is important to identify the requirements of the target audience.

A learning needs analysis (LNA) online survey was developed to identify the learning requirements of students, and to gain feedback on the Clinical Immunology laboratory tour video developed for Healthcare Science Day. The LNA was distributed to UK secondary school students via multiple social media channels.

The LNA received 48 responses from students across the UK, with a roughly equal distribution of responses across all school years. Slightly over half of the respondents (55%) identified as female, with a mix of different reported ethnicities that demonstrated that the survey had reached a range of respondents.

When asked about their current experience of STEM careers, only 47.9% responded that their school had a formalised STEM careers programme, and 54% had not taken part in a STEM careers activity, demonstrating that schools may not be successfully promoting STEM careers to their students, further impacting on uptake of STEM subjects in higher education and application to STEM careers.

The majority of respondents agreed that the information in the laboratory tour video was useful (56.3%), but only 33.8% agreed that they would investigate further into healthcare science careers as a result. The general consensus amongst respondents was that the video needed to be longer, and to explain some of the concepts raised in more depth.

In conclusion, this survey provided a wealth of useful information that could be used to develop more effective digital STEM careers resources to be used in schools in order to raise the profile of healthcare science careers.

26 UNDERSTANDING STEM CAREERS REQUIREMENTS OF UK SECONDARY SCHOOL STUDENTS

¹Rahma Omar, ²Victoria Heath. ¹Secondary school student on work experience placement; ²GOSH

10.1136/archdischild-2020-gosh.26

Over half of STEM careers employers have reported difficulty in recruiting workers with the correct skills (The Open University, 2019), and it has been demonstrated that engagements with schools by employers can help support students to become more career ready (The Careers and Enterprise Company, 2020). Healthcare scientists work in the NHS using STEM skills to support diagnosis, prevention and treatment of disease and injury. As a lesser known career path, engagement with schools to raise awareness of healthcare science careers is vital.

An online learning needs analysis (LNA) was constructed to acquire an understanding of students learning requirements for STEM careers events, and to gain feedback on a previously recorded careers video. The LNA was distributed through a variety of social media channels.

Responses were received from 111 UK secondary school students aged 11–18 from a wide range of locations and ethnic background. Responses showed that the most commonly checked social media sites were Tik Tok (90.2%), Youtube (87.5%) and Instagram (84.8%) demonstrating the best sites to target in order to engage with students.

Results showed that only a third of respondents were aware of a STEM careers programme at their school, demonstrating a need to more successfully engage with students in order to encourage an interest in STEM careers.

Responses to the STEM careers video were generally positive, with 97.3% rating the healthcare science information in the video at 3/5 or higher. Recommendations from the respondents showed that future videos could be more effective if they were structured to explain career entry requirements, discussions of day-to-day work and attainable career progression routes.

The study highlighted the need for engagement between teaching, students and employers when discussing healthcare science careers, as well as provided suggestions for future careers resource development.

27 PLANNING FOR A PANDEMIC – RENAL DIALYSIS SERVICE

Carly Vassar, Jo Van Ree, Robyn Parker. *Great Ormond Street Hospital*

10.1136/archdischild-2020-gosh.27

Our aim is to provide an evaluation of the implementation of emergency rostering in a specialist service during the co-vid pandemic, using both quantitative and qualitative methodology to inform successes and challenges of the system.

Background In March 2020 As the Co-vid 19 pandemic began to unfold, the predictions of patient numbers and staff sickness in UK modelling informed the need to:

Rapidly develop a robust nursing rota system that could ensure sustainability of three critical areas:

- Patient safety
- Adequate staffing ratios and
- Protect staff wellbeing.

What we did? Developed a roster pattern able to ensure bubbles and back up cover to maintain service across the ward and dialysis unit.

Analysed its impact by collecting patient experience data, safety metrics and conducted a staff survey to consider impact on wellbeing and morale, as well as monitoring for trends in incident reporting, complaints and sickness.

Thematic analysis was used to identify common themes amongst staff and gain insight into the impacts of a new model of working.

FFT data and a patient experience questionnaire shared patient perspectives

What we found? The roster system developed and evaluated during this period has demonstrated via the collation of key measures and both quantitative and qualitative data that the three areas set out as critical, patient safety, adequate staffing ratios and staff wellbeing could be maintained.

This system provided a robust, fair way to nurse through a crisis period. It is key to continuously evaluate and move to more normal patterns and allow non rostered staff time for their own roles as quickly as safety allows. Whilst this was a small piloted area, the positive qualitative and quantitative data produced informs the impact of a system that could be easily replicated for other areas, as a tool to nurse through unique times.