

# ARC Placement Profile Guide

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This is a short version guide of the ARC Placement Profile, you can access the full guide version in the ARC© Guides and forms section on Practice Support Net (PSNET) here:

<https://www1.uwe.ac.uk/students/practicesupportnet/arcguidesandforms.aspx>

# Log into ARC

Providing you are already set up on the UWE Bristol ARC system, you can access your placement environment profile via the UWE Bristol Single Sign-On web page.

Visit is <https://arcpractice.uwe.ac.uk/sso> (Fig 1)

Your work email address will be the required Email Address. If you forgot your password, you can use the password reminder link under the green Sign In button, the blue text **CLICK HERE** link.



Fig 1

## Welcome University of the West of England ARC PEP and Audit Website Single Sign-On Page

Please log-in to access your Placement Environment Profile and Online Audit



**Email Address:**

**Password:**

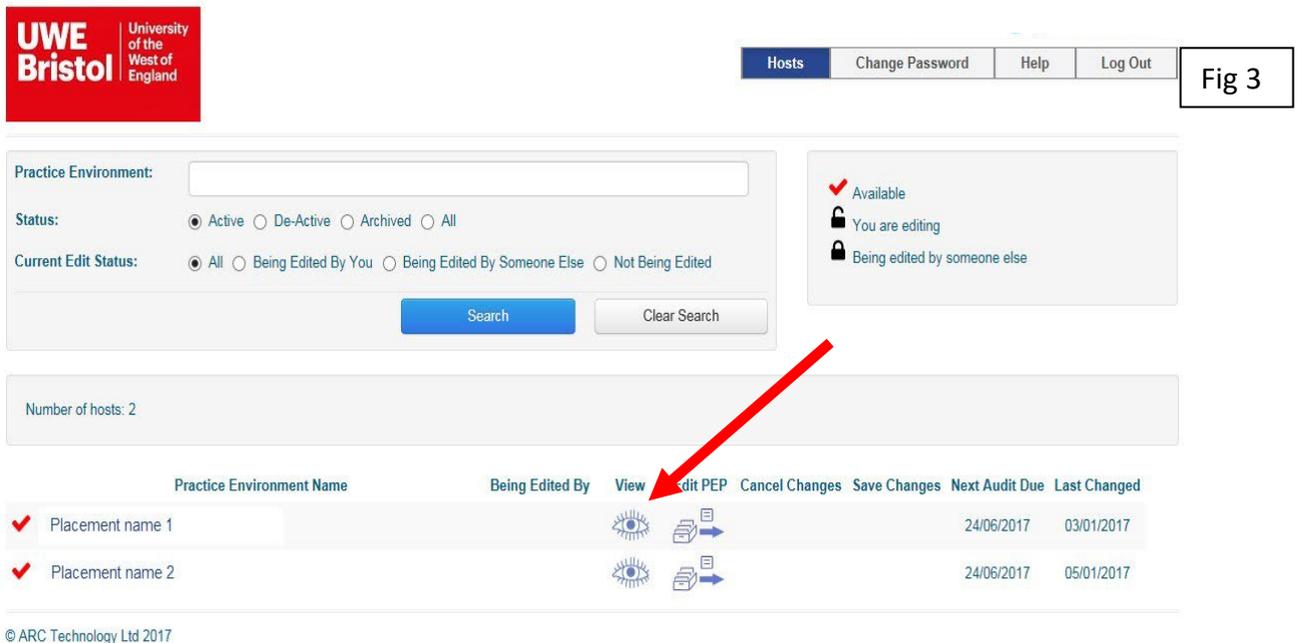
To request or if you have forgotten your username or password? [CLICK HERE](#)

# View your placement profile

1. Click on the green button on the right, titled **Your PEP**, to view your placement profile(s). (Fig 2)



2. Click on the **eye icon** representing View Mode,  next to the placement name that you wish to view information about. (Fig 3)



3. Navigate through to view all pre-existent published information about your placement, by clicking each option tab in the menu bar. (Fig 4)

The screenshot displays the UWE Bristol system interface. At the top left is the UWE Bristol logo. To the right is a navigation menu with tabs: Hosts, Mentors/Educators set up, Change Password, Help, and Log Out. Below this is a header section for 'ZZZ TEST BATH' with fields for 'Current Sequence' (7) and 'Last Updated' (20/08/2018). A secondary menu bar contains tabs: Trust Info, Placement Info, Learning Opps, Students, Mentors/Educators, Audit Tracking, PEP Log, Documents, Audit Configuration, and Reports. A red arrow points to the 'Reports' tab. The main content area is titled 'Organisation/Trust Welcome' and contains a general student welcome message and a specific welcome message from The Royal United Hospitals Bath NHS Foundation Trust.

