



# IPMHA HIP trainer candidate guide

September 2025

Published in September 2025 by Te Pou.

Te Pou is a national centre of evidence-informed workforce development for the mental health and addiction sectors in Aotearoa New Zealand.

PO Box 108-244, Symonds St, Auckland, New Zealand

ISBN 978-1-991076-69-4

Web: [www.tepou.co.nz](http://www.tepou.co.nz)

Email: [info@tepou.co.nz](mailto:info@tepou.co.nz)

Recommended citation:

Te Pou. (2025). *IPMHA Health improvement practitioner (HIP) trainer candidate guide*.

# Table of Contents

Table of Contents .....	3
Overview .....	4
Hub and spoke training delivery model.....	5
Learning outcomes.....	6
HIP trainer candidate nomination and confirmation.....	6
Step 1: Nomination .....	7
Step 2: Observation and discussion .....	8
Step 3: Confirmation .....	9
HIP trainer candidate pathway .....	9
Training components.....	10
Trainer core competencies.....	11
Final competency review and endorsement .....	11
Appendices .....	13
Appendix A: Role of an endorsed HIP trainer .....	13
Appendix B: Training component checklist.....	14
Appendix C: HIP trainer core competencies .....	17
HIP trainer core competency tool .....	18
Appendix D: Learning and development plan .....	23

## Overview

This guide outlines the process to become an endorsed trainer of health improvement practitioners (HIPs) as part of the Integrated Primary Mental Health and Addiction (IPMHA) programme in Aotearoa New Zealand.

Te Pou, contracted by Health New Zealand | Te Whatu Ora, delivers workforce development training to support the IPMHA programme. This includes training for HIPs, support workers and the development of HIP trainers.

The HIP trainer candidate pathway is adapted from the Primary Care Behavioural Health (PCBH) model, developed by Mountainview Consulting, and tailored for the Aotearoa New Zealand context. It incorporates adult learning principles and aligns with the [Keeping it Real | Kia Pono te Tika](#) framework, which describes the values, attitudes, knowledge, and skills required for working effectively alongside tāngata whai ora and whānau experiencing addiction and/or mental health challenges.

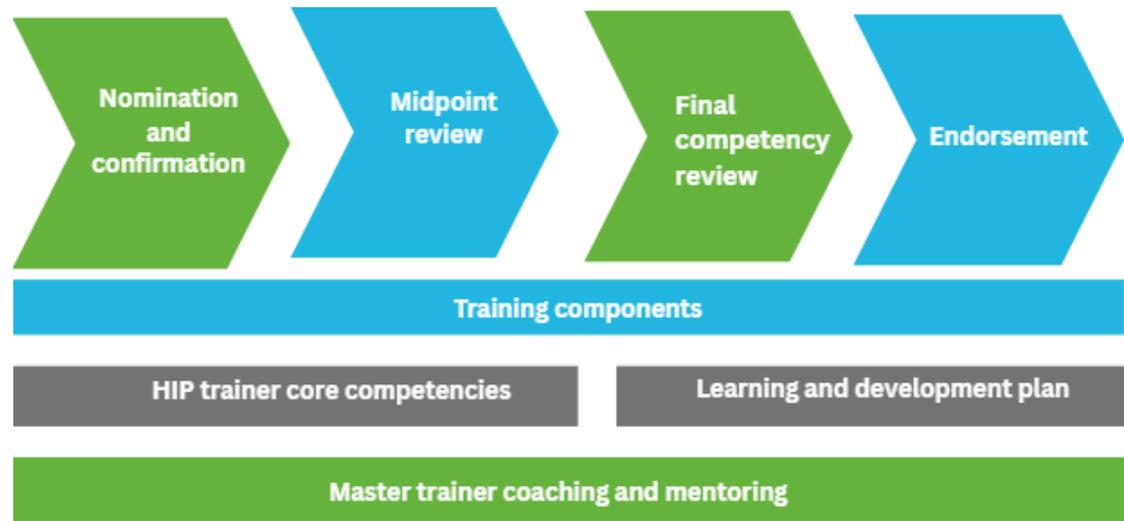
Participation is confirmed by Te Pou in partnership with regional spokes and employers, with priority given to regions with the greatest workforce need.

