



Nursing Education in the Tertiary Sector Aotearoa (NZ)

Nursing Education in the Tertiary Sector Aotearoa (NZ) (NETS)

Submission in response to

New Zealand Nursing Council
Consultation document – *Annual Report template*

April 2014

Contact person Dr Kathy Holloway, National Chair

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Response to Nursing Council of New Zealand Annual Report Draft Proposal

Thank you for the opportunity to review and comment on this template.

Nursing Education in the Tertiary Sector Aotearoa (NETS) has reviewed this template in terms of the NCNZ stated purposes on page 1 (previous page), specifically:

- Qualification that leads to a scope of practice.
- How data contributes to public safety or workforce planning
- Data that NCNZ already holds
- What is really necessary to report over 5 year audit cycle?

Process of feedback

This document was discussed at length during the recent national meeting of the NETS membership in Wellington. We provide commentary throughout the document to enable context. A summary of main themes of feedback is also provided.

Summary of Feedback Themes

Section One: Current Details

- *No issues with this section*

Section Two: Student Data

- *Data collection for this format would great significant administrative burden for schools of nursing – much of this data is required in NZQA annual reports which could be sent to NCNZ*
- *Some repetition of data request noted*
- *Projected numbers a useful metric*

Section Three: Staff data

- *Data collection for this format would great significant administrative burden for schools of nursing – much of this data is required in NZQA annual reports which could be sent to NCNZ*
- *Suggestion of reporting by exception – changes within the year only*
- *Clinical staff section processes and data felt to be more usefully collected at audit*

Section Four: Research

- *Data collection for this format would great significant administrative burden for schools of nursing – much of this data is required in NZQA annual reports which could be sent to NCNZ*

Other sections comments are in context

Prepared by Kerri Arcus and Dr Kathy Holloway – April 2014

Annual Report

Under the HPCA Act (2003) sections 12(4) & 118(e) the Nursing Council of New Zealand (the Council) determines the monitoring process to ensure that schools of nursing continue to meet the Education programme standards for the registered nurse scope of practice. The Council has determined that schools of nursing offering a bachelor's degree in nursing programme will submit an Annual Report to the Council each year by May 1 (Council policy EP02.01). Annual Reports are one mechanism in the quality assurance process employed by the Council to monitor the ongoing delivery and quality of registered nurse educational preparation and to assure the public that graduates are safe to practice nursing. The annual reporting process requires the educational institution and school of nursing to self assess their continued compliance with the Education programme standards for the registered nurse scope of practice.

The Council has also committed to monitoring the ongoing supply of graduates for the nursing workforce. It has been identified that there will be an increased demand for nurses over time in order to meet the health care needs of New Zealand (NCNZ August 2013). Therefore the collection of ongoing, reliable data is important to identify trends for workforce planning to ensure the adequate supply of new graduate nurses.

The purpose of the Annual Report is to:

- monitor the ongoing meeting of the Education programme standards for the registered nurse scope of practice and that the standards for the educational institution, programme resources and quality management systems are maintained
- monitor changes to the programme previously identified to the Council through the accreditation and monitoring process
- monitor any risks to the programme identified by previous accreditation and/or monitoring processes
- provide reliable ongoing data regarding graduate numbers to inform workforce planning.

Schools with two intakes per year are to present the data sets separately. Schools with more than one campus need to identify how the data is presented. Schools with more than one accredited programme must complete a separate report for each programme.

SECTION 1: CURRENT DETAILS *This section ok*

	DESCRIPTION OF ITEM	CURRENT DETAILS FOR ITEM
1	EDUCATIONAL INSTITUTION	<i>Insert name of education institution</i>
2	NAME OF ACCREDITED PROGRAMME	<i>Insert name of programme e.g. Bachelor of Nursing</i>
3	PROGRAMME CODE OF ACCREDITED PROGRAMME	<i>Insert the code the educational institution uses for the programme</i>
4	CURRENT ACCREDITATION / MONITORING STATUS <i>Could ask specific question where the school is on current monitoring / audit process.</i>	<i>E.g. All standards met or some standards not met and action plan in place to meet standards including current status of action plan</i>
5	SITES WHERE ACCREDITED PROGRAMME IS CURRENTLY OFFERED	<i>Insert location of all campuses where the programme is currently provided – suburb/town/city</i>
6	MAXIMUM NUMBER OF STUDENTS CURRENTLY AUTHORISED TO BE ENROLLED PER COHORT	<i>Insert maximum number of students currently enrolled in each new cohort</i>
7	NUMBER OF COHORTS AUTHORISED TO COMMENCE PER PROGRAMME PER YEAR	<i>Insert maximum number of cohorts currently commencing each year.</i>
8	PROGRAMME LENGTH	<i>Insert current length of programme for a full time enrolment and/or part time equivalent enrolment in weeks</i>
9	ENTRY LEVEL ENGLISH LANGUAGE PROFICIENCY REQUIREMENTS	<i>Insert current level of English language proficiency required for acceptance to the programme as stated in programme regulations.</i>
10	HEAD OF NURISNG	<i>Insert name and contact details of the current Head of Nursing and year approved by Council</i>
11	PROGRAMME COORDINATION OR EQUIVALENT POSITION	<i>Insert name and contact details of the current programme coordinator or equivalent position</i>

