



**Self - Review**

**Pro+Med (NZ) Ltd (8209)**

**October 2024**

## Gap Analysis

The tool sets out the areas of practice that Pro+Med needs to review and to check compliance with the following key documents:

<https://www.nzqa.govt.nz/about-us/our-role/legislation/nzqa-rules/pte-related-rules/pte-registration-rules/requirements-for-maintaining-registration/4/>

<https://www.nzqa.govt.nz/about-us/our-role/legislation/nzqa-rules/qa-rules/quality-assurance-rules-eer/1/>

The tool supported by the QMS will help the Pro+Med team to:

- Prepare for the External Education Review (EER)
- Bring awareness to the information that needs to be gathered and why it needs to be gathered, by noting any gaps in current practice and supporting evidence.

## Key to the Tool

<b>Key Evaluation Questions (KEQ) and the Tertiary Evaluation Indicators (TEI)</b>	Main tools of evaluation and review. They are supported by outcome questions to inform Pro+Med of: <ul style="list-style-type: none"> <li>• evidence of compliance</li> <li>• gaps in evidence</li> <li>• gaps in practice.</li> </ul>
<b>Prepare</b>	Information is gathered to use as evidence of compliance with the KEQ and TEI
<b>Compliant</b>	Required practices are in place. Pro+Med has <b>sufficient evidence</b> on which to make judgement on the effectiveness of best practice
<b>Gap in Evidence</b>	Pro+Med has the required practice in place, but we have <b>limited evidence</b> on which to make judgements about the effectiveness of those practices.
<b>Gap in Practice</b>	We <b>do not</b> have the required practices in place.
<b>Gaps in evidence and practice will inform the improvement action plans page 31-35</b>	

## Outcome Questions

### Achievement and Outcomes

1. How well do learners achieve?

2. What is the value of the outcomes to key stakeholders, including learners?

Evaluation Question	Prepare	Compliant	Gap in Evidence	Gap in Practice
Learners acquire useful skills and knowledge and develop their cognitive abilities.	<ul style="list-style-type: none"> <li>• Assessment and associated scenarios</li>   <li>• Assessment supports learning.</li>   <li>• Learner evaluation Qs 8,9 and 11</li> <li>• Teaching and learning evaluative summary – Excel</li> </ul>	<ul style="list-style-type: none"> <li>• Moderation Pre approval has improved</li>   <li>• Scenarios provide the opportunity for learners to demonstrate their skills and apply knowledge.</li>   <li>• Formative and summative</li>   <li>• Learner evaluation summaries analysed, interpreted and feedback to instructors and reported to Management.</li> </ul>	<p>Pre approval moderation</p> <ul style="list-style-type: none"> <li>• Instructors provide verbal feedback to the learner prior to the assessment but sometimes forget to write it on the assessment as evidence.</li> </ul>	

	<ul style="list-style-type: none"> <li>• Assessment outcomes</li> <li>• Client surveys at end of each course</li> </ul>	<ul style="list-style-type: none"> <li>• Learners' achievement and assessment outcomes reported to management.</li> <li>• Filed</li> </ul>	<ul style="list-style-type: none"> <li>• Feedback from clients to determine whether learners have acquired useful skills and knowledge and if they have developed their cognitive abilities as a result of the training</li> <li>• The current practice is an informal one from our normal customer service provider communications. During these conversations' satisfaction, quality, and relevance data is gathered and forwarded to the Training Manager.</li> </ul>	
Learners complete courses and/or gain qualifications.	<ul style="list-style-type: none"> <li>• Result sheets</li> <li>• WiseNet</li> <li>• NZQA</li> </ul>	<ul style="list-style-type: none"> <li>• Learner achievement</li> <li>• Achievement entered into WiseNet</li> <li>• Credits reported.</li> </ul>	<ul style="list-style-type: none"> <li>• Annual summary of credits reported against each course not reported to management</li> </ul>	

	<ul style="list-style-type: none"> <li>• Certificates/cards</li> </ul>	<ul style="list-style-type: none"> <li>• Monthly achievements reported to management.</li> <li>• Certificates/cards numbers reported to management</li> </ul>		
Learners gain relevant employment and/or engage successfully with further study.	<ul style="list-style-type: none"> <li>• Learner/client feedback</li> <li>• Repeat customers</li> </ul>	<ul style="list-style-type: none"> <li>• Achievement of relevant unit standards</li> <li>• Acquisition of skills and knowledge to gain and or maintain employment.</li> <li>• Gateway students are work ready or go onto further study.</li> <li>• Graduate outcomes</li> </ul>		
Learners improve their well-being and enhance their abilities and attributes.	<ul style="list-style-type: none"> <li>• Learner evaluation</li> <li>• Behavioural observation during training</li> <li>• Learner feedback</li> <li>• Workplace Application</li> </ul>	<ul style="list-style-type: none"> <li>• Self-reported on perceived improvement in abilities</li> <li>• Learner confidence, motivation, job satisfaction and overall, well being</li> <li>• Undertake further training</li> </ul>	<ul style="list-style-type: none"> <li>• Learner interviews</li> <li>• Feedback from learners (post training) to determine whether they</li> </ul>	<ul style="list-style-type: none"> <li>• Longitudinal Assessment – assessing the learners’ well-being and abilities before, during, and after training</li> </ul>

