1. What's new for 2018-2019?

3. Introduction to the Brookes electronic Practice Assessment Document (BePAD)

5. Nursing And Midwifery New Standards framework for Education

6. The NMC requires that you ‘update’ every year:

8. Grading In Practice - Guidance for mentors

18. The Nursing Associate Higher apprenticeship

20. Revalidation - Gathering evidence as an assessor

24. Useful resources from The Practice Education Unit (PEU) web pages
Whats new for 2018-2019?

Be-PAD  - Piloted Jan 18 - All students Sept 18

NMC  - Realising Professionalism: Standards For Education and Training Part 1-3
Published 17th May 2018

Introduction of the Nursing Associate
Higher Apprenticeship - Oxford and Swindon
Introduction to the Brookes electronic Practice Assessment Document (BePAD)
(This paper goes alongside a PowerPoint presentation)

The Brookes electronic Practice Assessment Document (BePAD) is used to record the student’s journey though practice placements. The BePAD enables students and their supervisors/practice assessors to gather and record evidence of their achievement in practice and the attainment of practice learning outcomes.

The BePAD is currently available for:
· All Nursing programmes
· Paramedic programmes

The BePAD for each programme has a bespoke design and contains the same records and assessment as previous hard copy documents. The BePAD supports a structured approach to learning in practice and encourages reflection and thoughtful planning for students in their placements. The BePAD allows the student, practice and university staff to view the individual students BePAD at the same time and if necessary remotely. This facilitates timely and thorough assessment.

The students are able to upload documents into the BePAD to provide additional evidence for their learning.

The student records all planned shifts within their BePAD and the Practice Assessors/supervisors verify the hours as these are achieved.

To contribute to the students BePAD you must have BePAD account. Creating an account is quick and easy (BePAD HERE )
You only have to do this once using your work email address your account will then be available for students to link you to their account. The student is creating the link for the placement so that discussions and assessment can be recorded. Once the placement is completed the link between the student and the practice supervisor/assessor ends once the ‘placement is closed’.

The BePAD provides support within it in the following ways:

- Help/Contact us – change password, FAQs
- There is an email address for technical support
- Further guidance on the pages
- Course Documentation
- How to Guides - video clips to help with using the BePAD

In addition you can contact the Link Lecturer for support.
Part 1 - Standards Framework for nursing and midwifery education
Part 2 - Standards for student supervision and assessment
Part 3 - future nurse standards of proficiency for registered nurses

https://www.nmc.org.uk/standards-for-education-and-training/

- Published 17th May 2018
- Will replace the SLAiP - Standards to Support Learning and assessment in Practice NMC Standards for mentors, practice teachers when implemented
- Launched 17th May 2018 by 1st September 2020. All nursing education providers must be approved against the new standards.
- Work in progress to address the education framework - preparation of assessors and supervisors.

SLAiP (NMC, 2008) - will end being replaced by Part 2 Standards for students assessment and supervision (NMC, 2018) The main changes

- Placement providers and AEI have responsibility for development of education support.
- The Mentor role will be replaced by assessors and supervisors, therefore the mentor course will end.
- There will be preparation for Practice Assessors, Practice Supervisors and Academic Assessors this work is being developed in partnership with partner providers and the university.
- We are in a period of rapid development for the move towards the
new Part 2 standards. We will be holding stakeholder feedback meetings and providing information to you all as we progress.

Look out for more information in the coming months.

Until we move to the Part 2 standards the current NMC SLAiP 2008 requires that you ‘update’ every year:

See the current Standards to support learning and assessment in practice (SLAiP 2008) It is part of your continued professional development (CPD) https://www.nmc.org.uk/standards/additional-standards/standards-to-support-learning- and-assessment-in-practice/

If you have been a mentor for 3 years or more you need to have a triennial review every 3 years (usually at your appraisal/PDR). At this review:

You should self-assess against the 8 domains to identify your strengths and weaknesses and then write an action plan for your mentoring role

Keep a log of the students you have mentored (the Standard states you should have a minimum of 2 students in 3 years).

You should gather feedback from others (colleagues and students) to validate your self-assessment

If you are a sign-off mentor (SOM) then you should self assess against the additional SOM criteria too
You can use all this evidence for your Triennial review and also **NMC revalidation**

If you are on our Practice Education Management System (PEMs) system you should be sent an evaluation form by email to complete.

Check and see if your organisation has information on mentoring.
Grading In Practice

Introduced in September 2016. The Rubric is used as an assessment tool for all adult nursing students. Developed using Benner (1984) Novice to expert, and the Bondy Scale, the level of assistance required in the context of expectations at each progression point.

