

Background

The purpose of this placement exemplar is to provide a menu of learning opportunities mapped to the Nursing and Midwifery Council (NMC) Future Nurse: Standards of proficiency for registered nurses (2018). It will represent generic learning opportunities whilst recognising that there will be some highly specialist levels of care in different care home facilities. It can therefore be used as a template which can be adapted to specific areas of expertise.

A Care Home is a collective term used to define a setting that provides residential care. It is used to describe settings which offer accommodation as well as care and includes both residential care homes as well as nursing homes. The differences between the types of care homes are the type and level of care they provide. Each Care Home will vary in the level of expertise provided to meet the needs of the residents. Nursing homes must employ registered nurses, whilst residential homes employ registered managers, not necessarily a registered nurse. Some care homes will offer a combination of social care to meet the daily fundamental needs of the residents and Nursing care. Others offer, highly specialist care to meet the needs of specific complex conditions for example, motor neurone disease, traumatic brain injury, mental health conditions, learning disabilities and challenging behaviour. For this reason, the age range will vary from 18 years upwards.

The staffing complement within each care home will vary depending on the level of care provided and is proportionate to the residents' specific requirements. The care home team is multi-disciplinary and consists of Registered Nurses, Registered Managers, Support Workers/Carers, Therapists, Specialist Nurses, activity coordinators, Chefs to prepare meals, maintenance staff, administration staff, managers, and housekeeping staff. They all work in partnership to provide a homely lifestyle 24/7; striving to retain the individuality of each resident, whilst maintaining dignity, respect, and independence. The ethos of care is to create an environment that is as normal as possible to ensure all residents enjoy a full and satisfying life.

The recent introduction (2022) of the CHEF (Care Home Education Facilitator) role within Health Education Improvement Wales (HEIW) recognises that historically most of the Care Homes have supported pre-registration student nurse education on an ad hoc basis. The role of the CHEF is to work in partnership with university providers and all care homes across Wales to support existing placement provision and to develop new placement areas. This will empower care home staff to share their breadth of expertise to provide a placement learning experience for student nurses.

Care homes can offer extensive learning opportunities for student nurses to achieve NMC Proficiencies. Providing clinical placement learning experiences and nurturing pre-registration student nurses is the initial strategic step to promoting the career opportunities available in this essential care provision. Student nurses are the future, fostering their enthusiasm is essential to support the future of the nursing workforce.

Practice Learning Experiences (PLE) within the Host learning environment

Generic PLE

- Communication techniques
- Listening skills
- Activity coordinators with service users
- Groups – structured and ad hoc activities
- Vital signs/observations
Personal care hygiene, oral care, toileting, assisting people to eat and drink
- Care planning, monitoring food and fluid intake.
- Use of digital technology
- Person-centred care planning
- Risk assessment frameworks
- Pressure area care /Pressure ulcers
- Infection prevention and control
- Evidence based practice
- Long-term care
- Admission discharge process
- Advance care planning
- Collaboration with primary healthcare
- Safeguarding
- Administration of medication including a proactive care system in medication
- Dementia care
- Palliative care
- End of life care
- Last Offices

Additional PLE

- Planning and providing meaningful activities for individuals which are person centred in approach.
- Meetings with the commissioning bodies of various health boards/local authorities care providers to ensure the support provided is within the person's best interest.
- Applications for Standard Authorisation, emergency authorisation and amending applications for Deprivation of Liberty Safeguarding (DoLS) /Liberty Protection Safeguards
- Completion of multi-agency referral forms (MARF) and engaging with the various safeguarding agency to ensure protection of vulnerable adults.
- Support and risk planning process to an extremely high standard with regular review.
- Using the Biopsychosocial model to identify aspects of support, risk and needs of the individual.
- Weekly/any other business meetings which reviews everything within the home, e.g., clinical care, clinical risks, staffing
- Regular inspections from a responsible individual to ensure home is remaining compliant and a representative carries out audits to ensure this
- Internal audits covering risk, governance/ compliance, standards of care, health and safety, environment.