			<p>did acquire useful skills and knowledge and if they have developed their cognitive abilities as a result of the training.</p>	<p>would allow for a longitudinal perspective. This is completed during the courses but is not reported on.</p>
<p>Communities' and iwi bodies of knowledge are created, developed, and advanced.</p>	<ul style="list-style-type: none"> <li>• Building capability</li> <li>• Staff survey</li> <li>• Treaty of Waitangi Policy</li> <li>• Promotion and support to advance te reo Māori in internal and external communications</li> <li>• Opportunities with key Māori stakeholders explored, developed, and advanced.</li> </ul>	<ul style="list-style-type: none"> <li>• Building an understanding of Te Ao Māori</li> <li>• Finding out what we already know</li> </ul> <p>Training plan 22-23</p> <ul style="list-style-type: none"> <li>• Use of te reo maori salutations</li> <li>• Collaboration</li> <li>• Consultation</li> <li>• Recognition and respect</li> <li>• Empowerment and self-determination</li> <li>• Values guided assessment process to ensure cultural integrity</li> </ul>	<ul style="list-style-type: none"> <li>• We are building good relationships with the Iwi of Aotearoa but there is always room for improvement.</li> </ul>	

	<ul style="list-style-type: none"> <li>• NZCEC –in collaboration with MSD/Wellington Free Ambulance and Ngati Toa</li> </ul>	<p>and respectful engagement with iwi knowledge systems</p>		
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## Outcome Questions

### Programmes Match Needs

3. How well do programme design and delivery, including learning and assessment activities match the needs of learners and other relevant stakeholders?

Evaluation Question	Prepare	Compliant	Gap in Evidence	Gap in Practice
Programmes maintain relevance to stakeholders and communities.	<ul style="list-style-type: none"> <li>• Stakeholder engagement</li> <li>• Meeting notes, diary entries</li> <li>• Contextual training</li> <li>• Training enrolments and calendar entries</li> </ul>	<ul style="list-style-type: none"> <li>• Preferred training provider – repeat business</li> <li>• Training content aligned with workplace context. Emphasis on practical applications, problem-solving that relates directly to their work. This ensures the learners can immediately apply what they have learnt.</li> <li>• Training stats</li> </ul>	<ul style="list-style-type: none"> <li>• Do stakeholder engagement but not all is reported to Management</li> <li>• Needs assessment</li> </ul>	



	<ul style="list-style-type: none"> <li>• Training outcomes</li> <li>• Pre and post contact with clients – by way of phone calls, emails, survey, and marketing - analysed -reported to management.</li> <li>• Post moderation</li> <li>• Cultural sensitivity and inclusivity</li> <li>• Partnerships and collaboration with relevant stakeholders and community organisations to ensure programmes align with</li> <li>• Monitoring and evaluation</li> </ul>	<ul style="list-style-type: none"> <li>• Training outcomes reported to management</li> <li>• Moderation schedule and reports</li> <li>• Recognition and respecting the cultural diversity and values of stakeholders and communities.</li> <li>• Meetings with relevant stakeholders and community organisations to ensure programmes align with current industry practice and community priorities</li> <li>• Positive learner feedback</li> </ul>	<ul style="list-style-type: none"> <li>• Not consistently reported</li> <li>• Not consistently analysed and reported to management</li> <li>• Oral evidence – not recorded</li> <li>• Validating the relevance and value of the training by gathering success stories and case studies that demonstrate the positive outcomes.</li> </ul>	<ul style="list-style-type: none"> <li>• We have been able to contract external moderators to underpin a robust moderation process. Will be fully operational with them 2025</li> <li>• Demonstrating relevance to the stakeholders and communities to ensure their needs, expectations and cultural perspective are at the core of the learning experience</li> </ul>
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<p>Programmes are regularly reviewed and updated to meet existing and emerging needs of learners and stakeholders.</p>	<ul style="list-style-type: none"> <li>• Reviews of course design and delivery</li> <li>• Programme annual review</li>   <li>• NZQA approval docs</li> <li>• NZQA Change Reports</li>   <li>• Instructor feedback</li> </ul>	<ul style="list-style-type: none"> <li>• At time of moderation</li> <li>• Programme reports</li> <li>• NZCEC annual review</li> <li>• NZCEC and H&amp;S Level 3&amp;4 Programme version changes NZQA approved</li> <li>• Instructor self-reflection at end of every class to determine if there is anything they can do to improve to meet all stakeholders needs.</li> <li>• Internal review process to regularly assess the training performance, analysing learner outcomes, monitoring completion rates to identify areas of improvement.</li> </ul>	<ul style="list-style-type: none"> <li>• Internal review process to regularly assess the training performance, analysing learner outcomes, monitoring completion rates to identify areas of improvement.</li>   <li>• Not 100% but getting there</li>   <li>• Instructors' participation - weak</li> <li>• Evaluating a open access platform for trainers with training resources hints best practice etc.</li>   <li>• Stakeholder advisory group inactive.</li> </ul>	<ul style="list-style-type: none"> <li>• Instructors' participation – weak</li> </ul>
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	<ul style="list-style-type: none"> <li>• Instructor forum</li> <li>• Collaboration with stakeholders - Needs assessment to understand the evolving needs, trends and challenges of learners and stakeholders</li> <li>• Professional development for instructors</li> <li>• ROVe</li> </ul>	<ul style="list-style-type: none"> <li>• Instructors sharing best practices and resources</li> <li>• Marketing – client visits</li> <li>• Client feedback analysed and reported</li> <li>• Postings on Instructors forum</li> <li>• National hui</li> <li>• Monitoring of external factors and reported to management</li> </ul>		
Learning environments are planned and structured for the benefit and needs of learners.	<ul style="list-style-type: none"> <li>• Training enrolment</li> <li>• Clear learning objectives</li> <li>• Course content</li> </ul>	<ul style="list-style-type: none"> <li>• Safe and inclusive planned learning environments</li> <li>• Assessment and PowerPoints</li> <li>• Relevant to context and aligns with learning objectives</li> </ul>		

