

New Graduate Survey 2021 – highlights report

Executive Summary

This paper presents highlights from our New Graduate Survey (2021). The survey was launched in September 2021, to seek the views of new graduates about their education and training programme, how this prepared them to practice, and the first year in employment. We intend to integrate insight into our education quality assurance activities and inform focus areas for our Policy and Professionalism and Upstream Regulation teams.

This report provides highlights key findings from the survey. Conclusions drawn from the data are indicative, but caution should be exercised due to the sampling framework adopted which was unstructured and non-random. Where relevant, we have picked out key learning where improvement and further exploration could be undertaken and will consider this through ongoing work.

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Pre-registration preparation for practice



Figure 1 Preparedness for practice, statement agreement across all respondents (N=888)

Summary

Responses linked to feeling prepared to practice generally evoked high levels of agreement (80-92% agreed with statements consistently).

Statements such as 'my training ensured I understand what I need to do to remain registered' and 'I received the grounding needed to be able to practise as an autonomous professional' provoked the most dispute, but also equated to <10% of responses highlighting it as a minority opinion.

Profession specific findings

The following professions often responded with lower levels of agreement to the statements linked to preparedness for practice:

- Paramedics (68-87%)
- Occupational therapists (66-91%)

Recommendations

1. Explore autonomy and limits of practice with providers delivering paramedic and occupational therapy training, to consider whether improved support may benefit learners in preparing for practice (Education)

Preceptorship

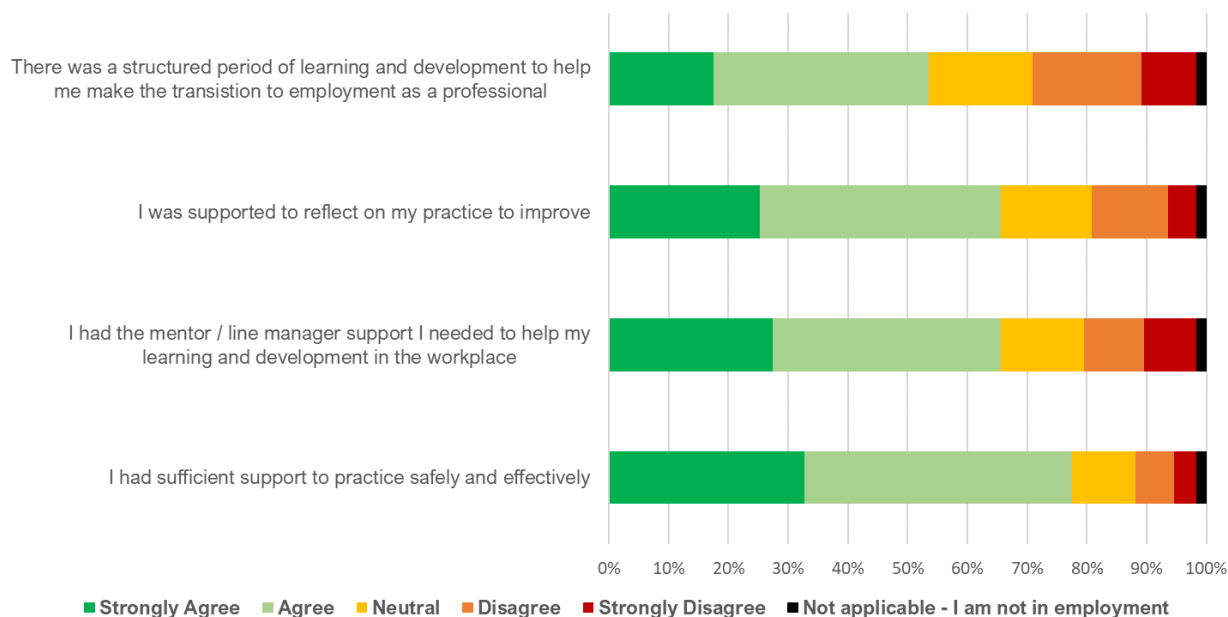


Figure 2 Preceptorship, statement agreement across all respondents (N=888)

Summary

Compared to preparedness for practice, preceptorship statements appeared to elicit a slightly lower level of agreement among respondents. Although agreement outweighed disagreement for all statements, agreement levels were highest in reference to having 'sufficient support to practice safely and effectively', and lowest for having had '...a structured period of learning and development to help me make the transition to employment as a professional'.