Comment [a1]: Spelling

SECTION 2: STUDENT DATA

Rationale for collecting data needs to relate to public safety or important workforce development data. Suggestion is that data collected should only relate to a qualification that leads to registration.

2.1 Previous calendar year (insert year)

	Year 1	Year 2	Year 3	Total
Number of applicants for year 1 of the programme **				
No. enrolled (EFTs)				
No. enrolled part time				
Transfers in				
Transfers out				
Repeat enrolments (per course)	<i>N/A. Rationale for this? Difficult to measure and not related to public safety.</i>			
Number of students awarded Recognition of Prior Learning				
Withdrawals				
Reasons for attrition e.g. fail, personal, family relocation, wrong choice of profession	<i>N/A. Not considered necessary. Difficult to get accurate data. Institutions have different processes and categories. Fail is recorded differently.</i>			
Number graduating (Year 3 only)				
International students **				

Comment [a2]: "Applicant" is ambiguous. Some people apply to multiple institutions. Should this be "enrolments"? Institutions' student management data systems record this differently.

Comment [a3]: Full time EFTS or total 'head count'?

Comment [a4]: EFTS or head count?

Comment [a5]: Course may mean papers/ whole year / whole programme?

Comment [a6]: Rationale for collecting this info? RPL may be a few credits or up to a % of the course depending on individual institution regulations? Do you want to know number of transfers from other institutions?

Comment [a7]: Or attrition? Needs further clarification. "Withdrawal" doesn't capture all who leave a programme.

**** data collected specifically for workforce planning**

Maori students				
Pacifica students				
Students <25 years of age **				

**** data collected specifically for workforce planning**

2.2 Current calendar year as of March 31 (please insert year)

How is this useful data? Why 31st March? Institutional data / stats would all need to be re-worked to accommodate this date. Much is repetitive from previous page.

	Year 1	Year 2	Year 3	Total
Number of applicants for year 1 of the programme **				
No. enrolled (EFT)				
No. enrolled part time				
Transfers in				
Transfers out				
Repeat enrolments (per course)				
Withdrawals				
Number of students awarded Recognition of Prior Learning				
Reasons for attrition e.g. fail personal, family relocation, wrong choice of profession				
Number graduating (Year 3 only)				
International students **				
Maori students				
Pacifica students				
Students <25 years of age **				

Definitions: EFT equivalent full time student
International student international full fee paying student

2.3 Projected Student numbers *Good question for workforce planning / projections.*

Projected student intake in year one of the programme for the following two years: _____

Rationale for increase/decrease

SECTION 3: STAFFING INFORMATION

3.1 Academic staff list: list all current staff; please highlight changes to staff list since last report. This includes new staff appointments and changes to existing staff responsibilities.

Is another approach reporting by exception? E.g: significant changes since last reporting year? / qualification upgrades / new staff / staff resigned / significant staff:student ratio changes.

Name	Position/title; date joined staff	Academic qualification	Teaching qualification	APC no. and expiry date	Teaching courses assigned	Additional information e.g. complete Masters this year, parental leave

Comment [a8]: Titles are variable as are role expectations across TEP's. Is this useful data?

Comment [a9]: *Could ask by exception for people who don't have quals required for teaching degrees.*

Comment [a10]: *Purpose? Held by NCNZ already.*

Comment [a11]: Difficult to provide useful, accurate and comparable data. A number of staff teach across papers & programmes.

3.2 Clinical staff list (if relevant to teaching model): include all staff who are employed to undertake a clinical teaching role, clinical staff joint appointments, part and full time staff *This section was not considered relevant for annual reporting purposes; may be relevant at audit.*

Name	Clinical position and academic qualifications	Orientation to BN and teaching role completed	Teaching responsibilities	APC no. and expiry date	Additional information e.g. joined staff, short term contract, undertaking Postgrad study

3.3 Academic and clinical staff age ranges** Please complete the following table to show the number of academic and clinical staff in each of the age ranges. *Available on Council database.*

Number of staff	21-30yrs	31-40yrs	41-45yrs	46-50yrs	51-55yrs	55 +yrs
Academic staff						
Clinical teaching staff						

** data collected specifically for workforce planning

4.2 Professional development. List the professional development activities undertaken by each staff member in the last calendar year

Name	Professional development activities	Additional information e.g. enrolled in conference (name) next March
<i>As above – all in TEC Annual Programme Evaluation Report.</i>		

SECTION 5: AREAS FOR COMMENT

The following areas are to be reported on by the school. Please include reference to the last monitoring report and note any changes, progress, plans and challenges in the area.

