

2025 CODE OF PRACTICE SELF-REVIEW

EXECUTIVE SUMMARY

IMPAC Services Ltd (IMPAC) is a Private Training Enterprise (MOE 7324) committed to supporting our ākonga (students) and meeting our obligations under the Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021.

IMPAC has undertaken a self-review of our compliance with the code requirements and have completed the NZQA attestation, due 1 November 2025 stating that we have overall implemented the requirements of the Code.

IMPAC is Aotearoa's (New Zealand) leading health and safety company – we are dedicated to building on the passion, knowledge and leadership and commitment to health and safety excellence. IMPAC's ambition is ka hoki haumarū atu, ora atu ngā tāngata katoa i te mahi ki ō rātou whānau. (Everyone gets home from work to their loved ones, safe and well.) Our whāinga rautaki ora (wellbeing strategic goal) is ka hoki haumarū atu, ora atu ā mātou ākonga ki te kāinga i te whakangungu, ki ō rātou whānau (our learners get home from training to their loved ones safe and well.) This goal reflects the qualitative feedback from our ākonga (students) and is aligned with IMPAC's training values of whanaungatanga (whanau centric) and manaakitanga (looking after each other) and our organisational ambition.

IMPAC is continuously striving to improve the quality of our training, services, and resources and organisations capability. We are committed to resolving immediate gaps as they arise and continuing to improve our processes, resources, training, services, and organisation capability in alignment with the code of practice moving forward.

Over the past year, a number of initiatives have been implemented to further strengthen the pastoral care provided to ākonga (student). Key developments include:

- **Ākonga (student) Voice and Access to Resources**
 - Introduction of a year-round ākonga (student) wellbeing survey to ensure regular feedback and ongoing monitoring of ākonga (student) experiences.
 - Development of a pilot Digital Library, enabling ākonga to access the most up-to-date versions of pocket guides and resources from courses previously completed.
- **Internal Capability and Infrastructure**
 - Ongoing professional development for IMPAC staff, including training in specialist areas such as first aid, wellbeing etc.
 - Establishment of an additional training facility in close proximity to Auckland Airport, expanding capacity and accessibility.
- **Systems and Processes**
 - Continued comprehensive review and refinement of internal processes to ensure delivery of high-quality pastoral care support.
 - Continued investment in system enhancements and new technologies to improve the Ākonga (student) experience.
 - Streamlining of communications to ākonga, supported by the development of clearer resources and channels.
- **Inclusivity and Wellbeing Initiatives**
 - Integration of Te Reo Māori and tikanga into course content where appropriate and relevant.
 - Ongoing review and updating of policies, including the ākonga (student) disability and reasonable adjustment policy, to reflect best practice.
 - Provision of dedicated prayer rooms within IMPAC training centres to support the diverse cultural and spiritual needs of ākonga (student).

OVERALL FINDINGS FOR EACH STAGE

Outcome	Self-rating
Outcome 1: A learner wellbeing and safety system	Implemented
Outcome 2: Learner voice	Implemented
Outcome 3: Safe, inclusive, supportive and accessible physical and digital learning environments	Well implemented
Outcome 4: Learners are safe and well	Well implemented

SUMMARY OF PERFORMANCE FOR EACH OUTCOME

Outcome	Outcome 1: A learner wellbeing and safety system
Reflection on our compliance and performance	<p>Process 1: Strategic goals and plans</p> <p>IMPAC have a strategic wellbeing goal and plan in place that gives effect to the outcomes sought and required by the pastoral care code and contributes to an education system that honour Te Tiriti o Waitangi. The strategic plan will be reviewed annually and feedback from our students will be gathered and analysed by event regularly in post-course surveys.</p> <p>Process 2: Self-review of learner wellbeing and safety practices</p> <p>IMPAC has processes in place to gather input from our learners (including diverse learners). We have continued our incentive scheme to increase input from our learners via post-course surveys. Current data along with organically received feedback and complaints are analysed, actioned and shared (as appropriate) to improve IMPAC learner wellbeing and safety practices.</p> <p>Process 3: Publication requirements</p> <p>IMPAC's has a section on our website that is in an accessible format for learners, staff, and the public that includes an overview of the strategic wellbeing goal and plans. This section is also promoted in IMPAC's learning management system and ākonga (student) (student) handbooks.</p> <p>Process 4: Responsive wellbeing and safety systems</p> <p>IMPAC staff are provided with on-going training and resources in a range of areas including Emergency Response, Data Protection, The Privacy Act and Mental Health First Aid, Wellbeing and The Treaty of Waitangi. At the beginning of each course during the housekeeping section IMPAC covers a range of topics with the ākonga (students) including wellbeing, support, trigger warnings, expectations of students and emergency procedures.</p> <p>If a member of staff or fellow learner have any concerns about a learner's wellbeing, this is escalated to the Head of Training or in their absence another person in the training leadership team. IMPAC will take all reasonable steps to guide the learner to</p>

