

# Proposed Enrolled Nurse Competencies



**Te Kaunihera Tapuhi o Aotearoa**  
Nursing Council of New Zealand

# New Enrolled Nurse Scope Statement

Enrolled Nursing in Aotearoa New Zealand reflects knowledge, concepts, and worldviews of both tangata whenua and tangata tiriti. Enrolled nurses uphold and enact Te Tiriti o Waitangi ngā mātāpono – principles, based within the Kawa Whakaruruhau framework for cultural safety, that promote equity, inclusion, and diversity.

Enrolled Nurses are accountable and responsible for their nursing practice, ensuring all health services they provide are consistent with their education and assessed competence, legislative requirements, and are supported by appropriate standards. This includes the right of Māori and other population groups to quality services that are culturally safe and culturally responsive.

The Enrolled Nurse works in partnership and collaboration with the health consumer, their whānau, communities, and the wider healthcare team to deliver equitable person/ whānau/ whakapapa-centred general nursing care, advocacy, and health promotion across the life span in all settings. An Enrolled Nurse's practice is informed by their level of educational preparation and practice experience, and may include a leadership or coordination role within the healthcare team.

Enrolled Nurses partner with health and disability support consumers to initiate care, monitor, and enhance health status through nursing assessments, care planning, implementation, and evaluation of care. Enrolled Nurses work with access to and seek, when appropriate, guidance from a Registered Nurse or other registered health practitioner.\*

\*A health practitioner is a person who is registered under the Health Practitioners Competence Assurance Act 2003 – for example a midwife, medical practitioner or occupational therapist.

**This scope will not come into effect until gazetted by the Council mid-2024.**

# Proposed Enrolled Nurse Competencies

## Pou (Domains) of Competence

There are five pou of competence for the enrolled nurse scope of practice. Evidence of safety to practise as an enrolled nurse is demonstrated when the applicant meets the competencies in the following domains:

### Pou One: Te Tiriti o Waitangi

This domain contains competencies that gives effect to Te Tiriti o Waitangi in everyday practice, to support the right of Māori to be Māori and exercise self-determination over their lives, to improve health and wellbeing of Māori and whānau.

### Pou Two: Cultural Safety

This domain contains competencies to ensure cultural safety in practice. This requires enrolled nurses to reflect on own values, biases and beliefs, to ensure the rights of Māori, Pacific and diverse population groups to promote equity and inclusion.

### Pou Three: Knowledge Informed Practice

This domain contains competencies related to the knowledge and expertise to enable assessment, clinical decision-making, and provision of safe nursing care for individuals, whānau and communities.

### Pou Four: Professional Accountability and Responsibility

This domain contains competencies that relate to the provision of nursing care within professional, ethical and legal boundaries, that promote safe nursing practice by ensuring the rights, confidentiality, dignity and respect for people are upheld.

### Pou Five: Partnership and Collaboration

This domain contains competencies related to working in partnership and collaboration with individuals, their whānau, communities, and the interprofessional health care team across the life span in all settings.

## Pou One: Te Tiriti o Waitangi

This domain contains competencies that gives effect to Te Tiriti o Waitangi in everyday practice, to support the right of Māori to be Māori and exercise self-determination over their lives, to improve health and wellbeing of Māori and whānau.

<i>Competency 1.1</i>	Engages in professional development that builds knowledge of the articles/principles of Te Tiriti o Waitangi and its relevance to health outcomes for all.
<i>Competency 1.2</i>	Recognises the effect of colonisation and social determinants on health for Māori and their whānau.
<i>Competency 1.3</i>	Establishes effective therapeutic relationships with individuals and whānau recognising the importance of whakawhanaungatanga and manaakitanga on collective wellbeing.
<i>Competency 1.4</i>	Develops and uses knowledge of the appropriate pronunciation of Māori words and names and observes tikanga where appropriate.
<i>Competency 1.5</i>	Develops an awareness of Māori models of health.
<i>Competency 1.6</i>	Develops an understanding of Kawa Whakaruruhau ensuring nursing colleagues are supported in practice as appropriate.

