

# **Domain 3: Nursing practice and decision-making**

### Domain 3: Nursing practice and decision-making

Competency	Point of entry: Essential knowledge, understanding and skill application required Essential skills cluster number and point	Multi-choice Exam: Generic	Multi-choice Exam: Generic applied to nursing field specific	OSCE's: Suitable items for testing
<p><b>Competency 1.</b> All nurses must use up-to-date knowledge and evidence to assess, plan, deliver and evaluate care, communicate findings, influence change and promote health and best practice. They must make person-centred, evidence based judgements and decisions in partnership with others involved in the care process, to ensure high quality care. they must be able to recognise when the complexity or clinical decisions requires specialist knowledge and expertise and, consult or refer accordingly.</p>	<p>Demonstrates clinical confidence through sound knowledge, skills and understanding relevant to field. <b>CCC1,8.</b></p>		Y	E
	<p>Recognises the significance of information and acts in relation to who does or does not need to know. <b>CCC,7,6</b></p>	Y		Y
	<p>Refers to specialists when required. <b>OAC9,19</b></p>		Y	
	<p>Works within the Code (NMC,2018) and in keeping with guidance on professional conduct for nursing and midwifery students (NMC,2010) and in collaboration with people and their carer's to meet responsibilities for prevention and control of infection. <b>IPC.21,7.</b></p>	y		E
	<p>Recognises and acts upon the need to refer to specialist advisors as appropriate. <b>IPC23, 5.</b></p>		Y	
	<p>Refers to specialist members of the multi- disciplinary team for additional or specialist advice. <b>NFM27, 8.</b></p>		Y	
	<p>Acts appropriately in sharing information to enable and enhance care with carers, multi-disciplinary teams and across agency boundaries. <b>CCC7,7.</b></p>	Y		Y
<p><b>Competency 2.</b> All nurses must possess a broad knowledge of the structure and functions of the human body, and other relevant knowledge from the life, behavioural and social sciences as applied to health, ill health, disability, aging and death. They must have an in-depth knowledge of common physical and mental health problems and treatments, including co-morbidity and physiological and psychological vulnerability.</p>	<p>Uses appropriate and relevant communication skills to deal with difficult and challenging circumstances, for example, responding to emergencies, unexpected occurrences, saying "no", dealing with complaints, resolving disputes, de-escalating aggression, conveying 'unwelcome news' <b>CCC6,13.</b></p>		Y	E
	<p>Anticipates how people may feel in a given situation and responds with kindness and empathy to provide physical and emotional comfort. <b>CCC5,6.</b></p>		Y	E
	<p>Recognise and acts autonomously to respond to own emotional discomfort or distress in self and others. <b>CCC5,12.</b></p>			

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	Recognises circumstances that trigger personal negative responses and takes action to prevent this compromising care. <b>CCC5,11.</b>		Y	Y
	Recognises stress in others and provide appropriate support or guidance ensuring safety to people at all times. <b>OAC17,10.</b>		E	Y
	Safely manages drug administration and monitors effects. <b>MM 36,4.</b>	E	E	E
	Where relevant, applies knowledge of age and condition related anatomy, physiology and development when interacting with people. <b>OAC9,11.</b>	Y	Y	
	Uses knowledge of dietary, physical, social and psychological factors to inform practice being aware of those that can contribute to poor diet, cause or be caused by ill health. <b>NFM27, 6.</b>		Y	
	Evaluates the effect of interventions, taking account of people's and carers' interpretation of physical, emotional, and behavioural changes. <b>OAC 10,9.</b>	Y	Y	Y
	Applies knowledge of basic pharmacology, drug pathways and how medicines act and interact in the systems of the body and their therapeutic action, <b>MM 36,2.</b>		Y	
	Understands common routes and techniques of medicine administration including absorption, metabolism, adverse reactions and interaction. <b>MM 36,3.</b>		Y	
	Reports adverse incidents and near misses. <b>MM36, 5.</b>	Y	Y	
	Safely manages anaphylaxis <b>MM36,6.</b>	Y	Y	Y
<b>Competency 3.</b> All nurses must carry out comprehensive, systematic nursing assessments that take account of relevant physical, social, cultural, psychological, spiritual, genetic and environmental factors, in partnership with service users and others through interaction, observation and measurement.	Actively empowers people to be involved in the assessment and care planning process. <b>CCC2,2.</b>		Y	Y
	Accurately undertakes and records base line assessments of weight, height, temperature, pulse, respiration and blood pressure using manual and electronic devices. <b>OAC9,2</b>			E