Progression point 1 - NOVICE Level
Progression point 2 - Advanced Beginner
Progression point 3 - Competent

Guidance for mentors and link lecturers: using RUBRICs and allocating a grade for practice

At midway and final reviews both the student and mentor will use the RUBRICs to allocate a grade for the student’s practice.

- At midway this will be a formative grade and will help you to use this feedback to further develop your professional practice. At the final review, the mentor’s assessment will contribute to the overall grade of the module (in Education in Nursing Practice modules).
- Each of the 4 domain of practice has 3 – 4 criteria on which to base the decision about this grade.
- The student must self assess and provide evidence as to why they have awarded themselves a grade at midway and final.
- The mentor awards a score from assessment and must provide evidence/examples.
- The link lecturer will then total the sum of these marks.
You are assessing against the students year of progression.

- 1st Year students can be awarded a score of 4 or 5 if they are over performing and you have provided appropriate evidence.

- Likewise a 3rd year can be awarded a score of 1 or 2 if there is evidence to suggest they are underperforming.

- If a score of 1 is given to any students at Mid-way - Please contact your Link lecturer at the university who will offer support with planning and an additional action plan. Please also refer to: http://www.hls.brookes.ac.uk/images/pdfs/plu/guidance-for-mentors-pre-reg-students-event-student-failing-competencies-practice.docx

- Assessments should be made using a variety of approaches, always ask your working colleagues for input to make the assessment fair and valid.

- Raise any concerns ASAP with the university, this may be related to students working hours, not reporting for duty, notifying of sickness or performance related - this could result in you assessing the student as having poor communication, or professional values.

- Following the midway review - Provide the student with guidance as to how they can improve their grade.

- For example in order to obtain a higher score, you could arrange a spoke placement with a health visitor to learn about the principles surrounding confidentiality disclosure and safeguarding.
Questions and Answers........

- What is your experience of grading practice?

- How might you ensure your assessment is fair and equitable?

- How would you manage a student who had given themselves a grade of 5 at midpoint which you as a mentor felt unjustified?

- Provide an example of when you might award a score of 5?

- Provide an example of when you might score a student a 1?

EXAMPLE OF A HIGH GRADE AND FEEDBACK
<table>
<thead>
<tr>
<th>Bondy Scale Label</th>
<th>Independent / Excellent</th>
<th>Supervised / Very Good</th>
<th>Assisted / Satisfactory</th>
<th>Marginal / Borderline</th>
<th>Dependent / Not Achieving</th>
<th>SCORE FOR EACH CRITERION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level of assistance required - in the context of expectations at progression point</td>
<td>No supporting cues required – no more direction than is expected at this level</td>
<td>Requires occasional supportive cues – more direction than is expected for this level</td>
<td>Requires frequent verbal and occasional practical directives in addition to supportive cues – more direction than is expected at this level</td>
<td>Requires continuous verbal and frequent practical directive cues – more direction than is expected at this level</td>
<td>Requires continuous verbal and frequent practical directive cues – more direction than is expected at this level. One or more competencies not achieved.</td>
<td></td>
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</table>

**DOMAIN CRITERION/SCORE**

<table>
<thead>
<tr>
<th></th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th></th>
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<tbody>
<tr>
<td>Acts in a manner that is attentive, kind, sensitive, compassionate and non-discriminatory. Respects diversity, individual preferences, rights and choices, and provides care that is person/family-centred.</td>
<td>Demonstrates excellent and consistent professional behaviour to all people and can discuss a range of choices with individuals.</td>
<td>Provides person/family-centred care in a professional manner, providing sound rationale when prompted.</td>
<td>Demonstrates professional behaviour and shows understanding of impact of own practice on person/family-centred care.</td>
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**SC/SK 2018-2019**
Midway review of progress: Domain 1 Professional Values

Student: You need to provide the mentor with evidence of your development related to the objectives you have set and how you are progressing in relation to the competencies and rubric in domain 1. You should provide examples and reflections from your practice.

Working within the community has enabled me to work closely with a range of people from different social economic, cultural and religious backgrounds. Working with the nurse practitioners has also provided me with greater experience and awareness of caring for people outside of my nursing field e.g. adults and older people (see reflection 'Older people' 02/03/18).

