Nursing Entry to Practice (NETP) Programme

Programme Learning Framework and Handbook
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Our Vision

Executive Summary

The goal of the one year Nursing Entry to Practice (NETP) programme is:

“New Zealand nursing graduates commence their careers in New Zealand: well-supported, safe, skilled and confident in their clinical practice” (MOH, 2014).

The MidCentral District NETP Programme reflects the National NETP Learning Framework (2016), the Ministry of Health Nursing Entry to Practice Programme Specifications (2014), the Nursing Council of New Zealand Standards for Nurse Entry to Practice Programmes (2015) and the Central Regions’ strategic priorities.

The MidCentral District NETP Programme will enable new graduate nurses to provide competent and skilled nursing care in primary and secondary health settings, promote recruitment and retention, develop nursing networks and contribute to the health of our communities.

The programme supports nurses in developing confidence in nursing practice, independence in clinical reasoning and decision making, and acceptance of the responsibility of the registered nurse role. The nurse will have access to a supported teaching and learning environment, effective orientation and preceptorship. Nurse Educators work with the new graduate nurse and preceptor, teach, coach and support them as they progress through the programme.

The Learning Framework is based on the MidCentral Nursing Practice Development Programme, Competencies for the Registered Nurse Scope of Practice (NCNZ, 2010) and the NCNZ approved Professional Development and Recognition Programme (PDRP) competencies. The nurse will be assisted in developing a career plan, which may include post graduate education. Funding to support this is through Health Workforce New Zealand (HWNZ).
1. Programme overview

Working together, health care providers and consumers across our district agreed that our vision be extended from “quality living-healthy lives” to include “well communities”, encapsulating an emphasis on a more inclusive and integrated health system that includes social sector partners as well as individuals and their family, whānau and communities. They also agreed the MidCentral Districts’ Strategic Framework four key priorities are:

- Achieve quality and excellence by design
- Partner with people and whānau to support health and wellbeing
- Connect and transform primary, community and specialist care
- Achieve equity of outcomes across communities.

The four core values underpinning our work are about being compassionate, courageous, respectful and accountable.

![WE WILL BE](image)

1.1 Programme Requirements

The NETP Learning Framework reflects the National NETP Learning Framework, the Ministry of Health Nursing Entry to Practice Programme Specifications (2014), the Nursing Council of New Zealand Standards of Nurse Entry to Practice Programmes (2015) and the Central Regions’ strategic priorities.

The NETP programme integrates the principles of Te Tiriti o Waitangi, whānau ora principles and cultural safety in practice. The new graduate will achieve a competent level PDRP at the completion of the programme.
1.2 Learning Outcomes

At the completion of this programme the new graduate nurse will evidence the following outcomes:

- Domain 1: Professional Responsibility - competencies that relate to professional, legal and ethical responsibilities and cultural safety. These include being able to demonstrate knowledge and judgment and being accountable for own actions and decisions, while promoting an environment that maximises client safety, independence, and quality of life and health.

- Domain 2: Management of Nursing Care - competencies related to client assessment and managing client care, which is responsive to the client’s needs and which is supported by nursing knowledge and evidence based research.

- Domain 3: Interpersonal relationships - competencies related to interpersonal and therapeutic communication with clients, other nursing staff and inter professional communication and documentation.

- Domain 4: Interprofessional health care and quality improvement - competencies to demonstrate that as a member of the healthcare team, the nurse evaluates the effectiveness of care and promotes a nursing perspective within the interprofessional activities of the team.

1.3 Study days

The study days are a blend of generic and context specific study days. A variety of teaching and learning methods are used to develop the inquiry, problem-solving ability and reasoning needed to support clinical practice. These include presentations by subject experts, skills development and scenario based learning.

1.4 Clinical Practice

Clinical practice is core to the NETP vision of supporting safe, skilled and confident first year registered nurses to develop and consolidate their clinical practice. The nurse will complete a minimum of 40 weeks at 0.8 FTE (4 days per week). The NETP programme does not currently offer clinical rotations.

