



New Zealand Diploma in Enrolled Nursing Programme

NURS4415
Foundations for Enrolled Nursing Practice
Course Outline 2025

Contact details

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Approved by the Academic Processes Team 23 June 2025

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Foundations for Enrolled Nursing Practice	NURS4415
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<i>Credits</i>	30	<i>Level</i>	4
<i>EFTS</i>	0.2500	<i>Grade Scale</i>	M4
<i>Notional Learning Hours</i>	300	<i>Work Integrated Learning</i>	120-250
<i>Effective from</i>	January 2025	<i>Date of this version</i>	February 2025
<i>Pre-requisites</i>	Nil		
<i>Co-requisites</i>	Nil		

Aim

To enable students to undertake clinical experience in a range of health care settings to meet entry level Nursing Council of New Zealand competencies for the enrolled nurse scope of practice

Learning outcomes

On successful completion of this course the student will be able to:

1. Practice within appropriate legal, ethical, professional boundaries and behaviour.
2. Maintain a professional standard of behaviour and presentation.
3. Demonstrate safe and effective communication and problem-solving skills with health consumers, families/whanau and the health care team.
4. Maintain a safe environment and respond appropriately to individual and environmental change.
5. Demonstrate safety and competence in assessment, delivery, documentation and evaluation of health consumer care.
6. Demonstrate the ability to apply the principles of Te Tiriti o Waitangi / Treaty of Waitangi to their nursing practice.

Assessment

<i>No</i>	<i>Assessment Type</i>	<i>Pass Criteria</i>	<i>Weighting</i>	<i>Outcomes Assessed</i>
1	Clinical competency assessment	Pass	n/a	1,2,3,4,6
2	Portfolio	Pass	n/a	5

Note: Grade scale for Otago Polytechnic is: [TANZ Table 3](#)

Moodle course page

Course content, information and communication will be found on the Moodle page for this course; this includes:

- Course overview
- Forums for communication within the course
- Course schedule/Timetable
- Assessment information
- Module topics & information, including required and/or recommended readings
- Links to Student Support services
- Other key information found on Moodle

Attendance requirements

Attendance in classes is important to ensure students demonstrate relevant pre-requisite knowledge, skills and attitudes prior to providing nursing care to the public.

It is expected that students will maximise ALL available learning opportunities.

For any absences, please notify the course coordinator via email outlining the reason for your absence.

Course completion requirements

To pass this course a student must:

- complete 120 clinical placement hours
- sit/submit ALL assessments
- achieve a PASS mark on Clinical competency assessment
- achieve a PASS mark on Portfolio

Course failure

Failure to pass the course will require re-enrolment in the course and may affect progression in the programme.

Note: 'Students are not given more than two opportunities to enrol in a clinical learning course' (Nursing Council of New Zealand 2024, Nursing Education Programme Standards, Wellington, New Zealand)

Course evaluations

This course will be evaluated by students and the teaching team.

Students will be asked to evaluate the course via an online survey towards the end of the course. Learner feedback on courses is very important and helps to ensure that courses meet learner needs.

The online course survey will be analysed through the central institutional survey section of the polytechnic and a report provided to course coordinators. Course coordinators and the teaching team will review and reflect on the survey and the running of the course and prepare a document that summarises the findings of the survey, identifies key reflections on the course and outlines any recommended changes to the course.

This document will be made available to students online so they can see planned actions as a result of previous student feedback and will be considered by the teaching team when planning for the following year.

General assessment information

Academic integrity

Academic integrity is the expectation that academic work is undertaken honestly, responsibly and respectfully and breaches of academic integrity (e.g. plagiarising the work of other people or artificial intelligence (AI)) have disciplinary consequences. Please refer to the New Zealand Diploma of Enrolled Nursing Programme Handbook (2025), the [Academic Integrity](#) information page and the [Academic Integrity](#) policy and procedure for further information and details.

Extensions/Impaired performance/Absenteeism

Please refer to the New Zealand Diploma of Enrolled Nursing Programme Handbook (2025) for guidelines on the circumstances and application procedures for assignment extensions, impaired performance or an inability to attend an assessment as scheduled due to extenuating circumstances.

Assessment moderation

All course assessments are pre-moderated on a three yearly cycle. Additionally, any updates or changes to an assessment outside of this cycle are pre-moderated prior to assessment use.

Post-moderation occurs for all assessments in a course. This checks for marking consistency in relation to marking rubrics or model answers across 10% of submitted/completed assessments. In addition, each individual assessment that does not meet the criteria for a pass grade will be post-moderated.