Profession specific findings

- Paramedics were noted to disagree more often than other respondents to the statements (28% average as opposed to 18% among all respondents)
- The following professions were more likely to agree with the statements (the following averages are compared with 66% for all respondents):
 - Hearing aid dispensers (average 95%), although this profession has a small sample size
 - Biomedical scientists (average 81%)
 - Practitioner psychologists (average 73%)
 - This may be caused by a higher percentage of employer-led routes within biomedical scientist and hearing aid dispenser training, which may lead to the transition to employment easier for new registrants for these professions

Recommendations

2. Consider whether further support can be provided to Paramedic employers, to support new registrants in their first year of employment (Professionalism and Upstream Regulation)

The influence of service users

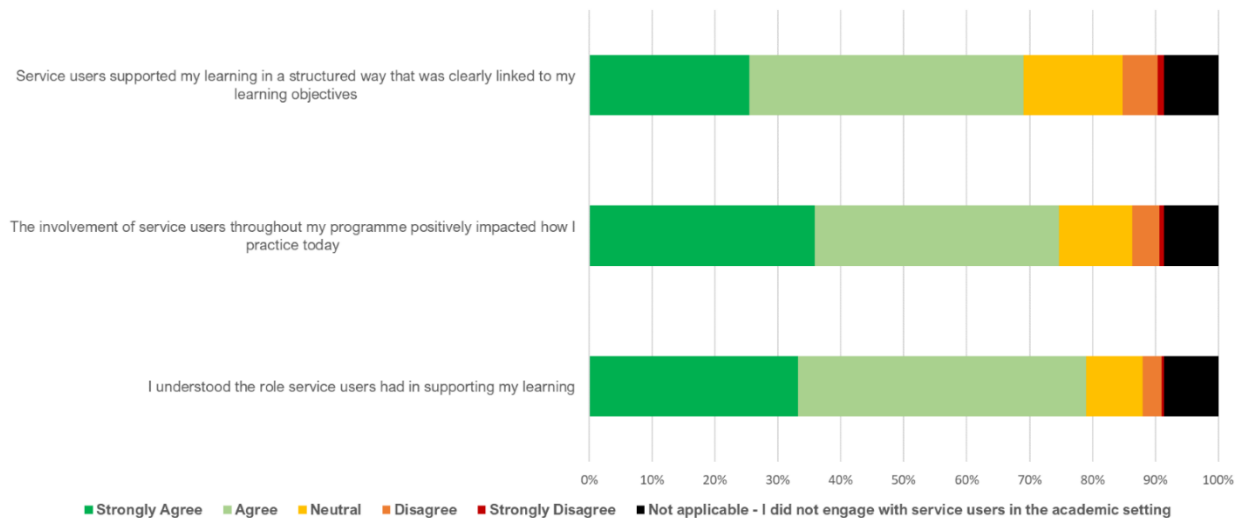


Figure 3 The influence of service users, statement agreement across all respondents (N=888)

Summary

Agreement outweighed disagreement across statements examining the influence of service users, overall presenting a positive picture:

- Overall, 79% of respondents 'agreed/ strongly agreed' that they understood the role that service users had in supporting their learning.
- Furthermore, 75% of respondents 'agreed/strongly agreed' that involvement of service users throughout their programme positively impacted how they practice today.
- Finally, 69% of respondents 'agreed/strongly agreed' that service users supported their learning in a structured way that was clearly linked to their learning objectives.

It is of note that almost 1 in 10 respondents (9%) reported that they had not engaged with service users in the academic setting. All providers must meet a specific standard requiring service user involvement, to become and remain approved, and we would expect this would usually include learners interacting with service users.

Profession specific findings

- Biomedical scientists reported the least agreement across statements linked to service users (average: 59% agreement as compared to the total 75% agreement), however this was not statistically significant (with the exception of the statement 'I understood the role that service users had in supporting learning'). While not significant on the other statements, its position remained as 'least agreeing' of all professions across the statements
- Paramedics also demonstrated low levels of agreement (average: 68%)

Recommendations

3. Explore how providers involve service users in their programmes, ensuring they see the benefit of direct service user / learner interaction, particularly focused around the biomedical scientist and paramedic professions (Education)

