

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 2022 stating that we have overall implemented the requirements of the Code.

IMPAC is Aotearoa's (New Zealand) leading full-service health and safety solution provider – 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 will be resolving immediate gaps identified during our self-review by the 19 December 2022 and continuing to improve our processes, resources, training, services, and organisation capability in alignment with the code of practice moving forward.

Examples of improvements implemented are:

- Formalisation of ō mātou uaratanga whakangungu (our training values) to reflect our commitment:
 - **WHANAUNGATANGA (WHANAU CENTRIC) AND MANAAKITANGA (LOOKING AFTER EACH OTHER)**
We value and nurture our relationships with our students, colleagues, clients, industry, and the wider community. We pro-actively take steps to support and protect the wellbeing of one another and to respect each other.
 - **TOHUNGATANGA (EXPERTISE) AND KAITIAKITANGA (GUARDIANSHIP)**
We will continue to pursue and grow our expertise so that we may pass on knowledge, ideas and practical tools to our students, colleagues, and others. Together we will work to ensure a sustainable future for all.
 - **TIKANGA (APPROPRIATE ACTION)**
We will strive to ensure that the tikanga of our people and students is respected, actioned, and acknowledged in all of our outcomes.
 - **RANGATIRATANGA (LEADERSHIP)**
We will lead by example and do what feels right by demonstrating exemplary leadership and governance, maintaining a high degree of integrity and ethical behaviour in all actions and decisions we undertake.
- Modification of existing post-course student survey to be rolled out in 2023. This survey gives every student the opportunity to share their views and gathers for IMPAC:
 - Continual insights for areas to improve student wellbeing.
 - Quantitative data against the achievement of IMPAC's strategic wellbeing goal and measures.
 - A more detailed respondent profile including their industry and motivation for attending the course.
- IMPAC's website has been updated to reflect:
 - IMPAC's commitment to support our ākonga (students) and meeting our obligations under the Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021.
 - An overview of the code.
 - IMPAC's student wellbeing goal.
 - Resources for physical and mental wellbeing
 - Other resources and guidance including financial and emergency assistance.

OVERALL FINDINGS FOR EACH STAGE

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

SUMMARY OF PERFORMANCE BY OUTCOME

Outcome	Outcome 1: A learner wellbeing and safety system
Reflection on our compliance and performance	<p>Process 1: Strategic goals and plans IMPAC has 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 at least twice a year but 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 IMPAC existing process requires amendment to gather more input from our learners (including diverse learners) via post-course surveys. Current data along with organically received feedback and complaints are be analysed, actioned and shared (as appropriate) to improve IMPAC learner wellbeing and safety practices.</p> <p>Process 3: Publication requirements IMPAC's has added a section to our website that is in an accessible format for learners, staff, and the public that includes an overview of the strategic wellbeing goal and plan.</p> <p>Process 4: Responsive wellbeing and safety systems IMPAC staff are provided with on-going training and resources in a range of areas including emergency response. At the beginning of each course IMPAC goes through our housekeeping, emergency procedures and expectations with students.</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 the relevant social, medical, and mental health resources and services and a list of resources are available on IMPAC's website.</p> <p>During the COVID-19 levels and restrictions, IMPAC had readily available our risk assessment and controls. IMPAC plans where based on Ministry of Health and Ministry of Education guidance and consulted and communicated with our staff. Information was communicated to students at the time of booking, via email and general statements through social media as appropriate.</p>
Areas for improvement	<p>Process 1: Strategic goals and plans 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 our training hui, internal meetings and will 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>Process 2: Self-review of learner wellbeing and safety practices Amendment to existing post-course survey to gather more relevant:</p>

	<ul style="list-style-type: none"> Quantitative data - Learners will be asked to rank their experience against 5 to 6 statements. (The 6th statement is not applicable for online learning) Qualitative data – Learners are asked to share how they think IMPAC could better support learning 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>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>Review and amendment as required IMPAC’s guidance documents and policy to ensure they remain up to date and relevant.</p>
Supporting evidence	<ul style="list-style-type: none"> IMPAC’s wellbeing goal and strategic plan IMPAC post-course survey collated reports. Records of organic feedback from learners and complaints. Individual’s professional development plans Training records IMPAC’s website and learning management system IMPAC’s student handbook

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 post-course surveys, organic feedback to IMPAC staff and trainers during breaks etc. and occur at a range of times include during training and post-course.</p> <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 learner handbook, IMPAC’s learning management system, in the back of training manuals.</p> <p>Complaints are recorded in IMPAC’s RiskManager system and IMPAC’s head of training is notified automatically by the system. 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 RiskManager 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</p> <p>IMPAC’s representatives has reviewed and familiarised themselves on IMPAC’s behalf with the Tertiary Education Disputes Resolution Scheme and the NZQA complaints process.</p>