	<p>the relevant social, medical, and mental health resources and services and a list of resources are available on IMPAC's website.</p> <p>Additional mental health and wellbeing resources for personal and professional development are distributed to all staff in the training division through our internal bulletin, email communication and internal digital library.</p> <p>All sites have First Aiders and Fire Wardens in the event of an emergency.</p>
Areas for improvement	<p>Process 1: Strategic goals and plans</p> <p>This plan and goal will be further improved as more feedback and input is gathered from our students and wider team.</p> <p>IMPAC will do this by gathering feedback IMPAC during internal meetings and continuing to incentivise and give an opportunity for all attendees to share about their experience on the course and how IMPAC can improve student wellbeing in a post-course survey.</p> <p>IMPAC has reviewed and implemented:</p> <ul style="list-style-type: none"> • Ongoing process on internal improvements and suggestions – allowing us to capture more information from our internal team and streamline the data and actions. • Annual review process of our existing courses – allowing our subject matter experts to be actively involved and heard. <p>Process 2: Self-review of learner wellbeing and safety practices</p> <p>Stakeholder surveys to gather more relevant qualitative data on:</p> <ul style="list-style-type: none"> • The effectiveness and relevance of ākonga (students) wellbeing goals and statements • Areas for improvement to support ākonga (students) wellbeing <p>This data along with organically received feedback and complaints will be analysed, actioned and shared (as appropriate) to improve IMPAC learner wellbeing and safety practices.</p> <p>Process 3: Publication requirements</p> <p>Revised strategic goals plans, and self-assessment executive summaries are made available on IMPAC's website as appropriate and applicable.</p> <p>Annual Complaints and Critical Incident Reports are published and accessible on IMPAC's website.</p> <p>Process 4: Responsive wellbeing and safety systems</p> <p>Continuing to offer training, mentorship, and resources to IMPAC Staff individually and the wider group.</p>

	<p>Continual review and amendment as required IMPAC's guidance documents and policy to ensure they remain up to date and relevant.</p> <p>Staff survey to identify gaps in knowledge and understanding of the code.</p>
Supporting evidence	<ul style="list-style-type: none"> • IMPAC's wellbeing goal and strategic plan • IMPAC post-course survey collated reports and dashboards • Records of organic feedback from learners and complaints • Individual's professional development plans • Spreadsheets with data captured internally • Training records • IMPAC's website and learning management system • IMPAC's ākonga (student) handbooks • IMPAC's housekeeping slides • IMPAC's internal bulletins and other communication

Outcome	Outcome 2: Learner voice
Reflection on our compliance and performance	<p>Process 1: Learner Voice</p> <p>IMPAC has several practices in place to pro-actively build and maintain effective relationships and collaborate with our diverse learners, wider learner group and clients. These practices are a mix of formal and informal processes like:</p> <ul style="list-style-type: none"> • Post-course surveys • Working groups, • Organic feedback to IMPAC staff and trainers during breaks etc. and occur at a range of times including during training and post-course. • An incentive process to encourage more ākonga (student) responses. • Pastoral care communications and reporting <p>Process 2: Learner Complaints</p> <p>IMPAC has a well-documented complaints process that informs learners how the complaint will be handled, how to lodge a complaint and escalate the complaint outside of IMPAC if they are unhappy with how complaint has been responded to. IMPAC's complaints are kept in confidence and IMPAC has alternative ways of providing negative feedback if a client does not want to lodge a formal complaint.</p> <p>Trainers at the beginning of training inform learners of the complaints process and where this process is documented. The complaints process is available to learners in several places including ākonga (students) handbooks, IMPAC's learning management system, in training manuals.</p> <p>Complaints are recorded in IMPAC's Risk Manager system and IMPAC's head of training is notified automatically by the system. Each complaint is discussed at senior</p>

