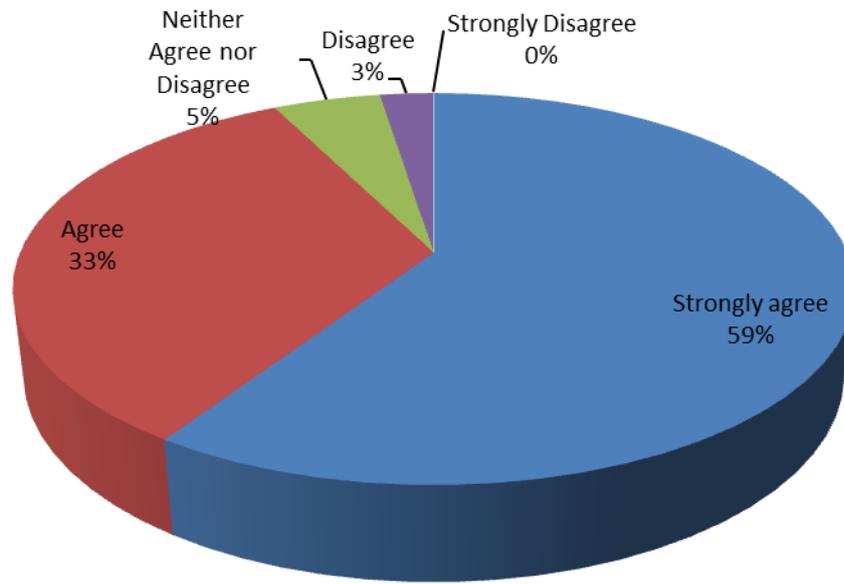
Graph 8 - A comprehensive training programme was available allowing me to fulfil the requirements of the e-portfolio and the examination syllabus n=162



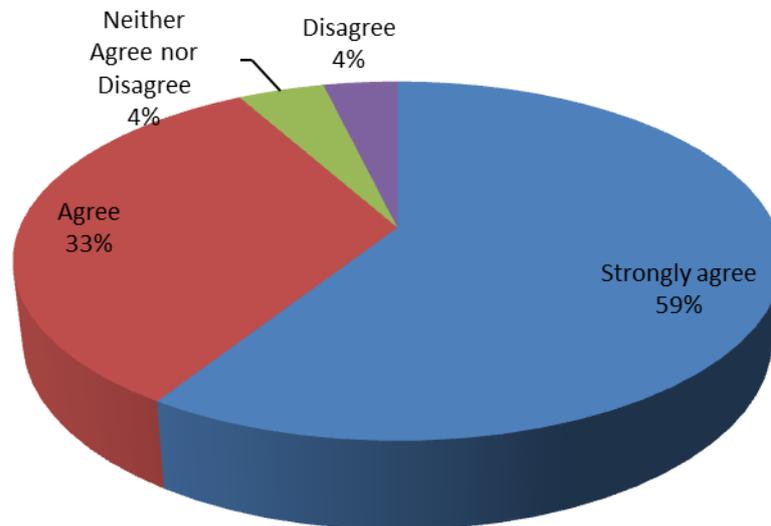
Graph 9 - The pharmacy had sufficient staffing levels to allow learning to occur n = 162



Graph 10 - All the recommended reference sources for pre-registration training were available in the pharmacy n = 162



Graph 11 - All relevant staff in the pharmacy had appropriate awareness of the aims and components of the pre-registration programme n=162



Graph 12 - A suitably qualified tutor was available to supervise my work and when not available satisfactory arrangements were made n=162

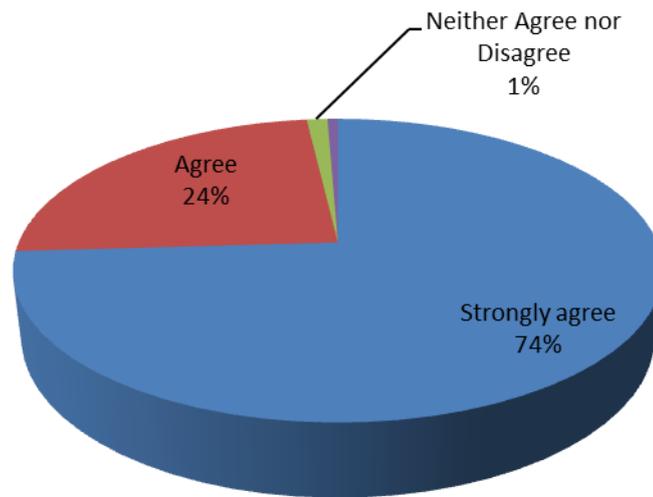
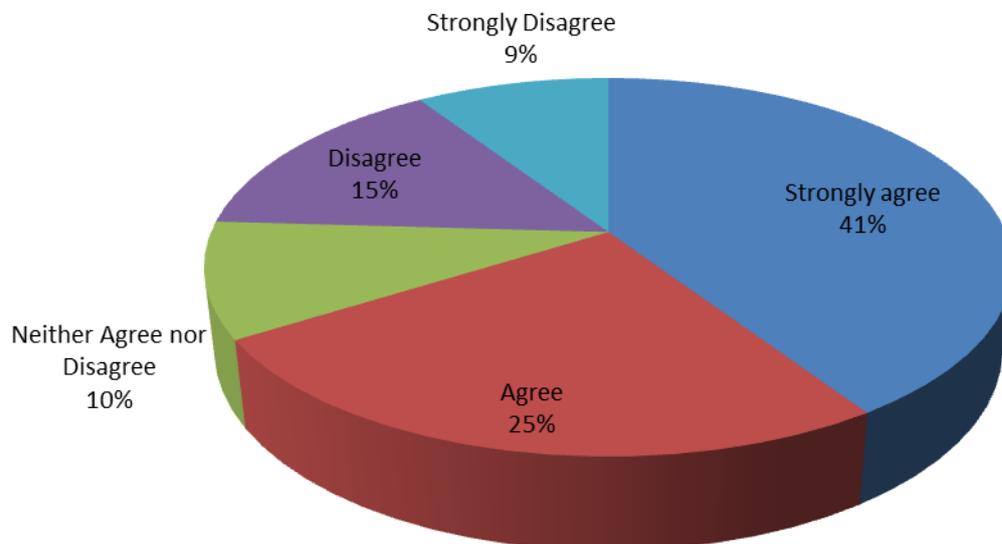


