

FMS Educational Research, Development & Practice Network



Seminar Series

How does the education and training of health and social care staff transfer to practice and benefit patients? A realist approach.

Prof Jan Illing, Professor of Medical Education Research, Newcastle University

The primary aim of this study was to identify how education and training can transfer to practice and benefit patients (through improved clinical effectiveness, patient safety, and patient experience). The amount of evidence identified in our research has exploded the myth that demonstrating the link between staff education and patient outcomes is too challenging to pursue. This research used a realist approach: initially involving a synthesis of the evidence from the international literature, which was used to create a Four-Step Programme Theory. This was later tested using primary data collection to further inform and refine the model. The model identified is heavily evidenced from a top-down perspective, illustrating how an organisation can commission education or training that transfers and benefits patients. The model identifies the processes and resources that are needed to gain a positive outcome, but also highlights where the chain can be broken and no transfer or benefit occurs, leading to a waste of resources. Individuals and teams can also play an important role in identifying and implementing good practice that is specific to a patient group (not at organisational level) and also by doing the pilot work prior to uptake by the organisation.



**1-2pm, Tuesday 30 October
L2.3, 2nd floor Leech building, Medical School**

[Register a place here](#) or email
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