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=13).

Outcomes: Foundation Pharmacist and tutor perceptions and experiences; knowledge and competency change between baseline and 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.

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 lack of facilities, organisational barriers and facilitators to Foundation Pharmacists undertaking the training.

REFERENCES