Chart 13 - As recommended by the Society approximately 4 hours per week were protected for study n = 162



Section 9: About YOURSELF:

The questions asked in Section 10 of the questionnaire seek to find out information specific to the individual trainee.

Table 9: About YOURSELF.

Section 10

Male	49
Female	113
Large Multiple	73
Small Multiple	19
Independent	52
12 months hospital	1
6months	
Hosp/Comm	16
Not completed	1

Weekly hours worked

45	43	42	40	39	38	37.5	37
4	1	6	96	6	4	24	4

36	35	N/C
1	7	9

First Destination

Comm NI	Hosp NI	Comm GB	Hosp GB	Don't know	Other	N/C
113	3	8	3	24	9	2

First Position

Permanent	Locum	Academia	No Employment	Other	N/C
49	73	7	25	7	1

Additional comments

The additional comments received are shown in Appendix 10.

Section 10

Trainees were invited to make any other comments they have concerning their pre-registration experiences and these comments are shown in Appendix 12.

Discussion

The 'review of training questionnaire' was posted to 165 trainees along with registration documentation. Trainees were asked to return the completed questionnaire with the registration documentation. There was a 98.2% response rate.

Section 1 relates to the personal experiences of the pre-registration trainee's. 97% of trainees indicated they agreed or strongly agreed that they enjoyed their pre-registration training experience. 98% indicated they coped well with training; 85% of trainees agreed or strongly agreed that their training had re-enforced their choice of career and 87 % indicated that their workload / working conditions allowed them to make the most of learning opportunities. The majority of comments made by trainees described positive themes in relation to their personal experiences of the training. Some trainees commented that they did not receive the personal protected development time of 4 hours each week. This is further explored later in this discussion.

Section 2 relates to the structure of pre-registration training. Trainees expressed a positive view of the structure of training with 99% of trainee's either agreeing or strongly agreeing that training has assisted them in becoming a competent pharmacist. 98% either agreed or strongly agreed that the training enabled them to monitor their progress and to improve any areas of weakness.

Section 3 relates to the support provided by the Pharmaceutical Society of Northern Ireland to trainees. The first question relates to the induction event held by the Pharmaceutical Society. 93% of trainees either strongly agreed or agreed that the induction event was beneficial. The Pharmaceutical Society uses post event feedback from every trainee cohort to continually improve the quality of these events. 96% felt the Society's office staff were approachable and helpful and 97% found the communication from the Society kept them suitably informed throughout the year. In 2016-17 a new correspondence section was introduced in the e-portfolio, this captured all communication that was sent to trainees and tutors during the year ensuring that all parties did not miss any correspondence.

Section 4 relates to the pre-registration manual. Trainees are asked to read the manual before attending the induction event so that questions can be addressed early in training. In 2016-2017, trainees expressed positive views about information provided in the pre-registration manual.

Section 5 - Two elements are reviewed in section 5; the quarterly appraisal process and the registration examination. The quarterly appraisal process allows the Pharmaceutical Society of Northern Ireland to monitor the progress of trainees' through-out the pre-registration year. In addition, a trainee must achieve a satisfactory appraisal at week 39 in order to be accepted to sit the registration examination. 95% of trainees either agreed or strongly agreed that the appraisal process was helpful in identifying their strengths and weaknesses. Trainees reported positive views in relation to the appraisal process.

In relation to the registration examination, 80% either agreed or strongly agreed that the questions in the examination papers were appropriate and 78% felt that specimen papers helped prepare them for the examination. The purpose of this examination is to provide assurances that trainees applying for registration as a pharmacist have the necessary knowledge for safe, contemporary practice at a level appropriate to that of a newly registered pharmacist. The vast majority of trainees agreed that the questions were appropriate, and useful for preparation. A number of trainees requested additional examination questions. For the 2016-2017 extra questions in addition to the sample paper were made available through the e-portfolio site. Some trainees commented that they felt the calculation section in the open book of the registration examination were more difficult than the calculations provided in the sample paper. It is likely, that the registration examination will differ significantly from practice papers as all questions will not have been published before. However, the sample paper that is released each year is reviewed and updated to ensure that it is appropriate. This will occur for the sample paper to be released for the following intake of trainees.

Section 6 relates to the e-portfolio and the completion of performance standards component of training programme. Performance standards enable trainees to consistently demonstrate that they have the necessary skills, knowledge, behaviours and competency in order to join the Pharmaceutical Register. Evidence of how they achieve the relevant performance standards is recorded via an online platform called the e-portfolio. Tutors log on the e-portfolio to verify that their trainee has met the necessary standard and provide developmental feedback to their trainee about performance. Each performance standard needs to be verified on at least 3 occasions; this means that the trainee provides 3 pieces of evidence for each standard for their tutor to verify. The e-portfolio training website is trainee led and is aimed at encouraging trainees to reflect on their learning and look for developmental opportunities.