The quality of education and training – Interprofessional education

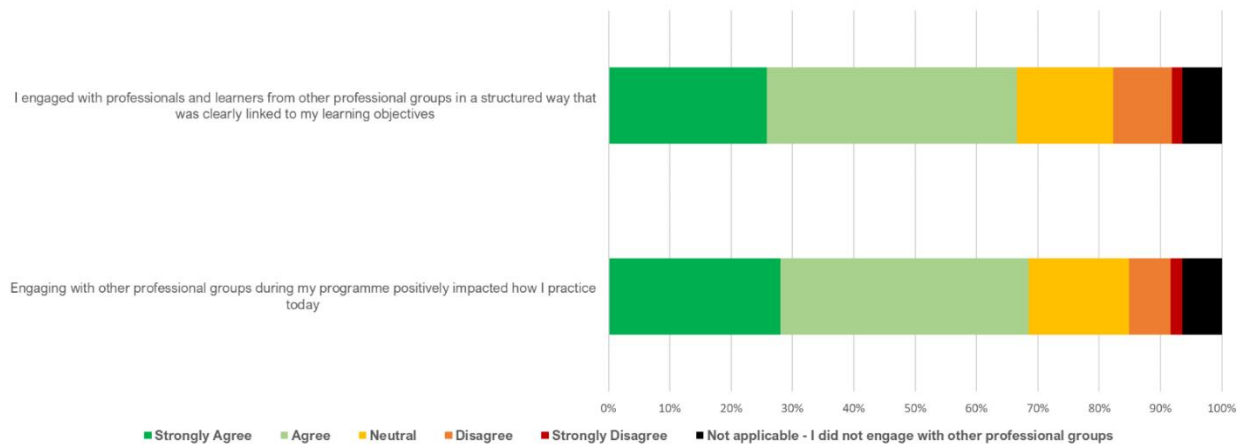


Figure 4 Quality of Education, All Respondents (N=888)

Summary

Agreement to interprofessional education statements outweighed disagreement (67-68%), but it was somewhat concerning to note 6% of respondents reporting they did not engage with other professional groups. Interprofessional education is an important requirement of all programmes HCPC approves. It relates to the interactions learners have with registered professionals and learners from other professional groups, with the aim of benefiting service users.

Profession specific findings

- Biomedical scientists reported the largest proportionate share of all professions for not engaging with other professional groups (32%)
- Physiotherapists were statistically more likely to agree that they had engaged with professionals and learners from other professional groups in a structured way that was clearly linked to learning objectives compared to other respondents (77%)
- Arts therapists were statistically more likely to agree that engagement with other professionals and learners had positively impacted how they practice today (85%)

Recommendations

4. Explore this finding with education providers, including how they ensure learners recognise they are learning with and from other professionals for the benefit of service users (Education)

The quality of education and training – programme and staff interactions

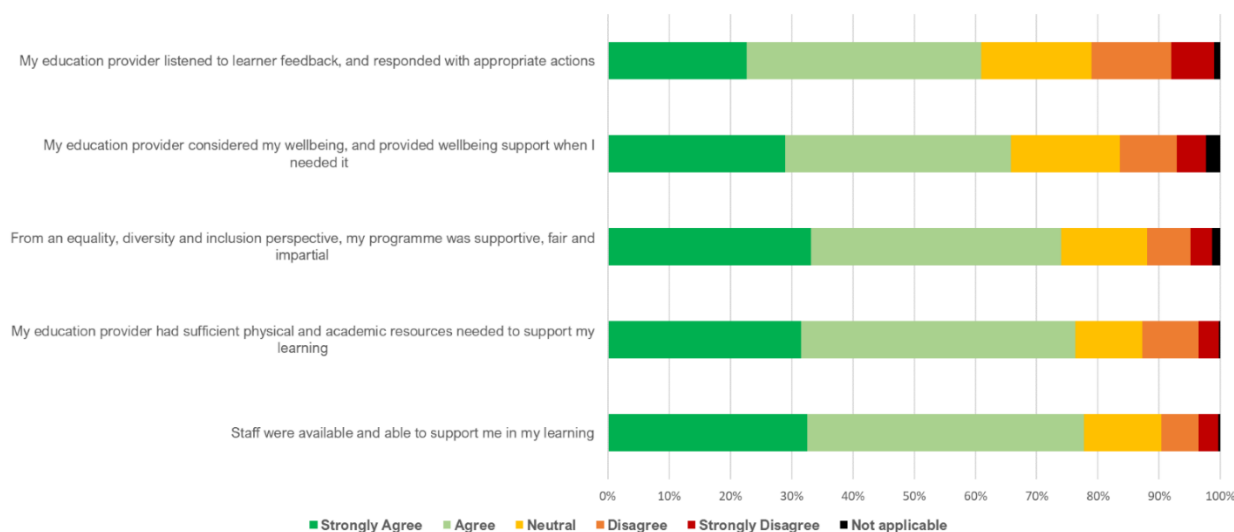


Figure 5 Quality of Education, All Respondents (N=888)

Summary

A positive picture was depicted by responses; with agreement outweighing disagreement consistently across statements. The statement evoking the most agreement was: “Staff were available and able to support me in my learning” (78% of all respondents agreed), while the statement resulting in the least agreement was: “My education provider listened to learner feedback and responded with appropriate actions” (20% of all respondents disagreed, 61% agreed).