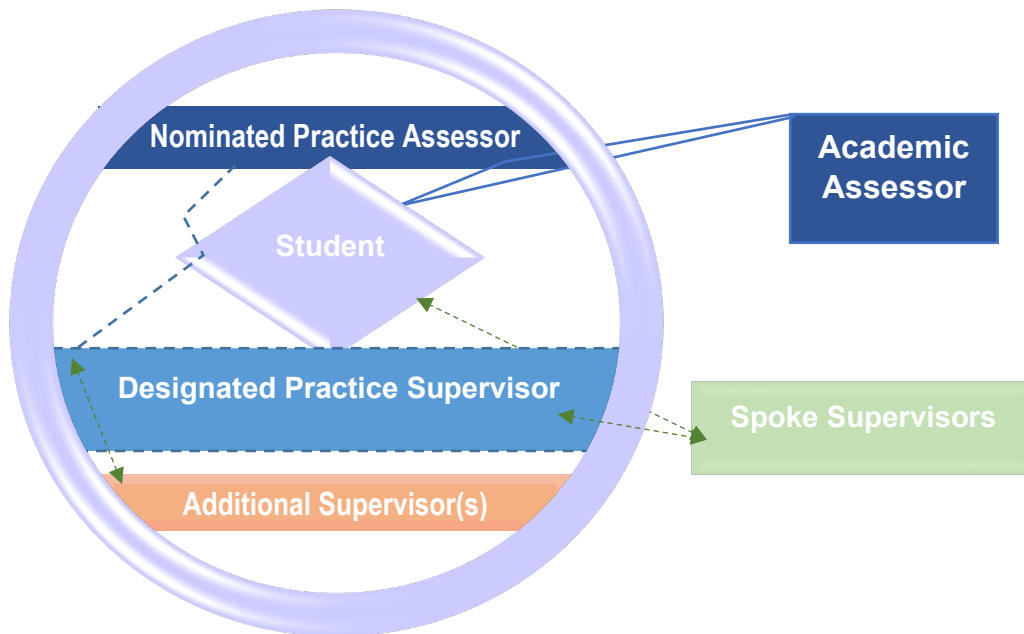
Spoke Learning Opportunities

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| <ul style="list-style-type: none"> ➤ Dysphagia nurse specialist ➤ Dietician ➤ Speech and language therapist ➤ Diabetes nurse specialist ➤ Parkinsons clinical nurse specialist ➤ Occupational therapist ➤ Community mental health team ➤ Community nursing team | <ul style="list-style-type: none"> ➤ Physiotherapists ➤ Pharmacy ➤ Social care (social worker) ➤ Primary Care Teams ➤ CHC Teams ➤ Long term care specialist nurse and team (up to 1-week additional PLE) |
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Students will be supervised and assessed using a Team Model as identified below

Team Model of Supervision and Assessment

Host learning Experience – Care Home



The Model used throughout this placement can be extremely flexible to provide the student with a diverse inter-professional learning experience. The Nominated PA and the Designated PS work in the Care Home team as the Host Learning Environment and can utilise the expertise of wider team members to contribute to the students learning. The PS/PA must communicate with the wider team to gain an understanding of how the student has developed their knowledge and skills under their supervision. Alternatively, the Additional Supervisors can document this learning on the 'Additional practice Learning experience record' in the Practice Assessment Document (PAD). When the student attends a spoke placement, this is a learning experience external to the host learning environment, the supervisor must complete the 'Additional practice learning experience record' in the Practice Assessment Document.

Additional Supervises may not be a registered Health Professional but experts in their area of practice; students must always have access to a registrant. Communication between all practitioners is vital to ensure the student experience is meeting their individual learning objectives.

The PA/PS will meet with the student on their first day /during the first week of practice. They will discuss the diverse practice learning experiences to ensure they plan additional learning /spoke opportunities that meet the individual student's needs.

Achievable NMC Proficiency Outcomes

Placement Experience	Platform 1 <i>Being an accountable professional</i>	Platform 2 <i>Promoting health and preventing ill health</i>	Platform 3 <i>Assessing needs and planning care</i>	Platform 4 <i>Providing and evaluating care</i>	Platform 5 <i>Leading/managing nursing care and working in teams</i>	Platform 6 <i>Improving safety and quality of care</i>	Platform 7 <i>Coordinating Care</i>	Annexe B: Additional Nursing Skills Inventory
Part 1 <i>Gwent Drug and Alcohol Service (GDAS) and Integrated Recovery Intervention Service (IRIS)</i>	P1.7, 11, 12, 15,16	P2.1,4,5, 6,7,10,12	P3.1-6, 8,9,	P4.1, P4.3,4, 5,6,7,8, 12,13,14	P5.1,10, 11	P6.1- 3,5,6	P7.1, 9,11	1,6,
Part 2	P1.7, 11,12, 15,16	P2.14,5, 6,7,8,9, 12	P3.1,2,4, 5,6,7,8, 9,10,15, 16	P4.1- 4.8,11, 12,13,14	P5.1,2,4, 11	P6.1, 3,5,6	P7.1, 9,11	1,6,10, 14,18
Part 3	P1.2,7, 11,12, 15,16	P2.1- 2.12	P3.1- 3.16	P4.1 – 4.18	P5.1,2,3, 11	P6.1- 6.10	P7.1, P7.5 - 7.10,	1,6,10, 14,18