5.1 **Changes to the programme** (Refer to Standard One Education Programme Standards for the registered nurse scope of practice and Section 2 2.3.3.2 Standards in the Handbook for nursing departments)

Changes to the programme since last annual/monitoring report. Include any changes to delivery methods including theory and clinical experience components and rationale for changes. Describe how the progression of theoretical and clinical experience is maintained across the three years.
<i>Suggestion to quantify this to Category B or higher using NZQA framework.</i> <i>May be more useful distinguish between programme changes and specific significant changes to delivery, clinical teaching models and delivery, clinical ratios and simulation.</i>

5.2 **Proposed changes**

Proposed changes to the programme for current and following year, including rationale.
<i>Good question</i>

5.3 Learning support for Māori and Pacifica students

Describe strategies employed to support Māori and Pacifica students** to succeed in the programme. Include evaluation of these strategies and action plan.

All in APER

5.4 Highlights of the year

Key highlights of the year: including new initiatives, examples of good practice; visiting scholars; research funding.

How will this data be used? Doesn't relate to public safety or workforce planning.

5.5 Programme evaluation

Evaluation of the programme: include data collection methods, student feedback, trends noted, summary of feedback and action plan

Supplied at audit. Does it need repeating each year – or document by exception? E.g: Any changes to programme evaluation?

**** data collected specifically for workforce planning**

5.6 Clinical teaching model

Clinical teaching: describe any changes to clinical teaching and supervision; state the staff: student ratios in each clinical paper; summary of clinical experience evaluations.

Good that this is only needed for changes. Is this covered in 5.2?

Needs further clarification – changes since last audit?

N.B: a number of institutions have integrated papers so most / all papers have a clinical component.

Summary of clinical experience evaluations – rationale for collecting this annually?

5.7 Stakeholder evaluation

Stakeholder engagement: include formal and informal meetings and collaborative activities.

Suggestion to only report on formal activities and Advisory meetings. E.g: Stakeholder evaluation: Advisory's (no's of external members present) & external meetings.

Difficult to quantify "informal meetings and collaborative activities". Very subjective. Rationale?

SECTION 6: CONFIRMATION THAT PROGRAMME REMAINS MATERIALLY THE SAME AS THE PROGRAMME ACCREDITED

6.1

Are any of the current details you have supplied above different in any way to the information your educational institution previously supplied to and was subsequently accredited and/or monitored by the Council?

Please Tick

Yes If yes please provide details below

No

Insert details

6.2

Are any of the governance *and management* arrangements of your educational institution different in any way to the information your institution previously supplied to, and was subsequently accredited and/or monitored by the Council?

Please Tick

Yes If yes please provide details below

No

Insert details

in any way to the information previously supplied to and was subsequently approved or accredited by the Council.

Comment [a12]: Need to capture changes to organisational structure that may impact on nursing programmes.

6.3

Are any other aspects of your educational institution or the accredited programme that relate to the Council Education programme standards for the registered nurse scope of practice different in any way to the information your educational institution previously supplied to and was subsequently approved or accredited by the Council

Yes If yes please provide details below

No

Insert details

6.3: what is meant here?

SECTION 7: DECLARATION

NETS feel that it is appropriate for the HOS / NCNZ delegate to sign this as an aspect of professional responsibility.

Declaration by authorised person completing this form on behalf of the educational institution I, *(insert full name)*.....

Being a *(insert occupation)*.....

Of *(insert educational institution and address)*.....

.....

Make the following declarations

- 1 I have been authorised by the educational institution named above to supply the details in this document to the Council and to make this declaration
- 2 To the best of my knowledge and belief:
 - (a) Except as noted above, the educational institution named above and the accredited programme specified above continue to comply with the Council Education programme standards for the registered nurse scope of practice and the Policy guidelines for the accreditation of institutions seeking to establish a school of nursing.
 - (b) The information supplied to the Council in this Annual Report is true and accurate.

Signed *(signature of named person)*.....

Declared at *(place)*.....

Add in place for signature of other contributors to the report.

Other considerations:

- *Different template for postgraduate and Enrolled Nursing?*
- *Glossary required?*
- *Feedback would be appreciated.*