

Tuhinga whai tohutohu | Consultation document

# Enrolled Nurse education standards Amendments to Registered Nurse education standards

October 2023

## Ngā pātai whaitohutohu | Consultation questions

### **Name of organisation/submitter:**

We may publish submissions on our website. Please check the box below if you would like your response to be kept confidential.

Please keep this response confidential

Subject	Consultation questions	Your response
Generic set of education standards for nursing programmes leading to registration	<p>Do you agree with a generic set of education standards for all nursing programmes?</p> <p>If so, why?</p> <p>If not, why not?</p> <p>What changes would you suggest to this proposal to make it more meaningful for nursing education providers and programmes?</p>	<p>Yes we agree that generic standards make sense, however to make this more meaningful articulation of the different depth of knowledge and delivery in each of these domains for the RN would help differentiate the roles.</p>

Subject	Consultation questions	Your response
<b>Standard One</b>	Do you agree with standard one and its criteria? If so, why? If not, why not?	Yes
Te Tiriti o Waitangi	Do you think standard one will enable nursing education providers and programmes to meet their Te Tiriti o Waitangi obligations?  What changes would you suggest to standard one to make it more meaningful for nursing education providers and programmes?	This would be enhanced by strengthening the language: Rather than the word “committed” using the word “obligation, and the words “active and authentic partnership” – consider “genuine and true Ti tiriti partnership.
<b>Standard Two</b>	Do you agree with standard two and its criteria? If so, why? If not, why not?	Having standard around safe care is essential – does “for the public” limit this standard? Could it say Safe care for all
Safe care for the public	Do you think standard two will ensure nursing education programmes’ focus on safe and socially accountable practice?  What changes would you suggest to standard two to make it more meaningful for nursing education programmes?	2.3 would be enhanced by adding: knowledge of relevant legislation
<b>Standard Three</b>	Do you agree with standard three and its criteria? If so, why? If not, why not?	Yes – although the differentiation between head and lead is not immediately obvious.
Academic governance, leadership and partnership	Do you think standard three will ensure nursing education programmes’ focus on safe and socially accountable practice?  What changes would you suggest to standard three to make it more meaningful for nursing education programmes?  Do you think criteria 3.1 reflects the positioning of the Head or Lead of nursing to enable quality outcomes	Yes.  Incorporating a statement that reflects the lead having a genuine relationship with Māori students to ensure that Te Ao Māori practice and processes are visible in the day to day mahi would enhance equity.

Subject	Consultation questions	Your response
	from the nursing education programme?	
<b>Standard Four</b>	<p>Do you agree with standard four, that includes individual schedules for EN and RN programmes of study, and its criteria?</p> <p>If so, why?</p> <p>If not, why not?</p>	<p>Yes this is a good way of clarifying specific components whilst identifying the shared components.</p> <p>Hard to fully comment on this without the provision of the new competencies</p>
<p>Enrolled Nurse schedule</p> <p>Programme of Study</p>	<p>Do you think standard four will ensure nursing education providers and programmes enable graduates to achieve safe and competent practice?</p> <p>What changes would you suggest to standard four to make it more meaningful for nursing education providers and programmes?</p> <p>Do you agree with the proposed change to ākongā/students completing a minimum of 700 clinical hours and 900 hours if required?</p> <p>If the number of clinical hours is reduced, what measures would the Nursing Council use to evaluate EN ākongā/students quality learning experiences?</p>	<p>Mental health and wellbeing needs to more clearly also articulate and identify mental illness and distress.</p> <p>Tangata Whaikaha need to be specifically identified as a priority group and not just mixed in with the identification of different cultures.</p> <p>The rationale for reducing required clinical hours seems to be to support more placements (more students). Sacrificing quality for quantity will not ensure the achievement of this standard or standard 2. We also know that a genuine and authentic relationship with Māori requires a commitment of time – reducing hours is not consistent with ensuring that Ti Tiriti partnership will occur.</p>
<p>Registered Nurse schedule</p> <p>Programme of Study</p>	<p>Do you think standard four will ensure nursing education providers and programmes enable graduates to achieve safe and competent practice?</p> <p>What changes would you suggest to standard four to make it more meaningful for nursing education providers and programmes?</p> <p>Do you agree with the proposed change to RN ākongā/students completing a minimum of 1,000 clinical hours and 1,400 hours if required?</p> <p>If the number of clinical hours is reduced, what measures would the Nursing Council use to evaluate RN</p>	<p>As above.</p> <p>Alongside of the expected hours for each year of study the standards would be enhanced by identifying the nature of the clinical learning at each stage – year 1 – observation and skill practice, year 2 assessment and skill development, year 3 assessment, formulation, planning, implementation and evaluation.</p>

Subject	Consultation questions	Your response
	ākonga/students quality learning experiences?	
<b>Standard Five</b>	Do you agree with standard five and its criteria? If so, why? If not, why not?	Yes
Ākonga/Student Experience	Do you think standard five will ensure students are appropriately supported?  What changes would you suggest to standard five to make it more meaningful for nursing education providers, programmes, and students?	How are people with disability supported to be successful – the document alludes to all being able to register if deemed competent, but for example how is someone with a hearing impairment supported or exempted from listening to heart sounds.
<b>Standard Six</b>	Do you agree with standard six and its criteria? If so, why? If not, why not?	Yes
Ākonga/Student assessment	Do you think standard six will ensure assessments are robust and effectively demonstrate graduates meet the competencies?  What changes would you suggest to standard six to make it more meaningful for nursing education providers and programmes?	6.4 While there is merit in the opportunity for Māori students to have assessment opportunities in Te ao Māori it is imperative that they are not disadvantaged by this in preparation for practicing as a nurse or in undertaking state finals. What consideration has been undertaken to ensure that this opportunity doesn't have unintended negative consequences.
<b>Standard Seven</b>	Do you agree with standard seven and its criteria? If so, why? If not, why not?  What changes would you suggest to standard seven.	Yes it is good to have planning and transparency around alternative options
Emergency Events	Do you think standard seven will enable nursing ākonga/students to contribute during emergencies to support communities?	Ensuring that any loss of clinical learning is supported as much as possible in simulated learning.

Subject	Consultation questions	Your response
	What changes would you suggest to standard seven?	
General Questions	Do you have any additional comments you would like to make regarding the consultation?	