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	Takes and records accurate measurements of weight, height, length, body mass index and other appropriate measures of nutritional status. <b>NFM28,1</b>			Y
	Measures documents and interprets vital signs and acts autonomously and appropriately on findings <b>OAC 9,21</b>	Y	Y	Y
	Acts autonomously and appropriately when faced with sudden deterioration in people's physical or psychological condition or emergency situation, abnormal vital signs, collapse, cardiac arrest, dehydration, self harm, extremely challenging behaviour, attempted suicide. <b>OAC9,20.</b>		E	E
	Performs routine diagnostic tests, for example urinalysis, under supervision as part of the assessment process (near client testing). <b>OAC9,7.</b>			Y
	In partnership with the person, their carers and their families, makes a holistic, person centred and systematic assessment of physical, emotional, psychological, social, cultural and spiritual needs, including risk, and together, develops a comprehensive personalised plan of nursing care. <b>OAC9, 12.</b>	Y	Y	E
	Acts autonomously and takes responsibility for collaborative assessment and planning of care delivery with the person, their carers and their family. <b>OAC9,13.</b>		Y	
	Provides accurate and comprehensive written reports based on best possible evidence. <b>CCC6,9.</b>		Y	E
	Works within a public health framework when assessing the needs of people, communities and populations within the UK. <b>OAC9,22.</b>	Y		
<b>Competency 4.</b> All nurses must ascertain and respond to the physical, social and psychological needs of people, groups and communities. They must then plan, deliver and evaluate safe, competent, person centred care in partnership with them, paying special attention to changing health needs during different life stages, including progressive illness and death, loss and bereavement.	Detects, records and reports if necessary, deterioration or improvement and takes appropriate action autonomously. <b>OAC 10,8</b>	Y	Y	E
	In partnership with people and their carers, plans, delivers and documents care that demonstrates effective risk assessment, infection prevention and control. <b>IPC21,8.</b>	Y	Y	E
	Initiates and maintains appropriate measure to prevent and control infection according to route of transmission of micro-organism, in order to protect service users, members of the public and other staff. <b>IPC.22,7</b>	y		

Competency	Point of entry: Essential knowledge, understanding and skill application required Essential skills cluster number and point	Multi-choice Exam: Generic	Multi-choice Exam: Generic applied to nursing field specific	OSCE's: Suitable items for testing
	Demonstrates effective hand hygiene and the appropriate use of standard infection control precautions when caring for people. <b>IPC,22,1</b>	Y	Y	E
	Works within legal and ethical frameworks taking account of personal choice. <b>NFM31,6</b>	y		
	Ensure provision is made for replacement meals for anyone who is unable to eat at the usual time, or unable to prepare their own meals. <b>FNM30,7</b>		Y	
	Uses knowledge of dietary, physical, social and psychological factors to inform practice being aware of those that can contribute to poor diet, cause or be caused by ill health. <b>NFM27,6</b>	Y	Y	Y
	Promotes health and well-being, self care and independence by teaching and empowering people and carers to make choices in coping with the effects of treatment and the ongoing nature and likely consequences of a condition including death and dying. <b>OAC9,16</b>	Y	Y	Y
	Provides safe and effective care in partnership with people and their carers within the context of people's ages, conditions and developmental stages. <b>OAC,10,6</b>		Y	Y
	Discusses in a non-judgemental way how diet can improve health and the risks associated with not eating appropriately. <b>NFM27,9</b> .		Y	Y
	Provides support and advice to carers when the person they are caring for has specific dietary needs. <b>NFM27,11</b> .		Y	Y
	In liaison with a registered midwife provides essential advice and support to mothers who are breast feeding. <b>NFM27,10</b>		Y	
	Explains medical devices to people and checks understanding. <b>OAC20,5</b> .	Y	y	Y
<b>Competency 5.</b> All nurses must understand public health principles, prioritise in order to recognise and respond to the major causes and determinants, of health, illness and health inequalities. They must use a range of information and data to assess the needs of people, groups, communities and populations, and work to improve health, wellbeing and experience of healthcare; secure equal access to health screening, health promotion and healthcare; and promote social inclusion.	Acts autonomously and proactively in promoting care environments that are culturally sensitive and free from discrimination, harassment and exploitation. <b>CCC4,6</b> .	Y	Y	Y
	Recognise infection risk and reports and acts in situations where there is need for health promotion and protection and public health strategies <b>IPC.21,11</b> .	y		