	<ul style="list-style-type: none"> <li>• Lesson plans</li> <li>• Training on client site – workplace context</li> <li>• Regular monitoring and feedback</li> <li>• Effective instructional strategies that cater to diverse learner needs and preferences</li> <li>• Supportive learning practice</li> <li>• Q4 Learner evaluation</li> <li>• Pastoral Care</li> </ul>	<ul style="list-style-type: none"> <li>• Most filed</li> <li>• Learning environments pre planned and structured</li> <li>• Instructor response to needs of priority groups</li> <li>• Learner engagement – asking the learners what they want to get out off the course</li> <li>• Instructor self-assesses at end of every course reported to instructors</li> <li>• Group work</li> <li>• Scenarios</li> <li>• Practical exercises</li> <li>• Learning resources</li> <li>• Safe and inclusive environment</li> <li>• Self-review</li> </ul>	<ul style="list-style-type: none"> <li>• Not all lesson plans are on file</li> <li>• Not 100% of instructors are doing their self assessment. Training Managers are onto this.</li> </ul>	
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Academic standards and integrity are maintained.	<ul style="list-style-type: none"> <li>• Moderated assessments</li> </ul>	<ul style="list-style-type: none"> <li>• Moderation reports</li> <li>• Moderation feedback sent to instructors</li> <li>• Action plan developed</li> </ul>		
Learning activities and resources are effective in engaging learners.	<ul style="list-style-type: none"> <li>• Moderated assessments</li> <li>• Lesson plans</li> <li>• Instructor feedback</li> <li>• Learner feedback</li> <li>• Instructor evaluation summary</li> <li>• Instructor forums to share teaching and learning best practice, ideas etc</li> <li>• Courses folders 365</li> <li>• Unit Standard version control workbook</li> </ul>	<ul style="list-style-type: none"> <li>• Moderation reports</li> <li>• Practical scenarios</li> <li>• Feedback to instructors from the Training Managers</li> <li>• Spreadsheet maintained.</li> <li>• Updates posted.</li> <li>• Maintained</li> </ul>	<ul style="list-style-type: none"> <li>• Summary reports to management.</li> <li>• Instructors' participation - weak</li> </ul>	

<p>Key stakeholders, including learners, are clearly identified and engagement is appropriate and ongoing.</p>	<ul style="list-style-type: none"> <li>• Marketing register</li> <li>• Copies of course promotional materials</li> <li>• Learner evaluations</li> <li>• Stakeholder engagement – meeting minutes</li> <li>• Newsletter</li> <li>• Regional hui, notes, photos.</li> </ul>	<ul style="list-style-type: none"> <li>• Social media feed</li> <li>• Spreadsheet maintained</li> </ul>	<ul style="list-style-type: none"> <li>• Feedback to instructors</li> <li>• Newsletter not consistent</li> <li>• Hui postponed due to economic situation for all</li> </ul>	
<p>Assessment is fair, valid, consistent, and appropriate.</p>	<ul style="list-style-type: none"> <li>• Assessment policy and procedure</li> <li>• Assessment booklet</li> <li>• Learner evaluations</li> <li>• Learner evaluation summary</li> <li>• Moderation Policy and Procedure</li> <li>• Moderation schedule</li> <li>• Moderation reports internal/external</li> <li>• Skilled instructors - CVs, Portfolios CMR</li> </ul>	<ul style="list-style-type: none"> <li>• Q7 – Learner evaluation</li> <li>• Spreadsheet maintained</li> <li>• Moderation feedback to instructors</li> <li>• Moderation file</li> </ul>	<ul style="list-style-type: none"> <li>• Summary reports to management.</li> <li>• Summary reports to management.</li> </ul>	