1.5 Supernumerary Period

Supernumerary time is spent with an assigned preceptor. During the supernumerary period, the preceptor and new graduate nurse work together sharing a case load of increasing complexity. Preceptors continue to support and guide the new graduate nurses’ learning and development throughout the programme.

1.6 Preceptorship

The Preceptor is a registered nurse who works alongside the new graduate nurse in practice to facilitate learning, teaching, assessment, evaluation and provide on-going feedback on their practice progression. The Preceptor and new graduate nurse develop, implement and evaluate an individualised learning plan that meets the learning needs of the nurse and assists effective integration into the setting. The Nurse Educator supports the preceptors through professional development as required including preceptor/assessor training.

Preceptors strengthen the application and use of nursing knowledge in clinical situations. By providing constructive feedback, and facilitating critical and reflective practice they support practice development, clinical reasoning and skill development. The preceptor role is pivotal to the successful transition of the new graduate nurse into their new responsibilities, and therefore they must have regular and consistent time together throughout the programme.
Preceptors are required to meet the following criteria:

- A current annual practising certificate in the RN scope of practice
- Successful completion of a preceptor and/or assessor training programme
- Demonstrated commitment and willingness to support and encourage a new graduate nurse
- A commitment to provide feedback to the new graduate nurse and receive feedback on their performance as a preceptor.

Initial preceptor education of 16 hours is required with ongoing, continuing education evidenced.

1.7 Goal Setting and Appraisals

Goal setting and performance appraisals will be undertaken to monitor progress and provide feedback in relation to expected programme outcomes.

The goal setting process is an opportunity to review progress and to discuss practice development and learning needs. Goals are set as per the Nursing Practice Development Programme (NPDP) timeline. Further goal setting and review occurs as part of the performance appraisal. It is intended that goals are met in time for review at the subsequent appraisal.

The preceptor and the nurse manager provide oversight and feedback during the goal setting and appraisal process and work with the new graduate nurse to facilitate development. Other clinical staff may also provide feedback.

A performance appraisal against NCNZ competencies is undertaken at 12 weeks and 40 weeks prior to the submission of a competent portfolio and the completion of the NETP programme.

1.8 Reflective Practice

Preceptors facilitate reflective practice within the workplace environment. Reflection involves looking at a situation and critically reviewing events that took place. Reflection can involve identifying positive and negative aspects of an event.

Development hours can be used for:

- Feedback on progress with goal setting and appraisals (which include joint goal development and assessment of progress)
- Progress on area specific skill development
- Ongoing education around areas requiring further development
- Peer support and critical reflection
- Cultural and clinical support.

Nurse Educators supporting new graduate nurses may also facilitate reflection sessions to share and reflect on experiences in the NETP programme.
1.9 Support for Māori patients, whānau and staff

We have a key role in aiming to address disparities in health status and achieve health equity by improving health outcomes for Māori and other population groups. The key priorities and actions to improve the health of Māori in our district are outlined in the Annual Plans.

While health status is continuing to improve in general, inequities do exist particularly for Māori and Pacific people, individuals and whānau/families who experience socioeconomic disadvantage and for people living in Horowhenua.

Māori Relationship Board – Manawhenua Hauora

Our commitment to Māori Health is formally recognised in a Memorandum of Understanding with Manawhenua Hauora - a consortium of the four Iwi within the district, namely;

- Ngāti Kahungungu ki Tamaki Nui a Rua
- Ngāti Raukawa ki te Tonga
- Rangitāne o Manawatu and Rāngitane o Tamaki Nui a Rua
- Muaūpoko.

Manawhenua Hauora is the formal Māori Relationship Board that sits as a Treaty partner to the MidCentral DHB’s Board. The Memorandum of Understanding is put into effect through an annual work programme agreed between Manawhenua Hauora and MidCentral DHB. Manawhenua Hauora and MidCentral DHB’s Board hold an annual hui to consider progress made over the past year and to discuss the next year’s work programme and priorities. Manawhenua Hauora maintains the Kaitiakitanga (guardianship) of our Māori Health Plan.

