

## NETS review regarding EN education standards

### Standard 2.2

#### Proposed change:

The educational institution must be accredited by the Council, as per section 12(2)(a) of the HPCA Act (2003), to provide a programme leading to registration as an Enrolled or Registered Nurse.

To deliver the New Zealand Diploma of Enrolled Nursing programme there must be **a formal relationship** with an institution offering a Bachelor of nursing programme. This relationship is demonstrated through mechanisms such as a memorandum of understanding.

#### Discussion

This is already the case with CAP.

#### Our questions:

What does a formal relationship mean?

Does the HOS of the BN need to sign candidates off?

Can an Enrolled Nurse be HOS to an Enrolled Nursing programme?

### Standard 4.1

#### Proposed change:

The qualification is a level 5 diploma on the New Zealand Qualifications Framework, comprised of 180 credits, of which **30 credits must be at level 6**.

#### Discussion

- We understand that the 400 level placement will be reduced to accommodate this.
- If this is to increase the amount of RPKS into BN the level 4, science does not prepare EN for BN.
- There was discussion that there would need to be bridging courses to upskill to BN level in some subjects such as research and professional practice. This could potentially be achieved through challenge testing and/or a LO change.
- Potentially this could change the RPKS for clinical as now at level 6.

**Our questions:**

Is the intension to allow the ability to complete post registration study?

Is this to address the need to have 120 credits at level 5-6 to RPKS into BN?

Would the level 6 be to do with funding of post registration courses?

Would the entry criteria need to change?

**Standard 4.8**

**Proposed change:**

All ākonga/students complete a minimum **of 700 hours** of quality clinical learning in a variety of settings relevant to the curriculum. If required, 900 hours of clinical learning must be provided to support ākonga/student success.

Programme includes **simulated learning** to enable ākonga/students to develop clinical skills and professional capabilities prior to entering real-life clinical contexts.

All ākonga/students **completing a 240- hour (6 weeks) continuous transition to practice course** in the final semester of their programme where they are assessed against the competencies for Enrolled Nurses.

All ākonga/students in clinical learning settings as part of their programme of study, are **supernumerary** to existing staff. Ākonga/ students' clinical learning experience is not undertaken in a clinical area where they are employed. Ākonga/students on clinical learning placements cannot be included in the service providers staffing establishment.

**Discussion:**

Simulation is important the EN programme as it offers options for placement hours.

**Our questions:**

What is the definition of simulation?

Is this high fidelity with scenarios and debriefing?

**Standard 3.10**

**Proposed change:**

Clinical teaching staff will:

- be an Enrolled or Registered Nurse who holds a current annual practising certificate.
- holds a post registration/postgraduate qualification in nursing or a related discipline.

**Discussion**

We liked this idea essentially, as we see EN's as valuable teachers for EN ākonga. We discussed what potential postgraduate qualifications there are including ENSIPP. Deb and Karole have both had experience with this.

**Our questions**

What is considered a postgraduate qualification?

What is the definition of clinical teaching staff? Does this mean an EN cannot teach in the class?

**Standard 5.9**

**Proposed change:**

Each nursing education provider has a recognition of prior learning (RPL) policy:

Enrolled Nursing programme - RPL is not granted for the 240-hour continuous transition to practice course in the final semester .

The Council retains the right to seek justification for any credit granted through RPL

**Discussion**

RPL should be changes to Recognition of Prior Knowledge and Skills (RPKS).

**Standard 6.5**

**Proposed change:**

The nursing education programme has formative and summative assessments that enhance learning and inform ākonga/ students' progression. The summative assessment assesses ākonga/students against the *competencies for Enrolled or Registered Nurses* before successful completion of the programme.

The Enrolled Nurse formative and summative assessments can be signed off as appropriate, by either an Enrolled or Registered Nurse.

**Discussion:**

Essentially we agree but with short placements sometimes the formative is more of a goal setting conversation.

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