The performance standards element of the programme mirrors the Pharmaceutical Society of Northern Ireland's framework for continual professional development (CPD). It therefore assists the trainee in building a sense of what real life pharmacy practice is like and what they must achieve in terms of continual learning to remain registered as a pharmacist. The e-portfolio provides structure to the trainee's learning and develops robust documentation skills. The e-portfolio provides several monitoring functions. It is a beneficial monitoring tool for tutors who ultimately take responsibility for the final declaration that their trainee is fit to practice. With the adaptations introduced last year, the Society can now monitor trainee progress with a % completion score of performance standards. The Society also now monitors the extent of engagement by tutors in the verification of their trainee's portfolio.

In response to feedback from last year's trainees about the e-portfolio, work was commissioned to make the site more user friendly, more intuitive to use and to improve the functionality of the site. Work carried out included:

- clearer identification of standards performance standards with improved visual linkage to performance standard reference numbers
- self-help guides and self-help links sited within relevant pages,

- creation of 'performance standards assessment summary page to allow trainees and tutors to identify easily areas of work still need to be completed
- Visual reference to a 'percentage standards completed' score to allow trainees and tutors to easily track progress
- a correspondence tab with links to all in year communication to trainees and tutors
- Development of a new feed for updates / important updates
- Increase in word limit to allow trainees further scope for documenting their learning

The results show that 95% of trainees strongly agreed or agreed that completing the e-portfolio helped them identify and record what they had done in order to demonstrate that they had achieved a performance standard. 94% strongly agreed or agreed that it allowed them to identify aspects of training still to be completed. 94% of trainees strongly agreed or agreed that they found it user friendly and easy to navigate.

In reviewing the feedback from trainees this year, there was commentary about having a marker to inform trainees when they reach 3 pieces of learning associated with a particular performance standard and that this should be positioned at the stage when trainees submit a cycle. Trainees already access this information via the 'progress tab' on the e-portfolio but this requires accessing the information on a separate tab. The minimum number of pieces of evidence that trainees need to submit with each standard is 3, though tutors have the option of asking the trainees to submit an increased number of pieces of evidence, particularly if they feel more assurance is needed around the trainee's competency in relation to a certain performance standard. Several trainees indicated that it would be useful to provide a list of the names of learning cycles on a separate tab to help trainees identify the subject areas that they have covered. It will be important to continue to listen to feedback from end users and ensure the portfolio remains modern and fit for purpose and trainee feedback will be used to guide this development work.

Section 7 relates to compulsory training that is available to all pre-registration trainees via Pharmaceutical Society NI and NICPLD. 99% either agreed or strongly agreed that the compulsory training days and distance learning courses improved their knowledge. 99% felt that the training received at each of the compulsory training days was of good quality. The results obtained show a positive view with the training programme provided by Pharmaceutical Society NI and NICPLD.

Section 8 related to the premises standards for pre-registration training. The Community Pharmacy Premises standards² include standards for pharmacies providing pre-registration training. Feedback is comparable to the result for 2015-2016 which indicated that the majority of training sites are meeting the standards.

Section 9 relates to the trainees and in which areas of pharmacy practice they intend to practice. The data obtained on first destination shows that the majority of respondents are undertaking locum work upon registration. 11 trainees indicated that their first destination for employment was in Great Britain either in community or hospital settings. 3 trainees of the 2016-17 cohort have indicated hospital

pharmacy in Northern Ireland as a first destination. 73 trainees are entering locum practice. It is a point of concern that 25 trainees have no fixed employment at the time of this survey; though the number is lower compared that of last year which was 52. This figure also potentially includes 7 trainees who are continuing further academic studies.

Section 10 allows the trainees to make any other comments they have concerning pre-registration experiences. The comments indicate that trainees overall have a positive view in relation to pre-registration training. Some trainees made commentary about personal protected development time not being protected during their placement. 66% trainees either agreed or strongly agreed that recommended personal development time of 4 hours each week is protected. This is in line with the feedback from previous years. The standards for pre-registration indicate there should be a minimum of 4 hours personal protected personal development time each week provided to the trainee. It is recommended that the protected time is achieved through mutual agreement between the tutor and the trainee. In addition, tutors can also provide direction to the trainee about specific areas of development that the trainee needs to undertake during the allocated personal development time; trainees are required to be flexible about when the time is taken. To address this matter, trainees and tutors in the current training year, are receiving regular communication training newsletters/ email updates and via trainee and tutor training events about the requirement for personal protected development time. In addition, this will be addressed as part of the review of the standards for pre-registration training.

The pre-registration year is designed to promote 'on the job' learning based around the current structures in place i.e. the performance standards/e-portfolio, distance learning packages and live training events. Overall the results obtained from the trainee review are positive and play an important role in assuring the Pharmaceutical Society of Northern Ireland that pre-registration training in Northern Ireland is fit for purpose and compliant with relevant standards. A number of recommendations are made based on the feedback and the results of the questionnaire are published on the Pharmaceutical Society's website

Recommendations

- The trainee review questionnaire should continue to develop and information obtained compared year on year.
- The information obtained should be made publicly available via the Pharmaceutical Society of Northern Ireland's website www.psni.org.uk
- The issue of protected study time of 4 hours per week is being addressed. Tutors and employers are expected to comply with standards for pre-registration training that trainees must obtain 4 hours protected study time each week. This is being achieved with increased focus on this issue via email communication, newsletter updates and education at live events. Verification reports could be commissioned so that employers, tutors and trainees confirm that standards for pre-registration training are being met and that 4 hours protected study time occurs. The review of standards for pre-registration training will incorporate a review of personal protected study time.