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<i>Competency 2.1</i>	Practises culturally safe care (as determined by people receiving care), including supporting Māori, Pacific peoples, disabled people, rainbow community and other priority groups to meet their health and wellness goals.
<i>Competency 2.2</i>	Acknowledges the rights of individuals and prioritises access to early intervention and care to those at risk of inequitable health outcomes.
<i>Competency 2.3</i>	Maintains awareness of own culture and biases, that contributes to building a collaborative team culture recognising different world views, beliefs and practices, to provide safe care.
<i>Competency 2.4</i>	Demonstrates sustainability practices and understand the importance of responsibility to te taiao.

## Pou Three: Knowledge Informed Practice

This domain contains competencies related to the knowledge and expertise to enable assessment, clinical decision-making, and provision of safe nursing care for individuals, whānau and communities.

<i>Competency 3.1</i>	Promotes appropriate health behaviours and provides health education to support people achieve their health and wellness goals.
<i>Competency 3.2</i>	Undertakes a comprehensive nursing assessment incorporating scientific and nursing knowledge, clearly documents and initiates a plan of care, where appropriate, with the healthcare team.

<i>Competency 3.3</i>	Advocates for people and whānau, by considering their physical, emotional, spiritual, and cultural needs to provide whakapapa centred care.
<i>Competency 3.4</i>	Demonstrates nursing knowledge and experience to recognise when a person's condition has deteriorated or improved by undertaking assessment and health monitoring, interpreting promptly, documenting, and reporting findings.
<i>Competency 3.5</i>	Demonstrates the knowledge and skills, and the place of digital health and artificial intelligence technologies, to perform a range of nursing procedures, including undertaking health assessments, to provide safe effective person and whānau centred care.
<i>Competency 3.6</i>	Applies knowledge of medications, recognising side effects and adverse reactions.
<i>Competency 3.7</i>	Demonstrates the principles of safe and effective administration of medicines in accordance with local and national policies.
<i>Competency 3.8</i>	Applies infection prevention and control principles in accordance with local and national policies.

## Pou Four: Professional Accountability and Responsibility

This domain contains competencies that relate to the provision of nursing care within professional, ethical and legal boundaries, that promote safe nursing practice by ensuring the rights, confidentiality, dignity and respect for people are upheld.

<i>Competency 4.1</i>	Consistently works within legal and ethical requirements and accepts responsibility for actions and decision-making in accordance with level of competence.
<i>Competency 4.2</i>	Demonstrates effective communication, practises within therapeutic relationships and professional boundaries, adhering to the code of conduct.
<i>Competency 4.3</i>	Manages self-care to maintain and promote own health and wellbeing.
<i>Competency 4.4</i>	Engages in ongoing professional development and learning to meet continuing competence requirements.
<i>Competency 4.5</i>	Promotes a culture of safety and continuous quality improvement, challenges and reports practices that compromise the safety, rights, privacy or dignity of individuals and whānau as appropriate.
<i>Competency 4.6</i>	Demonstrates being an effective role model, preceptor and mentor for nursing students and colleagues.

## Pou Five: Partnership and Collaboration

This domain contains competencies related to working in partnership and collaboration with individuals, their whānau, communities, and the interprofessional health care team across the life span in all settings.

<i>Competency 5.1</i>	Establishes and maintains respectful relationships with people, whānau and the healthcare team by using a range of communication strategies to ensure safe care.
<i>Competency 5.2</i>	Demonstrates an understanding of when to seek guidance and assistance from the healthcare team to inform decision making and provision of care.
<i>Competency 5.3</i>	Collaborates with individuals, carers, and whānau to build and maintain trusted partnerships to meet health goals.
<i>Competency 5.4</i>	Demonstrates leadership, direction, and coordination, as appropriate, to health care assistants and kaiāwhina providing care.
<i>Competency 5.5</i>	Demonstrates own role in emergencies and other challenging or unexpected situations to maintain care and reduce risk as appropriate.