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	Understands the concept of public health and the benefits of healthy lifestyles and the potential risks involved with various lifestyles or behaviours, for example, substance misuse, smoking, obesity. <b>OAC9,3</b>	Y	Y	
	Works within a public health framework to assess needs and plan care for individuals, communities and populations. <b>OAC9, 22.</b>		Y	
	Supports people in asserting their human rights. <b>OAC11, 9.</b>	Y		Y
<b>Competency 6.</b> All nurses must practise safely by being aware of the correct use, limitations and hazards of common interventions, including nursing activities, treatments, and the use of medical devices and equipment. The nurse must be able to evaluate their use, report any concerns promptly through appropriate channels and modify care where necessary to maintain safety. They must contribute to the collection of local and national data and formulation of policy on risks, hazards and adverse outcomes.	Safely uses and maintains a range of medical devices appropriate to the area of work, including ensuring regular servicing, maintenance and calibration including reporting adverse incidents relating to medical devices. <b>OAC20,3</b>		Y	E
	Works within legal frameworks and applies evidence based practice in the safe selection and use of medical devices. <b>OAC20,2</b>		Y	E
	Administers enteral feeds safely and maintains equipment in accordance with local policy. <b>NFM31,4.</b>		Y	E
	Safely, maintains and uses naso-gastric, PEG and other feeding devices. <b>NFM31,5</b>		Y	E
	Monitors infusion sites for signs of abnormality and takes the required action reporting and documenting signs and actions taken <b>NFM32,4.</b>	Y	Y	Y
	Understands and applies knowledge of intravenous fluids and how they are prescribed and administered within local administration of medicines policy. <b>NFM. 32,1</b>		Y	E
	Safely performs wound care, applying non-touch or aseptic techniques in a variety of settings. <b>IPC25,4.</b>			E
	Manages hazardous waste and spillages in accordance with local health and safety policies. <b>IPC26,4.</b>	Y	Y	
	Instruct others to do the same <b>IPC.26,5.</b>	y		

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	Adheres to health and safety at work legislation and infection control policies regarding the safe disposal of all waste, soiled linen, blood and other body fluids and disposing of 'sharps' including in the home setting. <b>IPC. 26,1</b>	Y		E
	Is competent in the process of medication-related calculation in nursing field involving: tablets and capsules, liquid, injections and IV infusions including; unit dose, sub and multiple doses, complex calculations and SI units, for all ages. <b>MM33,2.</b>	E	E	E
	Safely manages drug administration and monitors effects <b>MM 36,4 .</b>	E	E	E
	Safely and effectively administers and, where necessary, prepares medicines via routes and methods commonly used and maintains accurate records. <b>MM38,4.</b>			E
	Supervises and teaches others to do the same. <b>MM.38,5</b>	y	y	
	Understands the legal requirements <b>MM 38,6</b>	Y	Y	
	Orders, receives, stores and disposes of medicines safely (including controlled drugs) <b>MM,37,2.</b>	E	E	E
	Demonstrates knowledge of what a patient group directive is and who can use them. <b>MM42,1</b>		y	
	Understands all methods of supplying medicines, for example, Medicines Act exemptions, patient group directions, clinical management plans and other forms of prescribing. <b>MM34,5</b>	Y		
	Through simulation and coursework demonstrates knowledge and application of principles required for safe and effective supply and administration via a patient group direction including an understanding of role and accountability. <b>MM42,2</b>	y	y	
Demonstrates awareness of a range of commonly recognised approaches to managing symptoms, for example, relaxation, distraction and lifestyle advice. <b>MM 35,7</b>	Y	Y		

