

# Developing nursing placements in social care

## SPEAKERS

Lucy Gillespie, Iram Painter, Claire Leenhouders, Cath Sandy, Lynne Westwood, Louise Keane, Pam Hodge

### **Claire Leenhouders** 00:01

Developing nursing placements in social care settings what do providers need to know that's our topic for today. And we'll work through with our panellists what this topic is all about, and what do we need to know and also make you aware of some new guidance that has been published by ourselves at Skills for Care around this really important topic. There's a lot of abbreviations that may be used today. So here's a few of them. Because there's there's a language around placements that people need to be aware of. So HEI we mean higher education institutions PVI this will be something an expression often used by universities to describe the private, voluntary and independent sector or PIT is a new one private independent third sector, the SSSA standards, you will have heard this refers to the Nursing and Midwifery Council standards for students supervision, and assessment, practice assessor, practice supervisor, academic assessor, those are the abbreviations, and the epad may be something that we describe as well. So first thing I want to ask everybody that's attending in the chat, I just need a number. So don't feel like you have to write all of that out. Just tell us where you work. And whether you're here today for one of these reasons. One, your potential or current placement provider interested in hosting students or you're already hosting students. Or number two, you're an HEI so a higher educational institution, or there's the HEI is interested in increasing placement capacity at your HEI or you work somewhere else, but want to increase placement capacity for recruitment purposes or none of the above you just interested? Okay, so we've got a really interesting mix coming through. Gosh, there's loads of them. That's fantastic. Okay, so lots of differences in the room. That's fantastic. Thanks for sharing that. So it all sorts of different bits and bobs. And hopefully we'll be able to support you with any of the questions or any and things you want to find out today. Firstly, let's meet the panel. So we've got a panel of experts ready to answer your questions. Let me start with who I see there first, Iram.

**Iram Painter** 02:37

Hi, yes, I'm Iram. I'm the registered manager for Belvedere airport nursing home in Wolverhampton. And I've been here I think, seven or eight years now. We've been hosting students for the last, I believe, three or four years. Pre COVID. That was pre COVID, wasn't it? Yeah. So it was pre COVID We started. So yeah, I'm a non nurse, registered manager and my deputy is obviously my clinical right hand.

**Claire Leenhouders** 03:09

Thanks Iram. And we'll hear more about the registered manager role and changes that have been made in regards to that. Cath

**Cath Sandy** 03:18

Hi, I'm Cath. I'm the home manager at Parkside over very close to Wolverhampton near Dudley. I have been here for seven years. We're a private health care provider. And I, when I

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started at Parkside Student Nurses was something I was really passionate about. So it's one of the first things that I did was get in touch with the university and introduce student nurses into into the home.

**Claire Leenhouders** 03:42

we'll come back to that a calf because I know that's something we're going to talk about later on. Pam.

**Pam Hodge** 03:49

Good afternoon, everyone. My name is Pam Hodge. I work at Middlesex University. I'm a registered mental health nurse and a senior lecturer. And I have responsibility from the university for all areas outside of the hospital, and that includes Adult Social Care. And then

**Lynne Westwood** 04:07

Good afternoon, everybody. My name is Lynne Westwood. I'm learning disability nurse, part of the learning disability nursing team based at the University of Wolverhampton

**Claire Leenhouders** 04:18

Thanks, Lynn and finally, Louise.

**Louise Keane** 04:20

Good afternoon, everybody. My name is Louise. I'm a nurse educator in north central London supporting all of adult social care in their area. But also I'm a Social Care

Nursing advisory chair. I'm one of the 42 councils that were set up by Deborah sturdy the Chief Nurse who some of you might know and also I have the great pleasure of hosting students within the area that I work in but also supporting nursing homes both are eager to get students to.

**Claire Leenhouders** 04:49

Thanks, Louise. So interesting group of panellists here. Firstly, let me tell you a little bit about what we know about nursing. So in the last in the most recent State of adult social care sector and workforce in England report that Skills for Care produces. We know there's 33,000 nurses working in social care. And in the independent sector. The other thing we know, we've got a bit of a breakdown there of the different places that they're working. So we know that some are in care homes with nursing, or care homes or all different settings. But we also know that there's a high vacancy rate for nurses in this sector, around 11.3%. And we know that there's a high turnover rate. So one of the things that we're looking at, is improving those aspects. And that can't really be achieved without looking at developing placements in the sector itself. So we need to increase placement capacity is something we hear a lot from HEI is all over the place. So I want to ask that are two representatives from HEI. So that's, we'll go to Lynn first, then Pam, from an HEI perspective, why are social care placements so important?