- The pre-registration induction event held by the Pharmaceutical Society of Northern Ireland should continue in its current format including the workshop format, and continued extra attention to completion of performance standards, and correct way to complete learning cycles. This will continue to evolve as pre-registration training develops.
- The training manual and online e-portfolio format should continue.
- The trainee performance standards should be reviewed and necessary changes made.
- Additional exam questions should continue to be made available to trainees via the new training website.
- Continue to email trainees in group email format and post information on www.psni.org.uk to ensure trainees keep up to date with relevant issues. Development of the news feed on the new training website has proved a useful and rapid way of communication to also continue. SMS text service has proved successful, and should also continue.
- The appraisal process is efficient and effective and may reflect the work carried out at tutor courses to discuss the extra emphasis required to ensure the appraisal process is complied with, and that a suitable amount of time is given to the trainees to ensure development of their learning needs.

The e-portfolio will continue to be developed and it will be important to continue on an ongoing basis to listen to feedback from end users and ensure the portfolio remains modern and fit for purpose.

References

1. The Performance Review Standards. Standards of Good Regulation. Professional Standards Authority. June 2010
2. The Pharmaceutical Society of Northern Ireland's Standards for Registered Pharmacy Premises (Community) January 2010

PRE-REGISTRATION TRAINING 2016-2017

The aim of this questionnaire is to find out the views and experiences of YOUR pre-registration year. This will help us identify important issues and improve the quality of training. Please tick the appropriate boxes below. IF YOU DO NOT Strongly Agree or Agree with the statement, please add additional comments in the space provided.

NB. Please complete the separate questionnaire relating to your tutor.

Section 1: The statements below relate to your opinion of your PERSONAL EXPERIENCES as a pre-registration trainee. Please complete the following:

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
I enjoyed my pre-registration year					
I coped well with the training					
The pre-registration training year reinforced my choice of Pharmacy as a career					
My workload/working conditions allowed me to make the most of learning opportunities					

Do you have any additional comments with regard to your personal experiences?

Section 2: In relation to the STRUCTURE OF THE PRE-REGISTRATION TRAINING, please complete the following:

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
The training allowed me to identify my strengths as a pre-registration trainee					
The training enabled me to identify and improve any areas of weakness					
The training enabled me to monitor my progress					
The training assisted me to become a competent Pharmacist					

Do you have any additional comments with regard to the structure of the pre-registration training?

Section 3: The following are issues relating to the SUPPORT available to pre-registration trainees. Please complete the following:

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
The induction event with other trainees at the start of the year was beneficial					
The pre-registration Lead was approachable and helpful on any occasion I needed to contact him					
The Society's office staff were approachable and helpful on any occasion I needed to make contact					
I found the communication by the Society kept me suitably informed of updates throughout the year					

Do you have any additional comments with regard the support for pre-registration trainees?

Section 4: The following are issues relating to the ON LINE PRE-REGISTRATION TRAINEE MANUAL. Please indicate how you rated the following:

	Very good	Good	Adequate	Poor	Very Poor
Completeness of information					
Standard of presentation					
Ease of use					
Relevance of information					

Do you have any additional comments with regard to the pre-registration manual?

Section 5: The following are issues relating to the in-practice training ASSESSMENT AND FINAL EXAMINATION. Please indicate your views on the following:

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
The Appraisal process was helpful in identifying my strengths and weaknesses					
The past exam paper and MCQ's provided on the website helped me prepare for the examination					
In general the questions on the paper were appropriate					

Do you have any additional comments with regard to the in-practice appraisal process?

Do you have any additional comments with regard to the examination process?

Section 6: The following are issues relating to the E-PORTFOLIO. Please indicate how you rated the following:

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
The information provided on the e-portfolio and at the PSNI Induction Event was sufficient to allow me to proceed					
Completing the e-portfolio helped me identify and record what I had done					
This approach helped me identify the aspects of training that I had completed and focus on those I still needed to complete					
The e-portfolio was user friendly and easy to navigate					

Do you have any additional comments with regard to the E-Portfolio (including your thoughts on how the system could be improved)?

Section 7: The following are issues relating to the SOCIETY'S COMPULSORY TRAINING – Please indicate how you rated the following:

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
The training days (Law and Ethics, First Aid and HSC Probity day) improved my knowledge and understanding of the topics covered					
The training received at each of these days was of good quality					
The distance learning courses were beneficial in improving my knowledge and understanding					

Do you have any additional comments with regard to the Society's compulsory training?

Section 8: Premises standards for pre-registration training

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
A comprehensive training programme was available allowing me to fulfil the requirements of the e-portfolio and the examination syllabus					
The pharmacy had sufficient staffing levels to allow learning to occur					
All the recommended reference sources for pre-registration training were available in the pharmacy					
All relevant staff in the pharmacy had an appropriate awareness of the aims and components of the pre-registration programme					
A suitably qualified tutor was available to supervise my work and when not available satisfactory arrangements were made					
As recommended by the Society approximately 4 hours per week was protected for study/personal development.					

Section 9: About YOURSELF:

Male Female

What type of pharmacy did you complete your pre-registration training in?

- Large Multiple (more than 8)
- Small Multiple
- Independent
- 12 months hospital placement
- 6 months hospital, 6 months community sector

On average how many hours did you work in the pharmacy per week excluding breaks

My first destination when I register is:

- Community NI Hospital NI Don't know yet
- Community GB Hospital GB Other

If other, please comment:

Once registered I will be :

- Permanent employment Locum employment Returning to academia
- No employment secured Other

If other, please comment:

Section 10: Other comments

Please provide below any additional comments you may have on any aspect of your training. You may want to include aspects that were beneficial to your training or areas that could be improved or added. This will ensure the quality of pre-registration training for future years (continue overleaf if required).