The pathway includes up to 30 days of HIP programme delivery over a six-month period, supported by coaching and mentoring from a HIP master trainer. The schedule and timeframe are agreed by Te Pou, the employer or line manager, the master trainer, and the candidate to ensure the experience is achievable and aligned with service delivery commitments. Where needed, exceptions to the six-month timeframe can be discussed and approved by Te Pou before a place on the pathway is confirmed.

Throughout the pathway, trainer candidates deliver all components of the HIP training programme with guidance and support from a master trainer. Development is informed by learning and development plans, which are reviewed regularly to reflect on progress, build on strengths, and identify next steps in line with the HIP trainer core competencies.

The pathway concludes with a final competency review led by the master trainer, who submits an endorsement recommendation to Te Pou. The final endorsement is confirmed in collaboration with the candidate's employer.

Figure 1. HIP trainer candidate pathway overview



## Hub and spoke training delivery model

Te Pou leads the national delivery of the HIP training programme, which is transitioning to a hub-and-spoke model. In the hub and spoke model:

- Te Pou serves as the national hub, responsible for programme design, content, quality improvement, evaluation, and the development of HIP trainers and master trainers
- regional spokes, sub-contracted by Te Pou and led by local health organisations, support coordination and delivery of training regionally.

This model was piloted in 2023. Following the success of the pilot, Health New Zealand | Te Whatu Ora confirmed the hub-and-spoke approach as the direction for HIP programme delivery. WellSouth leads programme delivery for Te Waipounamu, with the Northern, Central, and Te Manawa Taki regions adopting the spoke role as they become ready.

As the spokes are established, Te Pou will continue working with employers and regional spokes to identify potential trainer candidates, ensuring the pathway supports the development of HIP trainers in line with regional workforce needs and sustainable service delivery.

## Learning outcomes

On completion of the pathway, HIP trainer candidates will be able to:

- deliver the HIP training programme in accordance with Te Pou approved programme content and materials, providing consistent, nationally aligned training experiences
- apply adult learning principles to facilitate engaging, inclusive, and effective coaching and learning experiences
- respond to and adapt training and coaching approaches to meet individual HIP trainees' learning needs
- consistently apply [HIP trainer competencies](#) in practice, demonstrating the required skills and knowledge to deliver all components of the HIP training programme
- fulfil the responsibilities of an endorsed HIP trainer working collaboratively with Te Pou, master trainers, employers, line managers and regional spokes
- demonstrate clear role boundaries, effective communication with all stakeholders, and the ability to foster a safe, inclusive, and supportive learning culture.

## HIP trainer candidate nomination and confirmation

To be eligible for nomination as a HIP trainer candidate, nominees must:

- hold a current professional registration and annual practicing certificate
- have at least six months' experience practicing as an endorsed HIP
- be employed in a HIP or other IPMHA role (e.g., HIP lead or line manager)
  - full-time employment (1.0 FTE) is preferred, those working more than 0.5 FTE will be considered.

Figure 2: Nomination to confirmation process



## Step 1: Nomination

Trainer candidates are nominated by their employing organisation. The nomination includes two key components:

### 1. Employer statement of support

This written statement affirms the nominee's suitability for the trainer pathway by outlining:

- how the nominee's practice alignments with the HIP model
- their capability and potential to support others' learning and development
- the organisation's commitment to releasing and supporting the nominee to complete the training pathway
- the organisations commitment to releasing the trainer (once endorsed) to deliver the HIP training programme.

## 2. Nominee application

Before starting the written application, nominees should complete the Keeping it Real | Kia Pono te Tika [Real Skills self-assessments](#) across all three levels: essential, enhanced, and leadership. The self-assessments are not submitted; they are a tool for reflecting on strengths and identifying areas for growth across the seven Real Skills, informing the written application.

- to request a registration link to Real Skills online please email [IPMHA@tepou.co.nz](mailto:IPMHA@tepou.co.nz)

The nominee's application consists of a written submission that describes their experience, strengths, and readiness for the trainer role including:

- a sound understanding of the HIP model
- engagement in population health initiatives such as group programmes, care pathway development, or early intervention strategies
- experience in adult learning contexts, including coaching, mentoring, supervision, facilitation or leadership experience
- application of the seven Real Skills in everyday practice, informed by the Keeping it Real | Kia Pono te Tika self-assessment
- a commitment to ongoing professional development, including participation in cultural training, adult education, or facilitation opportunities, and reflections on key Real Skills to be developed in preparation for the trainer role.

