

Tuhinga whai tohutohu | Consultation document

# Review of enrolled nurse and registered nurse competencies Including amendments to the registered nurse scope of practice statement

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## Ngā pātai whaitohutohu | Consultation questions

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Please keep this response confidential

## Enrolled nurse competencies

Consultation questions	Your response
<b>Question 1.</b> Do you think the proposed enrolled nurse competencies are broad enough to cover all practice areas?	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
Comment – needs to be a place for general comment so have added this here	We would like to comment about the short consultation time for education facilities that have a closedown period and thus inadequate time to prepare our response to these questions.

Consultation questions	Your response
	We have significant concerns re the style and complexity of the language used, some are criteria rather than statements of competence and while we considered your position about "Indicators", believe this needs to be reconsidered to support clarity of understanding and self-assessment for EN's, educators and employers
<b>Question 2.</b> Do you agree with the overall structure of the proposed enrolled nurse competencies?	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
Comment	We believe there are too many competencies and elements of repetition - see general comments above. We are not sure if the concept of POU needs further explanation meaning that each section hold equal and important taonga – plus Te Reo needs to be added like RN competencies?

<b>Pou One: Te Tiriti o Waitangi</b>	
<b>Question 3.</b> Do you agree with the scope and focus of Pou One: Te Tiriti o Waitangi?	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> Partly <input type="checkbox"/>
<b>Question 4.</b> What would you strengthen, change, or add to Pou One?	This competency needs to be reflected throughout the Competencies. There are too many, some confusing and are repetitive - for example  1.1 is confusing where the statement <i>to build knowledge/principles of Te Tiriti o Waitangi</i> and is confusing. Needs much stronger emphasis on the articles. Māori need to be addressed as tangata whenua  1.2 is an indicator not a competency  1.3 needs to address caring encounter – can you contribute to <i>collective wellbeing</i> without this?  1.5 Needs to be integrated in management of care  1.6 why here - is this cultural safety?
<b>Pou Two: Cultural Safety</b>	

<p><b>Question 5.</b> Do you agree with the scope and focus of Pou Two: Cultural Safety?</p>	<p>Yes <input type="checkbox"/></p> <p>No <input type="checkbox"/></p> <p>Partly <input checked="" type="checkbox"/></p>
<p><b>Question 6.</b> What would you strengthen, change, or add to Pou Two?</p>	<p>Needs to be linked to Pou one and Pou three</p> <p>2.2 how is this acknowledgement to be achieved?</p> <p>2.4 is confusing - clarity of meaning indicators?</p>
<p><b>Pou Three: Knowledge Informed Practice</b></p>	
<p><b>Question 7.</b> Do you agree with the scope and focus of Pou Three: Knowledge Informed Practice?</p>	<p>Yes <input type="checkbox"/></p> <p>No <input checked="" type="checkbox"/></p> <p>Partly <input type="checkbox"/></p>
<p><b>Question 8.</b> What would you strengthen, change, or add to Pou Three?</p>	<p>We had real concerns at the lack of separation between professional responsibility, Te Tiriti o Waitangi, cultural safety and Safety (IPC) - real confusion with purpose and arbitrary places some competencies were positioned?</p> <p>3.1 What does this mean? - Nurse as expert or client/resident/ patient /contradicts other competencies – power relations- needs indicators</p> <p>3.2 we like this competence statement</p> <p>3.3 worded like an anthropology approach and suggest a tick box? Needs to significantly changed for clarity Individual vs Whanau rights?</p> <p>3.4 reads well</p> <p>3.5 how does this differ from 3.2 is this continued competence?</p> <p>3.6.&amp; 7 need to be combined and clearly articulate for competence</p> <p>3.8 Task and deficit orientated and needs to be in professional practice not here</p>
<p><b>Pou Four: Professional Accountability and Responsibility</b></p>	