**Lynne Westwood** 06:10

Well, thank you, Claire. And thank you, everybody. Social Care is a part of healthcare for us. And it's an important part of healthcare, especially from a learning disabilities perspective, but also for other fields as well. We move into an environment where traditional health care in hospitals is becoming less and less, and working with people in their own homes, in community settings. And in nursing homes, supported living, you name it across the board, it is becoming the future. And it's important that we have a level playing field so that we have a balance between both the NHS and private, voluntary, independent charities. To be fair, I'm sure Pam would agree, some of the best placements I have for my students are in your sector. So the more that we can have, the better for our students. But we think it's a knock on effect as well for you because it will also help your retain Shin of the people that you've got, but also recruitment. So it's

**Claire Leenhouders** 07:21

that pipeline as well, isn't it? And if they don't have exposure to a placement in social care, they're never going to know about it and think about coming to work there. Would you agree? Would you agree with that, Pam? Definitely.

**Pam Hodge** 07:34

Everything learners just said, I think the students that we have, we don't sadly have learning disability. But we do have mental health and adult students. And they definitely both gain massively from coming into adult social care settings, thinking about the nurse

led service. So seeing nurse roles in a different way, thinking about absolutely working with people in their own homes or near to home as they can be. And the different dynamics that that puts on the relationship with the kind of residents and service users as well, I think is really important. We allocate students from all years. So here's one, two and three of the course because we understand that it's really important for the students to have a greater understanding and health and social care system exactly as you're saying about actually, how does it work with people are being transferred to care home possibly from an acute trust, or vice versa? Or where are people feeling more comfortable to have their support, and also an opportunity to maybe work with families in a way that they don't otherwise? So really thinking about that broader, multidisciplinary team, but also the kind of informal support structure that's so vital for people at all stages of their lives?

**Claire Leenhouders** 08:42

Oh, sorry, don't be.

**Pam Hodge** 08:47

Sorry. One more thing that our students say to us regularly is that they actually see holistic care in action. And we talk about it a lot at university. But actually, this is the place where they actually see that being developed, and that's absolutely fantastic for their learning opportunities. I will pick my

**Claire Leenhouders** 09:03

No, you don't need to be quiet. I think what's what what some of our providers that we've had contact with have said is that they sometimes feel that they're forgotten in the placement circuit, and that they're seen as a last resort for a placement and, and I suppose that's something you're saying, No, that's not the case. We need to actually it's hugely important to have placements in social care. Yeah. Both of you at the same time. Yeah, definitely. Because it gives that all round experience of what nursing involves is, is all about but also not just for nurses for nursing associates as well. It's really important. If

**Lynne Westwood** 09:42

that clarity across the board is also the place that you're going to get true person centred care, which is everything that the NHS and everybody else talks about. But it's very hard in some of the larger establishments to produce that. But in Social Care you can.

**Claire Leenhouders** 10:02

Thanks, Bo. And then we'll come on to our providers. So starting with cat, what made you decide to host students and you sort of hinted at that when you introduced yourself Where Where did you start on this journey? So

**Cath Sandy** 10:16

well, the journey started 20 years ago. Yeah, when I moved from Nottingham as a newly qualified staff nurse and started at a little small home, looking after people with chronic mental illness, and we had students there. When I left there, 10 years later, I went to a couple of other providers before I settled seven years at Parkside and I think the the care was what I could see in the team at Parkside. I thought people need to learn from this. We need to be able to replicate this in other places. I think having students at Parkside, it really challenges the stereotypes around health and social care. And what Ken was saying about holistic care and real person centred care, you know, the first thing that I do if I go out and assessment is find out, you know, does this person like tea or coffee? Do they have sugar in it? Because it really is the basics. And I think that's something that every single nurse should know. And she'll be built into day to day practices. It's just those tiny little things that mean that we can give people really good nursing care. And I think it's really important that all students know that.