	<p>conditions adhered to</p> <ul style="list-style-type: none"> <li>• Performance appraisals</li> <li>• Peer reviews and training to maintain the standard.</li> <li>• Professional development</li> <li>• Assessment development and design</li> <li>• Assessment outcomes</li> <li>• Appeals</li> <li>• Complaints</li> </ul>	<ul style="list-style-type: none"> <li>• BrightHR files to</li> <li>• PD register</li> <li>• Collaboration with instructors - emails</li> <li>• No appeals</li> <li>• No complaints</li> </ul>	<ul style="list-style-type: none"> <li>• Economic situation prevented face to face appraisal.</li> </ul>	
<p>Assessment provides learners and teachers with useful feedback on progress.</p>	<ul style="list-style-type: none"> <li>• Assessor feedback to learner</li> <li>• Assessment booklet</li> <li>• Assessment outcomes reported.</li> <li>• Appeals</li> <li>• Resits</li> </ul>	<ul style="list-style-type: none"> <li>• On front of assessment</li> <li>• By number of certificates sent</li> </ul>		
<p>Learning activities and assessment tasks are purposefully aligned with learning outcomes</p>	<ul style="list-style-type: none"> <li>• Lesson plans</li> <li>• Assessment – clear assessment criteria</li> <li>• Assessments reviewed.</li> </ul>	<ul style="list-style-type: none"> <li>• Regularly reviewed – Workbook maintained</li> <li>• Subject matter experts</li> </ul>	<ul style="list-style-type: none"> <li>• Not all lesson plans are on file</li> </ul>	

	<ul style="list-style-type: none"> <li>• Learners informed of learning outcomes.</li> <li>• Question 6 – Learner Evaluation</li> <li>• Programme design</li> <li>• Pre-approval WDC – NZQA</li> <li>• WDC pre moderation approval</li> <li>• Instructor feedback</li> <li>• Formative assessment</li> <li>• Summative assessment</li> </ul>	<ul style="list-style-type: none"> <li>• At start of every course</li> <li>• Programme approval documents</li> <li>• Pre assessment moderation</li> <li>• Throughout the learning process to provide ongoing feedback to learners to gauge their progress</li> <li>• Positive Completion rates</li> </ul>	<ul style="list-style-type: none"> <li>• Not always written in the space provided on the assessment.</li> </ul>	
Programmes maintain relevance to stakeholders and communities.	<ul style="list-style-type: none"> <li>• Strategic direction</li> <li>• Needs assessment.</li> <li>• Stakeholder engagement</li> <li>• Customer feedback</li> </ul>	<ul style="list-style-type: none"> <li>• Surveys</li> <li>• Marketing</li> <li>• Webpage</li> <li>• Client surveys</li> <li>• Meetings</li> </ul>	<ul style="list-style-type: none"> <li>• Not consistent - Review of strategic plan and goal progressions at 6 and 12 months.</li> </ul>	<ul style="list-style-type: none"> <li>• Strategic Plan and goal progression meeting planned February 2025</li> </ul>



	<ul style="list-style-type: none"> <li>• Partnerships and collaboration</li>   <li>• Marketing</li>   <li>• Monitoring and evaluation</li>   <li>• Cultural inclusivity</li> </ul>	<ul style="list-style-type: none"> <li>• MSD/Wellington Free Ambulance</li>   <li>Ngati Toa</li>   <li>• SIT2LRN</li>   <li>• Auckland Airport Emergency Response</li>   <li>• Reports to management</li>   <li>• Marketing</li> <li>• Webpage</li>   <li>• Building capability</li> </ul>		
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## Outcome Questions

### Learner Engagement

4. How effectively are learners supported and involved in their learning?

Evaluation Question	Prepare	Compliant	Gap in Evidence	Gap in Practice
Student learning goals are well understood.	<ul style="list-style-type: none"> <li>• Training enrolment</li>   <li>• Assessment front page</li> <li>• Learning goals</li>   <li>• Evaluation summary Q6</li>   <li>• Regular feedback</li> </ul>	<ul style="list-style-type: none"> <li>• Learning support needs identified at point of enrolment.</li>   <li>• Clearly communicated at the start of every course</li>       <li>• Written on front of assessment</li> </ul>		
Comprehensive and timely study information and advice is provided to assist learners pursue their chosen pathways.	<ul style="list-style-type: none"> <li>• Gateway enrolment information</li> <li>• Programme management</li> </ul>	<ul style="list-style-type: none"> <li>• Gateway co-ordinator guidance and support</li> <li>• NZCEC and SIT2LRN Pathway to higher learning</li> </ul>		

<p>Responses to the well-being needs of learners are appropriate.</p>	<ul style="list-style-type: none"> <li>• Learner evaluation summary Q3</li> <li>• Reader writer requests – Gateway</li> <li>• Pre course information</li> <li>• Instructor feedback – self review – emails</li> <li>• Pastoral Care Self Review</li> </ul>	<ul style="list-style-type: none"> <li>• Compiled</li> <li>• Additional instructor</li> <li>• At time of enrolment</li> <li>• Compiled</li> <li>• Action plan completed.</li> <li>• Training issues complaints etc are mostly commented on the post course evaluation and acted on by the Training Manager</li> </ul>		
<p>The learning environment is inclusive.</p>	<ul style="list-style-type: none"> <li>• Q4 – Learner Evaluation</li> <li>• Equal access to training opportunity</li> </ul>	<ul style="list-style-type: none"> <li>• Learners are included and valued.</li> <li>• Feedback from instructors indicates that the learning environment fosters equality, diversity.</li> </ul>		