# Glossary of Terms

<b>Accountability</b>	Being answerable for own decisions and actions.
<b>Āiga</b>	Āiga means a person belong to a family, village, and nation. It's a sense of belonging and where genealogy and history intertwined. <sup>1</sup>
<b>Appropriate</b>	Matching the circumstances of a situation or meeting the needs of the individual or group.
<b>Assessment</b>	(Of skill or competence) A systematic procedure for collecting evidence to describe progress and ascertain deviations from expected outcomes and achievements.
<b>Carers</b>	Carers are individuals, family, whānau and āiga providing care for someone close to them who needs additional assistance with their everyday living because of a disability, health condition, illness or injury. <sup>2</sup>
<b>Cultural Safety</b>	Relates to the experience of the person receiving the nursing service and extends beyond cultural awareness and cultural sensitivity. It provides people with the power to comment on nursing practices and contribute to positive health outcomes and experiences. It also enables them to participate in changing any negatively perceived or experienced service. <sup>3</sup>
<b>Collaborate</b>	Work together, co-operate with each other.
<b>Competence</b>	The combination of skills, knowledge, attitudes, values and abilities that underpin effective performance as a nurse.
<b>Competency</b>	A defined area of skilled performance.
<b>Competent</b>	The person has competence across all domains of competencies applicable to the nurse, at a standard that is judged to be appropriate for the level of nurse being assessed.
<b>Domain</b>	An organised cluster of competencies in nursing practice.
<b>Health Care Assistant</b>	A person employed within a healthcare, residential or community context who undertakes a component of direct care and who is not regulated in law by a regulatory authority.
<b>Health inequity</b>	Health inequities are systematic differences in the health status of different population groups. These inequities have significant social and economic costs both to individuals and societies. <sup>4</sup>
<b>Kaiāwhina</b>	Kaiāwhina is the over-arching term to describe non-regulated roles in the health and disability sector. The term does not replace specific role titles such as healthcare assistant, orderly, mental health support worker. <sup>5</sup>

1 Efi, T. A. T. T. (2009). Su'esu'e manogi, In search of fragrance: Tui atua Tamasese Ta'isi and the Samoan Indigenous reference. National University of Samoa..p 80 & 105.

2 <https://www.health.govt.nz/our-work/carers-in-new-zealand>

3 <https://online.flippingbook.com/view/960779225/>

4 <https://www.who.int/news-room/facts-in-pictures/detail/health-inequities-and-their-causes>

5 <https://kaiawhinaplan.org.nz/>

<b>Kawa Whakaruruhau</b>	While Kawa Whakaruruhau is primarily focused on the importance of cultural safety, at its heart are Māori people their whanau, hapū and iwi. At its best, Kawa Whakaruruhau provides for a holistic model of Māori health care that moves beyond an individual patient's treatment and acknowledges the interaction between physical, mental, spiritual and whanau wellbeing. It reinforces that Māori concepts and epistemologies of health care matter and have a place in today's health system. <sup>6</sup>
<b>Legislated</b>	Those requirements laid down by New Zealand Acts and Regulations.
<b>Manaakitanga</b>	Manaakitanga is a powerful way of expressing how Māori communities care about each other's wellbeing, nurture relationships, and engage with one another. Manaakitanga also extends to the whenua that needs care in order to ensure sustainability for future generations. The value of Manaakitanga is often expressed through the responsibility to provide hospitality and protection. Manaakitanga derives from two words - 'mana' and 'aki'. Mana is a condition that holds everything in the highest regard. Aki means to uphold or support. Extending Manaakitanga requires respect, humility, kindness and honesty. <sup>7</sup>
<b>Mātauranga</b>	'Māori knowledge'. It's a modern term that broadly includes traditions, values, concepts, philosophies, world views and understandings derived from uniquely Māori cultural points of view.
<b>Pou</b>	A pou is a carved wooden post or pillar that serves as a symbol of strength and support. <sup>8</sup>
<b>Preceptor</b>	A preceptor is an experienced practitioner who provides supervision during clinical practice and facilitates the application of theory to practice for students and staff learners. Preceptorship is a clinical educational strategy where both the preceptor and preceptee work together for a specified period of time. The process of preceptorship involves teaching, learning and orientation to the clinical area.
<b>Priority Groups</b>	Māori, Pacific, disabled people, and rainbow community. <sup>9</sup>
<b>Registered Health Practitioner</b>	A person who is registered under the Health Practitioners Competence Assurance Act, e.g. midwife, medical practitioner, occupational therapist.
<b>Responsibility</b>	A charge or duty that arises from a person's role or status in a profession or organisation.
<b>Self-determination</b>	Enabling the right for Māori to be Māori and to exercise self-determination over their lives and to live on Māori terms according to Māori philosophies, values and practices, including tikanga Māori. <sup>9</sup>
<b>Social determinants</b>	Social determinants of health are the circumstances in people's environments in which people are born, grow up, live, learn, work and age, that can affect their health, wellbeing, and quality of life. <sup>10</sup>