**UWE Bristol** University of the West of England

Hosts | Mentors/Educators set up | Change Password | Help | Log Out

**Fig 4**

Host Name **ZZZ TEST BATH**

Current Sequence 7 Last Updated 20/08/2018

Trust Info | Placement Info | Learning Opps | Students | Mentors/Educators | Audit Tracking | PEP Log | Documents | Audit Configuration | Reports

**Organisation/Trust Welcome**

A general student welcome which will be the first page the student sees when logging onto their placement details within POW:

More information including trust policies and procedures are here:

The Royal United Hospitals Bath NHS Foundation Trust provides acute treatment and care for a catchment population of around 500,000 people in Bath, and the surrounding towns and villages in North East Somerset and Western Wiltshire. We have over 4,500 staff and we extend a warm welcome to placement students who may one day join our staff team! We host over 600 placement students every year, and you will be treated as part of the team.

# Edit your placement profile

1. Click on the **blue file cabinet** icon representing Edit Mode  next to the placement name that you wish to edit information about. (Fig 6)
2. Go to the required tab option and make the changes needed, then save the changes on each tab you have modified, by clicking on the **Save Changes** button, top left under the main menu bar. (Fig 5)
3. Click on the **Hosts** button, representing Home button, to return to the main screen. (Fig 6)
4. Click on the **green file cabinet** icon  to save all changes and publish the updated information to students in ARCPOW and all audience of ARCPEP.

