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

No.

Please give your reasons.

Concern was expressed among the group about the challenge of education programme providers to remain objective around the assessment of competence of nurse practitioner candidates. This is related to the outcome measure of number of nurses gaining registration as NP as a mark of success of the programme. This concern may reduce over time as the change in education programme standards are implement. The group acknowledges the challenges facing Nursing Council NZ in maintaining a robust assessment process for NP candidates, especially with the increase in applications this year and expected to increase next year, and agree a new process is necessary. The group considers a joint assessment process between education providers, the Nursing Council NZ and an appropriate DHB representative going forward is practical and will address the potential gap of clinical assessment within the applicant's own clinical setting.
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
The group considers the suggested requirements will help address the potential conflict of interest described. However we still recommend that Nursing Council NZ are still a part of the assessment/registration process e.g. with regards to access of an appropriate NP/clinician assisting with assessment in the workplace, in conjunction with a DHB representative/or in place of a DHB representative if unavailable. A combination approach is recommended during the assessment process, and as well as this the Nursing Council should be involved in the final oversight and approval of registration.

Q8: Do you support the candidate also submitting a portfolio of learning to the Council?
Yes,
Please give your reasons
The group considers the Nursing Council still needs to be involved in decision making around registration. We acknowledge the potential inconsistency in assessments across education providers currently, and the challenges education providers face with regards to successful completion of the programme by candidates (and wanting positive outcomes of registration as a measure of success). Perhaps this will change with the roll out of new standards, and over time.
Q9: Do you support the assessment methods outlined in 8.4 and 8.10 of the draft education programme standards?

a. a portfolio of learning and clinical log of practice experience
   Yes

b. simulated scenario based assessment
   Yes

c. viva voce clinical assessment
   Yes

d. observation in clinical practice settings.
   Yes

Please give your reasons

The assessment methods proposed will ensure a more robust process is put in place as public safety is paramount. Providing a variety of different approaches to assessment techniques also helps cater to individual learning styles of the candidates. The group recommend the academic supervisor to observe practice/or delegate (e.g. NP may be consulted). Person to person observation is invaluable, and will strengthen the assessment. The group considers this is a gap currently.

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

Yes,

Please give your reasons

While the group agrees with this, we also recommend that if an NP is unavailable locally, the candidate should be able to have a GP/doctor as back up option and should not be disadvantaged.

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

The group recommends that the NP candidates should be evaluated earlier and not just at completion e.g. at set points along the pathway.

Q12: Do you support the draft education programme standards?

Yes,

Please give your reasons

But....the group has some comments around standard 9.2 which is not for consultation regarding the practicum component requiring at least 300 protected hours outside of paid work. We consider a component of the 300 hrs should be able to be within recognised paid work hours, and recommend 150 hours, with the further 150 hours protected. We consider the NP candidate should not be penalised if they work full time, and the experience they may be able to negotiate within their of employment would be valuable.

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

No
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  
Yes, the emphasis is where it needs to be, and we welcome an emphasis of the clinical component of the NP role.

Q15: Do you agree that the draft competencies provide enough detail to guide education requirements and student assessment?  
Yes,  
Please give your reasons  
Yes, it is comprehensive.

Q16: Do you support newly registered nurse practitioners practising under supervision for one year?  
Yes,  
Please give your reasons  
Very supportive of this recommendation.

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  
No. Thank you for the opportunity to submit.