Four fundamental principles underpin MidCentral DHB’s and Manawhenua Hauora’s commitment to Māori Health:

- a common interest and commitment to advancing Māori health
- building on the gains and understandings already made in improving Māori health
- applying the principles of the Treaty of Waitangi to work to achieve the best outcomes for Māori health
- partnership and mutual regard

(MidCentral District Health Board, 2016/2017).

Staff Support

Cultural supervision is available to all staff and is provided at Te Whare Rapuora or a place where you identify as most comfortable for you. Supervision can take place on a one to one basis or facilitated as a group. New graduate nurses will be introduced to sources of cultural support available during induction and orientation. Cultural supervision enables a safe environment where trust is built through a process of whakawhanaunga, or building relationships and cultural issues relating your practice and whānau/family you are working with can be discussed.

Care for whanau Māori "honours and responds to individual patient, needs, values, preferences and goals." It is through this lens that we describe how whanau-centred care should be an imperative for all health care systems within the MidCentral district.
Pae Ora Māori Health Directorate

The Pae Ora Māori Directorate is committed to increasing the health status of Māori by ensuring that quality and effectiveness of services they receive are enhanced for that patient and their whānau.

The Pae Ora Māori Health Directorate has continued to consolidate its role and function within the organisation and across primary health and whānau ora sectors. Learning sessions with Te Tihī o Ruahine Whānau Ora Alliance and Pae Ora Teams are regularly scheduled and undertaken. These provide a forum where all staff are able to share their work initiatives and practice models across the services creating practical integration between DHB and Iwi/Māori Providers.

Pae Ora consult strategically to ensure a Māori worldview is included throughout clinical pathways and service delivery level & new initiatives

- Promoting positive heath messages from a cultural context.
- Support and direction for staff/clinicians in a planned co-ordinated approach.
- Cultural supervision for new staff.
- Advocacy is purposeful and powerful for the patient and their whānau.
- An integrated approach throughout both primary and secondary care will provide a seamless health service to whānau.
- Referrals for Whānau Ora or Kāinga Whānau Ora navigators to ensure positive strength based outcomes.
- Integration of Whānau Ora - family inclusive care.
- Treaty of Waitangi and cultural responsiveness education.
- A holistic approach based on Te Whare Tapa Whā.

Cultural supervision may take place on a one to one basis or as part of the group, including Pae Ora Maori Health Directorate, Te Whare Rauhora and Central PHO Māori and Pasifika Health Team.

1.10 Cultural Support

Examples of cultural support networks include the Pacific People Advisory Group, Central PHO Pacific Team and the Palmerston North Ethnic Council. In addition there are a number of staff across the network who have indicated willingness and competence in the provision of cultural support. The Nurse Educators have access to these resources and can assist the new graduate nurse to access appropriate cultural support.

1.11 PDRP Portfolio

In order to successfully meet completion criteria for the NETP programme and be eligible to graduate, the nurse must be assessed as having achieved ‘Competent Level’ on the PDRP. The following evidence is to be included in a professional portfolio:

- Copy of current Annual Practising Certificate
- Hours of practice, and professional development
- Reflections on professional development
- Performance Appraisal (including assessment against NCNZ competencies and evidence of meeting mandatory, core and enhanced training requirements)
- Full self and peer assessment, utilising PDRP documents.

Further details and information on the PDRP portfolio process are provided during the NETP programme.
2 Programme Requirements

2.1 Minimum Entry Requirements
In order to be eligible for the funded programme the new graduate nurse will:

- be engaged in the training programme described in this specification
- be a New Zealand citizen or hold permanent residency
- hold a pre-registration nursing degree from a Nursing Council accredited programme
- attain the nursing degree no longer than 24 months prior to commencement on the NETP programme
- hold registration with the NCNZ within the Registered Nurse Scope of Practice, 'in good standing' (i.e., have no restrictions on practice)
- have a current practicing certificate
- have participated in the ACE recruitment process
- be currently employed at a minimum of 0.8 FTE employment (32 hours/week)
- not have practised as a New Zealand registered nurse continuously for longer than six months before starting on the NETP programme
- complete the NETP programme within a minimum of 40 weeks and a maximum of 52 weeks.