**Claire Leenhouders** 11:27

Someone's just asking in the chat is is Parkside Exemplar, it is your right. They also work with an Exemplar Yes, that's right. It's part of Exemplar Group.

**Cath Sandy** 11:38

Hi, colleague. Yeah, so it's great for recruitment and retention as well. I mean, that goes without saying, you know, and that's from a, you know, a home manager point of view we haven't had, we haven't had a nurse leave in a very long time. We've got, you know, a really good stable team. And I think part of that is because we have students say it keeps our nurses practice really fresh. And obviously, they're asking questions, so it's asking the nurses Well, why do I do that on a daily basis? What is the reason for that? So So yeah, that's that's why we have students at Parkside. Where

**Claire Leenhouders** 12:16

did you start those? How did you find out about taking students there? Who did? Who did you approach him with the universities?

**Cath Sandy** 12:24

So what I did basically was because I 20 years ago, I'd had students at my previous in my previous role, when I started at Parkside, fortunately, the link, the the tutor that I used to deal with, to organise a student student placements 20 years ago was still at Wolverhampton University. So I phoned him. And I said, Robert, we need to get students in here. So what can we do? So it was kind of a little bit back door,

**Claire Leenhouders** 12:53

I suppose. And that's sometimes the case. And one of the things I think that I would like to say to ATI z, because having put together guidance on this, what would be really useful, I think, is from your websites to have something in your nursing section saying, Are you a provider who would like to have students fill in this form or something like that? Some easier way for providers to navigate their way into what can be a bit confusing in HCI is in terms of who to approach and and how to get the ball rolling. But and that's interesting because I want to come to Iran because she found her way in through a sort of drive to find new placements, didn't you around? Yeah,

**Iram Painter 13:35**

so it was literally just an email that popped up randomly in my inbox from Wolverhampton uni, and it was just explaining the whole system and the protests of of having, you know, students in in house. First thing I did was obviously talk to my deputy about it, I thought it was really good. And, and then at that time going back four or five years ago, there were there were a lot more hoops. I think you had to jump through and make sure things were in place. I think that that's eased up a bit now. I think it's actually really good, not just for the students, but but your own nurses because it keeps them on their toes. And I've had lots of my nurses come back and say, Actually, I've learned something new from them. Because I'm going back to you know, when I was trained 1520 years ago, and all that change now. So it's actually really good CPD for your Oh no. Yeah.

**Claire Leenhouders 14:39**

It's fantastic. Thanks. Well, thanks for explaining that guys and people are putting into the chat just give you a unique call. I mean, definitely unis want to hear from you, that's for sure. That they really want to get an improved placement circuit and increase their capacity. So that's definitely where to start. So you can Going back to the HEI is guys, what is the process that needs to be followed before a placement? So Iram said it's a little bit simpler now and I know that a lot has been done to try and simplify that process so that people aren't, they don't find it off putting, but what do they need to do? And what support? Do he guys offer practice partners with this process? So I'll start with Pam this time.

**Pam Hodge 15:22**

So first thing I would say is that actually, every single provider is going to need a little bit of bespoke attention. So the way that we work is going to obviously kind of need to fit with your own ethos and the way that you work. But there are some commonalities to talk about that we do need to kind of cover when we're thinking about bringing on board. First one is that initial conversation, what is it that you're hoping, thinking about managing expectations, telling you a little bit about the student programme, where you might be able to fit into that, and to think with you about the learning opportunities in your area. And we might kind of call that an educational audit. So we're putting together

kind of a formal document that the NMC have to kind of do, but that's much more of a conversation. It's thinking about what the learning opportunities, who's going to be supporting your students and making sure that we're providing the training to support people for those practice supervisory or practice assessor roles that were in the abbreviations at the beginning, and thinking very much about what support we provide for the students. So we might provide regular forums, for example, or visits for the students, but also what supports available for you. And thinking about how we can support you moving forward. Is it that you would like kind of regular contact is that you want somebody on the end of the telephone? How is it going to work for you moving forward, and then making sure that any kind of changes to the programme are updated to you in a kind of timely fashion? From most universities, I'm sure Lynne will say the same, is we actually have a dedicated kind of link person who's your go to person. So I'm that for my university? It might be that for her. So there's a real kind of, hopefully, it's straightforward. It's the conversation is putting it together, it's managing expectations, and then support as we go through.

