



INTRODUCTION

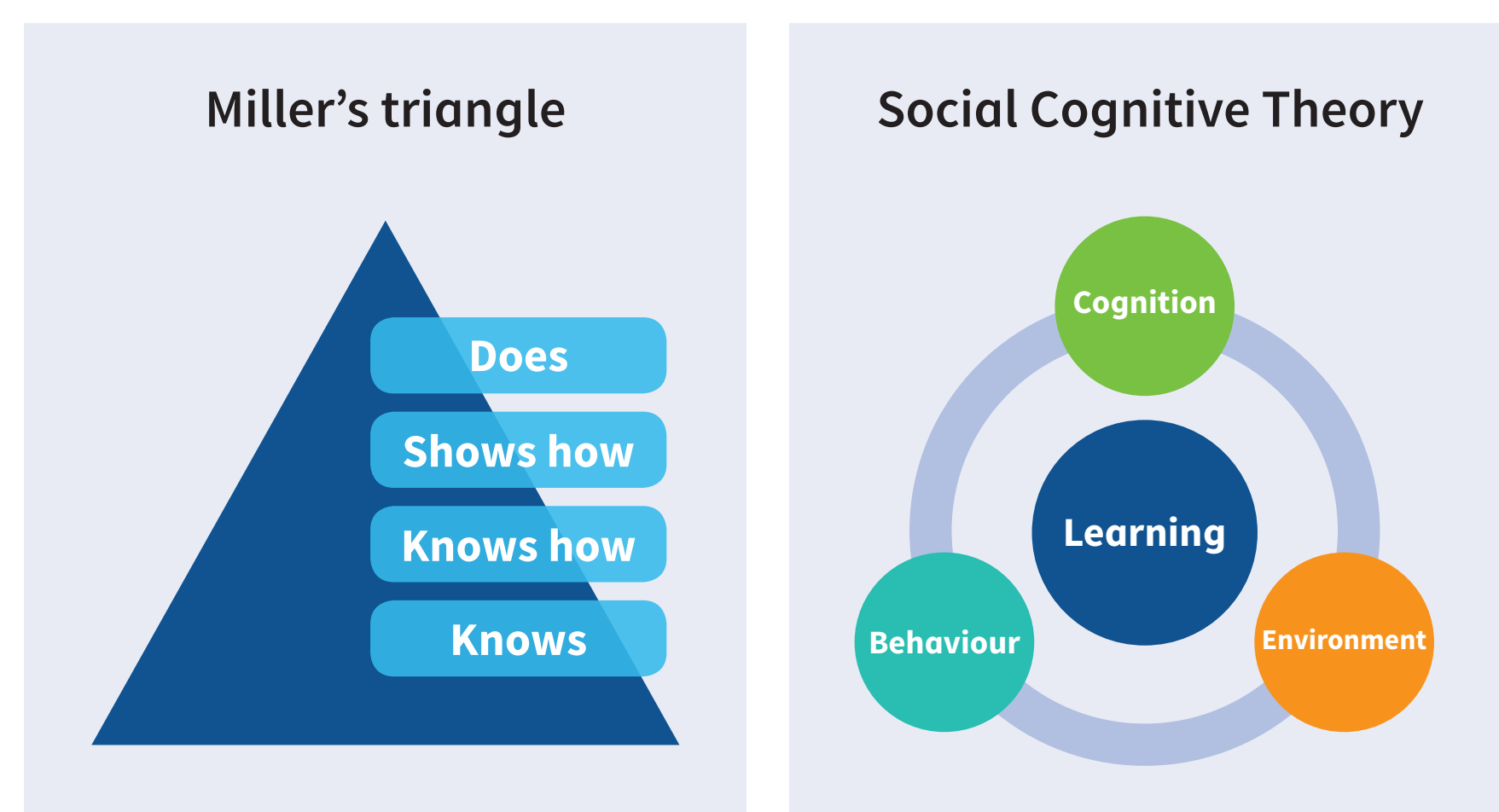
- Pharmacists must be competent to deliver expanded roles in different sectors of practice.
- A two-year cross-sector competency based Foundation Training Programme (FTP) was launched in Scotland, in September 2017.¹
- The FTP is based on a framework of six 'core' competencies: professional and personal development; clinical care; patient safety; dispensing processes; education, training and development; plus two elements specific to the area of practice.
- Assessment includes 6 monthly progress reports, an on-line portfolio and a final OSCE.
- It is important to evaluate any new training to ensure it is fit for purpose and inform any changes.

