



Mana Tohu Mātauranga o Aotearoa  
New Zealand Qualifications Authority

# External Evaluation and Review Report

Impac Services Limited

Date of report: 20 December 2023

# About Impac Services Limited

---

*Impac Services is part of a group that provides a suite of health and safety services and products to organisations throughout New Zealand to support workplaces to meet health and safety legislation. The organisation provides public, in-house or bespoke, short-duration courses in health, safety and wellbeing.*

---

Type of organisation:	Private training establishment (PTE)
Location:	40a Niven Street, Onekawa, Napier
Eligible to enrol international students:	No
Number of students:	Domestic: as at 22 August 2023: 6261 students; 3977 (64 per cent) completed NZQA-approved or unit standard-based courses  2022 figures: 5677 students (209.87 EFTS – equivalent full-time students) with 67 per cent completing NZQA-approved or unit standard-based courses.  Māori students 13.8 per cent, Pasifika 3 per cent, learners with a disability 1 per cent  International: nil
Number of staff:	21 full-time, seven part-time, six associate/contractors
TEO profile:	<a href="#">Impac provider page</a> on the NZQA website
Last EER outcome:	In the September 2019 EER, NZQA was Highly Confident in Impac Service’s educational performance and Confident in the PTE’s self-assessment capability.
Scope of evaluation:	<u>Focus area 1</u> : NZQA-approved training scheme Certificate in Applied Workplace Health and Safety Practice (Level 3) [ID: 126378] leading to 3533 New Zealand Certificate in Workplace Health and Safety Practice (Level 3)

Focus area 2: Health and Safety  
Representative Stage 1: Introduction to the  
Health and Safety Representatives role

MoE number: 7324  
NZQA reference: C54367  
Dates of EER visit: 10 and 11 October 2023

# Summary of results

---

*Impac delivers strong overall achievement and highly valued training to a large, loyal client base. Strong self-assessment uses data effectively to support considered growth and comprehensive self-assessment.*

---

## **Highly Confident in educational performance**

- Impac shows consistently strong achievement overall. This compares positively against internal and external benchmarks.
- Impac's training provides strong, valued outcomes to all stakeholders. Regular contact with stakeholders informs contextualised delivery that meets clients' needs.

## **Highly Confident in capability in self-assessment**

- Impac's strong relationships with clients and legislative bodies ensures relevant, current training programmes and delivery. Regular review of assessment, delivery and client needs informs effective programme and training review.
- Comprehensive moderation practice assures that assessment is valid and consistent. Review of results and feedback supports targeted professional development to address minor gaps in practice.
- Impac understands and supports the students' goals, culture and learning needs. Regular self-assessment informs high quality support practices.
- Strong academic leadership and a collaborative working culture supports excellent self-assessment. Comprehensive analysis of data informs effective strategic planning and continual improvement. Opportunities for further strengthening of Impac's self-assessment capabilities have been recognised and are planned.
- Impac values its training staff. Scheduled professional development, mentorship and a team atmosphere supports informed

---

contribution to all aspects of the PTE's operation.

- Impac has sound practices for managing and monitoring its compliance accountabilities. Regular review of policies and procedures provides assurance of legal and ethical practices.

# Key evaluation question findings<sup>1</sup>

## 1.1 How well do students achieve?

Performance:	<b>Excellent</b>
Self-assessment:	<b>Good</b>
Findings and supporting evidence:	<p>Impac has processes in place to support successful completions. Students gain contextualised workplace health and safety knowledge, enabling immediate application of their knowledge to confidently promote sound practices in their workplaces. Increased communication skills are of value both at work and home.</p> <p>On average, Impac reaches its target of 90 per cent overall achievement annually.<sup>2</sup> This level of performance was retained during the Covid lockdowns where the training delivered (online) was significantly reduced. The Health and Safety Representatives (HSR) Stage 1 course has shown consistently strong achievement rates that compare favourably with like providers.</p> <p>However, little more than half of the students complete the Certificate in Applied Workplace Health and Safety Practice (Level 3).<sup>3</sup> The reasons for non-completions or extensions are well understood, and Impac has initiatives to address issues they can influence. The impact of these actions on non-completions is still to be determined.</p> <p>Māori and Pasifika students successfully complete at the same rate as non-Māori and non-Pasifika. Further disaggregation of achievement data for learners with a disability will provide information about this priority learner group to further support achievement.</p> <p>Internal and external moderation results validate achievement.</p>

<sup>1</sup> The findings in this report are derived using a standard process and are based on a targeted sample of the organisation's activities.