6 Cultural Safety Guidelines ([nursingcouncil.org.nz](https://www.nursingcouncil.org.nz))

7 <https://www.imsb.maori.nz/maori-wellbeing-in-tamaki-makaurau/manaakitanga/>

8 <https://teara.govt.nz/en/te-waonui-a-tane-forest-mythology/page-4>

9 <https://www.tewhātuora.govt.nz/whats-happening/what-to-expect/nz-health-plan/>

10 <https://healthify.nz/healthcare-providers/s/social-determinants-of-health/>



<b>Tikanga</b>	Māori customary practices or behaviours. The concept is derived from the Māori word 'tika' which means 'right' or 'correct' so, in Māori terms, to act in accordance with tikanga is to behave in a way that is culturally proper or appropriate. <sup>11</sup>
<b>Te Tiriti o Waitangi</b>	The founding document for Aotearoa New Zealand signed in 1840 by the Māori people and the British Crown.
<b>Te Ao Māori</b>	The Māori world, emphasises the importance of relationships between nature and people. It is a holistic worldview that focuses on interconnections and is grounded in tikanga customary values and lore and mātauranga knowledge. <sup>12</sup>
<b>Te Taiao</b>	Te Taiao is the environment that contains and surrounds us. It refers to the interconnection of people and nature. It has four major components: Whenua (soil and land) Wai (all freshwater bodies and their connections) Āhuarangi (climate across time) and Koiora (living beings). <sup>13</sup>
<b>Nursing Practice</b>	Using nursing knowledge in a direct relationship with people or working in nursing management, nursing administration, nursing education, nursing research, nursing professional advice or nursing policy development roles, which impacts on public safety.
<b>Whānau</b>	Whānau is often translated as 'family', but its meaning is more complex. It includes physical, emotional and spiritual dimensions and is based on whakapapa. Whānau can be multi-layered, flexible and dynamic. Whānau is based on a Māori and a tribal world view. It is through the whānau that values, histories and traditions from the ancestors are adapted for the contemporary world. <sup>14</sup>
<b>Whanaungatanga</b>	Relationships and connections are central to Māori and Māori wellbeing. Whanaungatanga is about forming and maintaining relationships and strengthening ties between kin and communities. This value is the essential glue that binds people together, providing the foundation for a sense of unity, belonging and cohesion. <sup>15</sup>
<b>Whakawhanaungatanga</b>	(noun) process of establishing relationships, relating well to others. <sup>16</sup>
<b>Whakapapa-centred</b>	from whanau centred <sup>17</sup> - person, whanau, whakapapa centred care is collaborative health care focused on meeting the needs, values, and desired outcomes of individuals, whanau and future generations. It describes how this is referred to and acknowledges the longer term, multi-generational impacts, and outcomes (positive and negative) of nursing care and support. <sup>18</sup>

11 <https://www.wgtn.ac.nz/maori-hub/rauemi/tikanga-tips>

12 <https://www.otago.ac.nz/maori/world>

13 <https://www.taiaoora.nz/te-taiao>

14 <https://teara.govt.nz/en/whanau-maori-and-family/print>

15 <https://www.imsb.maori.nz/maori-wellbeing-in-tamaki-makaurau/whanaungatanga/>

16 <https://maoridictionary.co.nz/word/12711>

17 Families Commission. (2010)

18 Whānau Strategic Framework. (2009–2012).