<p><b>Question 9.</b> Do you agree with the scope and focus of Pou Four: Professional Accountability and Responsibility?</p>	<p>Yes <input type="checkbox"/></p> <p>No <input checked="" type="checkbox"/></p> <p>Partly <input type="checkbox"/></p>
<p><b>Question 10.</b> What would you strengthen, change, or add to Pou Four?</p>	<p>4.1 we support this, yet confusing with using level of competence rather than code of conduct? All EN need this level at registration – entry to practice</p> <p>4.3 How is this competency to be managed and is this safe? Needs to be reconceptualized</p> <p>4.4 continuing competence - needs a statement of clarity for PD for entry to practice</p> <p>4.5 first statement to quality improvement okay the remainder of competence is extremely challenging and continuing competence as unrealistic for entry to practice EN</p> <p>4.6 great competency – still needs entry to practice clarity</p>
<p><b>Pou Five: Partnership and Collaboration</b></p>	
<p><b>Question 11.</b> Do you agree with the scope and focus of Pou Five: Partnership and Collaboration?</p>	<p>Yes <input type="checkbox"/></p> <p>No <input checked="" type="checkbox"/></p> <p>Partly <input type="checkbox"/></p>
<p><b>Question 12.</b> What would you strengthen, change, or add to Pou Five?</p>	<p>5.1 has a number of concepts and linkage to communication also linked to 5.3 so needs to be rewritten</p> <p>5.2, 5.4 and 5.5 need to be separated/combined to entry to practice and continuing competence</p>
<p><b>Other comments</b></p>	
<p><b>Question 13.</b> Do you have any other comments?</p>	<p>Some great starting mahi, yet lots more work to be done with further consultation please</p>

## Registered nurse competencies

Consultation questions	Your response
<b>Question 14.</b> Do you think the proposed registered nurse competencies are broad enough to cover all practice areas?	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
Comment	These are too complex ( Language vs Meaning), too many and needs language clarity as per comments relating to EN competencies re combinations and positioning some very arbitrary positioning and repetition.
<b>Question 15.</b> Do you agree with the overall structure of the proposed registered nurse competencies?	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
Comment	I think the use of Pou needs further explanation meaning that each section holds equal and important taonga? IQN understanding? Use of Te Reo for each Pou?

<b>Pou One: Te Tiriti o Waitangi, Ōritetanga and Social Justice</b>	
<b>Question 16.</b> Do you agree with the scope and focus of Pou One: Te Tiriti o Waitangi, Ōritetanga and Social Justice?	Yes <input type="checkbox"/> No <input type="checkbox"/> Partly <input checked="" type="checkbox"/>
<b>Question 17.</b> What would you strengthen, change, or add to Pou One?	We do not like the removal of professional practice as key to all competence - The articles of Te Tiriti o Waitangi are not addressed and we believe they need to be.  1.1 what does this statement mean in terms of novice to expert as entry to practice – while we appreciate the research you presented on indicators there are some competencies that require greater clarity or examples as are difficult to quantify or evidence - this is one.  1.2 Very difficult to evidence and not entry to practice 1.3 this is another way of expressing 1.2 where is health literacy and profession code of conduct? 1.4 same as current yet links well to 2.2 so a double up?

	<p>1.5 Links and repeats 2.3 – need to be rethought – question why “integrate” be integrated is te Tiriti Pou</p> <p>We suggest you combine Pou’s one and two to strengthen Te Tiriti and bicultural approach</p>
<p><b>Pou Two: Kawa Whakaruruhau and Cultural Safety</b></p>	
<p><b>Question 18.</b> Do you agree with the scope and focus of Pou Two: Kawa Whakaruruhau and Cultural Safety?</p>	<p>Yes <input type="checkbox"/></p> <p>No <input checked="" type="checkbox"/></p> <p>Partly <input type="checkbox"/></p>
<p><b>Question 19.</b> What would you strengthen, change, or add to Pou Two?</p>	<p>See comments above – should be from a te Tiriti world view</p> <p>2.2 – we did not believe that the term <i>priority groups</i> be used following key communities from a culturally safe perspective - all peoples</p>
<p><b>Pou Three: Pūkengatanga and Excellence in Nursing Practice</b></p>	
<p><b>Question 20.</b> Do you agree with the scope and focus of Pou Three: Pūkengatanga and Excellence in Nursing Practice?</p>	<p>Yes <input type="checkbox"/></p> <p>No <input checked="" type="checkbox"/></p> <p>Partly <input type="checkbox"/></p>
<p><b>Question 21.</b> What would you strengthen, change, or add to Pou Three?</p>	<p>3.1 only differential diagnosis when we are addressing excellence in nursing practice&gt; where is te Tiriti?</p> <p>3.2 - Only scientific knowledge – where is wisdom for practice and includes individual nursing care values and circumstances?</p> <p>3.3 similar to 3.2 worded like an anthropology approach and suggest a tick box? – concepts covered in 3.2</p> <p>3.4 needs concepts of health literacy added</p> <p>3.5 confusing without indicators</p> <p>3.7 use of word appropriate is value laden and immeasurable? Indicators such as - how would a student use?</p> <p>3.8.&amp; 9 need to be combined and consider role of QI</p> <p>3.10 needs to address deterioration</p>