Profession specific findings

- Arts therapists were significantly more likely to agree to that statement ‘staff were available and able to support students in their learning’ than other professions (97%).
- Paramedics were significantly more likely to disagree with the above statement (15%).
- The following professions showed higher agreement to the statement: ‘From an equality, diversity and inclusion perspective, my programme was supportive, fair and impartial’:
 - Operating department practitioners (88%)
 - Radiographers (86%)
 - Physiotherapists (84%)
- Arts therapists had significantly lower levels of agreement with the above statement (56%).
- Speech and Language Therapists were less agreeing than the average new graduate to the statement: My education provider considered my wellbeing and provided wellbeing support when I needed it (54% compared to 66% all respondents).
- The following professions were significantly less likely to agree to the statement ‘My education provider listened to learner feedback, and responded with appropriate actions’, than other professions:
 - Clinical Scientists (43%)
 - Paramedics (51%)

Recommendations

5. Develop relevant portfolio areas, to embed findings to be reflected upon by education providers (Education)
6. Use the findings from this section as a baseline for next year's survey – and consider next year's findings within the context of this baseline (Education / Insight and Analytics)
7. Consider EDI findings in line with the EDI action plan, and take action as needed (Education)

The quality of education and training – academic learning

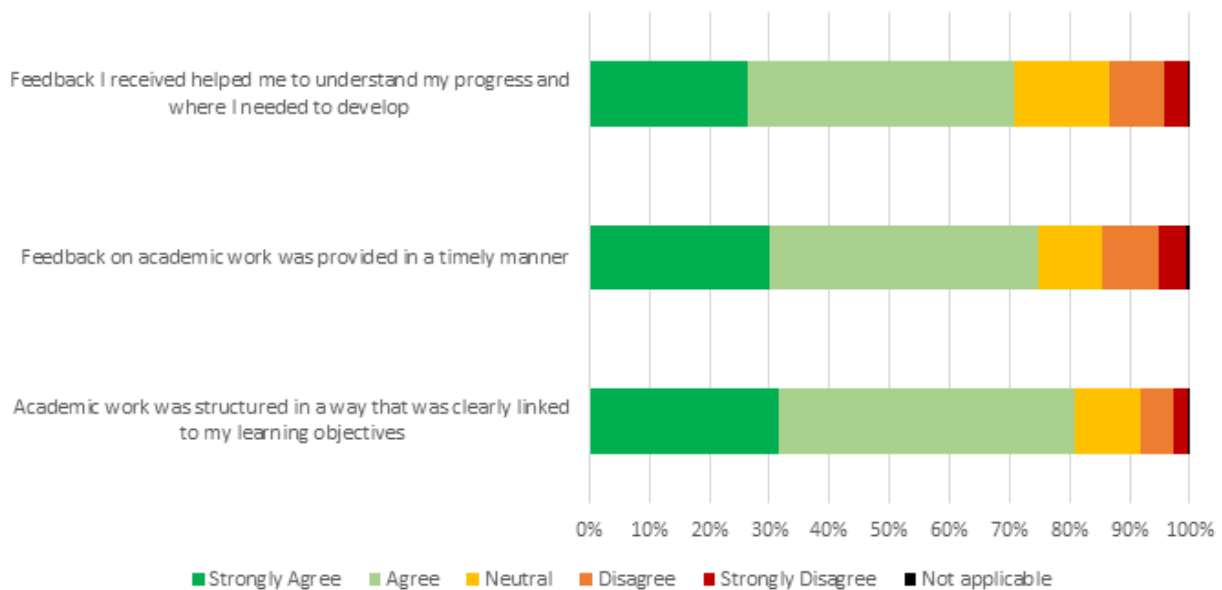


Figure 6 Quality of Education, All Respondents (N=888)

Summary

The results illustrate a high level of agreement. Academic work structure linking to learning objectives was the most widely agreed with statement, while statements linked to feedback provision were less well rated.