Nominations are submitted via [Health improvement practitioner \(HIP\) trainer nominations | Te Pou](#)

Te Pou reviews the full nomination before acceptance and progression to the next stage of the process.

### Step 2: Observation and discussion

A national master trainer will arrange to observe the nominee's clinical practice for up to one full day, either in person or virtually.

During this stage, the master trainer:

- observes capability, strengths, and identifies opportunities for further growth aligned with the [trainer core competencies](#)
- facilitates a discussion that leads to a co-developed initial learning and development plan that considers:
  - trainer competencies for development
  - other focus areas such as adult learning, virtual delivery, and cultural responsiveness
  - learning goals nominee has identified based on insights from the Keeping it Real | Kia Pono te Tika self-assessment.

The master trainer then submits a recommendation to Te Pou, which includes:

- jointly rated [HIP trainer core competencies](#)
- a tailored initial learning and development plan

## Step 3: Confirmation

Before confirming a place on the HIP trainer candidate pathway, Te Pou considers:

- readiness of the nominee, based on the nomination and master trainer's recommendation
- regional demand for HIP trainers
- the organisation's ability to release the nominee to complete the pathway components
- the organisation's ability to release the trainer (once endorsed) to deliver the HIP training programme.

The nominee's teaching and facilitation experience is assessed through their written application, observation, and discussion.

Where a nominee would benefit from further development in any of these areas to strengthen their readiness, they may not be confirmed for immediate entry onto the pathway. In such cases, the master trainer and nominee co-develop a targeted learning and development plan outlining activities to build confidence and capability. Te Pou and the nominee's line manager then review the plan to agree on a timeframe for completion and re-assessment of the nomination.

Once readiness has been confirmed, participation is agreed by Te Pou in partnership with regional spokes and employers, with priority given to regions with the greatest workforce need.

During the confirmation phase, Te Pou or the relevant regional spoke works with the employer, master trainer, and trainer candidate to agree a training pathway schedule, clarifying and aligning shared expectations, time commitments, and coordinated planning to support successful completion of the pathway.

## HIP trainer candidate pathway

Once participation is confirmed, the nominee enters the HIP trainer candidate pathway. This pathway involves up to 30 days of HIP programme delivery over six months, or an alternatively agreed timeframe. supported by coaching and mentoring from a HIP master trainer.

Throughout the pathway, trainer candidates are supported to build confidence and capability by gaining hands-on experience in all components of the HIP training programme, both alongside a master trainer and independently. This includes facilitating workshops and coaching up to four HIP trainees through each practicum component.

Their development is informed by co-developed learning and development plans that track progress, recognise strengths, and identify next steps aligned with the HIP trainer core competencies.

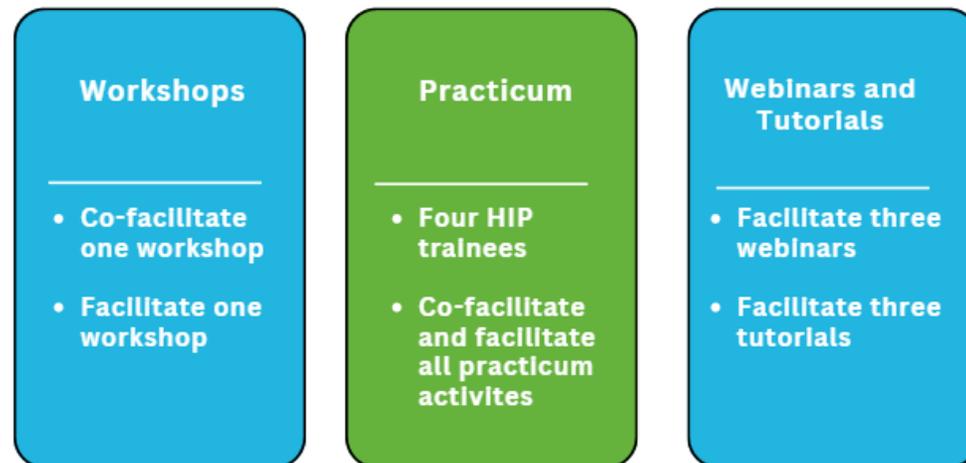
At the midpoint, Te Pou, the master trainer, the trainer candidate, and their line manager meet to review progress toward endorsement. If additional support or time is needed, they work together to adjust the agreed timeframe and agree on strategies that build on the candidate's strengths and support continued growth.