**Claire Leenhouders** 17:01

Yeah. And then you support that, I'm suppose I suppose anything about the audit, I suppose some people get a bit worried about the auditing process and things like that. That's nothing to worry about, though, is it?

17:13

Not at all, because for some organisations, they might have more than one HEI, one university that are attached to them. So what we try and do these days is do one audit that everybody then shares. But equally, just think about it from the point of view of things like CQC, or any other inspectors perspective, we're just gathering some data, there's just basically to ensure that you, as a provider of the placement are okay, and our students are obviously Okay, as well. So it's just basic information. Our system very much like palms, you know, gather that information. And then when the students are allocated to a placement, they get a basic information about who to contact, where the placement is, what shifts, they always want to know what shifts they're going to do, what type of things they're going to do when they're there. What do they wear uniform, or in my case, sometimes they don't, you know, it's that type of information, really. But we all try, I think, to make it as painless as we can, because we all were aware that that's not your day job. Your day job is looking after the people that are in your home or your service. So it's about making sure that things work smoothly, that we support you within that process, and just offering as much as we can moving forward as well. Because once you become familiar with the university that you're linked to the programme that you're linked to, and the documentation that comes with it, it becomes easier. It's a bit like everything else, isn't it? The more you utilise something, the more familiar become. So I wouldn't add a great deal more to what Pam has eloquently said.



**Claire Leenhouders 19:08**

No, that's fantastic. And I think just reaching out and knowing that he is actually there to support you through that process and really want you to come on board. So there'll be with you every step of the way. And up until you take your first student which there'll be thrilled about. Some people have been asking in the chat about the who can be a supervisor who can be assessor, etc. So I'm just going to talk you through a bit of that. Obviously, the standards I don't know when people last had students but the standards changed in 2018. And one of the things that the NMC identified but there was issues with what was the old mentor scheme because people were saying I can't be with my students all the time. And they were pressure on mentors to be with their students a lot. So they've come up with this system and the practice assessor, I suppose would be the closest Roll to what was an old mentor, but they are a registered nurse. And ideally NMC says they need to be in your field of practice. So if you're a mental health student, they would want you to be aligned with a mental health nurse as your practice assessor. And they're the ones you fill in the majority of the paperwork, what was the pad, often they'll be in, in, in an electronic form nowadays. So they're not paper documents so much. Now it's all electronic. And the practice assessor is the one that does what it says on the tin, really, they assess whether a student is meeting their proficiencies, the values, all the things that are part of that document supervisors is a new role, I suppose in the sense that any registered or regulated professional can typically be a practice supervisor. So that means that you if you're regulated, so similarly, like social work is monitored and governed. A social worker can supervise a student and occupational therapists can supervise a student, a big thing for social care is that registered managers can supervise students, they don't necessarily have to be a nurse to do that. And that's a big change that came about fairly recently through the NMC. So that's something to be aware of. So where Emma said earlier that she's a registered manager, but she isn't a nurse, she can supervise students, but her nurses in the team would be the assessors. So they would be making sure that they're doing everything they need to do. The academic assessor is a role of a academic in a university, typically. And they are the link between you as a practice assessor or practice supervisor and the university. So they are there to support give you guidance on what a student is doing as part of their programmes study. And they provide lots of support in terms of the academic side. So that's the three, three key players in it and a student in the middle. So somebody said, just to clarify, am I right in saying it's no longer mandatory for the PA to be in the same branch of nursing? It's, I think it's advised strongly advise, but I don't think it's mandatory. So it's just those things to keep on top of, but it's just to be aware that the differences now in the standards, one of the things we haven't mentioned yet, is that most universities in getting you on board to be a placement provider will offer training around these, these areas. So as a practice assessor, as a practice, supervisor, etc. So make sure that you understand the role, and that you're able to carry out those roles in practice. Louise, I don't know if you wanted to say anything about that aspect of it. And who's who are your practice assessors and practice supervisors where you are?