Areas for improvement	Process 1: Learner Voice Amending our existing process to gather more input from our diverse learners and considering new processes and practices.
Supporting evidence	<ul style="list-style-type: none"> • IMPAC post-course survey collated reports. • Records of organic feedback from learners and complaints. • IMPAC's student handbook • Complaints policy • IMPAC's website and learning management system • IMPAC's quality management system and administration policies and procedures

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>Process 2: Supporting learner participation and engagement. IMPAC's courses are highly interactive, and our trainers encourage participation and discussion between learners while maintaining in a safe environment. We encourage learners to build connections with each other in several ways including group activities and sharing meals during breaks (public training).</p> <p>Learners 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 learners depending on their individual circumstances.</p> <p>Learners 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 training team for advice.</p> <p>As a reflection of IMPAC's commitment to our learners we have formalised new values for our training division including Tikanga (appropriate action) and Manaakitanga (looking after each other). IMPAC will continue to encourage staff and provide support to use Te Reo Maori and tikanga practices as appropriate.</p> <p>Process 3: Physical and digital spaces and facilities IMPAC is a health and safety organisation and are committed to providing healthy and safe learning environments for our students and people. We have a several processes in place to ensure our environments remain accessible, healthy, and safe including post-course survey feedback from students, training centre inspections, on-site reviews of external venues and seeking feedback from staff.</p>
Areas for improvement	<p>Process 1: Safe and inclusive communities IMPAC will continue to work with our learners and clients to identify areas for improvement that will make of training environment safe and inclusive for all.</p> <p>Process 2: Supporting learner participation and engagement. IMPAC will be providing upskilling and training at our 2022 training hui on pastoral care, tikanga and the culture significance practices like mihi's.</p>
Supporting evidence	<ul style="list-style-type: none"> • IMPAC's wellbeing goal and strategic plan • IMPAC post-course survey collated reports • Records of organic feedback from learners and complaints • Individual's professional development plans

	<ul style="list-style-type: none"> • Facilitation guides • IMPAC’s risk register and incident report records • IMPAC’s student handbook • IMPAC’s quality management system and administration policies and procedures • IMPAC’s health and safety management system
--	---

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 IMPAC has available on our website several resources and services that can help learners and prospective learners to identify and manage their basic needs.</p> <p>On IMPAC’s public training, morning tea and lunch are provided at no additional cost. IMPAC supplies a couple of healthy food options and where possible accommodates learners’ special dietary requirements e.g., religious restriction, allergies, or cultural beliefs.</p> <p>Process 2: Promoting physical and mental health awareness 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 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 and mental health needs. IMPAC will endeavour to accommodate the learner’s needs.</p>
Areas for improvement	<p>Process 3: Proactive monitoring and responsive wellbeing and safety practices To ensure existing practices remain relevant IMPAC will undertake reviews of our existing practices and escalation pathways for IMPAC staff.</p>
Supporting evidence	<ul style="list-style-type: none"> • IMPAC post-course survey collated reports • Records of organic feedback from learners and complaints • Facilitation guides • IMPAC’s risk register and incident report records • IMPAC’s student handbook • IMPAC’s quality management system and administration policies and procedures • IMPAC’s health and safety management system

SUMMARY OF ACTION PLAN

Outcome	Action	Measures of success and monitoring	Due date:
Outcome 1: A learner wellbeing and safety system Outcome 2: Process 1: Learner Voice	IMPAC's post-course survey are updated to include questions on Wellbeing specific	Success will be measured by IMPAC's survey template being updated, and regular feedback and insight being gathered from learners. The outcome of this success will be monitored in collated post-course survey reports	19 December 2022
Outcome 1: A learner wellbeing and safety system Outcome 3: Safe, inclusive, supportive, and accessible physical and digital learning environments	At IMPAC's 2022 training hui focus on training for pastoral care, the pastoral care code and māori culture (tikanga).	Success will be measured through the engagement and feedback from attendees during and post the hui. The outcome of this success will be monitored during the hui and reflected in staff's actions moving forward.	19 December 2022
Outcome 2: Process 1: Learner Voice	Create a report template for annual reporting of formal complaints (if any have been received).	Report template is created	19 December 2022
Outcome 1: A learner wellbeing and safety system	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
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

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 be resolving immediate gaps identified during our self-review by the 19 December 2022 and we 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.