



Nurse Executives of New Zealand Inc.  
DEVELOPING NEW ZEALAND'S NURSING LEADERS

# Supported orientation framework for new graduate enrolled nurses:

## Guidance for employers

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## Background

New graduate enrolled nurses are prepared to work in a range of settings when they exit their 18-month diploma programme. Well-planned orientation to practice improves safety for the new graduate, the employer and, most importantly, the public. Successful transition to practice through supported orientation also improves recruitment and retention and has a positive impact on other employees working with new graduates (Australian and New Zealand Council of Chief Nurses and Midwives (ANZCCNM) 2013).

In New Zealand, the enrolled nurse scope of practice was reinstated in 2010. Subsequently enrolled nurse employment has been variable between DHBs. In the absence of a national framework for orientation to practice for new graduate enrolled nurses, DHBs have developed similar but different orientation packages. In 2014, the enrolled nurse section of NZNO proposed a Supported into Practice Programme (ENSIPP) for new graduate enrolled nurses. There has not been national agreement to adopt the ENSIPP; however a review of six DHB orientation packages for enrolled nurses shows there are common components across programmes aligned with the ENSIPP. In August 2016, the Ministry of Health coordinated a meeting and follow-up discussions between Directors of Nursing and Associate Directors of Nursing to explore the success factors for employing enrolled nurses and the agreed components for a supported orientation framework.

## Purpose

To present a framework of the agreed essential components for supported orientation for new graduate enrolled nurses in New Zealand.

The framework is based on a set of nationally consistent principles for transition to practice and is designed as a guide to plan orientation. The guidance is designed to enable good teamwork and communication.

## Principles for supported transition to practice (adapted from the ANZCCNM)

1. Successful transition to practice requires a safe working environment that respects the experience and scope of practice of the individual enrolled nurse.
2. Successful transition to practice requires support from skilled mentors, peers and colleagues who are themselves enabled to safely contribute to the process. Note: Skilled mentors are experienced enrolled nurses or registered nurses who have training in preceptorship.
3. Successful transition to practice requires clinical practice as the focus, with a positive collaborative environment, where opportunities for experiential learning are maximised.
4. Successful transition to practice requires constructive feedback as a tool to support the transition.

## Enrolled nurse supported orientation to practice framework components

The timeframes shown are indicative rather than definitive. They are designed as guidance for employers. Timeframes can be adapted to meet individual new graduate needs or tailored to the practice setting. Additional organisation or practice setting tools can be added to record the progress of skill and knowledge acquisition for the new graduate enrolled nurse.

- A trained **preceptor** is provided and is the main person responsible for supporting the enrolled nurse for 6–12 months, with oversight and input from the clinical nurse manager and clinical nurse educator.
- The preceptor initially works side by side with the new enrolled nurse, who is assumed to be **supernumerary** for **1–2 weeks** followed by **mirrored shifts** with the preceptor for a period of **2–6 weeks**. The new enrolled nurse is expected to gradually assume a full clinical load with **access to the preceptor** between **4 and 10 weeks**. Include some flexibility to shorten or extend the supervised period depending on development of skills and confidence and the practice setting.
- Includes **formative assessment** between **three and six months** with an expectation that a **portfolio assessment for PDRP competent** is undertaken at **12 months**.
- Includes **study days** (up to five with some **flexibility** depending on practice setting).

Some areas have not employed enrolled nurses for some years or currently employ low numbers of enrolled nurses. DHBs, where enrolled nurses are an established part of the health care team, have identified **enablers for success** when employing new graduate enrolled nurses. Such DHBs:

- ✓ have well-embedded and understood policies for direction and delegation
- ✓ employ registered nurses with clear understanding of the enrolled nurse role and registered nurse accountability when directing and delegating care
- ✓ employ new graduate enrolled nurses in areas where enrolled nurses are already established as part of the team
- ✓ employ new graduate enrolled nurses into areas where the Clinical Nurse Manager understands the role and is willing to support new enrolled nurses
- ✓ work with education providers to:
  - recruit suitable candidates into the enrolled nurse diploma course – providers to ensure the enrolled nurse graduates are prepared to meet the needs of the DHB, eg, plan for mental health placements in the DHB as well as the community to enable transition to either setting when registered
  - plan placements – place students in areas where enrolled nurses are working
  - explore the potential of a Dedicated Education Unit model to have the registered nurse and enrolled nurse (as well as other disciplines) placed together
- ✓ accept enrolled nurse students on placement – this can result in them being offered roles on graduation
- ✓ include experienced enrolled nurses in developing the orientation programme
- ✓ profile what enrolled nurses can do through education/workshops, eg, medicine administration, venepuncture and cannulation
- ✓ consider all nursing vacancies for potential to fill with an enrolled nurse, advertise for registered nurse/enrolled nurse
- ✓ use an expression of interest process to attract enrolled nurses and employ from a talent pool as positions arise.

Further information about the enrolled nurse scope of practice, enrolled nurse education and the potential of enrolled nurses in a variety of roles can be found in the [enrolled nurse fact sheet](#) on the Ministry of Health website.

<b>Proposed framework for generic enrolled nurse supported orientation to practice</b>		<b>Preceptor Clinical nurse manager Clinical nurse educator</b>
<b>Timeframe – may be tailored to specific needs and work setting requirements</b>	<b>Activity</b>	
Week 1	Work one-on-one with preceptor – the enrolled nurse is supernumerary, though may be allocated some care at the discretion of the preceptor  Generic organisation/team/practice setting orientation	
Weeks 2–4	Work mirrored shifts with preceptor, supernumerary and increasing load sharing by negotiation between new graduate and preceptor  Generic organisational/practice setting orientation  Progress through practice-specific orientation with assessment and sign-off of technical skill and knowledge acquisition	
Weeks 4–6	Mirror shifts with preceptor transitioning to full clinical load with support  Progress through practice specific orientation with assessment and sign-off of technical skill and knowledge acquisition	
Weeks 6–12 weeks	Rostered shifts with full clinical load and access to preceptor  Complete practice-specific orientation and assessment of technical skill acquisition	
12 weeks	Formative assessment and development of PDP  Assess confidence in role, scope of practice and team	
6 months	Formative assessment – review and revise PDP  Assess confidence in role, scope of practice and team	
12 months	Summative assessment/portfolio submitted for PDRP Competent  PDP for second year of practice	
<p>The enrolled nurse will attend and reflect on specified study days through the 12-month period to:</p> <ul style="list-style-type: none"> <li>• meet identified individual learning and role competence needs; and</li> <li>• satisfy the PD requirements for PDRP.</li> </ul>		

## References

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Northland DHB. 2015. *Tumanako enrolled nurse orientation timetable.*

Southern DHB. 2016. *New graduate enrolled nurse supported orientation programme.*

Whanganui DHB. *ATR Ward: Orientation manual/clinical progression pathway.*