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|  | **Background and purpose of the NMC survey – Minimum Education and Training standards survey** Now that the UK has left the EU, the NMC is no longer required to continue to include the EU minimum requirements within its pre-registration education standards. Before the NMC’s Council can decide whether or not to make any changes to the current standards, it needs to consider the evidence for continuing to incorporate EU minimum education requirements within its standards for education and training. It also needs to consider the evidence for amending the standards and incorporating different requirements into them.  |

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|  | The EU requirements could be reviewed, with the potential to retain, amend or remove some or all of them. The NMC is open to all views and options. This research is an initial survey of views across interested stakeholders. Any proposals will be subject to a full consultation and approval by the NMC’s Council. In the meantime, the EU requirements will remain in place.This research is seeking the views of registered nurses, midwives, nursing associates, students, education providers, employers, organisations representing patients or people who use nursing/midwifery services, and others from across the four UK nations.  |

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|  | An extract from ‘Directive 2005/36/EC of the European parliament and of the council on the recognition of professional qualifications (as amended)’ (‘EU Directive’) can be found in the NMC’s standards for pre-registration nursing and midwifery programmes: |

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|  | **Standards for pre-registration nursing programmes**<www.nmc.org.uk/globalassets/sitedocuments/standards-of-proficiency/standards-for-pre-registration-nursing-programmes/programme-standards-nursing.pdf> |

The survey will explore your views on the requirements of the EU Directive, in relation to the following topics:

A) Entry into both pre-registration nursing and midwifery programmes

B) Recognition of prior learning for entry into pre-registration nursing and midwifery programmes

C) Knowledge and skills for both pre-registration nursing and pre-registration midwifery

D) Use of simulation in both pre-registration nursing programmes and midwifery programmes

E) Length and number of hours in both pre-registration nursing and midwifery programmes

F) Potential impact of any changes

|  |  |
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|  | **a) Entry into pre-registration nursing programmes**  |

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|  | The EU Directive requires that people applying to pre-registration nursing programmes need to have completed either:**A.** 12 years of general education or exam passes that allow them to access universities or higher education institutions (and can demonstrate this with a diploma, certificate or other verifiable piece of evidence)OR**B**. at least 10 years of general education or exam passes that allow them to access vocational schools or vocational training programmes for nursing (and can demonstrate this with a diploma, certificate or other verifiable piece of evidence)**Nursing (Article 31(1) of Directive 2005/36/EC)** |

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| A1 | Do you think the NMC should continue to require people applying for pre-registration nursing programmes to have met one of the requirements (as outlined in the box above)? (Tick one for option A and one for option B) |
|  |  | Continue to require – status quo option  |  | Change requirements |  | Don't know |  | No preference |  |
|  | A. Completion of general education of 12 years... |   |  |   |  |   |  |   |  |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | B. Completion of general education of at least 10 years…  |   |  |   |  |   |  |   |  |

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|  | **a) Entry into pre-registration nursing programmes** |

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| A2 | If 'change requirements' in A1. Please tell us what you think the requirements should be:  |
|  | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

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| A3 | If 'change requirements' in A1: Please explain your answer. In particular, the NMC are interested to know whether your view is based on your own experiences, any research you have undertaken, or any other sources of information.  |
|  | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

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|  | **b) Recognition of prior learning (RPL) for entry into pre-registration nursing programmes** |

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|  | In line with the EU Directive, applicants can currently request that prior learning is recognised and taken into consideration when applying to a pre-registration nursing programme. This means that the NMC can allow applicants (through their education provider) partial exemptions from the approved programme if they can demonstrate previous education and training on courses that are of an equivalent level.The full definition and further detail about recognition of prior learning can be found in the UK Quality Code for Higher Education:<https://www.qaa.ac.uk/docs/qaa/quality-code/chapter-b6_-assessment-of-students-and-the-recognition-of-prior-learning.pdf?sfvrsn=9901f781_8>**Nursing (Article 31(3) of Directive 2005/36/EC)** |

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| B1 | Do you think that previous learning **should continue** to be taken into consideration when people apply to a pre-registration nursing programme?  |
|  |   | Yes |
|  |   | No |
|  |   | Don't know |
|  |   | No preference  |

