**#5EE06 (135638)**

**Pedagogy to Practice: aligning Human Factors & Patient Safety Education to the needs of clinical practice**

***Denise Prescott\*, University of Liverpool, Liverpool, UK***

*Sarah Lyon (University of Liverpool, Liverpool, UK)*

*Simon Mercer (University Hospital Aintree, Liverpool, UK)*

*Jeff Goulding (University Hospital Aintree, Liverpool, UK)*

*Julie Bridson (University of Liverpool, Liverpool, UK)*

**Background**: NHS England’s overarching purpose is to provide safe and “high quality care for all, now and future generations”(NHS England 2015). Following several highly publicised cases, Human Factors (HF) both at the individual and organisational levels, has been acknowledged as a leading root cause of error in healthcare. Some healthcare organisations have not fully understood or applied HF principles to areas where patient safety could be improved (Kohne et al (1999]). It is essential that healthcare professionals appreciate their role in implementing HF into clinical practice. There is a need to develop capacity through high quality multi-professional education based on HF principles, which meets practice requirements in a financially constrained NHS.

**Summary of Work:** Utilising a stakeholder approach, the University of Liverpool (UoL) in partnership with a tertiary simulation centre developed a multi-disciplinary 20 credit, masters level HF module (2014). Mindful of human resource pressures within the current NHS, a blended approach was used. Design was informed by experiential learning through high fidelity simulation, a pedagogy which allows for active learning and competency demonstration; providing a learner centred experience in an environment free of risk for patients. Reinforced by collaborative enquiry using online mediated platforms creating a learning community to share dialogue, whilst promoting multi-disciplinary collaboration.

**Summary of Results:** The module has been delivered twice and fully evaluated using UoL quality assurance mechanisms. Student assessments highlighted the application of learning within their clinical environments.

**Discussion**: As highlighted by student feedback/evaluation, this pedagogy is appropriate when students bring tacit knowledge which is valuable to others. Feedback from clinical partners indicates learning has impacted upon patient care, in relation to the development and review of existing practice.

**Conclusion**: This delivery allowed for mistakes to be made and reflection undertaken, in a safe environment safeguarding patients.

**Take Home Messages:** It is essential to engage clinical partners in order to align educational