

This is the pre-peer reviewed version of the following article: Micallef, Ricarda and Ismailjee, Khadijah (2017) A survey to determine attitudes of pre-registration trainees towards Continuing Professional Development, *International Journal of Pharmacy Practice*, 25(S2), pp30. which has been published in final form at <http://dx.doi.org/10.1111/ijpp.12417>. This article may be used for non-commercial purposes in accordance with Wiley Terms and Conditions for Self-Archiving.

## **Introduction**

Continuing Professional Development (CPD) is a mandatory requirement for pharmacists once registered, but not during undergraduate study or pre-registration training. CPD should be introduced and implemented at undergraduate level.<sup>1</sup>The biggest barriers for completion of CPD by registered pharmacists have been quoted as time and personal commitments.<sup>2</sup>

## **Focal points**

- To understand the attitudes, motivators and barriers of pre-registration trainees towards CPD
- Self-development and improving knowledge were key motivators in engagement with CPD with barriers for completion being time, and personal or job constraints
- Undergraduate education should include an understanding of CPD, and allow trainees to practice completing cycles

## **Aims**

The aim of this study was to ascertain views of pre-registration trainees towards CPD.

## **Objectives**

The objectives were to understand the attitudes, motivators and barriers for CPD completion at pre-registration level.

## **Methods**

The 49 community pharmacies with pre-registration training approval in 7 Boroughs of South West London with current trainees were identified. In addition 21 hospitals were also identified as having multiple trainees, totalling 318 training positions. A quantitative tick box 14 question survey was designed asking about experience of completing CPD, attitudes towards CPD and motivators and barriers for completion. A pilot study was completed with 10 trainees. A survey monkey link was emailed to pre-registration trainees individually at community pharmacies after individual phone calls and through training leads in hospitals. Data was downloaded into Microsoft Excel and statistically analysed using chi-squared.

## **Ethics statement**

Ethical approval was given by a higher education institute ethics committee.

## **Results**

Response rate was 32% (103/318) with 60/269 responses from hospital and 43/49 from community. Not all responders answered all questions. Almost three quarters (74%, n=76/103) believed that CPD played an integral part in a pharmacist's role. Community pre-registration trainees were statistically more likely than hospital trainees to believe CPD to be integral to the role ( $P < 0.05$ ). Nearly all (83%, n=85/103) had completed at least one CPD cycle since the start of their pre-registration training. CPD was gained most often through personal study (81%,

n=78/96) and learning from colleagues (69%, n=66/96). The biggest motivating factors for completing CPD were self-development (95%, n=96/101) and improving knowledge (92%, n=94/102). The biggest barriers for completion of CPD were time (95%, n=97/102) and personal commitments (83%, n=84/101). Whilst most (n=72/103, 70%) felt that undergraduate education had prepared them for CPD completion, almost a quarter (n=25/103) said they had never completed a CPD cycle at university.

## **Discussion**

The majority of pre-registration trainees had engaged with CPD during their pre-registration training, and found this to be an important part of their future responsibilities and self-development. Work needs to be completed to embed CPD in the undergraduate curriculum to support trainees in their training and ongoing. Barriers for completion of CPD at a pre-registration level were consistent with barriers previously found for registered pharmacists. Limitations of the study include not asking trainees to identify their school of pharmacy and this study was also limited by only being a small geographical area. Future work would expand the sample size and look at variance across schools of pharmacy.