For further details about assessment moderation, including moderation policies, please refer to the Diploma in Enrolled Nursing Programme Handbook (2025).

Resit/Resubmission policy for Diploma of Enrolled Nursing

There are NO resits or resubmissions available for clinical competency assessments.

There are a maximum of four (4) resit or resubmission opportunities for failed assessments across the Level 4 courses.

There is one resit or resubmission opportunity for each multiple-choice assessment in Level 5 courses.

The maximum mark awarded for a resit or resubmission is the minimum mark to pass the assessment.

Assessments for this course

Clinical competency assessment

Learning outcomes 1 -4, 6

Clinical contract

All students will work with identified Registered Nurse (RN)/Enrolled Nurse (EN) preceptors. The student will:

- Negotiate, with identified RN/EN preceptor, to work a minimum of 120 hours over a four-week period, which may include morning or afternoon shifts
- Negotiate one individual supervision session per week with the kaiako | clinical lecturer

Clinical component

Clinical assessment will be collaborative between the student, the identified RN/EN preceptor and the kaiako | clinical lecturer. Responsibility for the overall grading of the course remains with the kaiako | clinical lecturer. The final grade for the clinical assessment will be decided using the marking rubric (Appendix 1).

The student will complete BOTH formative assessment and summative assessment:

A. Formative weekly feedback (monitors and provides feedback on student's progress and development of learning goals)

The kaiako | clinical lecturer will document weekly formative feedback in the workbook. This feedback will be aligned with the course learning outcomes and the standards of competence for enrolled nurses (NCNZ, 2025). It will be informed by discussions with the tauira, evidence recorded in the workbook, and input from the RN/EN preceptor.

B. Summative assessment measures tauira | student learning, development, and achievement towards meeting course outcomes and enrolled nursing competencies; and written feedback from their RN/EN preceptor.

Assessment 1: Clinical competency assessment

Learning outcome 1,2,3,4 and 6

Date/Due date: 1700 (5.00pm) Wednesday 10 September

All required documents are to be uploaded to the Moodle assessment Dropbox prior to the summative assessment.

- **Submission 1:** Evidence of meeting nursing council competency standards - written evidence outlining how each Pou has been met at the expected level of beginning practice.
- **Submission 2:** Preceptor clinical competence assessment - confirming satisfactory competence and safe nursing practice across all five pou. Hard copy to be brought to summative assessment. Use the template provided on Moodle.
- **Submission 3:** Clinical hours record - number of hours per shift recorded and signed by RN/EN preceptor/s to a total of 120 hours. Hard copy to be brought to the summative assessment. Use the template provided on Moodle.
- **Submission 4:** Summative assessment – kaiako | clinical lecturer to use the template provided.

Submission requirements: Upload your clinical competency assessment documents to the NURS4415 tab within your Portfolio Moodle course by **1700 (5.00pm) Wednesday 10th of September**

Assessment 2: Portfolio

Learning outcome 5

Date/Due date: 1700 (5.00pm) Wednesday 10 September

The portfolio is a tool for the taurialstudent to explore their clinical practice and show how they are beginning to integrate theory with practice. It provides evidence of their ability to demonstrate safety and competence in assessing, delivering, documenting, and evaluating care for health consumers, as outlined in Learning Outcome 5.

- **Submission 5:** Marjory Gordon health assessment and care plan - must be typed up and uploaded to the Moodle portfolio. Use the template provided on Moodle.
- **Submission 6:** Completed workbook – bring your completed hard copy workbook to the summative assessment. The workbook will be scanned by the kaiako|clinical lecturer so that you can upload this to the Moodle portfolio. The following documents are included in the workbook.
 - Orientation checklist (must be completed in week 1)
 - Skills list (at least 6 skills must be signed off as completed by RN/EN preceptor)
 - Weekly learning record
 - Weekly formative feedback from kaiako | clinical lecturer
 - Formative Marjory Gordon health assessment and care plan

Submission requirements: Upload your Marjory Gordon health assessment and care plan to the NURS4415 tab within your Portfolio Moodle course by **1700 (5.00pm) Wednesday 10th of September** AND bring a hard copy of your completed workbook to your summative assessment.