## Training components

The HIP trainer pathway includes the following key [training components](#):

- co-facilitation of one HIP training workshop and independent facilitation of another
- coaching and mentoring of all practicum activities
- facilitation of three tutorials and three webinars

Figure 3: Training components



These components are supported by self-directed learning to build familiarity with training materials and resources, monthly mentoring sessions with a master trainer to support development and reflection, and participation in progress meeting and professional development opportunities as required by Te Pou.

For further detail see Appendix B: [training component checklist](#)

## Trainer core competencies

To be endorsed, trainer candidates must demonstrate their strengths and capabilities across the following [HIP trainer core competencies](#):

- HIP programme expertise
- facilitation of HIP trainees' learning and professional development
- communication
- coaching and mentoring skills
- adherence to professional and ethical standards.

These competencies reflect the core skills needed to deliver high-quality HIP training and to create learning experiences that meet the diverse needs of trainees. Adult education principles are embedded throughout, especially in facilitation and coaching. Trainer candidates build on their basic knowledge through self-directed learning and support from master trainers, who model effective teaching strategies, provide coaching, and offer feedback to support growth and practical application.

Trainer candidates participate in regular progress reviews with a master trainer to reflect on their development, recognise strengths, and identify opportunities for further learning opportunities aligned with the trainer core competencies. New goals are integrated into the candidate's [learning and development plan](#), which is updated at least three times throughout the pathway. This plan is regularly shared with the line manager and Te Pou to ensure shared visibility of progress, support capability development, and enable any additional support needed.

To achieve endorsement, trainer candidates are expected to demonstrate strong capability across all competencies, including:

- a rating of 4 or higher in
  - competency 3: communication
  - competency 5: coaching and mentoring skills
- a rating of 3 or higher in all other competencies and indicators.

## Final competency review and endorsement

The trainer candidate pathway concludes with a final competency review led by the master trainer. This review offers an opportunity to reflect on the candidate's development, highlight strengths and demonstrated competencies, and engage in a mentoring conversation to identify goals for ongoing professional development and enhanced training effectiveness.

The review includes:

- assessing progress against the candidate's learning and development plan
- a reflective conversation in which the candidate shares contextual examples that demonstrate their strengths and consistent application of the [HIP trainer core competencies](#)
- collaborative rating the competencies
- co-development of a final learning and development plan that identifies goals for continued growth, key skill areas, learning opportunities, and strategies to sustain and strengthen training effectiveness.

Following this review the master trainer submits an endorsement recommendation to Te Pou. This recommendation outlines the candidate's readiness and strengths and is supported by:

- confirmation all training components have been completed
- jointly rated [HIP trainer core competencies](#)
- the co-developed final learning and development plan.

Te Pou reviews the recommendation and works in partnership with the employer or line manager to finalise the endorsement.

If the final review identifies areas where further development would strengthen readiness for endorsement, the master trainer, candidate, Te Pou, and line manager will co-develop a tailored learning and development plan. This plan outlines the next steps, support required, and timeframe. The candidate will be supported to complete the plan and participate in a follow-up competency review.

If a candidate does not agree with the review outcome, they may submit a written appeal to Te Pou. All information provided will be carefully reviewed, and Te Pou will determine the appropriate next steps.

# Appendices

## Appendix A: Role of an endorsed HIP trainer

Endorsed HIP trainers are responsible for delivering the HIP training programme as designed by Te Pou, ensuring consistency, quality, and fidelity to approved programme materials. They work in close collaboration with Te Pou, master trainers, employers or line managers, and regional spokes to uphold the integrity of the programme, while also adapting delivery to meet the individual needs of trainees. This approach ensures all HIP trainees develop the skills, knowledge, and confidence needed to practise effectively in their roles.

### Key responsibilities

- Facilitate engaging, effective training for HIP trainees, both virtually and in-person.
- Model session structure fidelity, warm handovers, and population health approaches.
- Support HIP trainees' learning journey, encouraging active engagement and successful completion.
- Provide timely constructive feedback on assessments and trainee submissions.
- Collaborate with line managers to align and support the HIP training process, including engaging them in trainee assessment discussions and sharing learning and development plans.
- Maintain accurate documentation and records in SELMA (Student Enrolment and Learning Management Application).
- Contribute to the review, design and development of training content as required by Te Pou.
- Maintain an annual learning and development plan.
- Participate in regional and peer support networks.
- Stay current with industry best practices and continuously enhance training skills through participation in the required trainer and other professional development opportunities provided by Te Pou, with a focus on adult learning principles, effective facilitation techniques, and cultural supervision.

