

NMC programme of change for education

Nurse proficiencies and education framework consultation

This response form relates to our consultation on our nurse proficiencies and education framework.

Note: If you want to respond to our parallel consultation relating to prescribing and standards for medicines management, you can download the response form from our main consultation web pages at:

<https://www.nmc.org.uk/globalassets/sitedocuments/edcons/cq2-prescribing-and-standards-for-medicines-management-consultation-response-form.doc>

Information and supporting links to this consultation is available on our website and everyone is welcome and encouraged to respond to all areas of the consultation. We recognise however that some respondents will want to respond to specific consultation questions in certain areas of our standards. Therefore the questions will be introduced and arranged in a way that introduces each of the specific standard subject areas we are consulting on and will signpost and will provide ease of navigation to specific individual areas that we are consulting on that may be of specific interest to them. To enable respondents to answer, reference to the supporting information will be embedded into certain questions to provide additional information about the standards. We will encourage individuals and organisations to respond electronically to the independent research company, Why Research Ltd. who are collecting all the responses and will be undertaking the independent analysis on our behalf. Opportunities to save responses before submitting electronically will be available. Alternative approaches for responding to Why Research Ltd. will also be available if an alternative approach for your consultation is needed.

Consultation questions have been arranged under the following categories:

- [Draft standards of proficiency for the future registered nurse](#)
- [Draft education framework: standards for education and training](#)
- [Draft requirements for learning and assessment](#)
- [Draft programme requirements for pre-registration nursing](#)
- [Equality and diversity and inclusion questions – ‘About you’](#)
- [Programme of change for education – impact assessment](#)

After you have filled in this response form

Once you have completed the questions relating to the above topics you are interested in, please either copy and paste your responses into the NMC online consultation survey at:

<https://www.snapsurveys.com/wh/s.asp?k=149605707732>

or email your completed form to:

whyconsultations@whyresearch.co.uk

Draft Standards of proficiency for the future registered nurse

Q.FRN.1. In developing the draft standards and requirements, we aimed to: (see each principle in the table below).

1a. Do you agree that these principles have been met and seek to protect the public?	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Don't know
reflect on what people will need from nurses in the future that can be applied to all fields of nursing practice (adult, children, learning disabilities and mental health)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
provide outcomes that are open to objective assessment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
reflect higher level knowledge and skills that emphasise research and evidence skills	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ensure a focus on compassion and expertise in evidence based fundamental nursing care	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
allow for flexible approaches to programme delivery	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
provide entrants to nursing with an understanding of mental and physical health and care.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
contain outcomes that prepare nurses for working effectively in multi-professional and interagency teams	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
include outcomes that focus on leadership and the nurse's role in managing complex care	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ensure that there is sufficient emphasis on health and wellbeing	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
emphasise public health, dementia, frailty and end of life care	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ensure that the new standards of proficiency are sufficiently accessible to the public	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
be unambiguous, clear and concise	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
provide the building blocks for continued professional development and advanced practice across a range of contexts	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q.FRN.2. The future nurse will work within a range of settings and therefore we have designed our draft new proficiencies to apply across all four fields of nursing (adult, children, learning disabilities, mental health). Do you feel we have achieved this approach?

Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree Don't know

If you answered strongly disagreed or disagreed please provide comments

Q.FRN.3. Do you agree that the draft standards of proficiency provide the necessary requirements for safe and effective nursing practice at the point of entry to the register?

Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree Don't know

The RPS believes that the inclusion of procedural competencies for evidence based medicines management is important. It may also be important to, at the very least, signpost the competencies required for independent prescribing so nurses know how to follow this route later in their career.

Q.FRN.4. Do you agree that the draft standards of proficiency underline the importance of person centred care?

Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree Don't know

Provide any comments here

Q.FRN.5 Do you agree that the draft proficiencies states the role of the registered nurse in providing opportunities and in enabling people to have control of their own health and lifestyle decisions?

Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree Don't know

Provide any comments here

Q.FR.N.6 Do you agree that the draft standards of proficiency confirms the role of the registered nurse in ensuring that people are encouraged and supported to self manage their care?

Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree Don't know

Provide any comments here

Q.FR.N.7. The draft standards of proficiency place an increased emphasis on leadership skills. Do you agree that this will be achieved for the nurse at the point of entry to the register?

Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree Don't know

Provide any comments here

Q.FR.N.8. The draft standards of proficiency place an increased emphasis on working in multidisciplinary teams and coordinating care across multi-agency organisations. Do you agree that this will be achieved for the nurse at the point of entry to the register?

Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree Don't know

QFRN.9. The draft standards of proficiency apply across all four fields of nursing practice (adult, children, learning disabilities and mental health nursing) as nurses of the future will work across a variety of settings and encounter people of all ages with varying complex needs across mental, cognitive, behavioral and physical health.

Should the nursing procedures in annexe B be similarly applied across all four fields of nursing practice?

Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree Don't know

Q.FRN.10. If you responded strongly disagree or disagree should there be more emphasis in the level of nursing procedures that is specific to a field of nursing?

(For example we may include greater emphasis on advanced physical assessment skills in the adult nursing field and greater emphasis in advanced mental health assessment in the mental health nursing field).

Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree Don't know

Provide any comments here

Q.FRN.11. The draft standards of proficiency provide increased clarity about the achievement of competency in nursing procedures and communication and relationship management skills (see annexes A and B). Have we omitted any core skills with this approach?

Yes No Don't know

If you said yes (with the above question):

Q.FRN.11a. What nursing procedural skills do you think are missing?

Provide any comments here

Q.FRN.12. Are there any nursing procedural skills stated in annex B that you think are unnecessary?

Yes No Don't know

If you said 'yes' please list here

Q.FRN.13. Are there any nursing procedures contained within annex B which would be difficult to achieve in practice settings, for example due to a lack of opportunity to be exposed and practice the skill?

Yes No Don't know

Q.FRN.13a. If you answered yes please state which nursing procedures.

Provide any comments here

Q.FRN.14. Should competence of certain nursing procedural skills be achieved in simulated practice settings before being assessed in practice settings?

Yes No Don't know

Q.FRN.14a. If you answered yes please state which skills.

The RPS believes that those nursing procedural skills that carry a higher risk for patients will need competence proven in simulated settings first e.g. preparation of more complex intravenous medicines.

Q.FRN.15. Are there any communication and relationship management skills or nursing procedures contained within the annexes which could be fully achieved in simulation?

Yes No Don't know

Provide any comments here

Q.FRN.16. Are there any nursing procedures that cannot be fully achieved in simulated practice settings?

Yes No Don't know

Provide any comments here

Q.FRN.17. Do the proficiency annexes set out all of the necessary communication and relationship management skills needed for the future nurse to be safe and effective at the point of registration?

Yes No Don't know

If no (to the above question):

Q.FRN.17a. What communication and relationship management skills do you think are missing?

Provide any comments here

Q.FRN.18. Do the proficiency annexes adequately describe the nursing procedural skills, and communication and relationship management required within each of the four fields of nursing (adult, child, learning disability, mental health)?

Yes No Don't know

If no, please give comments here

Q.FRN.19. Should there be some variation in the level of communication and relationship management skills, and nursing procedures that is field of nursing specific?

(For example we may include greater emphasis on advanced physical assessment skills in the adult nursing field and greater emphasis in advanced mental health assessment in the mental health nursing field).

Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree Don't know

Provide any comments here

Q.FRN.20. In order to demonstrate that students have met the communication and relationship skills stated in Annexe A to practice safely and effectively at the end of their programme, should student nurses be required to demonstrate proficiency (please select one option only):

Across each of the four fields of nursing practice (adult, children, learning disabilities, mental health nursing) In the student's selected field of practice only Don't know

The health care system needs a flexible and adaptable workforce so the RPS would advise that demonstration of these skills across all four fields is important.

Q.FR.N.21. Nurses will enter the register in one or more of the four fields of nursing practice (adult, children, learning disabilities and mental health nursing). This means that nurses will be expected to achieve all the nursing procedural skills, and communication and relationship management skills stated in the annexes.