Appendix 2 – Section 1

Very enjoyable year. It allowed me to develop both personally & professionally.
I didn't get the opportunity to get the 4hour protected study time and didn't get to work outside of the dispensary.
A very busy working environment makes learning opportunity more difficult.
Found that at times I was assigned tasks that had no correction to my training.
Pre-reg year is difficult but with the right support it can be enjoyable.
Fantastic opportunity to truly learn the details & skills required to practice effectively & safely.
During my year, I was continually included in the staff count, therefore it was very difficult to get study time throughout the placement.
I have thoroughly enjoyed my training year.
Working in two very busy shops presented me with lots of learning opportunities, but left me with little to no time available to dedicate to study time.
Due to the shop I was working in being quite busy and with no dispenser, I don't think I got sufficient time to study.
I thoroughly enjoyed my pre-reg year & feel it provided me with the opportunity to apply learning & develop my practice & confidence.
I had an excellent training throughout my year and I felt supported and encouraged at all points. I was given regular training and opportunities in which to learn and develop as a pharmacist.
Did not receive 4hrs per week protected study time for 1st 6 months. Pharmacy understaffed. Pre-reg students used as full time dispensers.
It was great as I get to gain more knowledge in terms of clinical knowledge, patient care as well as business management.
I would have liked more study time in work, especially closer to the exam.
There was no structured / set time to allow for study time - I feel this needs to be enforced more heavily by the society.
Study time should be enforced so that pharmacies abide by the enforcement especially coming up to the exam.
I worked far from home in small pharmacy so the travel was challenging (3hrs/day) and I often arrived home arrived 8pm and had further work to do. I hope a different environment / busier pharmacy will be more enjoyable to work in, in the future. I know it was circumstances affecting me this year and not the career of pharmacy itself which I anticipate enjoying.
Shop was too busy for me to get study time each week.
I very much enjoyed my pre-reg year but the community pharmacy job is not something I can picture me doing for the rest of my life.
I have other ambitions which makes me consider other job.
I really enjoyed my pre-reg year, especially getting to work in both hospital & community.
Excellent experience in hospital pharmacy - very broad & many learning opportunities. Community pharmacy had good practical experience but did not get the 4 hours 'study time' that could have consolidated my learning.
Very pressurised working environment.
Really enjoyable year, had a lot of support from tutor and staff.
It was great overall, training was brilliant.
Not always able to get study time and unsure if I was entitled to it every week.
I had a very good working environment in hospital with fantastic work colleagues who have been very supportive.
It is an excellent training and help to increase my confident to be a pharmacist.
Did not receive 4 hours protected study, which would have helped me to make the most of my learning opportunities better throughout the year.
Continual demands, cycles courses and red tape have given me distaste.
The placement year, although enjoyable, reinforced my planned change in career
Still unsure as to whether I want to pursue community pharmacy as my career for the next 40 years and would be interested in looking into other career pathways.
Score reflects my individually circumstances rather than the training.

Appendix 3 Section 2

Overall I was highly impressed by the training offered by the PSNI
The year was well structured & deadline evenly spread out.
The consistent support in my training allowed me to better develop and progress through my training as well as allowing me to understand the gaps in my knowledge and as such work on these.
Too many working hours. Not enough time to study / complete e-portfolio / complete online courses. All courses are in Belfast which disadvantages students from Derry.
There should be a structured training for the exam that is consistent and available to all pre-reg pharmacist in NI.
The training was so helpful in such a crazy year and I felt I learnt a lot.
I did not need to contact the lead therefore I cannot comment.
Some areas like dressing / device are not covered in my training year - less confident in those areas.
The competencies we had to meet definitely pushed me to do things I previously wasn't comfortable with but now I feel confident & competent as a pharmacist.
Online portfolio helpful for identifying & rectifying learning needs. Tutor insight into my learning was sparse & unstructured. General lack of support & learning direction from tutors
NICPLD workshops/ training courses online are fantastic.
The appraisals are really helpful and helped identify my strengths and weakness and also helped me improve myself throughout the year.
Official training days would have been good instead of everyone doing different things.
Remains to be seen.

Appendix 4 – Section 3

N/A as I did not find any occasions that required contact with pre-reg lead
Great support throughout the year. It was extremely reassuring to know there is always someone willing to help with any issues that may have arisen.
Did not feel induction event provided much useful information. Had no need to contact pre-reg lead or office staff.
Communication was sometimes difficult - the receiving of emails was quite inconsistent.
I did not have to contact the pre-reg lead.
Didn't need to contact lead so therefore had no contact.
The PSNI staff were always very helpful when I approached them or had a query. The induction event was beneficial because it set out the year & made you aware of what to expect.
I never had to contact the lead / society
Did not need to contact the pre-reg lead at any point.
Introduction of % portfolio completed was very helpful in assessing my own performance.
I am very grateful for the support given to me throughout the year and especially the past month which has been understanding, full of care and consideration.
I did not need to contact him at any point, so cannot comment
Never necessary to find the pre-reg lead.
4 hours 'study time' should be achieved enforced as it is not being granted despite being in the pre-reg contracts.
Good communication from society. Plenty of emails to keep me informed / updated with progress.
All the staff were very supportive and emails were very helpful, especially to remind us to register for the exam.
Staff in pre-reg department are really helpful and friendly. Quick response to phone calls & emails.
PSNI staff are very helpful and approachable.

Appendix 5 – section 4

The online portfolio was really easy to use & understand. The graph showing progress was really helpful tool to see what standards still needed to be completed.
 At times the information was not very easily located.
 Helpful & informative.
 I found the website very easy to use and all information needed was available in trainee manual.
 The performance standard chart can improved further. Student will not know what standards they have linked before they submit. I think the chart can have three different colours to indicate (1) verified, (2) submitted but not verified, (3) not yet submitted and verified.
 When choosing standards to the cycle it might be beneficial to add number beside them as to how many times you have used it. Otherwise you need multiple screens open. Or only be allowed to pick a standard only 3 times.
 The pre-reg syllabus was so broad it made studying for the exam difficult.