While the funding for any new graduate nurse cannot exceed 12 months, the NETP programme provider is able to consider extending the timeframe for completing the NETP programme requirements in cases of illness or other individual special circumstances.

2.2 Recruitment and Selection
Nurses in their first year of practice will apply via the Advanced Choice of Employment process. Advanced Choice of Employment uses a centralised match process which simultaneously considers the applicants work place preference as well as the employers’ preference of applicants.

The NETP Programme Coordinator manages the Advanced Choice of Employment process for recruitment and screens applications, facilitates the interview and selection processes and liaises with nurse managers to facilitate employment of nurses.

2.3 Support Structures and Resources
The ongoing development, co-ordination, implementation and evaluation of the programme are the responsibility of the Nursing Practice Development team in partnership Nurse Leaders/Managers, preceptors and new graduate nurses.

The NETP programme policy (MDHB-2750) details each person’s responsibilities in facilitating and supporting the Programme.

The NETP Programme Coordinator and Nursing Practice Development team are responsible for:

- Supporting the nurse to identify their learning needs
- The development of preceptors working alongside the first year registered nurse
- Monitoring service trends, professional and legal issues impacting on practice incorporating these into the programme
- Moderation processes, review and update of the programme.
2.4 Nursing Practice Development Programme (NPDP)

Successful completion of the Nursing Practice Development Programme is a core component of the programme. The aims of the Nursing Practice Development Programme are:

- to identify the values and philosophy that underpin nursing practice in our District
- to ensure that everyone receives a structured orientation to their immediate work environment and the wider organisation
- to clarify expectations in relation to Mandatory and Core training and Enhanced Learning requirements for new nursing staff
- to provide a range of critical thinking scenarios that are applicable to nurses at every career stage and that will complement initial and on-going training.

2.5 Individualised Learning Plans

The preceptor, new graduate nurse and nurse educator will negotiate an individualised learning plan that identifies personal and organisation specific learning needs. This assists the preceptors and nurse educators to be more responsive to the individual requirements of each new graduate nurse.

2.6 Confidentiality Requirements

Internal processes are established to ensure confidentiality of the collection and storage of data related to programme participants and employing organisations. This is maintained on password protected computer databases. Participating organisations are notified of and consent to the information being collected and released to Nursing Council and Health Workforce New Zealand.

2.7 Completion of NETP Programme

The new graduate nurse must meet the following criteria:

- attend all study days
- work the minimum clinical hours as contracted (0.8 FTE minimum)
- have satisfactory performance appraisal at 12 weeks and 40 weeks
- complete the NPDP programme
- achieve a competent PDRP Portfolio.

2.8 Exit Points

Nurses exiting the programme prior to completing requirements will be provided with a transcript outlining education and competencies attained, including certifications gained.

2.9 Programme Delivery

Study days are integrated throughout the programme to support self-directed learning and clinical practice experiences. There are a variety of teaching/learning strategies used, including clinical experts, self-directed learning activities, reflection/critical evaluation and case reviews. All new graduate nurses are able to access the MidCentral Centennial Clinical Library and the on-line learning platform Ko Awatea.
3 Assessment

3.1 Assessment Process
The role of the preceptor is to assess the nurse against the Nursing Practice Development Programme. Activities such as individual learning plans, journaling, case review, and self and peer assessment will assist the nurse to reflect on practice, develop new knowledge and plan their ongoing development. Presentation of this work, in the form of a portfolio, will provide evidence of achievement. The Nursing Practice Development Programme contributes to the PDRP portfolio requirements.

3.2 Assessment Timeline
Assessments can be formal or informal and include the application of theory to practice. Assessment is based on the Nursing Practice Development Programme and PDRP.

3.3 Inability to meet NETP Requirements
If a new graduate nurse is having difficulty in meeting assessment requirements, it is recommended the Nurse Manager follows the process outlined in Appendix 2.

3.4 Appeals Process
If the new graduate nurse does not achieve assessment standards they have the right to appeal the decision. This can be done by clearly stating their grounds for appeal in writing and forwarding this to the NETP Programme Coordinator within one week of notification of the assessment outcome.