	<ul style="list-style-type: none"> <li>• Cultural inclusivity</li> </ul>	<ul style="list-style-type: none"> <li>• Pro+Med continues to explore how to best support Māori and Pasifika learners. Their participation in training is often controlled by the client and employment opportunities for Māori and Pasifika.</li> </ul>		
<p>Policies and procedures minimise barriers to learning.</p>	<ul style="list-style-type: none"> <li>• Enrolment form - collaborate with client</li> <li>• Learning support</li> <li>• Teaching strategies adapted to cater to diverse learning styles and preferences</li> <li>• Inclusive classroom culture</li> <li>• Physical accessibility</li> <li>• Evaluation and improvement</li> </ul>	<ul style="list-style-type: none"> <li>• Barriers identified prior to course starting</li> <li>• Arranged prior to start of course.</li> <li>• Instructor PD</li> <li>• Feedback – Instructor self-assessment</li> <li>• Using 'Classroom' with Gateway students proving</li> <li>• Feedback from clients/learners</li> <li>• Audit conducted and reported to management</li> <li>• Continuous improvements</li> </ul>		

<p>Learners have opportunities to apply knowledge and skills in a variety of contexts.</p>	<ul style="list-style-type: none"> <li>• Q2 – Learner Evaluation</li> <li>• Learner feedback</li> <li>• Employer feedback</li> </ul>	<ul style="list-style-type: none"> <li>• Diversity of scenarios and contextual learning opportunities</li> </ul>		
<p>Learners are supported to establish effective social and academic support networks.</p>	<ul style="list-style-type: none"> <li>• NZCEC programme</li> </ul>	<ul style="list-style-type: none"> <li>• Team groups established</li> </ul>		
<p>Learners are provided with useful and timely feedback on their progress</p>	<ul style="list-style-type: none"> <li>• Clear learning objectives</li> <li>• Timely assessor feedback on assessment</li> <li>• Two-way communication</li> <li>• Q3 learner eval.</li> <li>• Gateway results sheets to schools</li> <li>• Credits reported to NZQA.</li> </ul>	<ul style="list-style-type: none"> <li>• Q6 Learner evaluation</li> <li>• Ensures relevance and usefulness to the learners</li> <li>• Questions</li> <li>• Clarification</li> <li>• Gateway satisfaction survey</li> <li>• Current ROL</li> <li>• Course certificates</li> </ul>		

## Outcome Questions

### Governance and Management

5. How effective are governance and management at supporting educational achievement?

Evaluation Question	Prepare	Compliant	Gap in Evidence	Gap in Practice
Organisational purpose and direction is clear.	<ul style="list-style-type: none"> <li>• QMS Criterion 1-7</li>   <li>• Quality Management system</li>   <li>• Management meeting notes</li>   <li>• Business and strategic plan, smart goals, review of strategic plan and goal progressions at 6 and 12 months</li>   <li>• Company profile</li>   <li>• Financial reports</li> <li>• Risk management plan</li> </ul>	<ul style="list-style-type: none"> <li>• Reviewed as scheduled – reported to management</li>   <li>• QMS – Policy and procedures in 365, reviewed, circulated for feedback, and reported to management</li>   <li>• Minutes on file</li>   <li>• Review of strategic plan and goal progressions at 6 and 12 months.</li>   <li>• Updated post review. Managers have full access</li> </ul>	<ul style="list-style-type: none"> <li>• Next Strategic Plan meeting Feb 25</li> </ul>	

	<ul style="list-style-type: none"> <li>• Organisational chart</li> <li>• Stakeholder feedback - surveys and analysis</li> <li>• Positive evaluations/stakeholder feedback</li> <li>• Annual hui</li> <li>• Quality improvements - Spontaneous reviews to inform best practice</li> <li>• Weekly staff hui</li> </ul>	<p>to their own financials</p> <ul style="list-style-type: none"> <li>• Risk Management Plan developed</li> <li>• Reviewed every 6 months.</li> <li>• Reviewed and communicated to staff.</li> <li>• Gateway client satisfaction survey</li> <li>• Analysis and use of feedback via spontaneous reviews – reported to management</li> <li>• Weekly staff hui – open forum - recorded</li> <li>• Empowered team members – openly</li> </ul>	<ul style="list-style-type: none"> <li>• Postponed 20/21 due to Economic situation</li> </ul>	
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	<ul style="list-style-type: none"> <li>• Right people in the right roles</li> </ul>	<p>acknowledging issues affecting staff and organisational performance through consistent self-assessment.</p>		
Organisational academic leadership is effective.	<ul style="list-style-type: none"> <li>• Governance</li> <li>• Management meetings</li> <li>• Communication</li> </ul>	<ul style="list-style-type: none"> <li>• CVs on file</li> <li>• Fit and Proper person declaration</li> <li>• Minutes on file</li> </ul>		
Sufficient resources are allocated to support learning, teaching and research.	<ul style="list-style-type: none"> <li>• Q10 – Learner evaluation</li> <li>• CAPEX forms</li> <li>• Financial controls</li> <li>• Budget</li> </ul>	<ul style="list-style-type: none"> <li>• Learner evaluation summary</li> <li>• Staff application for resources</li> <li>• Reviewed and reported to management for approval</li> <li>• Xero</li> </ul>	<ul style="list-style-type: none"> <li>• Managers have access to all financial records</li> </ul>	