Working in this setting has provided me with greater awareness of safeguarding policy and protocols. This has been useful to increase my knowledge about maintaining client confidentiality and when / what information can be shared with other relevant professionals. For example, we notified the GP of domestic violence issues that we had been notified about by the police. The HV locality meeting provided me with useful information about the local policy and pathways which are implemented after a domestic violence issue and how these differ depending on whether parents have agreed for the information to be disclosed or whether there are restrictions on the sharing of information.
Mentor: Please comment on the student’s performance, strengths and areas for development in relation to the competency domain 1. Provide the student with evidence (e.g. feedback) for the decisions you have made in relation to their grade and development in domain 1.

Sam, you have taken professional responsibility for your behaviour, showing excellent time keeping, respect for others time and priorities, and a consistent commitment to your own learning. You have demonstrated a kind, sensitive and warm approach to clients. Parents have commented on your ability to pick up cues and adapt to the needs of the family, working in partnership with parents, for example one mother commented to me: “She’s great, she notices what needs doing and just gets on with it”.

We have discussed some complex families in which there were safeguarding concerns. In our discussions of the challenges of maintaining confidentiality you demonstrated insight and an appreciation of complexity.

Example of a failing Student

Student Number: 0123456

Mentor Assessed Score

4
<table>
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**MIDWAY**

**Assessment of practice RUBRIC: Domain 1 Professional Values**

**DOMAIN CRITERION/SCORE**

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**SC/SK 2018-2019**
Progression point 1 – NOVICE Level
Student Signature: Jack Smith
Mentor Signature: Lesley Jones

Midway review of progress: Domain 1 Professional Values

Student: You need to provide the mentor with evidence of your development related to the objectives you have set and how you are progressing in relation to the competencies and rubric in domain 1. **You should provide examples and reflections from your practice.**

Working within the community has enabled me to work closely with a range of people from poor and rich areas, some worship different religions. I spent time with the nurse practitioners caring for people outside of my nursing field e.g. adults and older people.

I think I have acted kind to persons in my care, and have not had a shift off with sickness.
<table>
<thead>
<tr>
<th>Mentor</th>
<th>Assessed Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>SC</td>
<td>1</td>
</tr>
</tbody>
</table>

Mentor: Please comment on the student’s performance, strengths and areas for development in relation to the competency domain 1. **Provide the student with evidence** (e.g. feedback) for the decisions you have made in relation to their grade and development in domain 1.

Jack this is your first placement and you are experiencing interacting with people from a diverse range of social economic backgrounds, and have adapted to communicating with adults and children.

When I spoke with you during your initial placement interview, I discussed practice guidelines and emphasized the importance of confidentiality. During a placement visit you discussed confidential patient details of a person we had seen earlier that morning. Following the visit I discussed with you the importance of confidentiality as stated in the *(NMC code of conduct, 2015)*. Despite my guidance you have failed to take note of the importance of patient confidentiality in the workplace. You demonstrated this by openly discussing a patient and the care he was receiving whilst in the staff canteen, in front of relatives and visitors.

This incident has impacted on your overall professional Values, which is reflected in the other scores I have awarded.

I have contacted your link lecturer and together we have developed an additional action plan to provide you with the support to help you to improve your knowledge and practice of confidentiality and professional behaviour.

You have been given guidance on how you can increase your grade before the final placement interview, and are in full agreement of the actions that have been set.
Action Plan agreed at the **Midway Review** - **NOVICE**

<table>
<thead>
<tr>
<th>No.</th>
<th>Objective: I will be able to...</th>
<th>Related competencies:</th>
<th>Timeframe: I will have achieved this by...</th>
<th>Support /resources: To complete this I will require...</th>
<th>Midway Evaluation</th>
<th>Achieved/on-going</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>I will understand the importance of confidentiality in practice and the implications to professional practice</td>
<td>1a, 1b, 1c, 1d, 2c,</td>
<td>Monitor weekly</td>
<td>I will read the trusts policy on confidentiality.</td>
<td>Monitor weekly</td>
<td>Achieved/on-going</td>
</tr>
<tr>
<td>2.</td>
<td>I will demonstrate that I am able to deliver professional care by writing a reflection, on a patient in my care</td>
<td>4a, 2c.</td>
<td></td>
<td>I will take revisit the NMC Code of conduct- Respect people’s right to privacy (5.1-5.5)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>I will develop my self awareness skills in relation to appropriate communication</td>
<td></td>
<td></td>
<td>I will ask my colleagues for advice in relation to information sharing.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The initial action plan has been discussed and agreed

**Student Signature:**
Date: 15/05/18

*jack Smith*

**Mentor Signature:**
Date: 15/05/18

*Lesley Jones*
Nursing Associate role:

This is from https://www.nmc.org.uk/standards/nursing-associates/

In October 2015 the UK Government announced the establishment of a new care role in England, called a nursing associate. This new role has been developed as a bridge between health care assistants and graduate registered nurses. The intention is that this will be a stand-alone role as well as a new route to becoming a registered nurse.

