



Self-Assessment summary 2025

Hato Hone St John PTE

17 September 2026

TEO Information

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Reporting Period	January 2025 to July 2026

Executive Summary

This self-assessment summary outlines the findings of Hato Hone St John's 2026 self-review process and demonstrates our ongoing commitment to educational quality, learner success, wellbeing, assessment integrity, and continuous improvement. The review forms part of our quality assurance system and supports compliance with the NZQA Quality Assurance of Tertiary Education Providers Rules 2026.

The review found that established systems continue to operate across programme delivery, assessment, learner support, staff capability, complaints management, compliance, and quality monitoring. During the review period, the implementation of the Capability Framework continued, along with the refreshed moderation and assessment practices, strengthened pastoral care processes within clinical programmes, enhanced learner feedback mechanisms, and engagement with NZQA moderation and consistency review activities.

The self-review also identified opportunities for further improvement, particularly in learner wellbeing and safety, learner equity and representation, moderation effectiveness, governance oversight, learner administration processes, and the appropriate use of artificial intelligence in education and assessment. These areas have been incorporated into our Quality Improvement Plan for 2026-2027.

Summary of Self-Review Findings

The 2026 self-review confirmed that quality assurance systems are established and operating effectively across both Public Training and Clinical programme delivery. Staff capability requirements, programme documentation, learner support systems, assessment processes, complaints management, and learner feedback mechanisms are in place and actively monitored.

The review also confirmed that improvement activities initiated during the previous review cycle have progressed, including implementation of the Capability Framework, moderation and assessment refresh activities, enhanced pastoral care practices, and development of systems to support future quality improvements.

Teaching and Learning

The Capability Framework continued to be embedded nationally to strengthen teaching practice, support professional development, and improve consistency of learner support. This work has increased clarity regarding tutor expectations, capability requirements, and professional development pathways.

Additional initiatives included targeted delivery within the New Zealand Diploma in Ambulance Practice programmes to support workforce development and screening of Level 5 learners to identify learning support requirements.

A successful NZQA consistency review was also completed during the year.

The review identified an ongoing need to embed consistent teaching and assessment practice across a geographically dispersed workforce and continue supporting learner participation and success.

Assessment and Moderation

A refreshed moderation and assessment framework was introduced to strengthen assessment quality, consistency, and confidence in assessment decisions. Clearer processes, guidance, and expectations have improved staff understanding of assessment and moderation requirements.

In the Clinical space a successful NZQA moderation monitoring review confirmed the effectiveness of internal moderation systems.

Additional assessment improvements included redevelopment of Level 5 workbooks, ongoing qualification reviews, and implementation of an AI-supported marking tool for selected assessments within the New Zealand Diploma in Ambulance Practice programme.

The self-review identified the need to continue evaluating the effectiveness of moderation activities and monitoring the long-term impact of assessment improvements to ensure assessment decisions remain valid, reliable, and consistent.

Learner Wellbeing and Safety

Learner wellbeing and safety remain a key organisational priority. During the review period, the Pastoral Care Code continued to be embedded within the clinical learning environment, supported by stronger collaboration between teams.

Learner support processes are established and available to learners throughout their learning journey. Learners can access support through tutors, facilitators, customer service channels, and organisational support systems.

Complaints and incidents are recorded, managed, and escalated in accordance with organisational policies and procedures. There were no critical incidents reported during this period.

Feedback from learners identified opportunities to further strengthen programme delivery through increased formative assessment opportunities, enhanced mentor support, and review of programme pacing. This feedback informs ongoing programme improvements.

The self-review identified a need to better demonstrate learner awareness of support services and strengthen evidence of the effectiveness of learner wellbeing initiatives.

Learner Voice, Equity and Participation

Learner feedback continues to be collected and reviewed to inform quality improvement activities and management decision-making.

Recent enrolment data shows increased Māori and Pasifika participation within the REMT programme compared with historical participation levels. The organisation recognises the importance of ensuring learner voice reflects the diversity of the learner population and continues to strengthen engagement with Māori, Pasifika, learners with disabilities, graduates, and other stakeholders.

The review identified an opportunity to improve the collection and analysis of learner feedback and complaints data across diverse learner groups. Further work is planned to support equitable participation, engagement, success, and representation.

Innovation and Use of Artificial Intelligence

During the review period, the organisation developed and trialled an internally managed AI-assisted marking tool to support first-pass assessment of diploma workbooks. Qualified assessors continue to retain responsibility for all final assessment decisions.

Early results indicate significant reductions in assessment processing time and have helped identify opportunities to improve assessment design and consistency. The project has also supported the development of an AI and Academic Integrity Policy and increased organisational understanding of opportunities and risks associated with AI in education and assessment.

Ongoing monitoring, moderation, and evaluation will continue to ensure assessment decisions remain fair, valid, consistent, and compliant with regulatory requirements.

Key Strengths Identified

The self-review identified several areas of strength:

- Staff have relevant vocational expertise and capability consistent with applicable Consent and Moderation Requirements.
- Programme information and learning resources are maintained and accessible to learners.
- Assessment and moderation systems are established and supported by documented processes.
- Learners have multiple channels to provide feedback, raise concerns, and access support.
- Complaints and incidents are managed through established organisational processes.
- Professional development remains a focus through implementation of the Capability Framework.
- Learner achievement and feedback information is reviewed to identify trends and improvement opportunities.

Improvement Priorities for 2026/2027

The following priorities have been incorporated into the Quality Improvement Plan:

1. Strengthen learner wellbeing and safety awareness and evidence of effectiveness.
2. Improve learner administration, enrolment, compliance, and reporting processes through automation and system improvements.
3. Continue implementation and evaluation of the refreshed assessment and moderation framework.
4. Establish clear organisational expectations for the use of artificial intelligence in learning and assessment.
5. Strengthen learner equity, participation, representation, and stakeholder voice.
6. Review and update governance arrangements to align with the 2026 regulatory framework and quality assurance expectations.

Commitment to Continuous Improvement

Hato Hone St John remains committed to continuous improvement and to maintaining educational practices that support quality learning experiences, learner success, wellbeing, assessment integrity, and regulatory compliance.

Findings from this self-review have been incorporated into the organisation's Quality Improvement Plan and will be monitored through ongoing governance, quality assurance, and self-review activities.