Final sign off of proficiencies, communication and relationship management skills and nursing procedural skills are necessary for safe and effective practice at the end of their chosen field of practice programme. Should nurses be proficient: (please select one option only):

- Across each of the four fields of nursing practice (adult, children, learning disabilities, mental health nursing) In the student's selected field of practice only Don't know

See previous comment under Q.FR.N.20. The outcome for patients should be that nurses are proficient across all areas. We recognise that the current system may make supporting this outcome challenging.

Q.FR.N.22. Are there any aspects of nursing practice that you would expect to have seen in the draft standards of proficiencies which are missing?

- Yes No Don't know

Provide any comments here

Q.FR.N.23. Do you have any other comments about the future nurse standards of proficiency and annexes we are consulting upon?

None

Draft Education framework: standards for education and training

Q.EF.24. The education framework has requirements for education institutions, practice placement and work placed partners which are increasingly focused on outcome rather than describing processes and inputs.

Do you agree with this approach to our education and training standards?

Strongly agree
 Agree
 Neither agree nor disagree
 Disagree
 Strongly disagree
 Don't know

Q.EF.25. The proposed programme of change for education seeks to offer more flexibility to education institutions and their practice placement and work placed partners to deliver nurse and midwifery programmes in creative and innovative ways.

Is this ambition apparent in our proposals?

Yes. If yes please can you offer an example in the box below?
 No. If no please can you offer an example where we can go further in the box below?
 Don't know

The ambition is apparent and reflected in the draft standards e.g. standards 3.1 and 3.2

Q.EF.26. When developing the draft education framework standards and requirements, the objectives were (see table below):

Q.EF.26a Have these objectives have been met?	Yes	No	Don't know
situates patient safety at the core of their function	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
enhanced outcome, future focused requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
being right touch - consistent, clear, proportionate and agile	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
evidence based regulatory intervention that promotes inter-professional learning and cross regulatory assurance	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
a framework that is applicable to a range of learning environments	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ensuring that the education framework is measurable and assessable	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
promoting equality and diversity	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q.EF.26b. If you have responded as 'no', please provide additional information for us to consider.

Provide any comments here

Q.EF.27. Do you agree that the education framework can be applied to pre *and* post registration education and training?

Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree Don't know

The RPS would recommend greater clarity about where the framework applies and the expectation of stage of development of the practitioner.

Q.EF.28. Do you agree that the education framework can be applied to nursing *and* midwifery education and training?

Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree Don't know

Provide any comments here

Q.EF.29. Do you agree that the education framework is likely to ensure effective partnership working and shared responsibilities between education institutions, practice placement and work placed learning providers?

Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree Don't know

Q.EF.29a. If you have responded as strongly disagree or disagree please provide additional information for us to consider.

The RPS suggests that defining the expected roles of all the organisations involved would be useful.

Q.EF.30. Does the education framework draft standards work equally well for programmes delivered in flexible educational modes: for example full-time and part time university based, and part-time work placed?

Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree Don't know

Provide any comments here

Q.EF.31. Do you agree that the education framework promotes inter-professional learning?

Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree Don't know

Q.EF.31a. Please state any additional requirement we could state to further encourage inter- professional learning.

Provide any comments here

Q.EF.32. Do you agree that the education framework prioritises the safety of people during all education and training that takes place in academic and simulation settings?

Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree Don't know

Provide any comments here

Q.EF.33. Do you agree that the education framework prioritises the safety of people and patients during all education and training that takes place in practice placement and work placed settings?

Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree Don't know

Provide any comments here

Q.EF.34. Is there any aspect of delivery and management of education and training that you would expect to have seen in the education framework which is missing?

Yes No Don't know

Provide any comments here

Q.EF.35. Do you have any more comments on the draft Education Framework: standards for education and training?

None

Draft requirements for learning and assessment

Q.LA.36. As part of our proposed new requirements for learning and assessment, we propose separating the support and supervision of students from the assessment of students.

Do you agree with this approach?

Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree Don't know

Q.LA.37. Do you agree with our proposal that the practice assessor role should be independent of the practice supervisor role?

Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree Don't know

Q.LA.38. Are there any other ways we can ensure independence of the assessment outcomes of student proficiency?

Yes No Don't know

Define assessment criteria in a structured way.

Q.LA.39. We do not intend to set proficiencies for the new roles which we have proposed. Instead we will encourage locally agreed innovative and creative approaches to supervision and assessment to be in place.

Do you agree with this approach?

Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree Don't know

Q.LA.40. We will no longer require those supporting, supervising and assessing students to complete a programme that the NMC approves. This will enable local innovation, creative and inter professional approaches to take place.

Do you agree with this approach?

Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree Don't know

Q.LA.40a. Please state any risks that you perceive in relation to this proposal.

There is a risk of inconsistency and variability in the application of this standard if those supporting, supervising and assessing students are not required to complete an NMC approved programme. However, this is probably not the role of a regulator and more the role of a Royal College. Perhaps the RCN can provide developmental standards, support and guidance for those supporting, supervising and assessing students. .

Q.LA.41. The proposed model allows that practice supervisors can be any registered health and social care professional who is suitably prepared and does not have to be an NMC registrant. This will enable educators to decide locally the individuals and / or groups that are best placed to supervise learners.

Do you agree with this approach?

Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree Don't know

Q.LA.41a. Please state any risks that you perceive in relation to this approach.

The risk is again inconsistency and variability. However this can be mitigated by adequate training. Practice supervisors should be able to access training, support and guidance to minimise the risk of inconsistency and variability.

Q.LA.42. The proposed model states that, while a range of academic and practice based educators will contribute to assessing a student, there will be two nominated assessors - a practice assessor and an academic assessor - who will be responsible for the assessment of a student for each part of the programme.

(For example for the first year of a three year programme or semester one of a post registration programme).

Do you agree with this approach?

Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree Don't know

Q.LA.42a. Please state any risks that you perceive in relation to this approach.

There are risks that the two supervisors may operate independently rather than collaboratively. It will be important for both supervisors to ensure appropriate links are made between the knowledge and practice elements of professional learning and development.

Q.LA.43. In the future it may not be necessary for a student nurse to be assessed by a nurse from the same field of practice. Educators from academic and practice settings would decide locally who is best placed to assess the student.

Do you agree with this approach?

Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree Don't know

Provide any comments here

Q.LA.44. Do you have any more comments on the draft requirements for learning and assessment?

Provide any comments here

Draft programme requirements for pre-registration nursing

Q.PR.45 Our new programme requirements allows approved education institutions (AEIs) and their practice placement partners to set entry criteria for literacy, numeracy and digital literacy. We will not set requirements in this area.

Do you agree with this approach?

Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree Don't know

There should be a national standard ensuring consistency around entry criteria.

Q.PR.46. Within the existing pre-registration nursing entry criteria AEIs must have processes in place to allow recognition of prior learning to a maximum of 50 percent of the programme provided all the requirements are met in full. (This can be either academic and practice learning or both).

Do you agree that we should continue to set a maximum limit for recognition of prior learning?

Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree Don't know

Q.PR.46a. If you answered strongly agree or agree what percentage of the programme should be the maximum available for recognition of prior learning?

Provide any comments here

Q.PR.47. In recognition of the importance of theory and practice to student learning and proficiency, we propose that we continue to require an equal amount of education to be delivered in practice and theory. Do you support this position?

Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree Don't know

Q.PR.47a. If you strongly disagree or disagree, should we leave decisions about the proportion of practice and theory to individual education institutions and their practice placement partners?

Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree Don't know

Provide any comments here

Q.PR.48. There is currently a cap that limits 300 hours of practice learning to be achieved in simulated practice learning environments.

We are proposing that practice learning provided through simulation can be increased but should not exceed the number of hours spent in actual practice placement settings.

This means students may spend more time in simulated practice learning environments than they do now.

Do you agree with this approach?

Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree Don't know

Q.PR.48a. If you answered strongly disagree or disagree do you think there should continue to be a limited number of hours that states the cap for simulation hours used for practice hours.

Yes No Don't know

Q.PR.48b. If yes, how many hours should the cap limit be set at? Please state the maximum number of hours to be used as simulation for practice.

Simulated training has its place - especially for building confidence and competence to prepare students for more high risk and complex practice. It should be incumbent on any learning provider exceeding 300 hours of simulated learning time that they provide evidence that the outcome of delivering a high quality workforce has not been compromised i.e. there should be no discernible difference between learning providers even though a provider may deliver greater than 300 hours.

Q.PR.49. The draft pre-registration nursing programme requirements allow education institutions to decide what is required from a student at each progression point of their programme.

Do you support this approach?

Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree Don't know

Q.PR.50 Throughout our pre-consultation engagement, the introduction of a UK wide national standardised practice assessment document has been frequently proposed to improve consistency of outcome judgments on student proficiency.

Do you agree with this proposal?

Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree Don't know

Q.PR.50a. If you agreed or strongly agreed with the previous question, should the NMC work with others to support the development of a standardised practice assessment document?

Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree Don't know

Provide any comments here

Q.PR.51. Do you have any more comments on the draft programme requirements for pre-registration nursing?

Provide any comments here

Programme of change for education – equality and diversity and inclusion questions – ‘About you’

Q1. Are you responding as an individual or on behalf of an organisation? (please tick only one box)

As an individual.
If yes go to **Q2**

On behalf of an organisation.
If yes go to **Q14**

Responding as an individual

Q2. Which of the following best describes you? (please tick only one box)

I am a member of the public. If yes go to **Q6**

I am a nurse or a midwife. If yes go to **Q3**

I am a student nurse or a student midwife. If yes go to **Q5**

Nurses and midwives only

Q3. Which of the following categories best describes your current practice?

(Tick one or more areas that best describe the area you practise in)

- Direct patient care
- Management
- Education Policy
- Research
- Other (please give details here)

Q4. Please tick the box(es) which best describes the type of organisation you work for: (please tick all that apply)

- Government department or public body
- Regulatory body
- Professional organisation or trade union
- NHS employer of doctors, nurses or midwives
- Independent sector employer of nurses and midwives
- Agency for nurses or midwives

- Education provider
- Consumer or patient organisation
- Other (please give details here)

Q5. Please tick the box(es) below that most closely reflect(s) your role?

- Adult nurse
- Mental health nurse
- Learning disabilities nurse
- Children's nurse
- Specialist community public health nurse
- Health visitor
- Occupational health nurse
- School nurse
- Family health nurse
- Specialist practice nurse
- District nurse
- General practice nurse
- Midwife
- Student nurse
- Student midwife
- Other ()

All individuals

To help make sure that our consultations reflect the views of the diverse UK population, we aim to monitor the types of responses we receive to each consultation and over a series of consultations. Although we will use this information in the analysis of the consultation response, it will not be linked to your response in the reporting process.

Q6. What is your country of residence? (please tick only one box)

- England
- Northern Ireland
- Scotland
- Wales
- Other – European Economic Area
- Other – rest of the world (please say where)

Q7. What is your age (years)? (please tick only one box)

- Under 25
- 25–34
- 35–44
- 45–54
- 55–64
- 65 or over
- Prefer not to say

Q8. Are you: (please tick only one box)

- Female
- Male
- Prefer not to say

Q9. Please select one option to indicate whether your gender identity completely matches the sex you were registered at birth: (please tick only one box)

- Yes
- No
- Prefer not to say

Q10. Please indicate your sexual orientation (please tick only one box)

- Bisexual
- Gay man
- Gay woman or lesbian
- Heterosexual or straight
- Prefer not to say

Q11. What is your ethnic origin? (please tick only one box)

White

- British, English, Northern Irish, Scottish or Welsh
- Irish
- Gypsy or Irish traveller
- Any other white background (please specify here)

Mixed or multiple ethnic groups

- White and Black Caribbean
- White and Black African
- White and Asian
- Any other mixed or multiple ethnic group (please specify here)

Asian or Asian British

- Indian
- Pakistani
- Bangladeshi
- Chinese
- Any other Asian background (please specify here)

Black, African, Caribbean or black British

- Caribbean

- African
- Any other black, African, or Caribbean background (please specify here)

Other ethnic group

- Arab
- Any other ethnic group (please specify here)
- Prefer not to say

Q12. Would you describe yourself as having a disability*? (please tick only one box)

*Disability in this context means a physical or mental impairment which has a substantial and long-term adverse effect on a person's ability to carry out normal day-to-day activities.