Appendix 6 – Section 5 Appraisal Process

Idea of tutor purposely giving poor grades in initial appraisals just to show improvement is ridiculous. Should be given grade appropriate.
 The appraisal process give me opportunities to ask for clarification & allow me & my tutor to set targets.
 Appraisals were not specific to my learning needs.
 Appraisal offered one to one time with tutor. Helped build a good working relationship and developed my skills.

Appendix 6 – Section 5 Examination Process

Some questions on the closed book paper would have been more appropriate on the open book paper & vice versa.
 Questions in past exam sample papers were quite similar - more variation in sample questions would be useful.
 Past exam papers outdated and sample q's online not the same level of difficulty as exam. Calculations in particular were poorly assembled and considering pass mark is 80%, I found disappointing.
 Past paper & calculations - very useful, I would have loved more if possible.
 Not enough past papers given beforehand. Only are online example - 2 or 3 would have been better. Closed book exam was though as expected but some questions (i.e. poisons + vet rx) were extremely difficult and very unnerving in a closed booked exam. Exam layout was good. However when the closed book exam commenced the actual exam booklet was not on the table & was then handed out, this was slightly annoying & took up precious time. Otherwise the exam was fair & well set.
 Whilst the past exam paper was useful I believe it would be beneficial to have a complete paper to work with and it would also help to have access to other ppqs. The past exam paper did give a good indication of the exam we were to sit in June however I felt the calculation mcqs did not. I found the online calculations were very doable in the given amount of time and didnt struggle with them however in the actual exam I found the q's asked required much more time than those we'd been given online and therefore werent really a fair representation. It was useful to have examples to work on as revision though. Having completed previous past paper I found the calculations in this exam took significantly longer meaning the time I had for the second half of the exam was very reduced as a result. I do think the calculations were appropriate and solvable, it was just the time needed to complete them I found difficult but appreciate this may be an individual opinion.
 More guidance on the open book paper would be useful as I wasn't sure what to expect and struggled with timing.
 More past papers.
 I would have liked more mcq's examples. I found some of the mcq's in the closed book paper ambiguous. I would prefer to do the calculations in the morning.
 The calculations paper's provided online were a lot easier than the actual calculations paper; was very misleading when it came to exam preparation.
 I found the past paper open book and calculations did not truly reflect the exam undertaken. Closed book however was good.
 The standard of calculations was much higher on the exam paper than on the sample paper provided.
 More multiple choice questions would have been beneficial. Exam went wellm the 2 hours break was perhaps too long however. I feel 1 hour would have been better.
 Access to past papers would have been useful. Having been to university in England, I had seen GPhC style questions, however the PSNI style was new to me.
 The open book exam is very pushed for time but is managable. The number of resources to bring to the open book is a lot, especially as there are very few questions relating to the drug tariff and the code.
 There are not enough MCQ's and past papers available and the ones which were available were misleading. I was fully competent at all the papers and calculations that had been published online and this gave a false sense of security as the questions on the open book paper varied drastically from this in their level of difficulty and extra time was needed for the open book, while too much time is provided for the closed book paper. I feel the open book paper is out dated, as in current practice you would never find yourself needed to search through a huge paper document such as drug tariff or the code. It is time consuming and I feel doesnt provide the society with a real / true representation of a candidates capability to use resources to find information, especially in such restricted time frames.
 I felt the exam was more difficult than the practice questions.
 Past exam papers helped to a certain extent, however I felt calculations on this years exams were not like previous years very wordy and required going to BNF a lot - which is very time consuming whilst under such time constraint.
 More MCQ's could have been made available for closed book.
 Would have been useful to have more past exam papers / MCQ's.
 It would have been beneficial to have had access to more past papers as I found the mock paper very helpful with study.
 In the final closed book exam some questions were irrelevant and the open book paper is very pushed for time - there was a lot of looking things up, especially in the calculations.
 Sample papers significantly easier than the exam for every section. Sangers training (especially calculations training) did not prepare me for the exam. Not enough time to complete open book paper.
 Calculations provided in the sample paper were significantly easier than the real thing and did not help me prepare at all. I had no examples of calculations that reflected the material on the exam. (Sangers did not help)
 It would be helpful to have more mcq's available before the exam, that give an idea of how the questions are asked & resembles the questions in the paper. A number of the closed paper mcq's would have been more appropriate as mcq's in the open book.
 Felt that the final examination calculations did not reflect sample papers as well from previous years. A more specific syllabus for the pharmacy / disease areas to be covered.
 Should be more past papers available - one is not enough!
 Past exam paper / sample paper was nothing like that exam therefore it was not helpful. Open book exam was too tight for time & closed book questions were not like previous years.
 Questions in open book examination (calculation section) were a little ambiguous for certain questions.
 Closed book was more focused on OTC than past papers. Open book had a lot of drug tariff questions - my training didn't but a heavy emphasis on this.
 The past exam paper provided was not of the same level of difficulty as the paper. The questions on the paper, closed book in particular, were in a number of cases relating to topics which are not seen in the day to day pharmacy real world - had a currently registered member been and asked such questions, I do not feel they would be able to confidently answer them, the time restraints of the open paper are unrealistic and if put under as much pressure in practice, it would not constitute safe practice. I feel there is a lot of variation in training programme - the company / organisation who provides your main training, I feel very much affect your preparedness for the examination. Better support therefore and specified requirements for training, needs to be provided by the society. Such disparity isnt acceptable.
 The past exam paper was much easier than the actual exam. The calculations on the exam were very specific and took up a lot of time looking for strengths / doses therefore the open book exam should be lengthened to allow time to complete the calculations correctly. In a real life scenario you will have time to ensure a calculation is correct before dispensing a medication to e.g child by doing a double check even if under pressure. There should be training days specific to the exam available for all pre-reg pharmacists in NI and the closed book exam should be shortened and the open book exam should be lengthened to allow time for calculations to be completed correctly.
 Online sample papers were very different to the real examination in the ratio of clinical questions: legislation questions. Would have liked more clinical questions as I feel legislation is assessed to a greater extent on a daily working basis. A list of documents to read prior to examination e.g relating to CPD, the society, guidelines.
 I found the process a little daunting and found it difficult at times managing my studies and working full time. More past papers would be helpful as I felt the example paper did not fully represent the examination.
 There wasn't any past exam papers on the website. I also felt some of the questions on the paper didn't reflect what I was coming across in practice.
 I believe that it would be beneficial for an updated sample paper to be released as it is difficult to know what to expect in the exam.
 A few more mcq's on the website would have been useful.
 The past exam paper do not represent the difficulty in the real exam. Can provide > paper to help.
 More example questions would have been useful.
 Written questions appropriate. Mathematical questions were too in-depth for the time allowed i.e. multiple parts had to be resourced from the BNFs in almost all questions. This research skill is assessed in the open book.
 Sample papers did not reflect the actual paper.
 Some ambiguous questions that didn't have a definite true / false answer often led to confusion. Upstairs in the students union not the best place for an exam it can be quite noisy.
 I think that there should be more past papers / calculations made available for practice for the exam.
 Exam tested key areas from pharmacy.
 I wish there were more references on the law material on the website i.e about PSNI, scrutiny / statutory committees etc.
 PSNI should provide more past year oooers for trainees to prepare for examination. Including calculation questions. Questions in the open book paper regarding drug tariff are not fair. Too many to look up with limited time.
 The past exam paper outlined is too simple which let us under expect the difficulty of the exam.
 More example papers would be helpful.
 Grading of the appraisals are not clear. Definition should be clearer or just use green / amber / red.
 The calculation q's in the open book exam, where very time consuming and involved a lot of BNF researching which was not the case with the practice calculations posted on the psni website.
 Calculations seemed much more convoluted than in the practice papers.
 I didn't find the length of break between the 2 papers beneficial, having a shorter break would have been preferable.

