

Title: An interview study exploring training and education interventions for Antimicrobial Stewardship in the UK

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Background: Training and education interventions are fundamental to healthcare. However, there is often variation in how these interventions are provided. Antimicrobial stewardship (AMS) offers an example of where training and education interventions are used to promote the appropriate use of antibiotics, to tackle the global issue of antimicrobial resistance. AMS can provide us with an example of understanding of how such interventions are developed and implemented within healthcare.

Objective: Identify barriers and enablers to developing and implementing AMS training and education interventions.

Methods: Semi-structured interviews were carried out with 27 participants responsible for the development and delivery of AMS education and training in hospital-based care within the UK. Interviews were analysed using inductive thematic analysis, followed by deductive framework analysis using Theoretical Domains Framework.

Results: AMS training and education across the NHS trusts was identified as varied. *Beliefs of consequences, Professional role and identity, Social influences and Environmental context and resources* featured prominently across all barriers and enablers. Decisions when developing and evaluating AMS training education were identified as reactionary as a consequence of national or local changes.

Conclusion: There is variation in how AMS training and education interventions are developed and provided across the UK in hospital-based care. Further studies are needed to explore how training and education interventions can be developed and optimised utilising methodologies such as implementation laboratories.