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|  | **b) Recognition of prior learning (RPL) for entry into pre-registration nursing programmes** |

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| B2 | If no in B1: Please explain your answer. In particular, the NMC are interested to know whether your view is based on your own experiences, any research you have undertaken, or any other sources of information  |
|  | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

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|  | **c) Knowledge and skills for nursing** |

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|  | The EU Directive states that education and training as a registered nurse must include learning particular types of knowledge and skills content. These are specified in **Annex V.2 of Directive 2005/36/EC** and are set out below: Table  Description automatically generated |

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|  |  |
| C1 | Do you think the knowledge and skills specified within the EU Directive (and set out above) are necessary for safe and effective nursing care?  |
|  |   | Yes |
|  |   | No |
|  |   | Don't know |

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|  | **c) Knowledge and skills for nursing**  |

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| C2 | If no in C1: Please explain your answer. In particular, the NMC are interested to know whether your view is based on your own experiences, any research you have undertaken, or any other sources of information:  |
|  | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

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|  | **d) Use of simulation in pre-registration nursing programmes**  |

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|  | The NMC standards for nursing require technology enhanced and simulation-based learning opportunities to be used effectively to support learning and assessment. This means that students cannot pass their course learning only via simulated-based approachesSimulation is defined by the NMC as: ***an artificial representation of a real-world practice scenario that supports student development and assessment through experiential learning with the opportunity for repetition, feedback, evaluation and reflection.***  |

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|  | People can mean different things when they talk about the use of simulation in health care education and training. This can include: using props, models, or mannequins to practice skills and procedures (such as mannequins to practice CPR); role-playing different situations involving nurses or midwives and people; using computer programs to train and assess clinical knowledge and decision-making; or using virtual reality systems to replicate real-life situations and allow students to interact with a ‘simulated’ patient or clinical situation for example performing a physical examination of a patient or inserting a catheter. |

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|  | The EU Directive (see **Article 31(5) of Directive 2005/36/EC**) does not mention simulation it only provides the definition of clinical training (practice learning or simulated practice learning) which involves direct contact with a healthy or sick person and/or community that can be counted as practice hours. This means that other types of simulated practice learning (such as that involving mannequins or using IT based methods), does not count towards a person’s required learning hours.  |

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| D1 | Which types of simulation-based learning can help someone to practise safely and effectively as a registered nurse? Please select all that apply |
|  |   | Simulated situations involving real people using nursing services |
|  |   | Simulation using mannequins or models |
|  |   | Simulation that involves role-play using real people which could include colleagues, students or actors |
|  |   | Simulation that involves using digital programmes to educate and assess knowledge and decision-making |
|  |   | Simulation that involves using virtual or augmented reality systems to replicate real-life situations  |

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|  | **d) Use of simulation in pre-registration nursing programmes** |

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| D2 | Do you think simulation should count towards practice learning and theory on pre-registration nursing programmes?  |
|  |  | Yes |  | No  |  | Don't know |  |
|  | Practice learning  |   |  |   |  |   |  |

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|  | Theory  |   |  |   |  |   |  |

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| D3 | Do you think there should be any limitations set by the NMC about **when** simulation can/cannot occur in a programme? (e.g. in/not in a final placement) |
|  |   | Yes |
|  |   | No |
|  |   | Don't know |
|  |   | No preference |

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|  | If you selected **yes,** please describe: |
|  | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

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| D4 | Should there be a maximum amount of practice learning that can be taught through simulation?  |
|  |   | Yes |
|  |   | No |
|  |   | Don't know |
|  |   | No preference  |

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|  | **d) Use of simulation in pre-registration nursing programmes** |

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|  | If yes in D4: What should the maximum amount of practice learning taught through simulation be for safe and effective autonomous nursing practice at the point of registration?  |
|  | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

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|  | **d) Use of simulation in pre-registration nursing programmes** |

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| D5 | Do you think that simulation should be used to assess any nursing skills and procedures or should it be limited to certain skills and assessments?  |
|  |   | Yes - any skill and procedure |
|  |   | No - limited to certain skills and assessments |
|  |   | Don't know |
|  |   | No preference  |

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|  | **d) Use of simulation in pre-registration nursing programmes** |