Appendix 7 – Section 6

It would be useful to be able to view a whole list of the cycles we have completed, also with indications on whether they were scheduled or unscheduled. In addition, it would also be helpful if the titles of the standards could be seen when the cursor is hovered over the progress bars.

Very happy with the e-portfolio

User friendly. % completion of cycles - very beneficial would be good to not be able to claim standards (max 3), not more than e.g 5 times?

The Performance Standards could be simplified - removing similar standards and focusing on essential skills to streamline the process of linking standards to each cycle. (A quick way to check how many times you've met a standard when linking would be useful (e.g. counter))

The e-portfolio is good but it would be great to have a place where all your cycles are listed from cycle 1 - end cycle.

Some of the requirements for the e-portfolio seemed quite dated, eg extemporaneous preparations and it was difficult to complete 3x cycles for some of these performance standards.

I feel that standards which have been fully met should not be able to be selected once fully completed or adequate number of times. It leads to the issue of duplicate selection of certain standards which could have been utilised in another cycle or for another standard.

A count of how many times each competency was selected.

I think it would be a good idea if you could view cycles via list from i.e 1-50.

Felt the e-portfolio worked well & prepared me well for qualifying & CPD requirements.

I felt that the initial guidance on how to complete the e-portfolio could have been more in depth but once starting I felt that it became clear.

Too time consuming

Once the standard is hit three times it would be good if the e-portfolio told you rather than having to keep a note of this yourself.

Hard to keep track of progress initially. Would be better if completed standards were unavailable to choose from.

I feel completing the e-portfolio took up time that would have been better spent studying / working.

A list of completed numbered cycles should be made available to tutors. If you're looking for a particular completed cycle, you must search through the specific standards under 'you progress' - not user friendly in this respect.

Should have a list of cycles in order with evidence required beside it so it is easy to ensure evidence folder is complete and can review types of cycles or areas of practice completed.

Some standards like conflicts / MUR are difficult to complete. They are not necessary to do 3 times (impractical).

I think it would be useful to have a list of the cycles completed in numerical order, as well as for each competency.

Very user friendly, easy to document learning & go back on to refresh memory. A notification that signals that the required no. of standards has been met for practical standard would be helpful.

I really liked the layout of the e-portfolio and found it very easy to use.

A method of recognising standards to be targeted. Including progress percentage was very helpful.

It would be easier to know what all standards were completed from the graph route than just the number. Also an overview of the amount of total unscheduled and scheduled cycles completed.

It is good if the website can show how many standards we already linked (in the same page), rather than go back and forward to see what we have already linked.

An easier way to see submitted cycles. Listed in numerical order instead of under the standards. An easier way to print.

Only allowed to pick standards 3 times (only).

I find it difficult to write a portfolio for some standards as they are more practical and it is hard to write them in words.

Could have a way that once all three standards have been achieved, you can't select them again.

The introduction event should have stated more explicitly what elements were required and when throughout the year.

Performance standards being claimed many time - more than required. System needed improved there.

Appendix 8 – section 7

Everyone learns differently - I would benefit from being able to download all NICPLD courses as PDF / powerpoint and reading from them - can't read from computer screen. Instead, I wasted a lot of time re-writing / typing NICPLD courses to aid my learning.

First aid training day was great of very informative.

Compulsory training was good & I learnt a lot from all the sessions. Distance learning worked well as gave me a good foundation & good revision for exam.

Law day & NICPLD online courses very beneficial in preparing for the exam.

A print out version of distance learning courses would be beneficial.