<sup>2</sup> See Appendix I, Table 1 for overall completions data for NZQA-approved courses and unit standards.

<sup>3</sup> See Tables 2 and 3 in Appendix 1 for completion figures for the level 3 certificate and the HSR Stage 1 course respectively.

Conclusion:	Impac shows strong, consistent achievement performance overall. Data is used effectively to inform, understand and support achievement. Initiatives to address late completions have commenced but are still works in progress.
-------------	---

## 1.2 What is the value of the outcomes for key stakeholders, including students?

Performance:	<b>Excellent</b>
Self-assessment:	<b>Excellent</b>
Findings and supporting evidence:	<p>Health and safety in workplaces is a highly legislated area. Impac provides significant value in training workplace employees to develop and maintain effective health and safety practices at work. Impac's aim to make training meaningful focuses on students being able to apply legislation in their workplace and/or home environments.</p> <p>Stakeholder feedback indicates that the contextualised courses are highly relevant, with the skills and knowledge learnt able to be applied immediately. Students attest to feeling empowered and enthusiastic to act as representatives in their respective workplaces.</p> <p>Effective relationships with industry and legislative bodies means Impac is aware of emerging needs and advancements and develops training to reflect the changes. Regular feedback has led the PTE to develop:</p> <ul style="list-style-type: none"> <li>• online delivery to support students who are unable to access face-to-face training</li> <li>• health and wellbeing-related training responding to an indicated area of need</li> <li>• access to specialist health and safety courses through sub-contracts</li> <li>• increasing amounts of bespoke courses and in-house training.</li> </ul> <p>A growing client base (including iwi-based businesses) and a large amount of repeat business reflects the value stakeholders place in Impac's training. Impac collects survey and conversational feedback on how well the training meets stakeholder needs.</p>

	All feedback is captured and analysed. The use of an improvement log allows focussed review resulting in effective action. A formal, consistent method of gathering conversational information could strengthen Impac's understanding of how the skills and knowledge are used in the workplace.
Conclusion:	Impac provides strong, valued outcomes to all stakeholders. Regular contact with stakeholders informs contextualised delivery that meets client needs. Formally capturing all feedback will add to current understanding about valued outcomes.

### 1.3 How well do programme design and delivery, including learning and assessment activities, match the needs of students and other relevant stakeholders?

Performance:	<b>Excellent</b>
Self-assessment:	<b>Excellent</b>
Findings and supporting evidence:	<p>Impac's regular contact with clients and health and safety bodies ensures the PTE understands workplace needs, legislation and practice. Relevant updates are made to all learning material and resources. Such updates and course evaluations inform the annual programme reviews. Improvements are captured, creating a reference source for strategic planning.</p> <p>Impac's tutorial staff make the most of having students from different workplaces to engage the students in their learning. Regular use of group discussions, group presentations and activities enables the sharing of workplace experiences and responds to cultural and learning needs. Regular reference to individual experience supports a deeper understanding of theory and legislation. Stakeholder feedback attests to the value of this approach.</p> <p>Open-book assessment is used throughout the training. This enables ongoing feedback to support learning. Opportunities for assessment resubmissions and further learning are organised for individuals out of class times.</p> <p>Systematic internal post-assessment moderation ensures assessment is valid and consistent. Impac has recently moved to a monthly internal moderation process and is using this to inform professional development</p>



	opportunities for the teaching staff. This has led to improvements in practice and delivery. External moderation with the workforce development council is positive.
Conclusion:	Impac's strong relationships with clients and legislative bodies ensures relevant, current, contextualised training programmes and delivery. Regular review of assessment, delivery and client needs informs effective programme and training review.