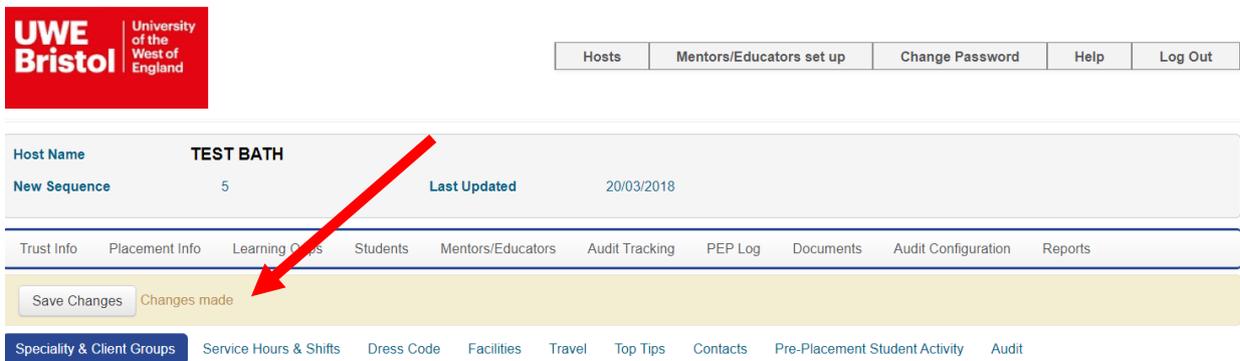


Fig 5

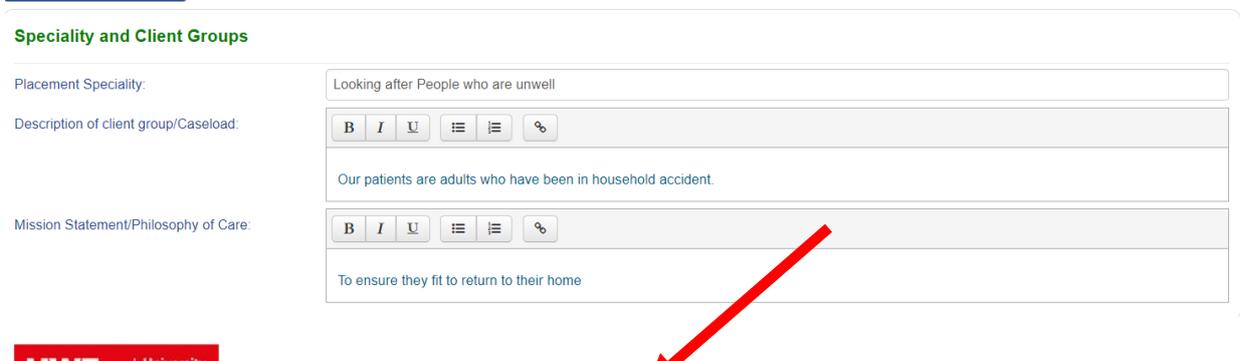
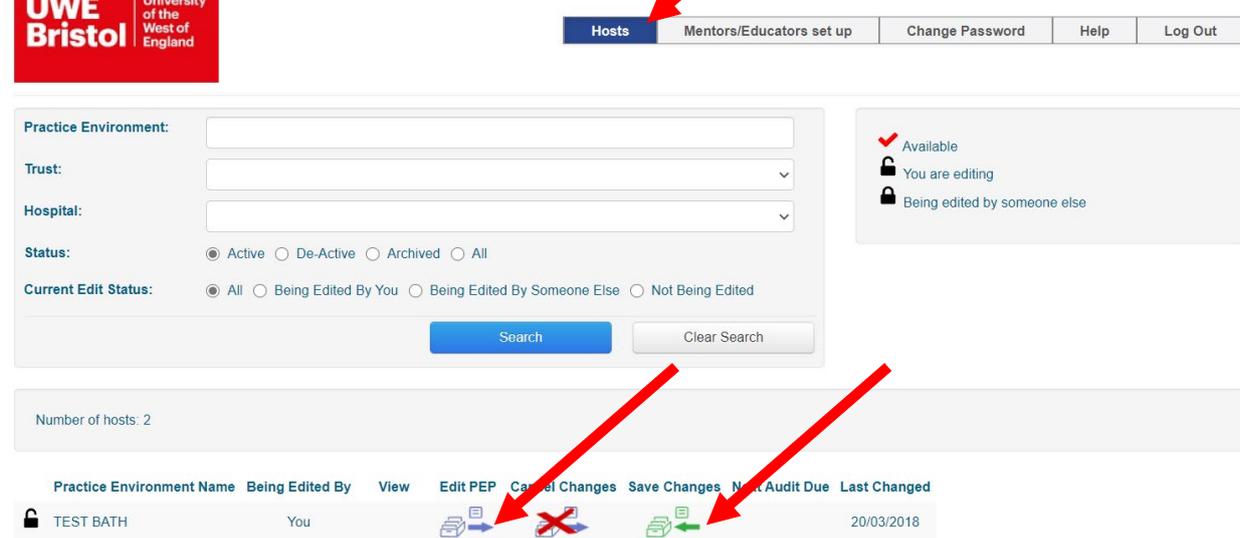


Fig 6



## Menu bar options

There are 2 menu bar / toolbar levels in ARCPEP. (Fig 7)

### 1. First level or main menu bar options:

- **Trust Info** – includes trust/main organisation information
- **Placement Info** – opens the second level or sub menu bar containing all placement information
- **Learning Opps** – includes Learning Opportunities information available to students
- **Students** – includes real time information of allocated students to the placement
- **Mentors/Educators** – includes list of Mentors/Educators linked to the placement (PVI only)
- **Audit Tracking** – includes audit actions from the action plan identified in last audit done, with pending progression confirmation by a specified date
- **PEP Log** – includes the date, time and username log record, of pep information edits
- **Documents** – includes any uploaded documents linked to the placement
- **Audit Configuration** – includes details of placement clusters for audit purposes
- **Reports** – includes available reports in pep

### 2. Second level or sub menu (**Placement Info**) bar options:

- **Speciality & Client Groups** – includes placement speciality and expectations
- **Service Hours & Shifts** – includes placement service hours and shift patterns
- **Dress Code** – includes placement dress code information
- **Facilities** – includes placement facilities information
- **Travel** – includes travel to placement information and placement address
- **Top Tips** – includes student tips information
- **Contacts** – includes placement, trust and university pep users for the placement
- **Pre-Placement Student Activity** – includes available pre-placement reading & learning resources and student packs
- **Audit** – includes next audit date

Fig 7

Host Name	TEST BATH		
New Sequence	5	Last Updated	20/09/2018

- Trust Info
- Placement Info
- Learning Opps
- Students
- Mentors/Educators
- Audit Tracking
- EP Log
- Documents
- Audit Configuration
- Reports

Save Changes Changes made

- Speciality & Client Groups
- Service Hours & Shifts
- Dress Code
- Facilities
- Travel
- Top Tips
- Contacts
- Pre-Placement Student Activity
- Audit

### Speciality and Client Groups

Placement Speciality:	<input type="text" value="Looking after People who are unwell"/>
Description of client group/Caseload:	<p><b>B</b> <i>I</i> <u>U</u> [List Icons] [Link Icon]</p> <p>Our patients are adults who have been in household accident.</p>
Mission Statement/Philosophy of Care:	<p><b>B</b> <i>I</i> <u>U</u> [List Icons] [Link Icon]</p> <p>To ensure they fit to return to their home</p>

## Learning opportunities

Learning opportunities gives our students a clear indication of the opportunities available to improve their learning and experience at your placement. It has proved most valuable in placements where the content has been discussed and agreed by all mentors.