At the end of last year the Secretary of State for Health formally requested that the NMC be the regulator for nursing associates and in January 2017 our Council agreed to this request. We are now at the beginning of a busy programme of work as we prepare to take on the regulation of nursing associates.

We are working closely with Health Education England (HEE), the body responsible for training healthcare staff in England, who is running nursing associate pilots. There are 35 test sites across England delivering training to 2,000 trainee nursing associates and their training will begin early this year. We expect the first nursing associates to complete their training and start work in early 2019.

Registered nurses and nursing associates

The intention is for nursing associates, who will have foundation degrees, to contribute to the delivery of patient care. The registered nurse will still have responsibility as the primary assessor, planner and evaluator of care. Nursing associates will support, not replace, registered nurses.

https://www.youtube.com/watch?v=Sxt5HE7s044&feature=youtu.be&utm_source=Weekly%3APolicy+bulletin+subscribers&utm_campaign=1bc14bab73-EMAIL_CAMPAIGN_2018_08_21_09_26&utm_medium=email&utm_term=0_f0569fed7f-1bc14bab73-

Nursing Associate Higher Apprenticeship programmes have started in Oxford and Swindon.
FACTS

- New Pathways into Healthcare.
- 28 month programme where apprentices are employed within the local NHS Trusts or other health care settings
- Attend One day a week in University - taught component.
- 4 Workplace learning modules - assessed through a hard copy PAD - 32 competencies.
- Supported by supervisors in practice
- Alternative placements - In hospital, Close to home and at home.
- 675 hours of above.
- End point Assessment
- Final award Foundation Degree in Health Care.

What this means for you

- There will be a Variety of students to support in the workplace
- Long term resolution to workforce shortage.
- CPD development of existing team members revalidation - useful

SC/SK 2018-2019

It is essential that mentors have the skills and competence to “provide constructive feedback to students and assist them in identifying future learning needs and actions” (NMC, 2008).

However, students report that they often find it difficult to get mentors to provide constructive feedback and that there is inconsistency in the amount, type and timing of feedback given (Duffy, 2013). Fitzgerald et al., (2010) have identified that although mentors find agreement and consistency in giving feedback on clinical skills and competences, there are issues of inconsistency and a lack of ability in giving accurate feedback on professional values and behaviours.

Duffy’s research (2013) argues that providing students with regular feedback on their performance is integral to the assessment process, but not all mentors feel confident to do this. She highlights the benefits of providing constructive feedback for both the mentor and the student using five key principles:

1. set realistic goals
2. gauge student expectations of feedback
3. gather information on student practice
4. act immediately
5. be specific.
To ensure feedback helps support and promote student learning, the following suggestions will be valuable in assisting you to provide effective feedback sessions:

• ensure feedback is delivered during, or as soon as possible after, the event
• make time, give full attention and ensure privacy
• support the student in their self assessment
• provide opportunities for service users and carers to provide feedback
• written feedback is essential
• be constructive; negative comments should be learning points
• be objective
• be specific and provide evidence to support and illustrate comments
• use open-ended questions and give reasons for your comments
• clarify any problems
• ensure the student understands what is expected of them
• inform the student that other staff may need to be involved
• discuss development plans with the student
• develop an agreed action plan; if necessary, in partnership with the student and the HEI
• inform practice education staff as soon as is reasonable possible.
How well are you doing as an Assessor?

ASK THE STUDENT TO EVALUATE YOUR PERFORMANCE

Student feedback on your performance can help you reflect on your role as well as providing evidence for revalidation.

Please tick the box which reflects your views.

1=Strongly agree. 2=Agree 3=Neither agree nor disagree 4=Disagree 5=Strongly disagree