**Louise Keane** 22:59

All right. So within my team, I'm very lucky that I have nurses from most of the disciplines within the team. Yeah. The practice that assessor and the practice supervisor are both nurses. So that's quite, that's quite great for students when they're coming. But out in the care homes, I'm seeing more that, that we might have a registered manager doing this, who's quite connected. So I'd say that, you know, make sure you just read all the paperwork, speak to you University, ask those questions. And make sure my other thing would be in, make sure you've got your nurses on board with you. So you're all going on the journey together. Because sometimes we have great ideas as managers, but our staff aren't quite ready to step up and say buses we're going on. So that would be my advice.

**Claire Leenhouders** 23:53

And there's been some really creative things that are happening nationally around this. So some universities have in it have sort of managed this by being practice assessors or practice supervisors from the university side, while students are out in practice. So that's a way of getting around it. And some of those examples are providing our guidance, which will we'll share later on. Because we know that some of these aspects can be a challenge. And I know somebody else earlier mentioned all the challenge we've got is having the staff in place in the first place to have enough practice assessors and practice supervisors. And we totally understand that that is a real challenge. And but I suppose that's why we need more capacity. So we have more nurses coming through. So it's, it's where where do you focus your attention, but it definitely we understand that. And this is out to all of the panel now. And I'll start with Louise because I've just come to the ease. What do you think the benefits are of hosting students? I suppose specifically in social care settings, what are the benefits? And

**Louise Keane** 24:54

I think there's quite a few one of them is that I believe that Adult Social Care It's a hotbed of learning. So there's always something happening. And you can learn from all the people that work in adult social care as well. So you know, from your caterers to the cook, you know, to the cleaner, you're actually going to have those conversations, you're going to get into meetings that you wouldn't get into elsewhere and get opportunities that be the first thing. And they might say that by having students, you're helping your residents, because your residents will go into hospital at some point. If you've had a student who's experienced adult social care who's working in a&e, or working on the wards, the very things that we've just been talking about, do you know why they like to take their tea? Do you know how many pillows they like, we know by research that actually, if we give really good person centred care were much more likely to get someone out hospital quicker. So actually, they will make you are that those kinds of patients are starting to be asked or if they're not being asked, they'll start asking their

nurses looking after why we're not doing this. So I see it as is that it's a win win, we win, because we have the more within our Adult Social Care and the hotbed of learning. And potentially they want to come back and work for us, which is brilliant, but also for our residents, when they're in hospital, it can make a massive difference.

26:18

I really want to share that. In putting together the guidance, I went to a nursing home and interviewed some of the residents that have students, and they they just had nothing but positive things to say about the students that they had. With them on placement. They said they're always smiling, always enthusiastic, and they they remember those people. And that's really positive. So it's your right, we have to stay focused on the people that we're giving care and support to because I think it means a lot to them as well. Cath, is that what you find? Is that feedback that you have from from residents? Yeah, absolutely,

**Cath Sandy** 27:01

absolutely. So because our students are with us for quite a while our residents can really get to know them. And like I said before, it's brilliant when it comes to things like person centred care, and they're gonna take that forward in their practice. But the residents, the residents here, they, it's very much a family. So the residents really like to see the same people that you know, have those people get to know them. So they do they do. They absolutely love it. I think, you know, when it could it's, as I was saying before, when it's coming to things like holistic hair and person centred care. You know, that's, that's everybody's gonna benefit from that.

**Claire Leenhouders** 27:43

And what about yourself? What, what, what is the, I know, you've mentioned the nurses finding it really beneficial to having students there, too.

**Iram Painter** 27:53

Yeah, so we actually recruited one of the student nurses from Wolverhampton and she's been with us probably for about six months or so now. Yeah, she's been with us for six months now. And we just kept in touch. Obviously, she was doing other placements, not just care homes, you know, she was going round she did learning disabilities, I think she did. Brain acquired injury unit as well, she's obviously worked in, in hospitals. But I'd always kept that link with her, there was just something about her through, you know, a lot of the other student nurses as well, but it was just sometimes just clicked with people. And the residents as well. You know, there was a great relationship there as well. And yeah, just kept in touch. Made sure she was alright. And, and offered her the position if you wanted it. And then yeah, she just came back when she was ready and said, I'd really like to take you up on that offer. Obviously, that that saves us a lot of money recruiting from agencies. So you know, cost saving their relationships already

built, he already knows the routine of how we operate. You know, who's coming in eyes wide open instead of having to invest in training and induction and, you know, mentoring and all that kind of all that is done. So that's that was a big thing. That was a big bonus.