Otago Polytechnic Diploma of Enrolled Nursing| Te Kura Tapuhi
Clinical Lecturer Summative Assessment

Year

Tauira ID:

Tauira Name:

Clinical Placement:

Dates:

Assessment 1: Clinical competency assessment

Requirements	Pass	Fail
Evidence of Meeting Nursing Council Competency Standards Pass <input type="checkbox"/> Fail <input type="checkbox"/>	Provides clear written evidence showing how the pou was met by the tauira during the clinical learning experience, supported by a relevant and specific example.	Does not provide clear written evidence of how the pou was met during the clinical learning experience. Example is missing, unclear, or not relevant.
Preceptor clinical competence assessment	Receives RN/EN preceptor feedback confirming satisfactory competence and safe nursing practice across all five pou, consistent with the expected level for this stage of learning. A rating of 1 may be accepted; however, a 'Record of Concern' form will be completed, outlining the action plan collaboratively developed by the kaiako and tauira, aimed at supporting continued growth and development during the next clinical placement.	Receives a rating of 0 in any of the five pou based on RN/EN preceptor feedback, indicating that satisfactory competence and/or safe nursing practice has not been demonstrated. This outcome reflects the need for significant development in the corresponding pou before progressing.
Clinical Hours Pass <input type="checkbox"/> Fail <input type="checkbox"/>	Successfully completed 120 hours of clinical practice, with all clinical hours accurately documented and verified by an RN/EN preceptor.	Has not completed the required 120 hours of clinical practice, or clinical hours are not accurately documented or verified by an RN preceptor.

Assessment 2: Portfolio

Marjory Gordon health assessment and care plan Pass <input type="checkbox"/> Fail <input type="checkbox"/>	<p>Clearly documents comprehensive assessment findings using Marjory Gordon's health assessment framework.</p> <p>Demonstrates the ability to effectively link theory to practice by identifying one relevant actual or potential patient issue. Establishes an appropriate person-centred goal, incorporates suitable nursing interventions, and evaluates the effectiveness of the care provided.</p>	<p>Does not clearly document assessment findings using Marjory Gordon's framework.</p> <p>Fails to identify a relevant patient issue or potential issue. Goal is unclear, not person-centred, or missing. Interventions are inappropriate or absent, and there is no evidence of care evaluation.</p>
	Feedback:	

<p>Completed workbook</p> <p>Pass <input type="checkbox"/> Fail <input type="checkbox"/></p>	Workbook is complete and submitted in hard copy at the time of the summative assessment. All required documents are included: <ul style="list-style-type: none"> • Orientation checklist • Skills list with at least 6 skills signed off by RN/EN preceptor • Weekly learning record completed for each week • Weekly formative feedback documented by kaiako clinical lecturer • Formative Marjory Gordon health assessment and care plan evident 	Workbook is incomplete or not submitted in hard copy at the summative assessment. One or more of the following is missing or incomplete: <ul style="list-style-type: none"> • Orientation checklist • Fewer than 6 skills signed off by RN/EN preceptor • Missing or incomplete weekly learning records • Missing formative feedback from kaiako clinical lecturer • Formative Marjory Gordon health assessment and care plan not evident
	Feedback: <div style="height: 40px;"></div>	
<p>Kaiako feedback:</p> <p>Tauira learning goal for next clinical learning experience:</p> <p>Kaiako name/ signature/ date:</p> <p>Tauira name/ signature/ date:</p> <p>Pass <input type="checkbox"/> Fail <input type="checkbox"/></p>		

Standards of Competence for Enrolled Nurses – Mapped to NURS4415 Learning Outcomes

Pou one: Māori health

Reflecting a commitment to Māori health, enrolled nurses support, respect and protect Māori rights while advocating for equitable and positive health outcomes. Nurses are also required to demonstrate kawa whakaruruhau by addressing power imbalances and working collaboratively with Māori.

The descriptors below identify the requirements for enrolled nurses working in partnership with Māori.

Descriptor 1.1 Engages in ongoing professional development related to Māori health and the relevance of Te Tiriti o Waitangi articles and principles.

Descriptor 1.2 Advocates for health equity for Māori in all situations and contexts.

Descriptor 1.3 Understands the impact of social determinants, such as colonisation, on health and wellbeing.

Descriptor 1.4 Uses te reo and incorporates tikanga Māori into practice where appropriate.

Aligns with NURS4415 Learning Outcome 3 & 6

Pou two: Cultural safety

Cultural safety in nursing practice ensures that enrolled nurses provide culturally safe care that is inclusive, responsive and equitable. This requires nurses to reflect on their practice and understand their cultural identity and the power imbalances between the nurse and the recipient of care.

The descriptors below identify the requirements to ensure culturally safe nursing practice.