On receipt of notification, the NETP Programme Coordinator will assemble a review panel who will assess the documented evidence and interview the applicant and preceptor within two weeks of notification of appeal. A written report and decision will be sent to the applicant with copies to the nurse manager within seven days of the review. The decision of the assessment review panel is final.

3.5 Programme Evaluation
The programme will be evaluated 12 months. Included in the evaluation process are the nurses, preceptors and nurse managers.

3.6 Moderation
The moderation process is designed to monitor validity, reliability and fairness of assessments and programme requirements as well as the uniformity of standards. The Nurse Educators will monitor the Nurses’ progress overall, including assessments and programme requirements. The NETP Advisory Group will monitor compliance with programme requirements.

3.7 Industry Involvement
In our District the two main centres for tertiary nursing education are UCOL and Massey University, whose undergraduate nursing students access our health caper settings for clinical practice experience. Nurse Educators work with the advisory groups of both providers on curriculum development and implementation, ensuring a smoother transition from student to new graduate nurse.
Appendix 1: NETP Hospital Service Timeframes

NETP TIMELINE HOSPITAL SERVICES

- **6 Weeks**
  - COMPLETE MANDATORY ORIENTATION INCLUDING:
    1. Company Orientation
    2. Nursing Orientation

- **12 Weeks**
  - COMPLETE CORE ONLINE MODULES:
    1. Direction & Delegation
    2. Trendcare initial Training Package
    3. Smokefree
    4. Hand Hygiene
  - COMPLETE O’SHEA NO LIFT ASSESSMENT
  - COMPLETE FUNDAMENTAL IV COMPETENCIES
  - COMMENCE ENHANCED TRAINING (Area specific knowledge and skills)
  - TRENDCARE IRR TEST

- **20 Weeks**
  - 12 WEEK NURSING PERFORMANCE APPRAISAL
    - Nursing Performance Appraisal & Development Plan (NPA&DP) completed with Charge Nurse
  - COMPLETE Domains 1-4 of Nursing Practice Development Programme

- **40 Weeks**
  - CONTINUE WITH ENHANCED TRAINING (Area specific knowledge and skills)
  - COMPLETE ENHANCED TRAINING (Area specific knowledge and skills)
  - 40 WEEK NURSING PERFORMANCE APPRAISAL
    - Nursing Performance Appraisal & Development Plan (NPA&DP) completed with Charge Nurse

- **52 Weeks**
  - COMPLETE MANDATORY ONLINE MODULES:
    - NCNZ Code of Conduct
    - Legislative Compliance
    - Infection Control
    - Electrical Safety
    - Fire and Evacuation
  - COMPLETE O’SHEA NO LIFT WARD ASSESSMENT
  - COMPLETE FUNDAMENTAL IV COMPETENCIES
  - COMMENCE ENHANCED TRAINING (Area specific knowledge and skills)
  - TRENDCARE IRR TEST

**Monthly formal meetings with area Nurse Educator to set goals and discuss progress (throughout programme)**
**Attend and Participate in NETP Study Days (throughout programme)**

**Start NETP Programme**

- **6 Weeks**
  - COMPLETE MANDATORY ORIENTATION INCLUDING:
    1. Company Orientation
    2. Nursing Orientation

- **12 Weeks**
  - COMPLETE CORE ONLINE MODULES:
    1. Direction & Delegation
    2. Trendcare initial Training Package
    3. Smokefree
    4. Hand Hygiene
  - COMPLETE O’SHEA NO LIFT ASSESSMENT
  - COMPLETE FUNDAMENTAL IV COMPETENCIES
  - COMMENCE ENHANCED TRAINING (Area specific knowledge and skills)
  - TRENDCARE IRR TEST

- **20 Weeks**
  - 12 WEEK NURSING PERFORMANCE APPRAISAL
    - Nursing Performance Appraisal & Development Plan (NPA&DP) completed with Charge Nurse
  - COMPLETE Domains 1-4 of Nursing Practice Development Programme

- **40 Weeks**
  - CONTINUE WITH ENHANCED TRAINING (Area specific knowledge and skills)
  - COMPLETE ENHANCED TRAINING (Area specific knowledge and skills)
  - 40 WEEK NURSING PERFORMANCE APPRAISAL
    - Nursing Performance Appraisal & Development Plan (NPA&DP) completed with Charge Nurse