	<ul style="list-style-type: none"> <li>• Inventory of current teaching and learning resources</li> <li>• Physical teaching facilities</li> <li>• Spontaneous Reviews</li> <li>• Feedback from stakeholders.</li> </ul>	<ul style="list-style-type: none"> <li>• Maintained</li> <li>• Liaising with Timaru office for appropriate teaching and learning resources to be sent well ahead of time. Pre-course prep.</li> <li>• Continuous improvement</li> <li>• Marketing</li> <li>• Meetings</li> <li>• Collected at end of every course</li> </ul>	<ul style="list-style-type: none"> <li>• Not reported to management meetings</li> <li>•</li> </ul>	
Data analysis is used effectively throughout the organisation	<ul style="list-style-type: none"> <li>• Wisenet (SMS)</li> <li>• Data</li> <li>• Admin – certificates</li> </ul>	<ul style="list-style-type: none"> <li>• Numbers reported to management meetings</li> </ul>		
Recruitment and development of staff is effective.	<ul style="list-style-type: none"> <li>• HR Admin</li> <li>• BrightHR</li> <li>• Staff induction policy and procedure</li> <li>• Professional development</li> <li>• Staff handbook</li> </ul>	<ul style="list-style-type: none"> <li>• Reviewed</li> <li>• Compliance spreadsheet maintained</li> <li>• Signed at induction</li> </ul>	<ul style="list-style-type: none"> <li>• Audit completed to ensure currency</li> <li>• Stalled due to Covid-1</li> </ul>	

	<ul style="list-style-type: none"> <li>• Peer reviews, performance appraisals</li> <li>• National hui</li> </ul>		<ul style="list-style-type: none"> <li>• Postponed due to economic situation</li> </ul>	
Staff are valued.	<ul style="list-style-type: none"> <li>• Feedback from staff</li> <li>• Staff benefits</li> <li>• Staff meetings</li> <li>• Professional development records</li> </ul>	<ul style="list-style-type: none"> <li>• Mental wellbeing annual survey – reported to management.</li> <li>• Shopping day (leave) prior to Christmas</li> <li>• ½ hour personal fitness x 3 days per week for admin staff</li> <li>• N3 card</li> <li>• Good moral</li> <li>• Newsletters – staff meetings - reviews</li> </ul>	<ul style="list-style-type: none"> <li>• PD applications</li> </ul>	
The education organisation anticipates and responds effectively to change.	<ul style="list-style-type: none"> <li>• ROVE</li> </ul>	<ul style="list-style-type: none"> <li>• Attended numerous information sessions.</li> </ul>		

	<ul style="list-style-type: none"> <li>• Self- assessment</li> <li>• Communication/forums/workshops NZQA, WDCs, RSLGs and stakeholders</li> <li>• Risk management plan</li> </ul>	<ul style="list-style-type: none"> <li>• Client feedback</li> <li>• Staff feedback</li> <li>• Reviews</li> <li>• The volume and cost of compliance on small PTEs is unrealistic.</li> <li>• Reported to management meetings</li> </ul>		
Innovation, responsiveness, and continuity are balanced.	<ul style="list-style-type: none"> <li>• Strategic Plan</li> <li>• Self-assessment</li> <li>• Collaboration <ul style="list-style-type: none"> <li>-WDCs</li> <li>-MSA/Wellington Free and Ngati Toa -NZCEC</li> <li>-SIT2LRN – H&amp;S Level 4</li> </ul> </li> <li>• NZQA</li> <li>• Client/learner centred training – enrolment</li> <li>• Stakeholder feedback, repeat business</li> <li>• Moodle</li> <li>• Team meetings via Teams</li> </ul>	<ul style="list-style-type: none"> <li>• Plan reviewed</li> <li>• Meeting notes</li> <li>• Programme reports</li> <li>• Meetings attended</li> <li>• Skill Standards</li> <li>• Learner evaluations</li> <li>• Collected</li> <li>• Professional development</li> </ul>		•

<p>The TEO operates a sustainable business model, which is aligned to its educational purpose.</p>	<ul style="list-style-type: none"> <li>• Business plan review</li> <li>• Strategic plan review</li> <li>• Self-assessment</li> <li>• Risk management</li> <li>• Financial reports and audited accounts</li> <li>• Management reports</li> <li>• Ethical practices</li> <li>• Community Engagement</li> <li>• Partnerships and collaboration</li> <li>• Spontaneous reviews</li> </ul>	<ul style="list-style-type: none"> <li>• Business planning</li> <li>• Strategic planning</li> <li>• Reported to management</li> <li>• Risk management plan</li> <li>• Financial management</li> <li>• Management meetings</li> <li>• Promotes diversity and inclusion - staff.</li> <li>• Support NGOs</li> <li>• MSD – job placements</li> <li>• Continuous improvement</li> </ul>		
<p>Organisational purpose and direction is clear.</p>	<ul style="list-style-type: none"> <li>• Strategic Plan</li> </ul>	<ul style="list-style-type: none"> <li>• Reviewed and reported to management.</li> <li>• Communicated to staff via posters at all sites</li> </ul>		