	<p>management meetings. Depending on the severity of the complaint, the directors of IMPAC may also be notified. Once the complaint is investigated, the findings of the investigations and actions undertaken are also loaded in Risk Manager with the complaint.</p> <p>Outcomes from the complaint including actions undertaken are shared as appropriate with the parties effected.</p> <p>Process 3: Compliance with the Dispute Resolution Scheme IMPAC's representatives has reviewed and familiarised themselves on IMPAC's behalf with the Tertiary Education Disputes Resolution Scheme and the updated new NZQA complaints process.</p>
Areas for improvement	<p>Process 1: Learner Voice Continually improving our existing process to gather more input from our ākonga (students) including diverse ākonga (students) and considering new processes and practices.</p>
Supporting evidence	<ul style="list-style-type: none"> • IMPAC post-course survey collated report and dashboards • Records of organic feedback from learners and complaints • IMPAC's ākonga (student) handbooks • Complaints policy • IMPAC's website and learning management system • IMPAC's quality management system and administration policies and procedures • IMPAC's internal bulletins and other communication • IMPAC's housekeeping slide

Outcome	Outcome 3: Safe, inclusive, supportive, and accessible physical and digital learning environments
Reflection on our compliance and performance	<p>Process 1: Safe and inclusive communities IMPAC has a zero-tolerance policy for discrimination, racism, bullying, harassment, and abuse. IMPAC promotes an inclusive culture across our organisation and learning environments where learners can connect and build relationships.</p> <p>If concerning behaviour is identified or raised by a learner or staff, this is escalated to IMPAC's head of training. IMPAC's head of training determines the appropriate action to maintain a safe and inclusive community.</p> <p>IMPAC investment in technologies and resources like virtual reality simulators for trucks, cars, forklifts etc. allow students to learn and fail safely under a range of conditions.</p> <p>Process 2: Supporting learner participation and engagement. IMPAC's courses are highly interactive, and our trainers encourage participation and discussion between ākonga (students) while maintaining a safe environment. We</p>

	<p>encourage ākonga (students) to build connections with each other in several ways including group activities and sharing meals during breaks (public training).</p> <p>Ākonga (students) are provided an opportunity to notify IMPAC or discuss in confidence prior and during the course any issues that may affect their ability to study. IMPAC has several ways we can support our ākonga (students) depending on their individual circumstances.</p> <p>Ākonga (students) can access advice on pathways for further study and career development in several ways with IMPAC including recommendations from the trainer at the end of the course, guidance on IMPAC's website or from connecting with our client or IMPAC team for advice.</p> <p>As a reflection of IMPAC's values (tikanga and Manaakitanga) and commitment to our ākonga (students) IMPAC will continue to encourage staff and provide support to use Te Reo Māori and tikanga practices as appropriate.</p> <p>Process 3: Physical and digital spaces and facilities</p> <p>IMPAC is a health and safety organisation and are committed to providing healthy and safe learning environments for our students and people. We have several processes in place to ensure our environments remain accessible, healthy, and safe including post-course survey feedback from students, training venue inspections, on-site reviews of external venues and seeking feedback from staff and ākonga (students).</p> <p>IMPAC's custom built Penrose Auckland training centre has been cited by various industry parties and rated as one of the best facilities for ākonga (students) to take part in our training. The opening ceremony was conducted by our local iwi and included a blessing of the building and IMPAC whanau. IMPAC is continuing to invest in our facilities and digital spaces.</p>
Areas for improvement	<p>Process 1: Safe and inclusive communities</p> <p>IMPAC will continue to work with our ākonga (students) and clients to identify areas for improvement that will make the training environment safe and inclusive for all.</p> <p>Process 2: Supporting learner participation and engagement.</p> <p>IMPAC will provide on-going professional development opportunities and resources to all staff on the code to support learner participation and engagement.</p> <p>Process 3: Physical and digital spaces and facilities</p> <p>IMPAC will continue to review our learning environments to ensure they are fit for purpose, healthy and safe. This will include feedback from staff, ākonga (students) and other stakeholders.</p>
Supporting evidence	<ul style="list-style-type: none"> • IMPAC's wellbeing goal and strategic plan • IMPAC post-course survey collated reports and dashboards • Records of organic feedback from learners and complaints • Individual's professional development plans • Facilitation guides • IMPAC's risk register and incident report records