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	Through simulation and course work demonstrates how to supply and administer via a patient group direction. <b>MM42,3.</b>			y
	Fully understands the different types of prescribing including supplementary prescribing, community practitioner nurse prescribing, and independent nurse prescribing <b>MM,34,6</b>	Y		
	Accesses commonly used evidence based sources relating to the safe and effective management of medicine. <b>MM40,1</b>			Y
<b>Competency 7.</b> All nurses must be able to recognise and interpret signs of normal and deteriorating mental and physical health and respond promptly to maintain or improve the health and comfort of the service user, acting to keep them and others safe.	Anticipates how people might feel in a given situation and responds with kindness and empathy to provide physical and emotional comfort. <b>CCC5,6.</b>	Y	Y	E
	Listens to, watches for, and responds to verbal and non-verbal cues. <b>CCC5,8.</b>			Y
	Acts autonomously and appropriately when faced with sudden deterioration in people's physical or psychological condition or emergency situations, abnormal vital signs, collapse, cardiac arrest, self-harm, extremely challenging behaviour, attempted suicide. <b>OAC,9,20</b>	E	E	E
	Recognises stress in others and provides appropriate support or guidance ensuring safety to people at all times. <b>OAC17,10</b>			Y
	Refers to specialists when required. <b>OAC9,19</b>		Y	Y
	Acts autonomously to initiate appropriate action when malnutrition is identified or where a person's nutritional status worsens, and report this as an adverse event. <b>NFM28,10</b>		Y	Y
	Identifies signs of dehydration and acts to correct these. <b>NFM,29,6</b>	Y	Y	Y
	Recognises, responds appropriately and reports when people have difficulty eating or swallowing. <b>NFM 31,1.</b>		E	
Takes action to ensure that, where there are problems with eating and swallowing, nutritional status is not compromised. <b>NFM31,3.</b>		Y		

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	Reports adverse incidents and near misses. <b>MM36,5</b>		Y	Y
<b>Competency 8.</b> All nurses must provide educational support, facilitation skills and therapeutic nursing interventions to optimise health and wellbeing. They must promote self-care and management whenever possible, helping people to make choices about their needs involving families and carers where appropriate, to maximise their ability to care for themselves.	Is sensitive and empowers people to meet their own needs and make choices and considers with the person and their carer(s) their capability to care. <b>CCC,2,8</b>		Y	E
	Acts with dignity and respect to ensure that people who are unable to meet their activities of living have choices about how these are met and feel empowered to do as much as possible for themselves. <b>CCC2,12.</b>		Y	E
	Actively helps people to identify and use their strengths to achieve their goals and aspirations. <b>CCC. 2,14</b>		Y	Y
	Uses helpful and therapeutic strategies to enable people to understand treatments and other interventions in order to give informed consent. <b>CCC,8,4</b>	Y	Y	E
	Demonstrates respect for the autonomy and rights of people to withhold consent in relation to treatment within legal frameworks and in relation to people's safety. <b>CCC,8,7</b>	E	E	E
	Assess the person's ability to safely self-administer their medicines <b>MM40,4.</b>		Y	
	Supports people to make appropriate the choices and changes to eating patterns, taking account of dietary preferences, religious and cultural requirements, treatments and special diets needed for health reasons. <b>NFM.27,7.</b>		Y	
	Promotes health and well-being, self care and independence by teaching and empowering people and carers to make choices in coping with the effects of treatment and the ongoing nature and likely consequences of a condition including death and dying. <b>OAC9,16.</b>		Y	Y
<b>Competency 9.</b> All nurses must be able to recognise when a person is at risk and in need of extra support and protection and take reasonable steps to protect them from abuse.	Recognises and responds when people are in vulnerable situations and at risk, or in need of support and protection. <b>OAC11,5</b>	Y	Y	E
	Makes effective referrals to safeguard and protect children and adults requiring support and protection. <b>OAC11,7</b>	Y	Y	
	Works collaboratively with other agencies to develop, implement and monitor strategies to safeguard and protect individuals and groups who are in vulnerable situations. <b>OAC11,8</b>	Y	Y	

