

P1303

Paper Poster Session

Education and competencies in antimicrobial stewardship

Assessing the implementation of a national antimicrobial prescribing and stewardship competences into undergraduate curricula

Diane Ashiru-Oredope¹, Mohammed Sadak², Janet Flint², Antonio De Gregorio², Julie Scretan²

¹Public Health England, Public Health Strategy, London, United Kingdom

²Health Education England, London, United Kingdom

Background: The first national antimicrobial prescribing and stewardship competences (AMPS) to be developed world-wide were published in 2013 (1); as part of implementing the UK 5 year AMR strategy. In 2014 a joint working group of Public Health England (PHE) and Health Education England (HEE) was established to develop options for the implementation of the AMPS competences within undergraduate and postgraduate healthcare curricula and continued professional development.

Methods: To assess the implementation of the published competences in undergraduate curricula; an online survey was circulated to all Heads of Schools of healthcare courses in England, following pilot by six schools. This included Nursing (72 schools), Medicine (34 schools), Veterinary medicine (7 schools), Dentistry (15 schools) and Pharmacy (26 schools). As part of the survey, the respondents were requested to complete a gap analysis to determine if, for each of the courses learning content was in place to address each of the 31 statements in the competences. Responses were analysed using descriptive analysis

Results: As at 27 November, 22 schools (14% response rate) had completed the survey: pharmacy (2); nursing and midwifery (12); medicine (3); Independent Prescribing courses (9); other (3) on behalf of HEIs. The survey will close on 9th December 2015. Of the respondents, 82% highlighted that there were aware of the national competences and 38% of responding schools had been altered/updated their curricula to support the achievement of the competencies listed since the publication of the national antimicrobial prescribing and stewardship competencies in 2014. The number of schools that specifically include learning content to address each of the five competency domains are shown in table 1. A range of methods were used to deliver the content for antimicrobial resistance especially blended teaching (classroom and online activities), classroom based teaching and learning during work-experience placements. 74% of courses assessed/evaluated learning using multiple choice question examinations, other common methods included student portfolio (47%) and short answer examination (42%)

Competency Dimensions	Number of statements	Number of schools (n=22)
1. Infection Prevention and Control.	5 statements	19
2. Antimicrobial resistance and antimicrobials	6 statements	18
3. Prescribing antimicrobials	8 statements	16
4. Antimicrobial Stewardship	8 statements	15
5. Monitoring and learning	4 statements	14

Table 1: showing the number of schools who specifically have learning content to fulfil the competency dimensions.

Conclusions: From the current respondents, healthcare courses in particular medicines, pharmacy and independent prescribing courses have learning content to meet more than 76% of the 31 competences statements in the published AMPS. Additional feedback from respondents included the call for a national repository of resources and on-line learning packages that provide contextualisation of the issues so that students can readily apply theory to practice.