

Abstracts

During phase one: the current collective syllabus will be mapped out using a standard reporting tool to collate all hospice education activity, highlight any gaps against national best practice and identify areas of current strength.

At the same time conversations will continue with all education providers across the education sector as to the feasibility of joining up all education in a collaborative setting.

Following this, information will be collated and a business case of options for hospice education will be put forward underpinned by support from Deloitte.

**Conclusion** The evaluation of this work will be ongoing and can be measured in simple terms by the degree of collaboration and output against the project aims.

P-236 **THE NATIONAL HOSPICE EDUCATION COLLABORATIVE: DEVELOPING UK HOSPICE POTENTIAL AS VOCATIONAL EDUCATION PARTNERS**

Sally Garbett. *St Christopher's Hospice, London, UK*  
10.1136/bmjspcare-2016-001245.257

In 2013 the need for high quality vocational education for the healthcare workforce gained increased relevance. Vocational qualifications became central to Health Education England Strategies and the Government announced revisions to Apprenticeships which combined with NHS workforce reforms to become a catalyst for change:

**The project** An appetite from hospices for collaboration and support for vocational education was proven in an 18-month pilot hospice consortium. Consequently, and with funding from [CHKcharities.co.uk](http://CHKcharities.co.uk), the National Hospice Education Collaborative formed. The initial focus is building quality and capacity of vocational education, including nurse associate and degree level nurse apprenticeships. Economies of scale and sharing of expertise will benefit all involved. Work on other educational initiatives will emerge.

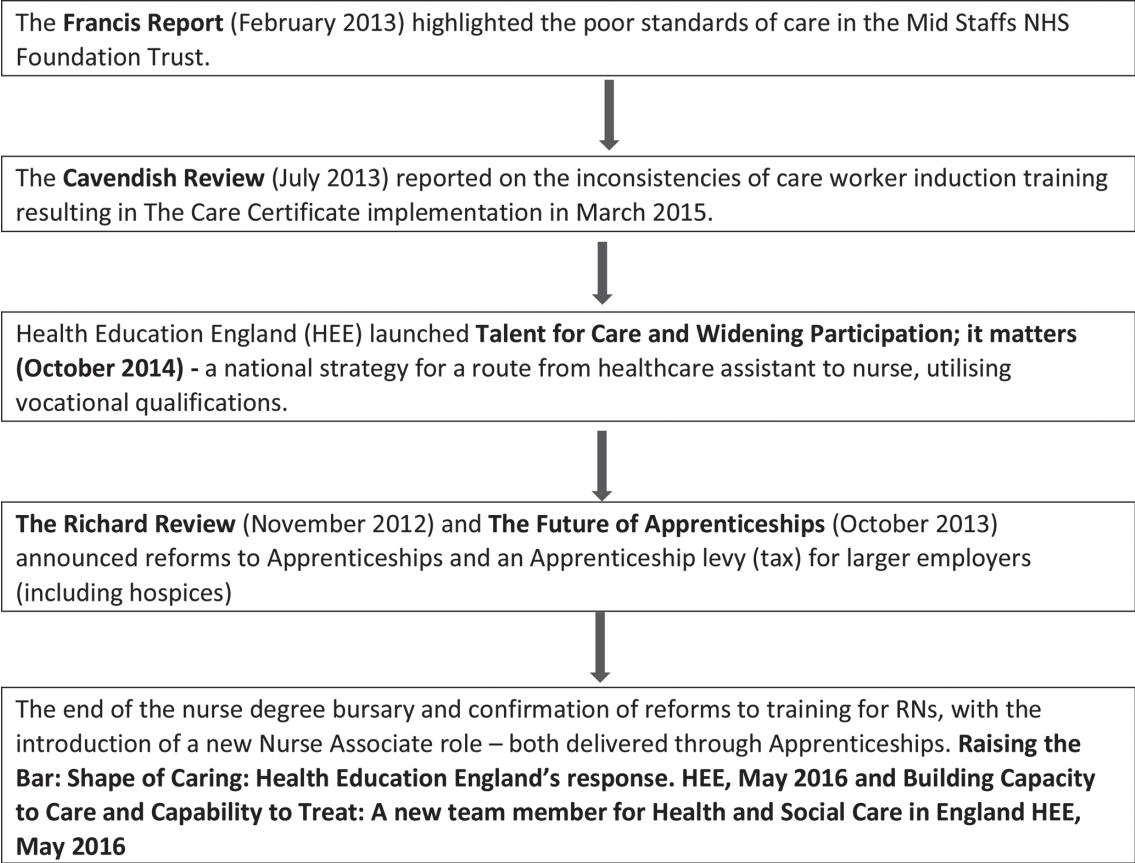
**Sustainability** Significant interest and two years' funding enables the establishment of a subscription model for sustainability.

P-237 **TICL – TEACHING, INFORMATION, CURIOSITY, LEARNING**

Kirra Moser. *Peace Hospice Care, Watford, UK*  
10.1136/bmjspcare-2016-001245.258

**Context** The concept of protected learning time is not new. However, when organisational commitments become overwhelming, education is usually first to be side-lined. Historically, our protected learning time was clinically focussed and excluded many staff in our organisation.

TICL sessions were born in January 2016 and co-ordinated by the education team. For one hour every Tuesday afternoon, all staff and volunteers are welcome, and encouraged, to attend information sessions on varied topics.



Abs P-236 Table 1