#### 1.4 How effectively are students supported and involved in their learning?

Performance:	<b>Excellent</b>
Self-assessment:	<b>Excellent</b>
Findings and supporting evidence:	<p>Impac identifies learner needs at enrolment and during orientation. Personal learning goals, the workplace context and physical and learning needs are captured to tailor the course to the needs of the particular cohort. Regular revisiting of these goals and needs supports individual progress throughout the training.</p> <p>Tutors create culturally inclusive learning environments and minimise learning barriers through the use of Māori and Pasifika languages, tikanga and educational models (such as Te Whare Tapa Wha and Fale Fono). Enthusiastic, experienced tutors create connected, collaborative learning environments for small cohorts of up to 16 students.</p> <p>Impac aims to develop knowledge and skills that keep the worker safe and able to return home each night to the family. Stakeholders say the 'learn and apply' cycle used in each classroom reiterates their knowledge and skills, supporting the development of best practice and the application of key legislative requirements.</p> <p>Tutor and student feedback is reviewed in regular staff hui and informs further in-house and external professional development.</p>
Conclusion:	Students' learning and individual goals, cultural and learning needs inform the creation of an inclusive learning environment irrespective of mode of delivery. Regular

	meetings between staff and use of feedback ensures comprehensive review of the support provided.
--	--

### 1.5 How effective are governance and management in supporting educational achievement?

Performance:	<b>Excellent</b>
Self-assessment:	<b>Excellent</b>
Findings and supporting evidence:	<p>Impac has diversified to provide a number of health and safety services additional to training. The ability to provide other services sustained the PTE during the period impacted by Covid-19. During Covid lockdowns, the PTE focussed on online training and assessment to a reduced client demand and reviewed its delivery and products. Regular governance and management meetings and a focussed strategic direction have supported managed growth back to pre-Covid levels and future business development.</p> <p>Staff have open access to all levels of management and governance. Effective management and communication practices ensure staff engage with organisational policy, review and improvement processes. Staff report feeling valued.</p> <p>Staff are recruited for their extensive experience and passion for health and safety and training adults. A comprehensive induction is supported by regular mentor workshops and training team meetings. Regular appraisals and observations support professional development planning and personal goal-setting.</p> <p>A framework for review indicates a deliberate approach toward improvement. Maintaining a log of improvements alongside regular interaction with and discussion about data and feedback supports systematic analysis and planning for improvement. Greater depth of analysis of achievement and information about the value of the training will strengthen self-assessment and provide a more complete understanding of educational performance.</p>
Conclusion:	Strong management and a collaborative working culture supports effective strategic planning based on effective self-assessment. Staff are valued and supported to contribute to improved training and development.

## 1.6 How effectively are important compliance accountabilities managed?

Performance:	<b>Excellent</b>
Self-assessment:	<b>Excellent</b>
Findings and supporting evidence:	<p>Impac has extensive knowledge of, and sound processes for managing its compliance accountabilities. The PTE has diarised and delegated responsibility to ensure effective monitoring occurs. A recent health and safety audit attests to the comprehensiveness of Impac's compliance procedures.</p> <p>Impac regularly reviews its policies and procedures. Regular staff use of the policies supports the review process, ensuring updates reflect current, legal and ethical practice. Registers are in place to support review.</p> <p>Effective meeting of compliance accountabilities can be seen in:</p> <ul style="list-style-type: none"> <li>• The timely reporting of credits for assessed unit standards</li> <li>• Repeated professional development to ensure current knowledge for meeting compliance accountabilities</li> <li>• Annual review and regular monitoring of sub-contract conditions</li> <li>• Monitoring of programme delivery as per approved programme documentation.</li> <li>• The annual self-review and gap analysis for the learner Code of Practice. Areas for improvement have been identified and actioned.</li> </ul> <p>In instances where Impac needs further guidance, they access training and support from the relevant agency.</p>
Conclusion:	Impac has sound practices for managing and monitoring its compliance accountabilities. Regular review of policies and procedures assures legal and ethical practice.