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	Supports people in asserting their human rights. <b>OAC11,9</b>	Y		
	Challenges practises which do not safeguard those in need of support and protection. <b>OAC11,10</b>		Y	
	Recognises stress in others and provides appropriate support or guidance ensuring safety to people at all times. <b>OAC17,10.</b>	Y		
	Selects and applies appropriate strategies and techniques for conflict resolution, de-escalation and physical intervention in the management of potential violence and aggression. <b>OAC 19,3.</b>		Y	Y
<b>Competency 10.</b> All nurses must evaluate their care to improve clinical decision-making, quality and outcomes, using a range of methods, amending the plan of care, where necessary, and communicating change to others.	Acts appropriately in sharing information to enable and enhance care (carers, MDT and across agency boundaries). <b>CCC7,7</b>		Y	
	Evaluates the effect of interventions, taking account of people's and carers' interpretation of physical, emotional, and behavioural changes. <b>OAC10,9.</b>	Y	Y	E
	Involves the person in review and adjustments to their care, communicating changes to colleagues. <b>OAC10,10</b>		Y	E
	Assesses and implements measures to manage, reduce or remove risk that could be detrimental to people, self and others. <b>OAC18,11.</b>	Y	Y	Y

# Online Resources

Below are some useful online links which can be used to support preparation for the NMC's Test of Competence. These online links are not exhaustive, and many other useful sources will exist. The links are designed to help candidates identify gaps as they explore each domain and competence. Candidates should consider the need for revision and consolidation of knowledge before taking the test of competence. Please copy and paste the links into your web browser to access the information.

<http://pathways.nice.org.uk/pathways/behaviour-change?fno=1#content=view-info-category%3Aview-about-menu>

<http://pathways.nice.org.uk/pathways/diet/lifestyle-advice-on-diet-and-physical-activity>

<http://rcnhca.org.uk/>

<http://resus.org.uk/pages/reaction.htm>

<http://www.ageuk.org.uk/health-wellbeing/doctors-hospitals/campaign-against-malnutrition-in-hospital/>

<http://www.bapen.org.uk/>

<http://www.bapen.org.uk/screening-for-malnutrition/must/introducing-must>

<http://www.bapen.org.uk/screening-for-malnutrition/must/must-app>

<http://www.breastfeedingnetwork.org.uk/>

<https://www.bsg.org.uk/resource/bsg-guidelines-for-enteral-feeding-in-adult-hospital-patients.html>

<http://www.cqc.org.uk/content/controlled-drugs>

<http://www.equalityhumanrights.com/your-rights/human-rights/what-are-human-rights/human-rights-act>

<http://www.europeanhydrationinstitute.org/dehydration.html?qclid=CMHLpcKQx8ACFdlKtAodWIIAkq>

<http://www.foodafactoflife.org.uk/sheet.aspx?siteId=19&sectionId=81&contentId=275>

<https://www.gov.uk/government/organisations/medicines-and-healthcare-products-regulatory-agency>

<https://www.gov.uk/topic/health-protection/infectious-diseases>

<http://www.hpa.org.uk/>

<http://www.hpa.org.uk/Topics/InfectiousDiseases/InfectionsAZ/NotificationsOfInfectiousDiseases/ListOfNotifiableDiseases/>