## Appendix B: Training component checklist

Self-directed learning	Complete
<p>Trainer candidates take an active role in their development by engaging in the following self-directed learning activities, with guidance from the master trainer:</p> <ul style="list-style-type: none"> <li>• deepen understanding of the HIP programme by exploring training materials, resources, and processes from a trainer’s perspective</li> <li>• strengthen familiarity with Te Pou-approved HIP training materials to support confident and consistent delivery</li> <li>• build knowledge through reading <i>Behavioural Consultation and Primary Care: A Guide to Integrating Services</i> (2nd ed., 2016) and exploring resources on adult learning principles.</li> </ul>	
Monthly mentoring with master trainer	Complete
<p>Mentoring sessions are a collaborative space to reflect on progress, celebrate learning, and explore opportunities for continued growth. Guided by the master trainer, these sessions focus on:</p> <ul style="list-style-type: none"> <li>• reviewing development across the trainer competencies</li> <li>• reflecting on feedback from both the master trainer and HIP trainees</li> <li>• identifying strengths and setting new goals that build on existing capability</li> </ul> <p>Trainer candidates are encouraged to actively seek feedback from HIP trainees using a simple check-in question at each interaction, such as:</p> <p>"On a scale of 1 to 10, how helpful was this session? Is there anything I could do differently to support your learning?"</p> <p>These check-ins support real-time, meaningful feedback, encourage reflective practice, and align with adult learning principles by fostering open, learner-centred dialogue.</p> <p>Mentoring sessions are scheduled in the IPMHA calendar. Key points from each session are recorded by the master trainer, and both the mentoring notes and updated learning and development plan are uploaded to the candidates SELMA enrolment profile event log.</p>	

Workshop facilitation	Complete
<ul style="list-style-type: none"> <li>• Co-facilitate one workshop with a master trainer or trainer.</li> <li>• Independently facilitate one workshop with support from a master trainer or trainer.</li> </ul>	
Facilitate HIP training programme practicum components for up to four HIP trainees	Complete
<p>Trainer candidates begin by co-leading the coaching and mentoring of HIP practicum components alongside a master trainer, and progress to independently coaching and mentoring with ongoing support.</p> <p>Practicum activities include:</p> <ul style="list-style-type: none"> <li>• delivering Introduction to Practice visits, first assessments, and second assessments (in person or virtual)</li> <li>• providing timely, constructive coaching and guidance throughout all components of the training, including support with data metrics and reflections</li> <li>• jointly rating HIP core competencies and facilitating mentoring discussions with trainees</li> <li>• collaboratively developing learning and development plans during assessment visits</li> <li>• ensuring timely completion and marking of all training components</li> <li>• providing a up to three one-hour coaching and mentoring sessions to each HIP trainee</li> <li>• supporting trainees to: <ul style="list-style-type: none"> <li>○ apply population-based approaches</li> <li>○ develop and implement integration plans</li> <li>○ engage effectively with the wider primary care team</li> </ul> </li> <li>• actively involving line managers and employers in the training process</li> <li>• keeping line managers, PHO leads, employers, and Te Pou informed of trainee progress.</li> </ul>	
Tutorials and webinars	Complete
<ul style="list-style-type: none"> <li>• Facilitate up to three HIP tutorial hours.</li> <li>• Facilitate up to three HIP webinar sessions.</li> </ul>	

Meetings and professional development	Complete
Engage in regular progress review, and professional development meetings to support growth in the HIP trainer role as requested by Te Pou.	
Final competency review led by master trainer	Complete
<ul style="list-style-type: none"> <li>• Review progress against the learning and development plan</li> <li>• The trainer candidate shares contextual examples that demonstrates strengths and consistent application of the <a href="#">HIP trainer core competencies</a> and performance indicators</li> <li>• Collaboratively rate the trainer competencies</li> <li>• Co-develop a final learning and development plan that outlines ongoing professional growth goals, including key skill development areas, potential learning opportunities, and strategies to maintain and enhance training effectiveness.</li> </ul>	

## Appendix C: HIP trainer core competencies

The trainer core competencies support HIP trainer candidates in developing the skills, knowledge, and expertise required to train HIPs in delivering the Primary Care Behavioural Health (PCBH) approach within a primary care setting.

