Q6: Do you support the assessment of competence of nurse practitioner candidates within specified education programmes as outlined in the Draft education programme standards?

Yes,
Please give your reasons
I support the idea that competence can be assessed by the specific programme but there is a conflict in interest and there needs to be moderation. This moderation should be completed by NCNZ. Also, there should be a standardised process to complete the competence assessment which should cover a variety of aspects of the individuals capacity, as described in the the draft, which includes verbal, written, scenario etc. Having a portfolio that is checked by NCNZ is not a good enough checking system and is doubling up. If standardised assessment which is moderated by NCNZ and delivered by Nurse Practitioners in the education programmes, there should be no major faults.

Q7: Do you think any of the following requirements will address potential conflict of interest and ensure assessments of nurse practitioner candidates are completed to a consistent standard?

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Support</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Involving suitably qualified members of the multidisciplinary team and practice representatives and/or</td>
<td>Yes</td>
</tr>
<tr>
<td>b. External moderation of assessments by other education providers and/or</td>
<td>Yes</td>
</tr>
<tr>
<td>c. Setting standards for assessment and closer moderation by the Council.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

Q8: Do you support the candidate also submitting a portfolio of learning to the Council?

No,
Please give your reasons
This is doubling up if there is a suitable framework for assessment in each education programme and adequate moderation.
Consultation on the education programme standards, and competencies for nurse practitioner scope of practice

**Q9: Do you support the assessment methods outlined in 8.4 and 8.10 of the draft education programme standards?**

<table>
<thead>
<tr>
<th>Method</th>
<th>Support</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. a portfolio of learning and clinical log of practice experience</td>
<td>Yes</td>
</tr>
<tr>
<td>b. simulated scenario based assessment</td>
<td>Yes</td>
</tr>
<tr>
<td>c. viva voce clinical assessment</td>
<td>Yes</td>
</tr>
<tr>
<td>d. observation in clinical practice settings</td>
<td>Yes</td>
</tr>
</tbody>
</table>

Please give your reasons

All of these detail capacity to practice at a high level. Expert level practice should be present in all forms assessed in this different ways.

**Q10: Do you support nurse practitioners as the clinical teaching staff for each student's clinical experience?**

Yes,

Please give your reasons

I support this idea. But - I do not feel that NPs are funded and available enough in clinical settings to be able to provide this opportunity. In my workplace there are no NPs and a systemic level of reluctance to the idea. Chicken and egg situation.

**Q11: Do you support the standards for the nurse practitioner practicum outlined in section 9 of the draft education programme standards?**

Yes

**Q12: Do you support the draft education programme standards?**

Yes

**Q13: Any other comments related to the draft education programme standards?**

Respondent skipped this question

**Q14: Do you agree that the draft competencies for nurse practitioners describe the knowledge and skills required of new nurse practitioners?**

Yes

**Q15: Do you agree that the draft competencies provide enough detail to guide education requirements and student assessment?**

Yes

**Q16: Do you support newly registered nurse practitioners practising under supervision for one year?**

Yes,

Please give your reasons

This is good follow a similar structure in place. I support that this is not 'direct supervision' but acknowledges the need to support the new prescriber and advanced role.

**Q17: Any other comments related to the proposed draft competencies for nurse practitioners or the proposal for new nurse practitioners to be supervised for one year**

Respondent skipped this question