- Yes
- No
- Prefer not to say

Q13. Please indicate your religion (please tick only one box)

- No religion
- Buddhist
- Christian
- Hindu
- Jewish
- Muslim
- Sikh
- Any other religion: (please specify here)
- Prefer not to say

Responding as an organisation

Q14. Which one of the following categories best describes your organisation? (please tick only one box)

- Government department or public body
- Regulatory body
- Professional organisation or trade union
- NHS employer of doctors, nurses or midwives
- Independent sector employer of nurses and midwives
- Agency for nurses or midwives
- Education provider
- Consumer or patient organisation
- Other (please give details here)

Q15. Does your organisation represent the views of nurses or midwives and/or the public that share the following characteristics? (select all that apply)

- Older
- Younger
- Disabled
- Ethnic groups
- Women / men
- Lesbian, gay and bisexual
- Transgender
- Pregnancy / maternity

Q16. In which country is your organisation based? (please tick only one box)

- UK wide
- England
- Scotland
- Northern Ireland
- Wales
- Other – European Economic Area
- Other – rest of the world (please say where)

Q17. Please give the name of your organisation: (Royal Pharmaceutical Society)

Q18. Would you be happy for your comments in this consultation to be identified and attributed to your organisation in the reporting, or would you prefer that your response remains anonymous? (please tick only one box)

- Happy for comments to be attributed to my organisation
- Please keep my responses anonymous

Q19. Please state your name: (Christopher John)

Q20. Please state your job title: (Head of Workforce Development)

Programme of change for education – impact assessment

The proposed new standards of proficiency, and standards of education and training should not create unlawful barriers or create disadvantage for diverse groups on the basis of: race, gender, disability, religion and belief, sexual orientation, age, gender reassignment, pregnancy/maternity, political belief or being in a marriage/civil-partnership.

Will any of our proposals have a particular impact on these groups across the following categories?

EDI.1a. Race:

Yes – largely positive impact anticipated Yes – largely negative impact anticipated No Don't know

Provide any comments here

EDI.1b. Gender:

Yes – largely positive impact anticipated Yes – largely negative impact anticipated No Don't know

Provide any comments here

EDI.1c. Disability:

Yes – largely positive impact anticipated Yes – largely negative impact anticipated No Don't know

Provide any comments here

EDI.1d. Religion and belief:

- Yes – largely positive impact anticipated Yes – largely negative impact anticipated No Don't know

Provide any comments here

EDI.1e. Sexuality orientation:

- Yes – largely positive impact anticipated Yes – largely negative impact anticipated No Don't know

Provide any comments here

EDI.1f. Age:

- Yes – largely positive impact anticipated Yes – largely negative impact anticipated No Don't know

Provide any comments here

EDI.1g. Gender reassignment:

- Yes – largely positive impact anticipated Yes – largely negative impact anticipated No Don't know

Provide any comments here

EDI.1h. Pregnancy / maternity:

- Yes – largely positive impact anticipated Yes – largely negative impact anticipated No Don't know

Provide any comments here

EDI.1i. Political belief:

- Yes – largely positive impact anticipated Yes – largely negative impact anticipated No Don't know

Provide any comments here

EDI.1j. Being in a marriage or civil partnership:

- Yes – largely positive impact anticipated Yes – largely negative impact anticipated No Don't know

Provide any comments here

This completes your responses.

Thank you very much for taking the time to participate in the NMC programme of change for education: nurse proficiencies and education framework consultation.

After you have filled in this response form

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