**Claire Leenhouders** 29:16

That's fantastic. And I think that was her first ever placement, wasn't it? And you just correct. You held on to her and you thought Yeah, I want her at the end of this. Yeah.

**Iram Painter** 29:25

100%. And

**Claire Leenhouders** 29:26

for you, Pam, from a university perspective, the benefits for hosting students to hearing that from students or what's your experience?

**Pam Hodge** 29:36

Absolutely. The students really love the placements in the care homes. I think one of my colleagues was talking about that kind of nature of being part of a family. And the students really benefit from that kind of very nurturing environment for themselves and their learning as well as kind of the activities that they're actually learning. I think one of possibly the other benefits for kind of care homes is possibly about building those relationships with your local university. And thank you actually that kind of other training opportunities as well, what are the CPD? How can we support? It might be about kind of thinking about benefits for you and your staff as much as the learning for the students. So just wanted to add that in.

**Claire Leenhouders** 30:12

And Lynn, I suppose you're going to echo what what Pam said, but do you have anything to add about the benefits for students or for the university or just overall,

**Lynne Westwood** 30:20

I just, I echo everything that everybody. I hot footed myself here today, having been in the office and then visited a local nursing home this morning. And the manager was one of our alumni, and talked about the fact that actually, she had a care home experience. And that's sort of led her to be the manager of the unit. And they've got a segment of our second years there at the moment. And they were explaining that actually, the second year, there's just got stuck in so much they really love in every single minute, singing, dancing, you name it, there's all sorts of different experiences going on. And I think that's the big thing, I think, I think it was Pam and a few other people have said, it's almost like you join a family. And is that because the placements actually remember you. Whereas in the larger placement areas where maybe there's 2030 students at a

time, you don't always have the opportunity for the student to be remembered quite as much as they do in social care. So I think it's a win win for the students. But as a result of that, ultimately, you can build your own workforce for the future. By having students, you can mould them, you can work with them, you can work with the University, and then hopefully they'll stay at the end of their course and come back and work with you. I came around and a few others have said. So I think that would be a great opportunity as well. And

31:55

that's fantastic. It's really great to hear that learn about the difference it makes. And I know that for some of the smaller fields of practice, like mental health and learning disability, the placement circuit, it's becoming smaller and smaller because there's so much demand for courses. And they didn't have as many placements to begin with. So really, social care placements are a lifeline for keeping those fields of practice functioning in a way, I suppose the other thing to bear in mind is we also have domiciliary care. And I know that we've Skills for Care have been in contact with more and more people who are interested in having nurses in the community. So there's lots and lots of different options available. What we want to make you aware of, and I know my colleague is going to add this into the chat is our new guidance. So this has recently been published. And so many of the people who may be attending today or on the panel have really helped with this putting together this piece of work. And it's all about developing these placement opportunities. So it's been made in collaboration with lots of providers, HEIs nationally ICBs have really provided a lot of support student, nurses, nursing Associates, and those who join support. What do we need to know how can we get this happening? How do we improve the placement capacity in social care? And it's looking at any providers and practice assessors and practice supervisors supporting students to and it discusses exactly what we've spoken about, but with even more in service of the benefits from those different perspectives, and explains this process. So what do you need to do? How do you navigate the higher education institution processes? How do you get in contact with them, explains a little bit more about the NMC standards, and explores also the function of simulated practice learning because we know that a lot of hours now being watched optional, but it's being encouraged and it's being used a lot more in simulation. And some of the things we've been hearing from universities is whole care homes being simulated and practising, how do you provide care in that environment. So there's lots that's being done. So the link is now in the chat for you to have a look at and download and how to hang on to it and get in touch with your local university. That's the key thing. What I want to do now is open up the floor to questions before we finish. So we've got a few more minutes for any questions. And if you've got any questions you want to ask myself or anybody on the panel, then please ask now. And if there's anything we can do in terms of following up, I'm sure we will. But if you've got any questions, then just let us know.

