

## Te Whatu Ora – Southern – Progress on required actions

Te Whatu Ora – Southern underwent an accreditation assessment as a provider of prevocational medical training on 5 and 6 November 2024.

The overall outcome of the assessment for Te Whatu Ora – Southern accreditation was ‘**substantially met**’.

Te Whatu Ora – Southern is currently accredited for prevocational medical training until 31 March 2029, subject to satisfactorily addressing the required actions listed below.

**Update:** In February 2026, as part of the transition to the new accreditation of prevocational medical training framework, Council updated required actions that will sit at a different or multiple levels under the new framework.

	Required actions on accreditation	Standard	Status
1	<p>Southern must develop a strategic plan for the ongoing development and support of high quality prevocational medical training and education across the Southern district.</p> <p><i>Due to be addressed: 15 September 2026</i></p>	<p><b>Strategic planning and governance – Strategic planning</b></p> <p><b>1.1.1:</b> The district training provider has a strategic plan for ongoing development and support of high quality prevocational medical training and education, which reflects the training organisation’s strategic priorities.</p>	
2	<p>Southern must adequately resource all aspects of the intern training programme.</p> <p><i>Due to be addressed: 15 September 2026</i></p>	<p><b>Strategic planning and governance – Strategic planning</b></p> <p><b>2.1.1:</b> The district training provider demonstrates that it has the mechanisms in place to plan, develop, implement, and review the prevocational training programme.</p>	
3	<p>Southern must ensure structured handovers are occurring appropriately for all services in the morning, afternoon and at night.</p> <p><i>Due to be addressed: 15 September 2026</i></p>	<p><b>The intern training programme – Programme components</b></p> <p><b>3.1.8:</b> There are procedures in place for structured handovers between clinical teams and between shifts (morning, evening, nights and weekends) to promote continuity of quality care. The district training provider ensures that interns understand their role and responsibilities in handover.</p>	

	Required actions on accreditation	Standard	Status
4	<p>Southern must ensure barriers to attendance at the formal education programme teaching sessions are minimised, so that interns attend at least two thirds of sessions.</p> <p><i>Due to be addressed: 15 September 2026</i></p>	<p><b>The intern training programme – Formal education programme</b></p> <p><b>3.3.2:</b> The intern training programme ensures that interns can attend at least two thirds of formal education sessions, by structuring the formal education sessions so that barriers to attendance are minimised.</p>	
5	<p>Southern must ensure hauora Māori content is provided in the Southland teaching programme.</p> <p><i>Due to be addressed: 31 January 2026</i></p> <p><i>Report on progress due: 30 June 2025</i></p>	<p><b>The intern training programme – Formal education programme</b></p> <p><b>3.3.4:</b> The formal education programme provides content on hauora Māori and tikanga Māori, and Māori health equity, including the relationship between culture and health.</p>	Addressed (March 2026)
6	<p>Southern must review and map the provision of formal teaching sessions in the non-clinical domains of professionalism and self-care, and ensure that these are offered throughout the year so that interns have sufficient opportunities to attend.</p> <p><i>Due to be addressed: 15 September 2026</i></p>	<p><b>The intern training programme – Formal education programme</b></p> <p><b>3.3.1:</b> The intern training programme includes a formal education programme that supports interns to achieve the learning outcomes outlined in the 14 learning activities that are not generally available through the completion of clinical attachments.</p> <p><b>3.3.5:</b> The formal education programme provides opportunity for interns to develop skills in self-care and peer support, including time management, and identifying and managing stress and burn-out.</p>	
7	<p>Southern must ensure formal written attachment-specific orientation materials and in person orientation is provided at the start of each clinical attachment, including to those who are absent on the first day of the attachment.</p> <p><i>Due to be addressed: 15 September 2027</i></p> <p><i>Report on progress due: 15 September 2026</i></p>	<p><b>The intern training programme – Orientation</b></p> <p><b>3.4.2:</b> Orientation, including written descriptions, is provided at the start of each clinical attachment, ensuring familiarity with key staff, systems, policies, and processes relevant to that clinical attachment.</p>	

	Required actions on accreditation	Standard	Status
8	<p>Southern must ensure that systems are in place to ensure that clinical supervisors meet with interns at the beginning, middle and end of each attachment, and record these meetings in ePort in a timely manner.</p> <p><i>Due to be addressed: 15 September 2026</i></p>	<p><b>Assessment and supervision – Feedback and assessment</b></p> <p><b>4.4.1:</b> Systems are in place to ensure that regular, formal feedback is provided to interns and documented in ePort on their performance within each clinical attachment, including end of clinical attachment assessments. This should also cover the intern’s progress in completing the goals in their PDP and the intern’s self-reflections against the 14 learning activities.</p>	
9	<p>Southern must establish a mechanism for interns to provide feedback on RMO unit staff and others involved in intern training.</p> <p><i>Due to be addressed: 15 September 2026</i></p>	<p><b>Monitoring and evaluation of the intern training programme</b></p> <p><b>5.1.4:</b> There are mechanisms in place that enable interns to provide anonymous feedback on their prevocational educational supervisors, RMO unit staff and others involved in intern training.</p>	
10	<p>Southern must establish a mechanism to routinely evaluate clinical supervisor effectiveness, taking into account feedback from interns.</p> <p><i>Due to be addressed: 15 September 2027</i></p> <p><i>Report on progress due: 15 September 2026</i></p>	<p><b>Monitoring and evaluation of the intern training programme</b></p> <p><b>5.1.5:</b> The district training provider routinely evaluates supervisor effectiveness taking into account feedback from interns.</p>	
11	<p>Southern must ensure processes and mechanisms are in place to ensure the currency of accredited clinical attachments.</p> <p><i>Due to be addressed: 15 September 2026</i></p>	<p><b>Implementing the education and training framework – Establishing and allocating accredited clinical attachments</b></p> <p><b>6.1.1:</b> Processes and mechanisms are in place to ensure the currency of accredited clinical attachments.</p>	
12	<p>Southern must ensure the process of allocation of interns to clinical attachments is transparent and fair.</p> <p><i>Due to be addressed: 15 September 2027</i></p> <p><i>Report on progress due: 15 September 2026</i></p>	<p><b>Implementing the education and training framework – Establishing and allocating accredited clinical attachments</b></p> <p><b>6.1.3:</b> The process of allocation of interns to clinical attachments is transparent and fair.</p>	

	Required actions on accreditation	Standard	Status
13	<p>Southern must ensure applications for annual leave are dealt with fairly and transparently.</p> <p><i>Due to be addressed: 31 January 2026</i></p>	<p><b>Implementing the education and training framework – Welfare and support</b></p> <p><b>6.2.7:</b> Applications for annual leave are dealt with fairly and transparently.</p>	

Updated May 2026