	<p>3.11 why is this competency positioned here (and same comment 3.12 - needs to earlier in this Pou</p> <p>3.13 – how will this be safe and quantified.</p>
<p><b>Pou Four: Manaakitanga and People Centredness</b></p>	
<p><b>Question 22.</b> Do you agree with the scope and focus of Pou Four: Manaakitanga and People Centredness</p>	<p>Yes <input type="checkbox"/></p> <p>No <input checked="" type="checkbox"/></p> <p>Partly <input type="checkbox"/></p>
<p><b>Question 23.</b> What would you strengthen, change, or add to Pou Four?</p>	<p>Needs to be added with Pou 5 as the concepts of Maanakitanga and people centeredness and Whakawhanaungatanga and communication are strongly connected – separation does not assist with experiencing the whole of nursing practice which is greater than its parts?</p> <p>4.1 – assumption that all people have whanau that contribute to their health that needs to be explored in continued competence?</p> <p>4.2 – where is the ethic of care reflection from clients/residents/patients - how could this be quantified?</p> <p>4.3 who defines? requires an indicator – examples</p> <p>4.2 – 4.3 need to be combined</p>
<p><b>Pou Five: Whakawhanaungatanga and Communication</b></p>	
<p><b>Question 24.</b> Do you agree with the scope and focus of Pou Five: Whakawhanaungatanga and Communication?</p>	<p>Yes <input type="checkbox"/></p> <p>No <input checked="" type="checkbox"/></p> <p>Partly <input type="checkbox"/></p>
<p><b>Question 25.</b> What would you strengthen, change, or add to Pou Five?</p>	<p>5.1 poorly written with value judgements - how is this quantifiable for self-assessment entry to practice?</p> <p>5.2 “collective well being may not be safe for some people</p> <p>5.4 assumption the about pronunciation yet appropriateness more important? Repeat from 1.4</p>

	<p>5.5 poorly written “plain Language” ? health literacy important</p> <p>5.6 5.8 need to be integrated documentation and legal requirements</p> <p>5.9-10 need to be combined in positive language</p>
<b>Pou Six: Rangatiratanga and Leadership</b>	
<b>Question 26.</b> Do you agree with the scope and focus of Pou Six: Rangatiratanga and Leadership?	<p>Yes <input type="checkbox"/></p> <p>No <input checked="" type="checkbox"/></p> <p>Partly <input type="checkbox"/></p>
<b>Question 27.</b> What would you strengthen, change or add to Pou Six?	<p>Pou six needs to be <b>Tino</b> Rangatiratanga and links to competencies 5.9-10 above – including 6.1</p> <p>Some of these competencies read like concepts and indicators rather than statement of demonstratable competence some link to Pou 5. There are no competence statements that require overt support to students and colleagues, nor education/preceptorship. For both new colleagues and students tuakana – Teina is an essential competence</p> <p>6.2 achievable? aspirational? continued competence</p> <p>6.3 all nurses are leaders in care – what does this mean?</p> <p>6.4 what does this mean?</p> <p>6.5 continuing competence</p> <p>6.6-6.7 already covered</p>
<b>Other comments</b>	
<b>Question 13.</b> Do you have any other comments?	<p>Please rethink the number, complexity of these competencies and ways to integrate and support clarity of purpose for entry to practice and nursing in all settings</p>

## Registered nurse scope of practice statement amendments



Consultation questions	Your response
<b>Question 28.</b> Do you agree with the proposed amendments to the registered nurse scope of practice?	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
Do you have any comments?	Some really good work
<b>Question 29.</b> What would you strengthen, change, or add to the proposed registered nurse scope of practice	
Do you have any other comments?	Please re-consult once the feedback on these competencies is considered and responded to.