By agreeing what is available to the students, mentors also create a shared understanding for themselves of what their expectations are for students at various study intervals. This process also simplifies and speeds up the student performance assessment.

- 1) You can set up learning opportunities using existent documentation to direct students to the resources available at your placement.

Example

“During your pre-placement visit please ask for access to the resource repository. Here you can find the learning opportunities available to you at this placement.”

N.B. It would be helpful to repeat this statement in the **Pre-Placement Student Activity** screen as well.

- 2) Here is a generic learning opportunity aimed at community placements, which you must tailor suitably to your placement. Once you create a generic learning opportunity for Year 1 students, you can use this as a template to create another for Year 2 and Year 3 students.

Example

### **Adult Nurse Year 1**

You will be able to observe and participate in providing:

Care and compassion

Effective communication

Admission and discharge process with the patient

The patient journey

Nursing assessment, planning, delivery and evaluation of care

Evidence based practice

Professional behaviour

Multidisciplinary Team working

Procedures and investigations

You will be able to carry out under direct observation:

Personal Hygiene needs

Assessing and meeting patient needs using the appropriate tools and procedures.

Vital observations

Communicate with service users and carers

Record keeping and documentation

Practising in line with infection prevention and control policies (e.g. hand washing, aseptic technique)

You will be able to demonstrate knowledge, skills and values in relation to:

Professional values and behaviours e.g. maintaining confidentiality, non-discriminatory practice, care and compassion

Safe patient care

Team working

Development of progression criteria

Fundamental nursing skills

Skills in gathering evidence

Becoming a reflective practitioner

You will be able to develop your ability to link theoretical learning with application in the practice setting in relation to;

Anatomy and Physiology – think about the A&P you have learnt at the university and how this is displayed/articulated by individual patients within their own settings. Ask your mentor to help you with your understanding, link this to individual cases. Consider writing a case study\* to help you make these links.

Professional behaviour and responsibilities in accordance with the NMC code – What professional behaviours do you see your mentor and the team displaying in a community setting? If you have previously worked in an acute setting how does the relationship between the professional team and the patient differ? How does this impact upon patient care? Start to develop an awareness of yourself as a professional – link all these to the case study\*.

Communication skills – Observe how your mentor and the team communicate. Consider what you would identify as best practice and why. Observe the different styles of communication needed with different people (cultures, age groups, etc.)

Frequently used medications – Build an awareness of the common medications within your placement area: what are they, frequency of dose, side effects, storage, reordering procedures.

Infection prevention and control – This underpins every interaction with patients but with the added element of often being in the home setting rather than the acute setting – specifically how does this differ? What compromises must be made?

Trust policies, procedures, guidance and protocols – Access and review these. N.B. often they are stored on the organisations Intranet so cannot be accessed until you've commenced practice. They underpin all working practices within every placement area. Ask your mentor about them i.e. how they impact on care, how they were developed, how often they are reviewed.

Patient safety – Look for risk assessments, care plans, critical incident reporting, and manual handling and the challenges of this in the placement environment.

Records and documentation – Linking strongly with communication they are an important element in the ongoing care provision ensuring consistency and safety. You will need to show clearly that you are able to keep accurate records within the limitations of your current level of study.

Holistic and individualised care – Be aware that different people and situations and environments need subtly different things. Identify how individuals are given choice, how your mentor and team show they are non-judgemental and how they are respectful of patients' culture.

Involvement of service users and carers within the service – Give your mentor the feedback forms. Getting feedback from the service users is essential in both the provision of care and the development of future care. Review the government guidelines. Consider Safeguarding, giving people the right to choose, the Mental Capacity Act and partnership working.

For any ARC systems queries email [sds.operations@uwe.ac.uk](mailto:sds.operations@uwe.ac.uk) or phone (0)117 3284018

More guidance available on the Practice Support Net (PSNET) website  
<https://www1.uwe.ac.uk/students/practicesupportnet.aspx>