Descriptor 2.1 Practises culturally safe care which is determined by the recipient.

Descriptor 2.2 Challenges racism and discrimination in the delivery of nursing and health care.

Descriptor 2.3 Engages in partnership with individuals, whānau and communities for the provision of health care.

Descriptor 2.4 Advocates for individuals and whānau by including their cultural, spiritual, physical and mental health to provide care.

Descriptor 2.5 Contributes to a collaborative team culture which respects diversity, including intersectional identities, and protects cultural identity by acknowledging differing worldviews, values and practices.

Aligns with NURS4415 Learning Outcome 1,4 & 5

Pou three: Whanaungatanga, partnership and communication

A commitment to whanaungatanga, partnership and communication requires enrolled nurses to work in partnership, using a range of communication techniques, to work effectively with individuals, whānau, communities and the interprofessional healthcare team.

The descriptors below identify the requirements for effective communication and working with the wider healthcare team.

Descriptor 3.1 Uses a range of communication techniques to establish, maintain and conclude professional and/or therapeutic relationships with individuals, whānau and the healthcare team.

Descriptor 3.2 Uses appropriate digital and online communication.

Descriptor 3.3 Demonstrates understanding of when to seek guidance and assistance from the healthcare team to inform decision-making and the provision of care.

Descriptor 3.4 Demonstrates leadership including direction and coordination of care, as appropriate.

Descriptor 3.5 Identifies, assesses and responds to emerging risks and challenging situations and escalates appropriately.

Aligns with NURS4415 Learning Outcomes 1,2,3,4

Pou four: Pūkengatanga and knowledge-informed practice

Pūkengatanga and knowledge-informed practice requires enrolled nurses to use clinical knowledge and expertise to undertake a nursing assessment, inform clinical decision-making and provide safe care to individuals, whānau and communities. Enrolled nurses integrate clinical and cultural expertise and acknowledge people's unique and diverse values and circumstances.

The descriptors below identify the requirements for the enrolled nurse to demonstrate safe quality care.

Descriptor 4.1 Promotes health behaviours and provides health education to support people to achieve their health and wellness goals.

Descriptor 4.2 Undertakes a nursing assessment incorporating scientific and nursing knowledge and, where appropriate, initiates and documents a plan of care in collaboration with the healthcare team.

Descriptor 4.3 Applies nursing knowledge to identify and assess when a person's condition has deteriorated or improved, escalating any findings.

Descriptor 4.4 Demonstrates digital health literacy and capability to support individuals, whānau and communities to use technology for managing health concerns and promoting wellbeing.

Descriptor 4.5 Demonstrates safe and competent administration of medicines in accordance with policies and best practice guidelines.

Descriptor 4.6 Ensures individuals and whānau have adequate explanation of the effects, consequences and alternatives to proposed

Descriptor 4.7 Understands and works within the limits of their expertise and seeks guidance to ensure safe practice.

Descriptor 4.8 Applies infection prevention and control principles in accordance with policies and best practice guidelines.

Descriptor 4.9 Understands the impact of healthcare provision on global and local resources, demonstrates and supports the constant assessment and improvement of sustainability practices.

Aligns with NURS4415 Learning Outcomes 1,4,5

Pou five: Mana hautū, professional accountability and responsibility

Mana hautū, professional accountability and responsibility in nursing practice, requires enrolled nurses to provide care within professional, ethical and legal boundaries to ensure safe quality nursing practice that upholds people's rights, confidentiality and dignity.

The descriptors below identify the requirements for enrolled nurses to demonstrate accountability and responsibility for their nursing practice.

Descriptor 5.1 Works within professional, legal and ethical boundaries, and accepts responsibility for decision-making and actions in accordance with level of assessed competence.

Descriptor 5.2 Demonstrates understanding of professional responsibilities and adheres to the Nursing Council of New Zealand Code of Conduct and relevant organisational policies and procedures.

Descriptor 5.3 Ensures documentation is legible, relevant, accurate, professional and timely.

Descriptor 5.4 Identifies and responds appropriately to risk that could impact the health, safety and wellbeing of self and others and affect the ability to practise safely.

Descriptor 5.5 Reflects on own practice and engages in ongoing professional development and learning to meet continuing competence requirements.

Descriptor 5.6 Promotes an environment of safety and participates in continuous quality improvement activities.

Descriptor 5.7 Is an effective role model, preceptor and mentor as appropriate

Aligns with NURS4415 Learning Outcomes 1 & 4