AIM

To explore the effectiveness of the training in meeting the development needs of pharmacists working in community, hospital and primary care.

METHODS

Design: A mixed methods study underpinned by Miller's triangle² and Lave and Wenger Social Cognitive Theory.³



Participants: Foundation Pharmacists in Scotland and South East London who started training in September 2017 (cohort 1; N=64) and February 2018 (cohort 2; N=38); tutors, new to the FTP, supporting the Foundation Pharmacists (FPs) (N=33).

Outcomes: Foundation Pharmacist and tutor perceptions and experiences; knowledge and competency change between baseline and at end of course.

Data Collection

- Focus groups at baseline (N=8), mid, and end of training exploring delivery of pharmaceutical care, multidisciplinary team work, professional identity, problem solving skills, support.
- On-line self-completed questionnaires at baseline and end of training to assess perceived skills, competence and confidence.
- Data from progress reports, portfolio assessments and OSCE.

Data Management and Analysis

- Qualitative data was analysed thematically and managed using nVIVO v11.
- Quantitative data was stored in Excel and analysed in SPSS.

Ethics was not required as advised by IRAS. Research and Development approval was given.

This poster reports baseline data from focus groups and on-line questionnaire for cohort 1.

RESULTS

Demography of Pharmacists

- Male 20%; female 80%
- Scotland 74%; London 26%
- Hospital 47%
Community 21%
Hospital/community 26%*
Hospital/primary care 5%*