	<ul style="list-style-type: none"> • IMPAC's ākonga (students) handbook • IMPAC's quality management system and administration policies and procedures • IMPAC's health and safety management system • IMPAC's internal bulletins and other communication • IMPAC records of permanent and temporary venue reviews and approvals • Copy of email from WDC regarding feedback on our new premises. • EDM regarding new premises
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Outcome	Outcome 4: Learners are safe and well
Reflection on our compliance and performance	<p>Process 1: Information for learners about assistance to meet their basic needs</p> <p>IMPAC has available on our website several resources and services that can help ākonga (students) and prospective ākonga (students) to identify and manage their basic needs.</p> <p>On IMPAC's public training, catering is provided at no additional cost. IMPAC endeavors to supply healthy food options and where possible accommodates learners' special dietary requirements e.g., religious restriction, allergies, or cultural beliefs.</p> <p>At IMPAC, we embrace our diverse culture and strive to make students feel more at home. We do this during breaks and other appropriate times by offering a warm greeting or conversation in their native language if possible.</p> <p>Process 2: Promoting physical and mental health awareness</p> <p>As IMPAC's courses subjects are health and safety related learners are provided knowledge, skills that they can use to improve their physical and/or mental health and wellbeing and safety. During face-to-face training learners undertake several activities that allows them to move around the training and space. Learners are encouraged on both face-to-face and online learning to move around, take breaks, and stretch.</p> <p>IMPAC has available on our website several resources and services that can provide learners with the information and advice including how to access medical and mental health services, respond in an emergency and engage with relevant agencies and improve their wellbeing and practices that support good physical and mental health.</p> <p>Process 3: Proactive monitoring and responsive wellbeing and safety practices</p> <p>When learners are booked on public training through an organisation or on inhouse training a booking contact name and details are provided. IMPAC does outline a limited number of circumstances in which this contact would be contacted.</p> <p>IMPAC provides our learners the opportunity pre-course (when booking) and during the course to communicate with IMPAC in confidence their health (physical and mental), cultural or learning needs. IMPAC will endeavour to accommodate the learner's needs.</p>

Areas for improvement	Process 3: Proactive monitoring and responsive wellbeing and safety practices To ensure existing practices remain relevant IMPAC will annually undertake reviews of our existing practices and escalation pathways for IMPAC staff.
Supporting evidence	<ul style="list-style-type: none"> IMPAC post-course survey collated reports and dashboards Records of organic feedback from learners and complaints Facilitation guides IMPAC's risk register and incident report records IMPAC's ākonga (students) handbook IMPAC's quality management system and administration policies and procedures IMPAC's health and safety management system

ACTION PLAN

Outcome	Action	Measures of success and monitoring	Due date:
All outcomes	Review and amend as needed. IMPAC's guidance documents, policies in procedures	IMPAC's guidance documents, policies and procedures remain up to date, practical and relevant.	Annually
Outcome 1 - 3	Gather feedback during our training hui, internal meetings from staff and stakeholders	Success will be measured by evidence of high-quality level of feedback and insights. The outcome of this will be monitored by IMPAC's Head of Quality, Compliance and Programmes	On-going
Outcome 1 - 3	Continue to incentivise and give an opportunity for all attendees to share about their experience on the course and how IMPAC can improve student wellbeing in a post-course survey and standalone wellbeing survey.	Success will be measured by completion rates of surveys and a high-quality level of feedback and insights. The outcome of this will be monitored in survey dashboards.	On-going
Outcome 1 - 3	Annual stakeholder survey to gather qualitative data on: <ul style="list-style-type: none"> The effectiveness and relevance of ākonga (students) wellbeing goals and statements Areas for improvement to support ākonga (students) wellbeing 	Success will be measured by completion rates of surveys and a high-quality level of feedback and insights. The outcome of this will be monitored in survey dashboards.	8 August 2025

	Annual working group with students and clients on the goals and strategic plans for supporting wellbeing and safety of the learners	The outcome of this will be to monitor the feedback received in the groups	On-going annually
Outcome 1 & 3	Continuing to offer training, mentorship, and resources to IMPAC staff individually and the wider group.	IMPAC staff have the skills, knowledge and resources to respond appropriately to situations.	On-going

CONCLUSION

IMPAC is committed to supporting our ākonga (students) and meeting our obligations under the Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021. IMPAC will continue to improve our processes, resources, services, and organisation capability to ensure we not only are aligned with code of practice but continue to meet our learners needs.