



Nurse Education in the Tertiary Sector



**Nurse Education in the Tertiary Sector (NETS)**  
**&**  
**Council of Deans of Nursing & Midwifery (New Zealand)**

Submission in response to

**Health Workforce New Zealand**  
**Draft Investment Plan Prioritisation Criteria**

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Thank you for the opportunity to comment on the draft **Investment Plan Prioritisation Criteria**. One overall comment is that the terminology in this document needs to be clarified in order to ensure its reliable application across the sector. Our response will address sections of the document in order.

## **Feedback on Prioritisation Criteria**

### **1. Government Health Priorities**

Clearly support this inclusion and note that nursing has a key contribution to make in addressing government health priorities and already has a track record where workforce potential has been unleashed.

### **2. a) Productivity and b) Patient-Benefit Issues**

The intent of this prioritisation is supported however it is important to note that courses, schemes and activities alone are not sufficient to effect and sustain change – there needs to be a whole of system approach.

We would note that evaluation of these desired outcomes is essential and requires development and promulgation of national metrics that are consistently and publicly available.

### **3. Health Workforce Issues**

Our assumption is that health workforce risk assessment methodologies underpin the notion of criticality and vulnerability of specific workforce components. Our thinking is that this requires firstly a whole of system approach in terms of national data collection as mentioned previously before consideration of specific disciplines. One potential solution is to consider the health system from a patient pathway perspective and then determine skill mix informed by service reviews.

The recent work in identifying health workforce networks would inform selection of the appropriate professional organisations to include in these important planning discussions e.g. the National Nursing Organisations group which facilitates access to many roles within the one profession.

Clarification of the methodology for determining “service-load” would be helpful. One correction to be noted is that the framework referenced to Holloway contains five **criteria** for a specialty rather than five **levels** of specialty.

### **4. A Commitment to People Already in Training Existing Innovations and Service Reviews**

This commitment is pleasing to see however would benefit from some further clarification. We would support a commitment to qualification completion rather than course completion as this provides a staircase for trainees rather than a cul-de-sac. The comment re level of scholarship is unclear and needs further explanation. Additionally reduction in amount of funding may preclude the completion of the desired activity so will need to be carefully considered.

### **5. Training Scheme Issues**

If this means that courses will be run year by year, then the disruption will be great as academic programmes have longer lead in times for development. Need to clarify a 'good track-record' as tertiary training programmes are already evaluated against responsiveness to industry need as part of national quality systems such as NZQA and CUAP. We would make a similar comment in relation to the appropriate and adequate accommodation of students.

## **A-priori Assumptions**

### *General comments*

- Transparency around the process of allocation of workforce funding would be helpful to the whole of system approach recommended previously particularly in an environment of reduced resourcing.
- The previous historical allocation of funding for nursing postgraduate education was reviewed by CTA in the last two years and reallocations made

## **Methodological Assumptions**

Similar comment as above in terms of transparency of methodology around service loads.

## **Matrix for Funding**

See previous comments re the necessity for clarity and transparency around judgements against the indices. We would be happy to work with HWNZ to provide an education perspective to this work.

Thank you again for the opportunity to comment.