*cross-sector rotation

Response rates

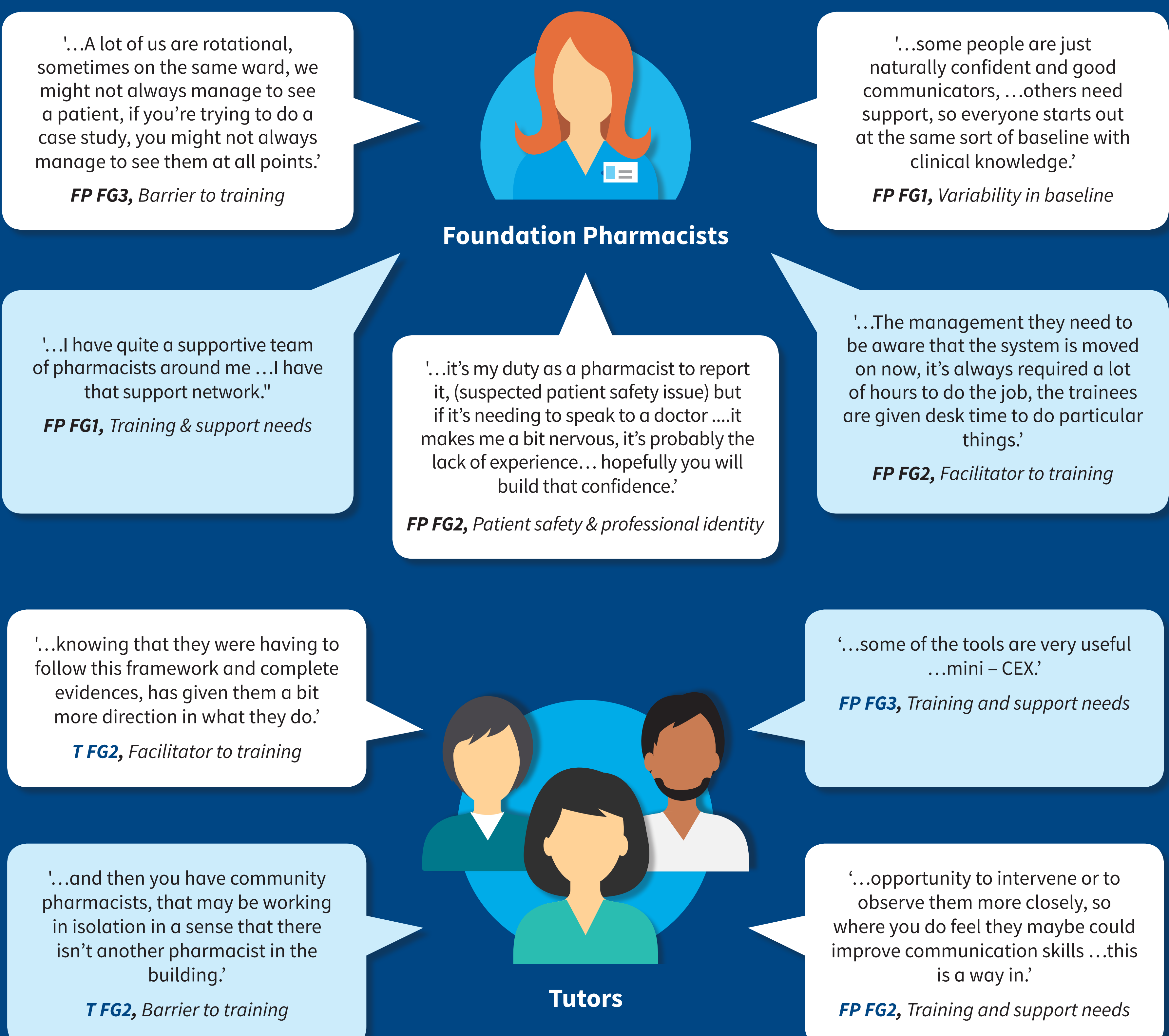
Sector of practice	N	%
Foundation Pharmacists completing baseline questionnaire	48	75
Foundation Pharmacists attending focus groups	19	30
Tutors attending focus groups	16	53

Questionnaire item	Confident		Not confident	
	N*	%	N*	%
Communicating with health care professionals	42	89	5	11
Meeting needs of patients	41	87	6	13
Prioritising & resolving pharmaceutical care issues	42	91	4	9
Feeling part of the health care team	36	77	11	23
Managing supply chain issues	21	45	19	40
Applying local formulary procedures	24	51	20	42

*not everybody completed all questions

FOCUS GROUP THEMES

Training and support needs, variation in baseline competency, patient safety, professional identity and barriers and facilitators to Foundation Pharmacists undertaking the training.



DISCUSSION AND CONCLUSIONS

- Foundation Pharmacists have a high perceived confidence in their communication skills, meeting the needs of patients/carers and prioritising and resolving pharmaceutical care issues. This is not fully supported by their tutors.
- Tutors noted variation in competence, training and support needs of pharmacists.
- Foundation Pharmacists feel part of the wider healthcare team. They are less confident when dealing with supply chain issues and processes and procedures e.g. the application of procedures relating to local formularies.
- Limitations include challenges organising focus groups across a large geographical area and ensuring representation from all sectors of practice.

REFERENCES

- The Pharmacist Vocational Training programme: <https://www.nes.scot.nhs.uk/education-and-training/by-discipline/pharmacy/pharmacists/pharmacy-vocational-training.aspx> Accessed August 2018.
- Miller GE. The Assessment of Clinical Skills/Competence/Performance. Academic Medicine 1990;65(9). September Supplement.
- Lave J, Wenger E. Situated Learning: Legitimate Peripheral Participation. Cambridge: Cambridge University Press; 1991.