- **52 Weeks**
  - COMPLETE MANDATORY ONLINE MODULES:
    - NCNZ Code of Conduct
    - Legislative Compliance
    - Infection Control
    - Electrical Safety
    - Fire and Evacuation
  - COMPLETE O’SHEA NO LIFT WARD ASSESSMENT
  - COMPLETE FUNDAMENTAL IV COMPETENCIES
  - COMMENCE ENHANCED TRAINING (Area specific knowledge and skills)
  - TRENDCARE IRR TEST

**Monthly formal meetings with area Nurse Educator to set goals and discuss progress (throughout programme)**
**Attend and Participate in NETP Study Days (throughout programme)**

- **6 Weeks**
  - COMPLETE MANDATORY ORIENTATION INCLUDING:
    1. Company Orientation
    2. Nursing Orientation

- **12 Weeks**
  - COMPLETE CORE ONLINE MODULES:
    1. Direction & Delegation
    2. Trendcare initial Training Package
    3. Smokefree
    4. Hand Hygiene
  - COMPLETE O’SHEA NO LIFT ASSESSMENT
  - COMPLETE FUNDAMENTAL IV COMPETENCIES
  - COMMENCE ENHANCED TRAINING (Area specific knowledge and skills)
  - TRENDCARE IRR TEST

- **20 Weeks**
  - 12 WEEK NURSING PERFORMANCE APPRAISAL
    - Nursing Performance Appraisal & Development Plan (NPA&DP) completed with Charge Nurse
  - COMPLETE Domains 1-4 of Nursing Practice Development Programme

- **40 Weeks**
  - CONTINUE WITH ENHANCED TRAINING (Area specific knowledge and skills)
  - COMPLETE ENHANCED TRAINING (Area specific knowledge and skills)
  - 40 WEEK NURSING PERFORMANCE APPRAISAL
    - Nursing Performance Appraisal & Development Plan (NPA&DP) completed with Charge Nurse

- **52 Weeks**
  - COMPLETE MANDATORY ONLINE MODULES:
    - NCNZ Code of Conduct
    - Legislative Compliance
    - Infection Control
    - Electrical Safety
    - Fire and Evacuation
  - COMPLETE O’SHEA NO LIFT WARD ASSESSMENT
  - COMPLETE FUNDAMENTAL IV COMPETENCIES
  - COMMENCE ENHANCED TRAINING (Area specific knowledge and skills)
  - TRENDCARE IRR TEST

**Monthly formal meetings with area Nurse Educator to set goals and discuss progress (throughout programme)**
**Attend and Participate in NETP Study Days (throughout programme)**
**NETP TIMELINE PRIMARY AND COMMUNITY SETTINGS**

**Start NETP Programme**

**6 Weeks**

**12 Weeks**

**20 Weeks**

**40 Weeks**

**52 Weeks**

**Complete Core Orientation Including:**
1. Netp Programme Requirements
2. Patient Management Systems
3. Resuscitation Training

**Complete Core Online Modules**
1. Direction & Delegation
2. Smokefree
3. Hand Hygiene

**12 Week Nursing Performance Appraisal**
Nursing Performance Appraisal & Development Plan (NPA&DP) completed with Nurse Manager

**Continue With Enhanced Training** (Area specific knowledge and skills)

**Complete Domains 1-4 of Nursing Practice Development Programme**

**Continue with Quality Improvement Activities**

**Complete Enhanced Training** (Area specific knowledge and skills)

**40 Week Nursing Performance Appraisal**
Nursing Performance Appraisal & Development Plan (NPA&DP) completed with Nurse Manager

**Competent Level PDRP Portfolio Due**

**Apply for Permanent Position**

**Completion of NETP Programme**

Regular formal meetings with Nurse Educator to set goals and discuss progress (throughout the Programme)

Attend and Participate in NETP Study Days (throughout the Programme)

**Appendix 2: NETP Primary & Community Settings Timeframes**
Appendix 3: Process for Programme and Clinical Performance Issues

