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LEADING LEARNING IN A WORLD OF CHANGE: FUTURE DIRECTIONS FOR EDUCATION AND PROFESSIONAL DEVELOPMENTKatherine Birch, Sonja Crane. *Compton Hospice, Wolverhampton, UK*

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This discussion paper offers a framework for those engaged in leading and supporting learning and professional development across the hospice sector. Leading learning entails a constant endeavour to stimulate the desire to learn and sustain the engagement and co-operation of those who lead learning programmes. With an increasingly diverse staff and volunteer workforce and with many of those engaged in delivering palliative and end of life care working outwith the hospice sector, new and innovative approaches are required to look at how best to support lifelong learning across palliative and end of life care. Much has been written about new models of delivery/care within the NHS – including the emergence of Accountable Care Systems. Reflective of the challenges brought about by increasing complex care environments we would suggest that a similar approach is required for learning and professional development, whereby there is locality wide co-operation and innovation to identify and meet the learning and professional development needs of the local workforce and those within partner organisations. At the hospice, we have been leading on the development of a suite of professional development activities with other hospices, NHS providers, the Local Authority and CCG. Drawing on this experience, and reflecting on the wider literature on collaboration, partnership and innovation, this paper proposes that those involved in the strategic and operational leadership of learning need to focus on five key areas:

- a focus on learning
- creating the conditions favourable to learning
- dialogue, relationships and trust
- a shared approach to leadership through structures, procedures and programmes and
- a shared sense of accountability.

This paper explores the challenges and opportunities proposed by the framework, offering insight into potentially new approaches to learning.

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MARIE CURIE ECHO NETWORK – AN INNOVATIVE PRACTICE DEVELOPMENT INITIATIVE¹Lyndsay Cassidy, ²Paula Heneghan, ²Eamon O'Kane. ¹Marie Curie, Edinburgh, UK; ²Marie Curie, Belfast, UK

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Introduction Palliative care is increasingly delivered in the community by health care assistants caring for people in their own homes. To ensure these lone workers are well supported and have access to evidence based education is crucial. Due to the geographical challenges, Marie Curie considered novel ways in which we could reach these workers better. Marie Curie in Northern Ireland successfully submitted a bid to be part of Project Echo NI. Project Echo is a telementoring programme which uses video-conferencing and is led in Northern Ireland by Northern Ireland Hospice.

Aim This model aimed to enable community-based health care assistants to access education, and increase their knowledge and confidence in caring for people living with a terminal illness.

Methods Project Echo uses a hub and spoke model, with members of a multi-disciplinary team being at the hub and participants logging in from around Northern Ireland (spokes). Participants generate the topics that they wish to cover in the programme of education. An educator or clinician delivers a short presentation, and then participants bring case studies which align with the topic. This ensures effective learning from the team at the hub, but also importantly peer learning. Evaluation data was collected at six time points throughout the programme.

Results Complete evaluation data will be presented. Positive evaluation results around the technology and method of learning demonstrate how this could be replicated in other areas around the country. Peer learning, sharing of experiences and access to the multi-disciplinary team were all seen as key in making the programme effective.

Conclusions Project Echo is an internationally recognised programme which has been used effectively to develop and deliver a person-centred approach to practice development. Marie Curie is now considering other areas around the UK where projects like this could be replicated.

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EDUCATING THE NEXT GENERATION OF HOSPICE PROFESSIONALSWendy Green, Angie Pymm, Jackie Somerville, Kate Phillips. *The North London Hospice, London, UK*

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Introduction At one time, the hospice offered work experience placements to 16–17 year-olds who were interested in pursuing a career in nursing, medicine or one of the allied health professions. These placements had to be discontinued due to the high number of learners on the ward, but we continued to receive many requests for placements. To channel this interest in the hospice, we developed a summer school programme.

Aim To provide a fun, interactive introduction to hospice care for young learners with the primary aim of helping them decide if this is the right career path for them and to assist them to enhance their CV in preparation for a UCAS application. The secondary aim was to increase awareness of the hospice in the local community and to dispel commonly held myths.

Approach We designed a three-day course, to enable learners to experience palliative care from the perspective of both the professional and the patient. Sessions were planned to incorporate various teaching methods to engage and stimulate the learners.

Evaluation The feedback was extremely positive and participants stated that the experience had changed their views about the hospice 'in a positive way', that it had provided a 'valuable experience' and had confirmed their commitment to a career in healthcare. As practice educators, we found the experience of teaching young adults was not without its challenges nor was it without its rewards.