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| D6 | If no in D5: Are there any skills or procedures that **could be** appropriately assessed through a simulated situation, if so please list them: |
|  | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

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| D7 | If no in D5: Should simulated practice learning include any or all of the following types of simulation? Please tick all that apply  |
|  |   | Simulated situations involving real people using nursing services |
|  |   | Simulation using mannequins or models  |
|  |   | Simulation that involves role-play using real people which could include colleagues, students or actors |
|  |   | Simulation that involves using digital programmes to educate and assess knowledge and decision-making |
|  |   | Simulation that involves using virtual or augmented reality systems to replicate real-life situations |

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|  | **d) Use of simulation in pre-registration nursing programmes** |

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| D8 | All respondents: Please explain your answers about the **use of simulation in pre-registration nursing programmes**. In particular, the NMC are interested to know whether your views are based on your own experiences, any research you have undertaken, or any other sources of information:  |
|  | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

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|  | **e) Length and number of hours in pre-registration nursing programmes** |

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|  | The EU Directive sets outs the number of hours and a minimum length that is stated in years, for pre-registration nursing programmes. The EU Directive states that education and training as a registered nurse must involve at least three years of study and should include at least **4,600 hours** of study. At least a third of these hours should be dedicated to theoretical study and at least one half of these hours should be focused on clinical training.**Nursing: (Article 31(3) of Directive 2005/36/EC)**  |

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| E1 | Currently education and training must consist of at least **three years and 4,600 hours** (of which at least a third is theoretical study and at least half is clinical study). Is this the minimum necessary for someone to practise safely and effectively as a registered nurse at the point of registration?  |
|  |   | Yes |
|  |   | No |
|  |   | Don't know |

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|  | **e) Length and number of hours in pre-registration nursing programmes** |

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| E2 | If no in E1: What do you consider is the appropriate length of time to achieve proficiency for safe and effective nursing practice at the point of registration?  |
|  | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

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|  | **e) Length and number of hours in pre-registration nursing programmes** |

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| E3 | Do you think the NMC should continue to specify a minimum length and/or hours for pre-registration nursing programmes?  |
|  |  | Yes |  | No  |  | Don't know |  | No preference |  |
|  | Minimum programme length  |   |  |   |  |   |  |   |  |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Number of hours  |   |  |   |  |   |  |   |  |

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| E4 | In line with the NMC's outcome focused standards, should the time required to achieve the standards of proficiency be based on competency and outcomes rather than on number of hours? |
|  |   | Yes |
|  |   | No |
|  |   | Don't know |
|  |   | No preference  |

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| E5 | Please explain your answers to E3 and E4. In particular, the NMC are interested to know whether your views are based on your own experiences, any research you have undertaken, or any other sources of information: |
|  | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

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|  | **f) Potential impacts of the NMC changing their requirements from the EU Directive on nursing**  |

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| F1 | Do you think there will be any impacts from the NMC changing their requirements from the EU Directive on nursing in any of the four countries of the UK? |
|  |  | Yes - positive impact  |  | Yes - negative impact  |  | Both - positive and negative impacts |  | No impact |  | Don't know |  |
|  | England  |   |  |   |  |   |  |   |  |   |  |

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|  | Scotland  |   |  |   |  |   |  |   |  |   |  |

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|  | Wales  |   |  |   |  |   |  |   |  |   |  |

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|  | Northern Ireland  |   |  |   |  |   |  |   |  |   |  |

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| --- | --- |
|  | Please use this space to briefly explain your answers: |
|  | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

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| F2 | And finally, what are your views about the overall impact (positive and negative) of any potential move away from alignment with the EU Directive, specifically with respect to the following:  i. People who share a protected characteristic (Under the Equality Act 2010, there are nine protected characteristics: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation).  ii. Public protection and safety iii. Effectiveness and quality of care for people who use services iv. Experience and perceptions of nurses, midwives, nursing associates and students v. Numbers and supply of nurses, midwives and nursing associates entering education and training and entering the register  vi. Effectiveness, availability and quality of education programmes viii. Any differences in terms of impacts for nursing and midwifery  |
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| F3 | Is there anything else you would like to add?  |
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