Process for Programme Performance Issues

1. Programme issue identified, for example late (not negotiated) or Non-submission of written work or criteria not achieved

2. A meeting will be held with the graduate nurse, their support person, the Nurse Educator NETP, preceptor and area Nurse Educator

3. Develop written learning contract/plan with a timeframe

   - Learning contract/plan achieved
   - Two-monthly meeting with Nurse Educator NETP to ensure continuation of progress

   - Learning contract and plan not achieved
     - Meeting with Charge Nurse/Manager, Nurse Educator NETP, graduate nurse, area Nurse Educator and support person (offered)
     - Discuss written learning contract and issues
     - Set new objectives and new timeline
     - Programme work still not completed then notify Director of Nursing (DoN)
Process for Clinical Performance Issues

Programme issue identified in relation to RN competencies not being achieved

Charge Nurse/Manager and area Nurse Educator meet with graduate nurse and support person. Performance and clinical objectives set with graduate nurse. Notification to Nurse Educator NETP.

Weekly assessment and feedback from preceptor to Charge Nurse/Manager or area Nurse Educator. Revise in four weeks with graduate nurse, support person, Charge Nurse/Manager, area Nurse Educator.

Objectives met and issue resolved

Objectives not met and issues not resolved:

- DHB (or employer) performance management guidelines are instituted
- New objectives set. Review with Charge Nurse/Manager or Nurse Director, area Nurse Educator after four weeks
- Charge Nurse/Manager discusses issues with Human Resources advisor regarding disciplinary processes commenced
- Notify Director of Nursing
- Director of Nursing notifies NZNC

Ongoing weekly meetings

Charge Nurse/Manager/Nurse Educator to review in four weeks

Continue 30 minute development meetings every two weeks
Appendix 4: BIBILOGRAPHY/REFERENCES


Ministry of Health. (2014). Nursing Entry to Practice Programme Specifications. Wellington: Ministry of Health

MidCentral District Health Board (2017). NETP Policy MDHB-2750

MidCentral District Health Board (2017). Preceptorship Policy MDHB-1254


Appendix 5: GLOSSARY

**Assessment**: A systematic procedure for collecting qualitative and quantitative data to describe progress, practice and achievement.

**Competence**: The combination of skills, knowledge, attitudes, values and abilities that underpin effective performance as a nurse.

**Competency/ies**: The knowledge skills and attributes required to perform key functions to the pre-determined standards expected of a nurse in practice.

**Evaluation**: The means by which the effectiveness of a programme and outcomes is measured, taking into account the views of those affected by the process.

**Evidence based practice**: Practice which is based on decisions that combine systematic assessment of relevant information in the scientific literature with clinical judgment.

**Performance appraisal / review**: A formal process between the employee and employer/manager of defining expectations, reviewing performance and planning goals for the future.

**Professional development and recognition programme**: Competence based programme that assesses nursing practice against competencies, recognises level of practice and supports ongoing professional development.

**Practising**: All nurses who are working in a capacity for which a nursing qualification is required in order to practise in direct relationship with clients or in nursing management and administration, nursing education, nursing research or nursing professional advice or policy development require practising certificates.

**Preceptorship**: an individualised teaching/learning method [in which] each student is assigned to a particular preceptor... so that she/he can experience day-to-day practice with a role model and resource person immediately available in the clinical setting.

**Preceptor**: is an experienced nurse who works with a preceptee in the clinical setting to develop, implement and evaluate an individualised education program that meets the learning needs of the preceptee and assists effective integration into the clinical setting. The preceptor is an educator, socialiser and role model for a determined time period.

**Preceptee**: is a ‘new’ nurse requiring guidance and support to successfully integrate into the clinical setting. The nurse’s previous clinical experience may span from a new graduate nurse to experienced practitioner in another setting, or a nurse returning to practice after a period of absence.

**Reflective practice**: A process where each nurse critically analyses his/her own clinical decision making, clients interactions and the consequences of his/her nursing actions as a means of improving practice.

**Socialisation**: The process of learning interpersonal and interactional skills that in are in conformity with the values of one’s society.