## Outcome Questions

### Compliance

6. How effectively are important compliance accountability managed?

Evaluation Question	Prepare	Compliant	Gap in Evidence	Gap in Practice
Policies and practices are legal and ethical.	<ul style="list-style-type: none"> <li>• QMS system</li> <li>• NZQA Rules and communications - email subscriptions – feedback to staff via meetings and newsletters</li> <li>• QMS Criterion 1-8</li> <li>• Assessment front pages</li> <li>• Health and safety file</li> </ul>	<ul style="list-style-type: none"> <li>• Policies and procedures are reviewed - NZQA ITOs, WDCs industry, NZ Law and professional codes of conduct.</li> <li>• Policies and procedures are reviewed on a scheduled basis.</li> <li>• Legal requirements embedded in QMS criterion and subsequent policies and procedures</li> <li>• Learner information</li> <li>• Incident reports</li> </ul>		<ul style="list-style-type: none"> <li>• Not all staff follow the QMS</li> </ul>

<p>The TEO has effective compliance management processes.</p>	<ul style="list-style-type: none"> <li>• Quality Management System- Key criterion</li> <li>• Policies and procedures</li> <li>• 365 online access</li> <li>• Management meeting</li> <li>• Programme approval documents</li> <li>• Risk management plan</li> <li>• Learner information – front pages of assessment</li> <li>• NZQA Maintaining PTE Registration Rules 2020</li> <li>• Employsure – HR management</li> <li>• Employsure – H&amp;S</li> </ul>	<ul style="list-style-type: none"> <li>• Quality management criterion supported by policies and procedures and reviewed on a regular basis, or as required.</li> <li>• Agenda and minutes</li> <li>• Dropbox</li> <li>• Subscription to NZQA newsletters to keep informed with changes</li> <li>• BrightHR</li> <li>• BrightSafe</li> </ul>		
<p>Relevant legislation, rules and regulations are complied with.</p>	<ul style="list-style-type: none"> <li>• Education and Training Act 2020</li> <li>• NZQA Maintaining PTE Registration Rules 2020</li> <li>• Health and Safety at Work Act 2015</li> </ul>	<ul style="list-style-type: none"> <li>• Embedded into policy and procedures</li> </ul>		

## Action Plan – Gap in Evidence Observed

	<b>Gap in Evidence</b>	<b>Plan of Action</b>	<b>Person Responsible</b>	<b>Resources Required</b>	<b>Measurable Outcomes</b>	<b>Date Achieved</b>
1	<ul style="list-style-type: none"> <li>• Pre-approval moderation</li> </ul>	<ul style="list-style-type: none"> <li>• All assessments will be sent to the appropriate WED for pre-moderation approval</li> </ul>	<ul style="list-style-type: none"> <li>• Training Managers</li> </ul>	<ul style="list-style-type: none"> <li>• Online</li> </ul>	<ul style="list-style-type: none"> <li>• Pre-approval moderation reports are held on file</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing</li> </ul>
2	<ul style="list-style-type: none"> <li>• Instructors provide verbal feedback to the learner prior to the assessment but sometimes forget to write it on the assessment as evidence.</li> </ul>	<ul style="list-style-type: none"> <li>• Remind instructors of the requirement to provide written feedback to the learner to support the fact that they are ready to be assessed.</li> </ul>	<ul style="list-style-type: none"> <li>• Training Managers</li> </ul>	<ul style="list-style-type: none"> <li>• Instructor's forum email</li> </ul>	<ul style="list-style-type: none"> <li>• Increase in instructors providing written feedback to the learner on the front of the assessment</li> </ul>	<ul style="list-style-type: none"> <li>• July 2023</li> </ul>
3	<ul style="list-style-type: none"> <li>• Teaching and learning evaluative summary – Data sharing – Excel spreadsheet</li> </ul>	<ul style="list-style-type: none"> <li>• Summaries to be sent to all instructors to provide feedback and to inform the</li> </ul>	<ul style="list-style-type: none"> <li>• Training Managers</li> </ul>	<ul style="list-style-type: none"> <li>• Emails</li> </ul>	<ul style="list-style-type: none"> <li>• There is no evidence recorded on the spreadsheet that shows the instructors have been supplied</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing</li> </ul>

		performance appraisal.			with a copy of the evaluation summary. • Performance appraisals docs	
4	<ul style="list-style-type: none"> <li>Feedback from clients to determine whether learners have acquired useful skills and knowledge and if they have developed their cognitive abilities as a result of the training.</li> </ul>	<ul style="list-style-type: none"> <li>Revisit the client survey to capture the detail around skills and knowledge.</li> <li>Formalise the process in reports to management.</li> <li>Strengthen job descriptions and expectation of staff involved to ensure consistent reporting</li> </ul>	<ul style="list-style-type: none"> <li>Training Managers</li> <li>Training Coordinator</li> <li>Marketing</li> </ul>	<ul style="list-style-type: none"> <li>Monkey Survey</li> </ul>	<ul style="list-style-type: none"> <li>Reports to management meeting</li> <li>Job descriptions reviewed</li> <li>Expectations of staff reviewed, to include monthly reporting of client feedback</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing</li> </ul>
5	<ul style="list-style-type: none"> <li>Stakeholder engagement - evidence not consistently reported to management.</li> </ul>	<ul style="list-style-type: none"> <li>We are actively reviewing our stakeholder and industry sector relationship strategy to engage</li> </ul>	<ul style="list-style-type: none"> <li>Management team</li> <li>Marketing</li> </ul>	<ul style="list-style-type: none"> <li>Face-to-face</li> <li>Emails</li> <li>Teams</li> <li>Zoom</li> </ul>	<ul style="list-style-type: none"> <li>Reports to management</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing</li> </ul>