# Focus areas

*This section reports significant findings in each focus area, not already covered in Part 1.*

## 2.1 NZQA-approved training scheme Certificate in Applied Workplace Health and Safety Practice (Level 3) [ID: 126378] leading to 3533 New Zealand Certificate in Workplace Health and Safety Practice (Level 3)

Performance:	<b>Good</b>
Self-assessment:	<b>Good</b>
Findings and supporting evidence:	<p>This programme of study leads to a New Zealand qualification and enables an intermediate step for those students wishing to gain a level 6 international health and safety qualification. To date, only a small number of students have undertaken this study. However, feedback indicates that stakeholders support such a programme.</p> <p>The programme requires the completion of short-duration courses that Impac schedules for students to attend on enrolment. Attendance is monitored to support students toward completion of the qualification. The achievement rates for this programme<sup>4</sup> reflect the difficulties in scheduling the individual course components for both Impac and the students. Impac is continuing to develop plans to support timely attendance and a reduction in the number of extensions/non-completions.</p> <p>Impac has planned a major review of this programme this year that may result in changes to address current completion and extension issues.</p>

---

<sup>4</sup> For achievement and withdrawal figures, refer to Appendix 1, Table 2. The current low achievement rates do not have a significant effect on the overall achievement rate, and ongoing self-assessment is seeing an increase occurring.

*This report is draft only and is subject to checking by Impac Services Limited for factual accuracy.*

## 2.2 Health and Safety Representative Stage 1: Introduction to the HSR role

Performance:	<b>Excellent</b>
Self-assessment:	<b>Excellent</b>
Findings and supporting evidence:	<p>The HSR Stage 1 course is a minimum training requirement for people in workplaces wishing to become representatives for their workplaces. This course can lead to further training and, if wanted, allow students to gain qualifications in workplace health and safety.</p> <p>The course is two days in duration to allow for students to work at their own pace through a series of small group exercises including discussions and workplace scenarios. Māori and Pasifika students and learners with a disability acknowledged the inclusive learning environment.</p>

# Recommendations

*Recommendations are not compulsory but their implementation may improve the quality and effectiveness of the training and education provided by the tertiary education organisation (TEO). They may be referred to in subsequent external evaluation and reviews (EERs) to gauge the effectiveness of the TEO's quality improvements over time.*

NZQA recommends that Impac Services Limited:

- Analyse and use the available disaggregated achievement data to identify further information about priority learner groups.
- Collect and analyse information about how clients and graduates use the skills and knowledge gained in Impac courses to understand the value of the outcomes.

# Requirements

*Requirements relate to the TEO's statutory obligations under legislation that governs their operation. This include NZQA Rules and relevant regulations promulgated by other agencies.*

There are no requirements arising from the external evaluation and review.

# Appendix 1

**Table 1. Overall completion rates for NZQA-approved programmes and assessed unit standards**

	2020	2021	2022	2023
Number of students	3119	3842	3798	3279
Opted not to complete	0	45	12	82
Passed	2859 (92%)	3535 (92%)	3564 (94%)	2964 (90%)
Māori completions	323/332 (97%)	444/463 (96%)	548/564 (97%)	437/453 (96%)
Pasifika completions	90/93 (97%)	132/133 (99%)	117/124 (94%)	133/140 (95%)
Disabled learners	9/9 (100%)	18/23 (78%)	32/36 (89%)	18/24 (73%)

**Table 2. New Zealand Certificate (Level 3) completion rates**

	2020	2021	2022	2023	Total
Number of new students enrolled	-	9	39	23	71
Number withdrawn	-	-	-	1	1
Number of graduates	-	5 (56%)	22 (56%)	12 (52%)	39 (55%)