Trainer candidates and master trainers work collaboratively to:

- identify current skill levels for each competency
- regularly assess and monitor progress
- integrate new learning and development goals into the learning and development plan.

### Competency requirements

To achieve endorsement, trainer candidates are expected to demonstrate strong capability across the trainer competencies, including:

- a rating of 4 or higher in:
  - competency 3: communication
  - competency 5: coaching and mentoring skills
- a rating of 3 or higher in all other competencies and indicators

### Ongoing development and use of the trainer core competency tool

Recognising that learning and development is an ongoing process, endorsed HIP trainers are supported to continue building their capability across the trainer core competencies. This includes maintaining an annual learning and development plan, engaging in regional peer networks, and accessing national support structures.

Master trainers play a key role in this continued growth, providing mentoring and coaching, and professional development opportunities to ensure trainers remain confident, competent, and aligned with programme standards.

The trainer core competencies framework can also be used by endorsed trainers and their employers as a shared tool to support ongoing professional development and reflective practice. It offers a reference point for identifying strengths, setting development goals, and guiding regular development conversations to ensure continuous learning and high-quality delivery.

## HIP trainer core competency tool

Trainer candidate name:		Date:	
Master trainer name:			
<p>IPMHA skill development rating scale</p> <ol style="list-style-type: none"> <li>1. Emerging: building foundations and progressing.</li> <li>2. Developing: showing consistent growth; with further experience, skills will strengthen.</li> <li>3. Proficient: skills are reliable and ready for further development.</li> <li>4. Advancing: demonstrating well developed skills.</li> <li>5. Leading: consistently models highly developed skills and supports others in their development.</li> </ol>			
<p><b>Competency 1: HIP programme expertise</b></p> <p>Demonstrates in-depth knowledge and application of the HIP training programme and approved materials. Facilitates trainee growth to ensure clinical competency and effective integration of HIP services in primary care.</p>			
Assessment indicators		TC rating	MT rating
1.1	Provides clear, constructive, and timely feedback on data metrics and E GATHER reflections to build trainee insight and understanding.		
1.2	Builds trainee confidence in analysing data and other key indicators and supports them to use this information to develop strategies that enhance access to and use of HIP services.		
1.3	<p>Models and supports evidence-based practice, demonstrating advanced knowledge of:</p> <ul style="list-style-type: none"> <li>○ session structure</li> <li>○ screening tools (eg. Hua Oranga, Duke, SDQ)</li> <li>○ clinical communication (eg. PCBH interview, warm handovers)</li> <li>○ key approaches (eg. FACT, Four-Square, Life Path).</li> </ul>		

1.4	Guides trainees to apply population health strategies that identify key groups, referral pathways and initiatives that improve outcomes for underserved populations		
1.5	Delivers all required tasks within agreed timeframes, using appropriate systems and tools.		
<b>Competency 2: Facilitation of HIP trainees learning and development</b> Effectively plans, structures, and delivers engaging learning experiences tailored to trainees' needs, promoting active participation and continuous growth.			
Assessment indicators		TC rating	MT rating
2.1	Facilitates all aspects of the HIP programme in line with requirements and timelines.		
2.2	Uses approved tools and resources effectively throughout all programme stages.		
2.3	Identifies individual trainee strengths and areas for growth throughout the programme.		
2.4	Partners with trainees to co-create clear, achievable learning and development plans.		
2.5	Applies interactive methods (e.g., modelling, guided rehearsal, role play) to strengthen trainee skills.		
2.6	Engages employers to support trainee progress and actively includes them in planning and feedback.		
2.7	Proactively supports trainees who need additional guidance, creating clear progression plans, documenting in SELMA, and engaging Te Pou and employers.		
2.8	Maintains open, timely, and clear communication with all stakeholders regarding trainee progress.		
2.9	Helps trainees identify and access additional resources that support their practice.		
2.10	Offers practical strategies to embed the HIP role within the wider primary care team.		
2.11	Supports trainees to contribute effectively as team members within primary care settings.		
2.12	Plans and pre - schedules assessments and mentoring sessions in a structured way to support trainee readiness.		