<table>
<thead>
<tr>
<th>My Practice Assessor........</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>was enthusiastic about facilitating my learning</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>2</td>
<td>established ground rules of what was expected of me during the placement e.g. professional behaviour, knowledge.</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>3</td>
<td>(or another staff member) provided an informative induction at the beginning of the placement.</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>4</td>
<td>provided opportunities for me to be involved in the multi-professional team, where appropriate.</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>5</td>
<td>took into account my stage of training and past experience in relation to facilitating my learning.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>provided an appropriate level of supervision (direct-indirect) throughout the placement, appropriate for my stage of development.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>facilitated a good working relationship/partnership</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>helped me to understand the relationship between theory and practice.</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>9</td>
<td>encouraged me to take responsibility for developing my own learning</td>
<td></td>
<td></td>
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<td>10</td>
<td>was approachable and open to feedback and being asked challenging questions.</td>
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<td>11</td>
<td>provided me with insight into their clinical reasoning and problem solving processes.</td>
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<td>12</td>
<td>challenged my level of competence appropriately and gave me feedback throughout my placement</td>
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<td>13</td>
<td>was aware of the level of performance expected at this stage of my programme.</td>
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<td>14</td>
<td>Used a variety of methods to assess my competence: e.g. observation, listening, feedback from others, questioning, reflection and discussion of my self-assessment.</td>
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<td>15</td>
<td>Made appropriate time to discuss my progress throughout my placement e.g. mid-way and end of placement assessment discussions or weekly meetings.</td>
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<td>16</td>
<td>Acted as a good role model for high quality, evidence based practice</td>
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</table>

If you answered any question with a 4 or 5 please provide details overleaf

Please hand directly to your practice assessor in an envelope at the end of the placement. **You can ask for more descriptive, constructive written feedback too.**
Useful resources from the Practice Education Unit (PEU) Web pages: Available at:
http://www.hls.brookes.ac.uk/peu Just Type ‘Brookes PEU’ into your search engine
The Pages are changing and there will be a new look, use the same Web URL address and then you will be taken to a page where you can choose Nursing and access relevant information here:

You will then see concertina/drop downs

+ Direct Allocation Model (DAM)
+ Link Lecturer and Practice Assessment Standards
+ Mentor and Practice Assessment Updates/Workshops
+ Personal Safety and Student Incidents
+ Placement Locations, Allocation, Travel Expenses and PEMS
+ Placement Quality Assurance and New Placement Providers
+ Practice Assessor / Mentor Courses, Updates and Information
+ Programme Specific Information - e.g. Practice Assessment Documents (PADs) and Practice Education Handbooks (PEHs)
+ Reasonable Adjustment, Mitigating Circumstances, Sickness / Absence and Religious Practices
+ Speak out Safely / Whistleblowing / Raising Concerns / Giving Feedback and Feed Forward
+ Standards of Professional Practice and Supporting the Failing Student
+ Supporting Supernumerary Status and Practice Hours

for you to access the information you require.

SC/SK 2018-2019
Resources for supporting students
http://www.hls.brookes.ac.uk/peu/resources-for-supporting-students
Student feedback forms http://www.hls.brookes.ac.uk/peu/feedback

Keeping up to date as a mentor, including:
  * managing challenging experiences

  * Reflection for mentors
http://www.hls.brookes.ac.uk/peu/keeping-up-to-date-as-a-mentor-practice-assessor
NMC standards http://www.hls.brookes.ac.uk/peu/nmc-standards

Restricted clinical skills (what students can and can’t do) https://shsc-int.brookes.ac.uk/documents/browse.php?fFolderId=1136

You can access the student Practice Assessment Document (PAD) here (select relevant folder) https://shsc-int.brookes.ac.uk/documents/browse.php?fFolderId=596
Placement of the year http://www.hls.brookes.ac.uk/peu

OTHER RESOURCES

**YouTube Video** Oxford Brookes students talking about various topics for example: 1st day on placement [https://www.youtube.com/watch?v=1j9XzQesgrc](https://www.youtube.com/watch?v=1j9XzQesgrc) Making mistakes on placement [https://www.youtube.com/watch?v=uoS4y6LKUDw](https://www.youtube.com/watch?v=uoS4y6LKUDw)

**Website documents**

DoH (2015) *The NHS constitution* 

Duffy K (2013) Providing constructive feedback to students during mentoring. *Nursing Standard* 27, 31, 50-56. You should be able to access this article through a database search or ejournals at your local library.

NHS England (2014) *Compassion in practice 2 years on*  

NHS evidence Great site for NICE Guidelines, BNF online,  
Clinical Knowledge Summaries  
[https://www.evidence.nhs.uk/](https://www.evidence.nhs.uk/)  
NMC (2015) *The Code*  

**9.4** support students’ and colleagues’ learning to help them develop their professional competence and confidence.

**20.8** act as a role model of professional behaviour for students and newly qualified nurses and midwives to aspire to

NMC (2015) **Duty of Candour**  

NMC **Safeguarding Adults and raising and escalating concerns form the NMC**  
[http://www.nmc.org.uk/standards/safeguarding/](http://www.nmc.org.uk/standards/safeguarding/) or  