		effectively in the new business environment we find ourselves in.				
6	<ul style="list-style-type: none"> <li>Regional Skills Leadership Groups (RSLG) regional reports</li> </ul>	<ul style="list-style-type: none"> <li>Include in strategic planning.</li> <li>Marketing</li> </ul>	<ul style="list-style-type: none"> <li>Management team</li> <li>Training Managers</li> <li>Marketing</li> </ul>	<ul style="list-style-type: none"> <li>Professional development</li> <li>Strengthen job descriptions</li> </ul>	<ul style="list-style-type: none"> <li>Strategic direction alignment</li> <li>Training reports show alignment of training with RSLG across the regions.</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing</li> </ul>
7	<ul style="list-style-type: none"> <li>Key stakeholders, including learners, are clearly identified and engagement is appropriate and ongoing.</li> </ul>	<ul style="list-style-type: none"> <li>Strengthen job descriptions and reporting expectations</li> </ul>	<ul style="list-style-type: none"> <li>Managers</li> <li>Marketing</li> </ul>	<ul style="list-style-type: none"> <li>Professional development</li> </ul>	<ul style="list-style-type: none"> <li>Reports to management</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing</li> </ul>
8	<ul style="list-style-type: none"> <li>Communities' and iwi bodies of knowledge are created, developed, and advanced.</li> <li>We recognise the need for staff training in the guiding principles of Te Tiriti o Waitangi.</li> </ul>	<ul style="list-style-type: none"> <li>Strategic plan</li> <li>Job descriptions that attract Māori and Pasifika staff</li> <li>Job descriptions to attract neurodiverse.</li> <li>Staff training</li> <li>Self-directed – sharing best practice, ideas etc.</li> </ul>	<ul style="list-style-type: none"> <li>Management team</li> <li>Managers</li> <li>Staff - responsibility of self</li> </ul>	<ul style="list-style-type: none"> <li>Job descriptions</li> <li>Professional development</li> </ul>	<ul style="list-style-type: none"> <li>Number of Māori and Pasifika staff employed.</li> <li>Neurodiverse talent employed.</li> <li>Staff PD reports</li> <li>Performance appraisals</li> <li>Staff confidence and job satisfaction</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing</li> </ul>

9	<ul style="list-style-type: none"> <li>Stakeholder feedback - surveys are sent to clients at the end of each course but no analysis or reporting of these is undertaken. Poor return rate.</li> </ul>	<ul style="list-style-type: none"> <li>Review process as evidence suggests that it is not effective</li> </ul>	<ul style="list-style-type: none"> <li>Training Manager</li> <li>Training coordinator</li> </ul>	<ul style="list-style-type: none"> <li>Job description updated.</li> <li>Staff training</li> </ul>	<ul style="list-style-type: none"> <li>Client feedback received, analysed, and reported to management meetings</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing</li> </ul>
10	<ul style="list-style-type: none"> <li>Inconsistent reporting across Pro+Med (NZ) Ltd is due to a number of new staff being appointed to new positions and finding their feet. With staff now in place this reporting has been strengthened</li> </ul>	<ul style="list-style-type: none"> <li>Strengthen expectations of reporting</li> <li>Provide training</li> <li>Update job descriptions to include monthly reporting to managers</li> </ul>	<ul style="list-style-type: none"> <li>Management team</li> <li>Managers</li> </ul>	<ul style="list-style-type: none"> <li>Job descriptions to include monthly reporting</li> <li>Reporting templates created</li> </ul>	<ul style="list-style-type: none"> <li>Managers reports to management meetings</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing</li> </ul>

## Action Plan – Gap in Practice

	<b>Gap in Practice</b>	<b>Plan of Action</b>	<b>Person Responsible</b>	<b>Resources Required</b>	<b>Measurable Outcomes</b>	<b>Date Achieved</b>
1	<ul style="list-style-type: none"> <li>Longitudinal Assessment – assessing the learners’ well-being and abilities before, during, and after training would allow for a</li> </ul>	<ul style="list-style-type: none"> <li>Include in strategic plan as a project</li> </ul>	<ul style="list-style-type: none"> <li>Management team</li> <li>Marketing</li> </ul>	<ul style="list-style-type: none"> <li>Professional development</li> </ul>	<ul style="list-style-type: none"> <li>Professional conversations with clients are informed and credible</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing</li> </ul>

	longitudinal perspective					
2	<ul style="list-style-type: none"> <li>Partnerships and collaboration with relevant stakeholders and community organisations to ensure programmes align with need.</li> </ul>	<ul style="list-style-type: none"> <li>Validating the relevance and value of the training by gathering success stories and case studies that demonstrate the positive outcomes.</li> <li>Demonstrating relevance to the stakeholders and communities to ensure their needs, expectations and cultural perspective are at the core of the learning experience.</li> </ul>	<ul style="list-style-type: none"> <li>Management team – strategic planning</li> <li>Marketing</li> </ul>	<ul style="list-style-type: none"> <li>Professional development</li> </ul>	<ul style="list-style-type: none"> <li>Growth in partnerships and programmes offered</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing</li> </ul>