A paper copy of the powerpoint presentation of the first aid day would be useful - notes taken on the day were on a notepad & therefore sometimes the info recorded was quite disjointed when reading it back. More hard copy resources would have been useful for this training day.

Would it be possible to host certain days in the north west of the country so that all trainees do not have to travel to Belfast. Although these are worthwhile days, it's a strain for those who have to travel for 3/4 hours for one day in the middle of a working week while others can get more out of these days as they would have less than 1 hours of travelling on one of these days.

The PMR course could have been presented better and spilt up - very long & tedious.

Very informative speakers, interactive parts of the talks kept it interesting. Tea & biscuits good for morale. Distance courses well presented.

Really enjoyed distance learning courses and training courses.

The law and ethics training day was boring and the information to be delivered was too much and hard to understand.

Law & ethics day could be longer as I feel it could have covered more material instead of just handling out sheets that can be emailed.

I really enjoyed the training and courses provided - well done!

Appendix 9 section 8

Community pharmacy was very busy and unable to accommodate.

Appendix 10 – section 9

PhD studentship (QUB)

Part time locum community employment as I am returning to university

Back to university to study another degree but I also plan to locum as a community pharmacist in NI.

Community ROI

Temporary employment (maternity cover)

University

Locum community then studying towards PhD at Ulster University.

Locum employment but hoping to enter permanent employment.

Community pharmacy in the ROI

Commencing PhD in Limerick (1st Sept)

Community ROI. Locum until registered to practice in ROI

From Sept 17 I will be working in hospital in a full time permanent role in England.

Sometimes I have an average of 2 hrs per week. Sometime I don't get any.

PhD (QUB)

PhD (QUB)

Temporary employment

Hope to seek employment in hospital setting - for now I will locum in community.

Appendix 11 – section 10

<p>I found my pre-reg year to be very successful and now feel confident in working as a competent pharmacist.</p>
<p>I found the NICPLD first aid training course very helpful in my training as a pharmacist - I also found the standards criteria for the portfolio helpful, and the guidance on how much we should complete at each appraisal meant that the cycles were evenly distributed throughout the year.</p>
<p>Pharmacy premises should be inspected annually - mine were ok. Pharmacies should adhere to pre-reg's being an EXTRA member of staff. Cross-sector work in primary care or hospital or elsewhere should be incorporated for all - even if only 1 week.</p>
<p>Pre-reg year was enjoyable, the chemist in which I undertook my pre-reg was very busy with multiple nursing homes and a hospice to service. This meant I was exposed to a lot of different situations and a wide range of medicines and appliances which overall helped my learning. I was supported by my tutor, all other members of staff in my chemist and members of staff from the whole company. I found my pre-reg experience to be very rewarding.</p>
<p>It may be beneficial to set deadline for MAS training NICPLD courses earlier in the year as these courses are definitely very applicable to community practice and I find you focused on completing the other courses first as they had an earlier suggested deadline.</p>
<p>I got a lot of experience and a great insight into the wide range of roles of the community pharmacist.</p>
<p>Although my 4 hours per week study time was not protected, I felt I was still learning as I worked in the busy environment that I was in with the help of my pre-reg tutor.</p>
<p>Regarding protected study time, I think both tutors and when different, employers need to be informed of what protected study time is and for there to be greater monitoring in this area. I only started receiving my study time a few months into my training and even then struggled to get 4 hours. I often felt at a disadvantage due to busy working conditions meaning I couldn't get study time some weeks, I also think it would be useful for tutors to go through key learning topics such as the different services e.g MURs as a requirement. The layout of the e-portfolio was good and I liked the inclusion of the percentage completion.</p>
<p>Training was brilliant. Could not fault it. First class learning environment.</p>
<p>I felt that the pre-reg year was well structured and a good level of learning was maintained consistently throughout the year due to the e-portfolio and training days.</p>
<p>I found the online MCQ's for NICPLD very beneficial as they were concise but had all relevant information. I also thought the law and ethics and the St John's Ambulance training days were very beneficial.</p>
<p>I was provided with excellent advice and given ample opportunity to both apply and improve upon my clinical knowledge.</p>
<p>I believe that for many people carrying out their pre-reg in the community, they're being treated like an (extra) dispenser rather than someone learning the roles & responsibilities of a pharmacist. Personally, overall I feel this doesn't apply to me but I think a stronger message should be sent to community pharmacies who take on pre-reg pharmacists around this issue.</p>
<p>I was part of a floor cleaning rota this year and don't think this should be part of a pre-reg's duties. (If possible could this be kept anonymous or generalised as I am relying on this pharmacy for locum work but don't think that the next (or any other) pre-reg should have to do this.</p>
<p>I found the pre-registration training in hospital very beneficial. The time spent on the wards was invaluable and greatly improved my clinical knowledge.</p>
<p>More clarity on 4hr study would be beneficial - found it difficult to judge how to incorporate it into my working day.</p>
<p>Training was very good with both Medicare and Belfast City Hospital</p>
<p>In hospital, study hours are brilliant however in community they aren't protected - mainly due to staffing issues.</p>
<p>Hospital placement not well organised, staff were not aware of arrival despite my multiple phonecalls. Perhaps dispensary manager not suitable as tutors due to already heavy workload.</p>
<p>I think the pre-reg training in NI is amazing and perfect.</p>
<p>My first 6 months in SWAH was centred around improving my learning and bettering my skills as a pharmacist. Each week I was encouraged to take 4 hours of learning. On transition to community pharmacy this was not as easy to get. More emphasis should be placed in community in ensuring pre-reg students get 4hrs of protected learning each week. I know for myself that this would have worked better if I was allowed to start at 1pm instead of 9am or finish at 2pm rather than 6pm one day each week. This would ensure study time is undisturbed.</p>