Profession specific findings

- Occupational therapists are less likely to agree that academic work was structured in a way that was clearly linked learning objectives (74% compared to 81% all respondents).
- The following professions were more likely to agree with the above statement:
 - Arts therapists (95%)
 - Practitioner psychologists (90%)
- The following professions were less likely to agree that feedback on academic work was provided in a timely manner (all respondents 75%)
 - Clinical scientists (45%)
 - Paramedics (65%)
- Clinical scientists were also less likely to agree that feedback received helped them to understand their progress and where they needed to develop (48% compared to 71% all respondents)
- The following professions were more likely to agree with this statement
 - Practitioner psychologists (80%)
 - Arts therapists (87%)

In relation to Clinical Scientists being less likely to agree with the statements in this section, most Clinical Scientists undertake a route to registration where the approved provider quality assures academic learning at several higher education institutions. This means we are one step further removed from the quality of academic learning than for many other training routes.

Recommendations

8. Explore findings with Clinical Scientist providers, particularly focused on whether their own quality assurance processes / activities have picked up issues in this area, and if so, what actions they are taking (Education)

The quality of education and training – practice-based learning



Figure 7 Quality of Education, All Respondents (N=888)

Summary

Agreement was consistently high across the statements, often nearly or over 80%. This is a positive result, showing registrants value practice-based learning elements of their programme, and they have the desired impact to support individuals to become autonomous professionals with a good grounding in clinical practice.

It is also positive to note that agreement was high for support-type statements, showing that practice educators are supporting learners well in practice settings.

Profession specific findings

- The following professions reported higher than average agreement on many practice-based learning statements (All respondents 84%)
 - Practitioner psychologists (88%)
 - Arts therapists (89%)
- The following professions reported lower than average agreement
 - Clinical scientists (76%)
 - Speech and language therapists (79%)
 - Paramedics (80%)

Recommendations

9. Celebrate success with relevant stakeholder groups, providing specific data and information where this is useful to support messages (Education)

Recommendation likelihood

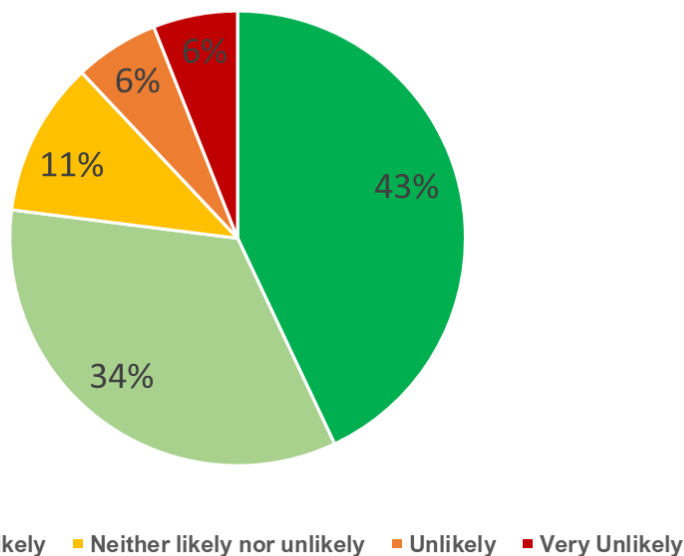


Figure 8 Recommendation Likelihood Rating, across all respondents (N=888)

Summary

New graduates were asked how likely they would be to recommend their programme or education provider to a friend or family member who was considering entering professional training. Overall, the response was very positive, with 77% reporting that they would be very likely/ likely to recommend.

Profession specific findings

- Paramedics are significantly less likely to report intention to recommend their programme (64% reported they would be very likely/likely to recommend))
- The following professions were significantly more likely than average to recommend:
 - Practitioner psychologists (87%)
 - Hearing aid dispensers (100%) (NB: The sample size for this group was small N=14)

Recommendations

10. Use positive score as part of key messages in communicating findings of the survey (Education)

Word Association Sentiment



Figure 9 Words associated with Programme, All respondents (N=888)

Summary

New graduates were asked to provide three words which summarised their programme. 'Supportive', 'challenging' and 'interesting' were the most frequently quoted words respondents reported associating to their programme.

Words were also analysed through the lens of sentiment, with 59% of words being of positive sentiment, and 17% of negative sentiment. The remainders were ambiguous or neutral (e.g. words such as "Regulator").

Profession specific findings

- Prosthetists / orthotists had the most positive profile of words (100% positive sentiment); however this also was a very small group of respondents (N=3) so this must be kept in mind in terms of generalisability
- The following professions had the largest proportion of words of negative sentiment:
 - Paramedics (27%)
 - Speech and language therapist (22%)
 - Dietitians (20%)

Recommendations

11. Include three most frequent words when communicating findings from the survey (Education)