**Lucy Gillespie** 34:45

Now Claire, there's a question in the chat around in house induction. So how are we in ducting students in social care settings? And I think it was a question actually for Cath. That was yes.

**Cath Sandy** 34:59

All the students they make contact with the, with the home a couple of weeks usually, before the placement starts, we give them their router. We, we don't ask people to come around and have a look first because obviously it's somebody's home. So we don't really want people trotting around and viewing it really. But we give them the road to tell them who their their practice assessor is going to be their practice supervisor. And just make sure they're already I mean, I think you mentioned earlier, there is a little bit of information about the about the placement that they're given to an advanced by the university that's coming from the audit. Then when they get here, they have pretty much a day of what our new colleagues would get on starting with the business. So obviously, the firewall crowd and that kind of thing. And then, you know, just sort of orientation really to the staff and everything. And then I always encourage our students to get to know the people that live here before they start looking at care plans. Because I think that often, when you're looking after somebody, the person that you're looking after, but what you're reading about on paper are two very different things. So I encourage them not to go straight to the documentation. Get to know that person first and spend some time with the staff and the people that really know them. Before you start worrying about what medication they're on what their care plan says. All that kind of thing.

36:22

Thanks, Cath. Do you want to add anything Iram around about induction for students at Belvedere?

36:29

Yeah, pretty similar. We do usually ask them to come in. Just so they know where the home is. location wise if their truck travelling by public transport, just so they know the route. So they do come in they'll have walk around with us were on three floors, and each floor is different. So we've got one challenging behaviour, mental health and dementia. And then we've got an end of life advanced dementia unit. So we rotate them. So they get experience of all the all the units. They have their rota in advance as well. They have regular contact obviously on all the floors, the nurses are different. We have RNs our GNs, and they do nights and days as well. So they get the experience of the whole 24 hour period of of the residence. But yeah, we have regular check ins. My deputy and my acting deputy, do the assessing. And the nurses do the supervising.

**Louise Keane** 37:30

Yeah, I just I just wanted to say that it's really important that your students have a sense of belonging when they come Yeah. Um, you know, so things like making sure you know, there's a locker if there's a locker or somewhere to hanger coat, they may seem very simple things, but they're really important what we do, and ours is that we don't have lockers or places to hang our coats, but I do a welcome pack. So they get some information sent to them before they arrive. And then that's printed out in hardcopy as well for them to have. And I give them lots of links as well. So we give them a welcome pack, which has got a notebook and some pens and highlighters and things like that, everything they need to just start off. So just say that we also do a survey, which is quite good. So we do survey after the first week, and halfway through and then at the end of their placement. And that's it enables us as our placement to make sure that we are meeting the needs, because sometimes people don't want to tell you, and then we're able to change what we're doing. A couple of ideas for those that are thinking of

38:31

I mean, there's there's loads of questions coming in. And I'm conscious, we're coming to the end of our time. I'll try and pick up on some of the questions. I think things about mythbusting about care and things like that. A lot of that is covered in the guidance if you have a look at that. So we've got students saying I thought that a placement in social care was going to be like this, but actually I was pleasantly surprised. So yes, we talked about that. What other things are there? I think one of the biggest challenges and I totally agree is, is getting people saying in the chat, they just don't know who to contact in an HEI. And I think there's work that can be done by HEIs around this, like I suggested potentially having something on your website. And I know that I think it's not sure which university it was, I think you're already you're here. So I don't want to get it wrong. But there are universities where they've set up pages saying if you want to be a placement, this is what you need to do. And just fill in a form or just email us at this address and we'll somebody will get back to you. So I think some of that is really important. But overall, I think have a look at the guidance. Please see yourselves as important. We need to get more placements in social care. Somebody mentioned in the chat as well. What about social care in the curriculum? That's the question for another day. But it's very, very important as well. But thank you for attending and I I really hope that you take away something from it. And you're able to utilise our guidance and look towards maybe developing placements because there's so many benefits to having students with you. If nothing else, recruitment and retention, which is what the point of today is. So thank you very much for coming.