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
In principle we support this process as it is consistent with the undergraduate programme standards. However, we are unclear about whether students who are not currently enrolled in the specific NP programme will be able to cross credit / RPL from current tertiary providers. As registration is the function of the NCNZ, it is important to ensure that institutes offering the NP programmes meet a required standard. Standards to be validated through stringent moderation processes.

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?

a. Involving suitably qualified members of the multidisciplinary team and practice representatives and/or

Yes

b. External moderation of assessments by other education providers and/or

Yes

c. Setting standards for assessment and closer moderation by the Council.

Yes

Please give your reasons or any other suggestions
Valid moderation which is specific is essential. Close monitoring, possibly bi-annually, by NCNZ and independent authorities such as NZQA and TEC. Possible collaboration with other partnerships such as New Zealand Medical Council, Pharmacy Guild.

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

Yes,
Please give your reasons
Whilst the submission of a portfolio is supported, we also acknowledge that this should also be part of the registration process. We would recommend the use of a national e-portfolio for this. We are keen not have duplication of evidence.
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

Whilst we support the suggested assessment methods, we would hope that this is not definitive and institutions may implement other appropriate assessment modes.

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

Yes,

Please give your reasons

Whilst we support nurse practitioners being part of a team of teaching staff for clinical experience, we also acknowledge that NPs must receive appropriate preparation for teaching and assessing. We are also concerned about how the NP will manage their time between education and delivering health consumer care. We would support clinical teaching being delivered by multiple health care members, such as doctors, pharmacists, physios etc. Nurse practitioners also have to teach health consumers, so we would recommend that candidates for the NP programme have an interest in teaching / education.

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

Yes,

Please give your reasons

Specifying that the practicum component of the programme must have at least 300 hours of protected clinical learning time is supported in principle. However, we would question the reality and viability of this proposal. We also question whose responsibility it is to take responsibility for ensuring that this occurs?

Q12: Do you support the draft education programme standards?

Yes,

Please give your reasons

Whilst we support the draft education standards, we are concerned about the limited number of available NPs within our region to meet this requirement. With current workloads and limited NPs we are unsure whether this is realistic. Are NPs prepared to be involved in tertiary education?

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

We would like to see the portion of students being able to RPL relevant post graduate courses into the NP programme. From our experience within a PGDip programme, students do not necessarily start PG study with a view to becoming a NP, however, as they continue with papers and realise that they have the ability to succeed at a post graduate level, the option of becoming a NP becomes a reality.
### Consultation on the education programme standards, and competencies for nurse practitioner scope of practice

| Q14: Do you agree that the draft competencies for nurse practitioners describe the knowledge and skills required of new nurse practitioners? | Yes,  
Please give your reasons  
these are comprehensive and appear to be adaptable to a variety of health care settings. |
| Q15: Do you agree that the draft competencies provide enough detail to guide education requirements and student assessment? | Yes,  
Please give your reasons  
As a draft these seem to be acceptable |
| Q16: Do you support newly registered nurse practitioners practising under supervision for one year? | Yes,  
Please give your reasons  
Supported in principle; similar to a NETP programme/Would like further detail about how this will be implemented. Who is going to provide the supervision if NPs are also supervising student NPs? |
| 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 | Has any thought been given to those nurses who are about to qualify with a Masters degree offered by Canterbury University?  
Throughout the consultation documents the needs of the health consumer seem to be limited - ethical issues, and the use of case studies for portfolio appraisal. |