

nursing students. This was in partial response to widespread calls (Ambitions for Palliative and End of Life Care, 2021; Nursing & Midwifery Council. Future nurse: Standards of proficiency for registered nurses [Internet] 2018, updated 2023; All-Party Parliamentary Group Hospice and End of Life Care. The Lasting Impact of COVID-19 on death, dying and bereavement. 2023; Royal College of Nursing. Investing in patient safety and outcomes: health and care nursing workforce and supply in England [Internet], 2023; Yoong, Wang, Seah, et al. Nurse Educ Pract. 2023; 69: 1–38) for collaborative and innovative action aimed at better preparing the current and future health and care workforce as providers of competent, person-centred, compassionate PEOLC whenever and wherever this is required.

Aim To offer a funded extra-curricula professional development opportunity to final year nursing students with an interest in PEOLC, aimed at enhancing their confidence, knowledge, skills, and employability prospects in PEOLC.

Methods April 2021 to date: co-design of proposal and selection criteria to achieve formal scholarship approval; marketing and press releases; shortlisting and interviews; co-mentorship of awardees by PEOLC specialist and nurse academic, menu of options; networking and development opportunities; formal recognition of scholarship award at annual Faculty student prize-giving; interim and final student evaluations; bi-annual reporting to key stakeholders.

Results Each of the eight awardees to date has positively evaluated their experience of this scholarship. For example, *“Being awarded the scholarship has felt like the biggest privilege. It has opened many channels and enabled new connections with unique professionals who share my passion for reducing inequalities in EOL care to be formed.”* Two of the first three scholarship students accepted newly qualified posts in community palliative care settings. This scholarship has also drawn wider attention to the importance of compassionate, person-centred PEOLC as an integral aspect of nursing practice.

Conclusion This unique scholarship has been found to enhance the confidence, professional development, and employment prospects for award winners as intended. It has also drawn wider attention to the importance of PEOLC and opened new opportunities for preparing the future nursing workforce locally through our collaborative ventures with the university.

P-261 DEVELOPING OUR FUTURE NURSES

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10.1136/spcare-2023-HUNC.279

Background In 2022 we found ourselves facing all of the well documented post-pandemic recruitment and retention challenges for Registered Nurses.

Aims To develop a pipeline of future talent within the student body and create additional positive PR for the hospice to support our employer brand.

Methods We developed a bursary/sponsorship offer of a financial sum along with engagement with the organisation (education, placements, bank work, contact with service leads), in return for the student accepting any job offer we make upon their qualification. We worked with our local university to publicise this offer to their students. We held a recruitment process including presentation and interview with service leads and made offers to four students.

Results Four students joined the programme (one dropped out for logistical reasons after joining our bank and realising the journey was too far), and our first student will start working with us in Autumn 2023. We have a further four students studying with us, and are recruiting additional students this year through two local universities. Students have joined us as bank staff and/or on placement. One student set up a joint university end of life care masterclass for their students, delivered by us. We received fantastic publicity from our local press, and both we and the students have benefited from the relationship. We also received funding from a private donor to cover the cost of the sponsorship. One of our students suggested that we allocate a mentor to them in their final year to support with their learning and qualification, which we have adopted.

Conclusion So far this has proven to be a successful recruitment strategy for us and we look forward to continuing to work with our universities to promote palliative care as a career route for Registered nurses.

P-262 PREPARING STUDENT NURSES FOR THE HOSPICE PLACEMENT EXPERIENCE

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Background Student nurse placements are essential to developing a variety of skills across different specialties (Royal College of Nursing. Student nurses. [Internet] 2023). Hospices can provide a unique placement experience for students (Jeffers. J Hosp Palliat Nurs. 2018; 20(3): 266–271), however, some evidence suggests that student nurses are not prepared to deal with death and dying whilst on placement (Parry. Int J Palliat Nurs. 2011; 17(9):448–453).

Aims Our aim was to improve the student nurse placement experience by: (i) Better preparing students for their hospice placement (ii) developing a multidisciplinary approach to create a complete hospice experience for student nurses.

Methods In June 2021 we re-designed the student nurse welcome pack which provided essential information about the hospice. We ensured that we used terminology such as ‘life-limiting illness’, ‘death’ and ‘dying’ to prepare students for some of the experiences a hospice will likely provide. We emailed student nurses one week in advance of their placement, providing them with the welcome pack, mentor details and rotas for the placement. Rotas included a comprehensive timetable of sessions with all members of the multidisciplinary team including day services, complementary therapy and fundraising. At initial interviews mentors were asked to discuss any experiences, fears or anxieties the student nurse might have in relation to death and dying.

Result Feedback from student nurses has been positive. Many students have enjoyed experiencing all aspects of the hospice, and they felt that the advance planning and preparation meant that their supernumerary time was protected. Students reported feeling well prepared for the placement, and that anxieties were addressed in good time. A number of students have expressed an interest in hospice and palliative care in their future career.

Conclusions Our work has demonstrated that by offering information in advance of placements, providing support on