<http://www.hps.scot.nhs.uk/haic/ic/guidelinedetail.aspx?id=49785>

<http://www.hse.gov.uk/biosafety/blood-borne-viruses/index.htm>

<http://www.hse.gov.uk/biosafety/information.htm>

[http://www.indiana.edu/~anat550/embryo\\_main/](http://www.indiana.edu/~anat550/embryo_main/)  
<http://www.innerbody.com/>  
<https://improvement.nhs.uk/documents/2162/sbar-communication-tool.pdf>  
<http://www.kingsfund.org.uk/blog/2012/10/developing-culture-compassionate-care>  
<http://www.leadershipacademy.nhs.uk/discover/leadership-framework/demonstrating-personal-qualities/developing-self-awareness/>  
<http://www.leeds.ac.uk/yawya/science-and-nutrition/Religion%20and%20food.html>  
<http://www.legislation.gov.uk/ukpga/1968/67/section/10>  
<http://www.mhra.gov.uk/ConferencesLearningCentre/LearningCentre/Deviceslearningmodules/Basicobservations/index.htm#l4>  
<http://www.mhra.gov.uk/ConferencesLearningCentre/LearningCentre/Deviceslearningmodules/Devicesinpractice/index.htm>  
<http://www.mhra.gov.uk/ConferencesLearningCentre/LearningCentre/Medicineslearningmodules/FAQsforthelearningmodules/index.htm>  
<http://www.mhra.gov.uk/ConferencesLearningCentre/LearningCentre/Medicineslearningmodules/index.htm>  
<http://www.mhra.gov.uk/ConferencesLearningCentre/LearningCentre/Medicineslearningmodules/Reducingmedicinerisk/index.htm>  
<http://www.mhra.gov.uk/Safetyinformation/index.htm>  
<http://www.nes.scot.nhs.uk/education-and-training/by-theme-initiative/healthcare-associated-infections/training-resources/preventing-infection-in-care-resources.aspx>  
<http://www.nhs.uk/choiceintheNHS/Rightsandpledges/complaints/Pages/NHScomplaints.aspx>  
<http://www.nhs.uk/chq/Pages/1391.aspx?CategoryID=73>  
<http://www.nhs.uk/Conditions/pregnancy-and-baby/pages/why-breastfeed.aspx#close>  
<http://www.nhs.uk/conditions/Self-injury/Pages/Introduction.aspx>  
<http://www.nhs.uk/conditions/Suicide/Pages/Introduction.aspx>  
<http://www.nhs.uk/news/2013/12December/Pages/NICE-issues-warning-over-dangerous-IV-drip-use.aspx>  
<http://www.nhs.uk/Planners/Yourhealth/Pages/Careplan.aspx>  
<http://www.nhs.uk/Planners/Yourhealth/Pages/Whatisselfcare.aspx>  
<http://www.nhs.uk/Tools/Pages/Healthyweightcalculator.aspx>  
<http://www.nhs.uk/Tools/Pages/Toolslibrary.aspx?Tag=Fitness>  
<http://www.nhs.uk/Tools/Pages/Toolslibrary.aspx?Tag=Healthy+eating>  
<http://www.nhs.uk/Tools/Pages/Wellbeing-self-assessment.aspx>  
<http://www.nhscareers.nhs.uk/explore-by-career/allied-health-professions/careers-in-the-allied-health-professions/dietitian/>  
<http://www.nice.org.uk/guidance>  
<http://www.nice.org.uk/guidance/CG133>

<http://www.nice.org.uk/guidance/CG134>  
<http://www.nice.org.uk/guidance/CG138/chapter/introduction>  
<http://www.nice.org.uk/guidance/cg139>  
<http://www.nice.org.uk/guidance/CG32>  
<http://www.nice.org.uk/guidance/Cg50>  
<http://www.nice.org.uk/guidance/NG5>  
<http://www.nice.org.uk/guidance/PH49>  
<http://www.nice.org.uk/guidance/PH6>  
<http://www.nice.org.uk/guidance/gs13>  
<http://www.nice.org.uk/Guidance/Service-delivery--organisation-and-staffing/Medicines-management/Medicines-management--general->  
<http://www.nmc-uk.org/media/Latest-news/NMC-and-GMC-release-joint-statement-on-professional-values/>  
<http://www.nmc-uk.org/Nurses-and-midwives/Raising-and-escalating-concerns/>  
<http://www.nmc-uk.org/Publications/Guidance/>  
<http://www.nmc-uk.org/Publications/Standards/>  
<http://www.nric.org.uk/>  
<http://www.nrls.npsa.nhs.uk/>  
<http://www.nrls.npsa.nhs.uk/resources/?EntryId45=133441>  
<http://www.nrls.npsa.nhs.uk/resources/?entryid45=59806&char=P>  
<http://www.nrls.npsa.nhs.uk/resources/?entryid45=59823>  
<http://www.nuffieldtrust.org.uk/publications/integrated-care-patients-populations-improving->  
<http://www.nursinginpractice.com/article/compassion-practice-6-cs>  
<http://www.nursingtimes.net/core-principles-on-self-care-increase-patient-responsibility/1328256.article>  
<http://www.nutrition.org.uk>  
<http://www.patient.co.uk/doctor/peg-feeding-tubes-indications-and-management>  
<http://www.patient.co.uk/health/bmi-calculator>  
<https://www.rcn.org.uk/clinical-topics/nutrition-and-hydration/current-work/patient-safety>  
<http://www.patientsafetyfirst.nhs.uk/Content.aspx?path=/interventions/>  
<https://www.england.nhs.uk/five-year-forward-view/next-steps-on-the-nhs-five-year-forward-view/patient-safety/>  
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