**Table 3. HSR Stage 1 completions**

	2020	2021	2022	2023
Number of students	-	2310	2507	1914
Opted not to complete	-	10	11	6
Passed	-	2212 (96%)	2408 (96%)	1822 (95%)
Face-to-face	-	1739/1764 (99%)	1778/1793 (99%)	1506/1526 (99%)
Online	-	473/546 (87%)	630/714 (88%)	316/388 (81%)



# Appendix 2

## Conduct of external evaluation and review

*All external evaluation and reviews are conducted in accordance with NZQA's published rules. The methodology used is described in the web document <https://www.nzqa.govt.nz/providers-partners/external-evaluation-and-review/>. The TEO has an opportunity to comment on the accuracy of this report, and any submissions received are fully considered by NZQA before finalising the report.*

## Disclaimer

*The findings in this report have been reached by means of a standard evaluative process. They are based on a representative selection of focus areas, and a sample of supporting information provided by the TEO under review or independently accessed by NZQA. As such, the report's findings offer a guide to the relative quality of the TEO at the time of the EER, in the light of the known evidence, and the likelihood that this level of quality will continue.*

*For the same reason, these findings are always limited in scope. They are derived from selections and samples evaluated at a point in time. The supporting methodology is not designed to:*

- *Identify organisational fraud<sup>5</sup>*
- *Provide comprehensive coverage of all programmes within a TEO, or of all relevant evidence sources*
- *Predict the outcome of other reviews of the same TEO which, by posing different questions or examining different information, could reasonably arrive at different conclusions.*

---

<sup>5</sup> NZQA and the Tertiary Education Commission (TEC) comprehensively monitor risk in the tertiary education sector through a range of other mechanisms. When fraud, or any other serious risk factor, has been confirmed, corrective action is taken as a matter of urgency.

## Regulatory basis for external evaluation and review

*External evaluation and review is conducted under the Quality Assurance (including External Evaluation and Review (EER)) Rules 2021, which are made by NZQA under section 452(1)(t) of the Education and Training Act 2020 and approved by the NZQA Board and the Minister of Education.*

*Self-assessment and participation and cooperation in external evaluation and review are requirements for:*

- maintaining accreditation to provide an approved programme for all TEOs other than universities, and*
- maintaining consent to assess against standards on the Directory of Assessment Standards for all TEOs including ITOs but excluding universities, and*
- maintaining training scheme approval for all TEOs other than universities.*

*The requirements for participation and cooperation are set through the Programme Approval and Accreditation Rules 2021, the Consent to Assess Against Standards Rules 2021 and the Training Scheme Rules 2021 respectively.*

*In addition, the Private Training Establishment Registration Rules 2021 require registered private training establishments to undertake self-assessment and participate in external evaluation and review as a condition of maintaining registration.*

*NZQA is responsible for ensuring non-university TEOs continue to comply with the rules after the initial granting of approval and accreditation of programmes, training schemes and consents to assess and registration. The New Zealand Vice-Chancellors' Committee (NZVCC) has statutory responsibility for compliance by universities.*

*This report reflects the findings and conclusions of the external evaluation and review process, conducted according to the Quality Assurance (including External Evaluation and Review (EER)) Rules 2021. The report identifies strengths and areas for improvement in terms of the organisation's educational performance and capability in self-assessment.*

*External evaluation and review reports are one contributing piece of information in determining future funding decisions where the organisation is a funded TEO subject to an investment plan agreed with the Tertiary Education Commission.*

*External evaluation and review reports are public information and are available from the NZQA website ([www.nzqa.govt.nz](http://www.nzqa.govt.nz)). All rules cited above are available at <https://www.nzqa.govt.nz/about-us/our-role/legislation/nzqa-rules/>, while information about the conduct and methodology for external evaluation and review can be found at <https://www.nzqa.govt.nz/providers-partners/external-evaluation-and-review/>.*

NZQA

Ph 0800 697 296

E [qaadmin@nzqa.govt.nz](mailto:qaadmin@nzqa.govt.nz)

[www.nzqa.govt.nz](http://www.nzqa.govt.nz)