	Uses coaching intentionally to build capability and to ensure trainees are well prepared for assessments. Reschedules assessments as required.		
2.13	Applies adult learning principles and varied teaching strategies matched to trainees' learning styles.		
2.14	Makes transparent, consistent, and evidence-based decisions regarding trainee performance.		
<b>Competency 3: Communication</b>			
Communicates clearly, listens actively, and fosters respectful, supportive relationships that build trainee confidence and capability.			
Assessment indicators		TC rating	MT rating
3.1	Initiates regular and effective communication with the practice manager, HIP trainee, and clinical lead in preparation for pre-practicum and practicum visits referencing appropriate programme materials like the HIP practicum guide.		
3.2	Communicates purpose and mutually agrees timeframes for data metrics and E GATHER reflection submissions and provision of feedback.		
3.3	Listens actively and responds with empathy and respect.		
3.4	Adapts communication style to the audience, ensuring clarity and engagement with all stakeholders.		
3.5	Provides strengths-based, actionable feedback that encourages self-reflection and peer learning.		
<b>Competency 4: Coaching and mentoring skills</b>			
Provides individualised support, modelling reflective practice and empowering trainees to grow their professional confidence and skills.			
Assessment indicators		TC rating	MT rating
4.1	Encourages active engagement through timely supportive, actionable coaching and feedback.		
4.2	Delivers (teams or zoom) coaching and mentoring sessions that builds trainee capability, and confidence and support preparation for assessments.		

4.3	Keeps accurate records of coaching and mentoring in SELMA.		
4.4	Models and encourages reflective practice.		
4.5	Actively seeks trainee feedback using simple check-in questions (e.g., “On a scale of 1 to 10, how helpful was this session? Is there anything I could do differently to support your learning?”). This approach encourages real-time feedback, supports reflective practice, and aligns with adult learning principles.		
4.6	Reflects on feedback and HIP programme evaluation reports to continuously strengthen own coaching and facilitation skills.		
<b>Competency 5: Adherence to professional and ethical standards</b>			
<b>Assessment indicators</b>		<b>TC rating</b>	<b>MT rating</b>
5.1	Promotes HIP primary health programme through all actions and interactions.		
5.2	Operates within professional and trainer role boundaries. Refers to Te Pou and seeks advice from the master trainer in a timely manner as appropriate.		
5.3	Complies with Te Pou processes. For example: <ul style="list-style-type: none"> <li>○ SELMA documentation and marking completed as activity occurs</li> <li>○ assessments, coaching and mentoring sessions visible in IPMHA google calendar</li> <li>○ requests prior approval from Te Pou and employing organisation as appropriate.</li> </ul>		
5.4	Understands and explains the importance of programme evaluation to trainees, provides opportunities to participate through surveys, reflects on evaluation findings, and actively contributes to continuous quality improvement initiatives as requested by Te Pou.		
5.5	Identifies professional development needs and actively pursues growth opportunities		
5.6	Always maintains confidentiality and privacy.		
5.7	Acts with honesty, integrity, and accountability.		



## Appendix D: Learning and development plan

The learning and development plan is a key guiding document that supports each trainer candidate's growth throughout the pathway. It is co-developed by the trainer candidate and the master trainer, with input and regular review from Te Pou and the employer.

This plan helps track progress, highlight strengths, and identify clear next steps aligned with the HIP trainer core competencies. Trainer candidates typically focus on three to five goals at a time, balancing short-term and longer-term objectives to ensure steady, meaningful development

All goals should follow the SMART criteria.

- Specific – clearly defines who, what, and how.
- Meaningful – aligns with professional growth and impact.
- Attainable – realistic and achievable within the candidate's development.
- Relevant – directly supports competency improvement.
- Time-bound – includes a defined timeframe for completion.

Goals may be informed by:

- self-reflection by the trainer candidate on areas for growth
- real-time, meaningful feedback requested from HIP trainees using a simple check-in question to support reflective practice, and foster a learner-centred dialogue  
eg. *On a scale of 1 to 10, how helpful was this session? Is there anything I could do differently to support your learning?"*
- input from other sources such as HIP trainers, evaluation reports, the primary care team, and peers
- collaborative discussions between the trainer candidate and master trainer to identify and refine key focus areas.

This structured, strengths-focused approach supports continuous development, aligns learning activities with competency expectations, and helps each candidate progress confidently towards endorsement.