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External Evaluation and Review Report

PACT Limited trading as PACT

Date of report: 5 October 2018

About PACT Limited trading as PACT

PACT's business comprises two service areas: online assessor training preparing learners to conduct competency-based assessment in workplaces, at TEOs or in schools; and restorative justice facilitator training, preparing people to become accredited facilitators within the New Zealand criminal justice system.

Type of organisation:	Private training establishment (PTE)
Location:	PO Box 22 121, Wellington. An office is located at Waitarere Beach, Levin.
Code of Practice signatory:	N/a
Number of students:	Domestic: approximately 200 part-time students per year. The proportion of Māori and Pasifika students enrolled reflects regional demographics. Few under-25-year-olds enrol due to the types of programmes offered.
Number of staff:	Two part-time and some contract tutor hours
TEO profile:	See NZQA – PACT Limited
Last EER outcome:	At the last external evaluation and review (EER), NZQA was Confident in both the educational performance and capability in self-assessment of PACT.
Scope of evaluation:	Two focus areas, covering all current training delivery, were selected for this evaluation: online assessor training (an NZQA-approved Training Scheme containing three unit standards); and non-NZQA related restorative justice facilitator training.
MoE number:	8430
NZQA reference:	C30015
Dates of EER visit:	25 July 2018

Summary of Results

PACT is a small, highly capable PTE. Across the two focus areas (online assessor training and restorative justice training) this evaluation found numerous strengths and few limitations or weaknesses in educational performance. A few non-critical areas could be improved.

Confident in educational performance

- Pass rates for the online assessor training have improved to over 80 per cent. This is based on effective self-assessment and adjustments to learner monitoring by the PTE. Pass rates in restorative justice training are consistently strong, but NZQA gives greater weighting to NZQA-approved programmes.

Highly Confident in capability in self-assessment

- Retention and completions and analysis of achievement patterns have improved since the previous EER.
- Both focus area programmes make sound contributions to educational achievement and the value of outcomes. The restorative justice facilitator training contributes exceptional value for stakeholders.
- Training design and delivery is customised to effectively meet the learning needs of participants and match stakeholder requirements. PACT has particular expertise in 'role-oriented' training design.
- Self-assessment effectively monitors quality and leads to improvements in resources and delivery. This is more significant in the restorative justice training.
- The owner/directors of the PTE are experienced and effective in their work. This leads to new projects and ongoing compliance with NZQA requirements.

Key evaluation question findings¹

1.1 How well do students achieve?

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>Eighty-nine per cent of the 61 restorative justice training participants (2016-2018) successfully completed their programme; 26 per cent of enrolments were Māori. These strong pass rates reflect motivated and mature participants and improvements linked to earlier identification by tutors of participants' report writing capability, which is a required skill.</p> <p>This programme provides complex skills and knowledge critical to undertaking paid facilitation in high-stakes settings involving offenders. Successful completion is a prerequisite to accreditation as a facilitator.</p> <p>Assessor training completion rates have significantly improved, from 66 per cent in 2014 to 81 per cent in 2017. Māori learner pass rates exceed 70 per cent (see Recommendations). Programme completion times have reduced from 104 to 66 days. PACT attributes this to closer monitoring and more direct and timely follow-up of learners.</p> <p>PACT is gathering and analysing more detailed achievement data, as recommended at the last EER. Benchmarks for the assessor training include year-on-year results, comparison with other PTEs, and international distance learning pass rates, which PACT matches or exceeds.</p> <p>Moderation by NZQA and an adult education specialist moderator confirms that assessments and tutor marking are at the national standard. Samples of marked assessments sighted during this evaluation raised no concerns.</p>
Conclusion:	Students achieve useful knowledge and skills, pass rates have improved, and assessment is suitable and credible. Self-assessment is effective in understanding student and stakeholder needs, and achievement has improved as a result.

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

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

Performance:	Good
Self-assessment:	Good
Findings and supporting evidence:	<p>Achievement of unit standard 4098 <i>Use standards to assess candidate performance</i> is a prerequisite for assessing against NZQA unit standards. PACT and its graduates make a useful contribution to having trained assessors to assist with training that complies with NZQA consent and moderation requirements.</p> <p>PACT assesses the value of the assessor programme by interviewing graduates and employers on the benefits and opportunities gained. Some graduates have gained assessor, trainer or training coordinator roles. Post-course surveys show that 89 per cent of respondents are satisfied or very satisfied with the training. Employers gain value from having training available any time, with no lost time or travel costs.</p> <p>PACT provides six-monthly reports to the Ministry of Justice on the restorative justice programme. Intended outcomes include preparing new facilitators for their mentoring period on the job and for accreditation, and meeting provider and facilitator needs. Key stakeholders agree that PACT clearly delivers on these outcomes, which in turn led to PACT being invited to tender (successfully) to design and deliver a similar programme for the police.</p> <p>The number of accredited facilitators active around New Zealand has risen from under 10 per cent of facilitators, to over 50 per cent by 2018; the numbers of people trained but not able to apply the skills on the job have dropped significantly. For 2017, 13 per cent of graduates gained accreditation six to 12 months after training. In 2015, none had achieved that target by the anticipated time, showing improvement in the overall programme design and delivery.²</p>
Conclusion:	Key stakeholders, including students, businesses, non-government organisations and funders gain good value from PACT training.

² A partner organisation to PACT, Resolution Institute, manages post-course accreditation in combination with participants and numerous non-government organisations offering facilitation services across New Zealand.

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

Performance:	Good
Self-assessment:	Good
Findings and supporting evidence:	<p>The assessor training is well constructed, self-paced learning. Some video, quiz and listening activities have been added since the previous EER. The text has also been improved based on learner feedback and analysis of learner responses to questions and any gaps in assessment. That said, there is limited interactivity because of limitations of the current online delivery platform for this programme. It was not clear that PACT is using current good practice for online learning.</p> <p>The programme requires practical assessment. An observer with experience of on-job assessment signs off the assessment. PACT says it can detect any collusion or artificially constructed assessment. The PTE requires additional assessment and re-assessment if necessary. Controls over learner identity are appropriate to the scale of the programme.</p> <p>Graduates and stakeholders interviewed by the evaluators are satisfied with the format, administration and content of the assessor training. Stakeholders contacted by PACT give similar feedback. However, the convenience of online delivery takes priority over interaction with an educator and the learner group.</p> <p>Restorative justice training is a longer, more comprehensive programme. It comprises both online and face-to-face sessions, formal and non-formal assessment, and trainer appraisal and co-teaching. A well-designed modular curriculum is used. PACT is responsible for designing, facilitating and marking the student work. Face-to-face courses are well facilitated by PACT trainers.</p> <p>PACT gathers feedback to monitor course delivery. Action taken in response to self-assessment includes: oral assessment for participants having difficulty managing the online assessments; more Māori translation and greater use of te reo; and updated practice standards.</p>
Conclusion:	Programme design and delivery is effective. Self-assessment is used to monitor and improve the programmes. Stakeholders are satisfied.

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

Performance:	Good
Self-assessment:	Excellent
Findings and supporting evidence:	<p>Students on both programmes take significant responsibility for engaging with the well-prepared online course materials. Progress is dependent on students' available time, ability and motivation. Monitoring of progress, and identifying any barriers, has been strengthened, particularly in the assessor training, leading to more individual student follow-up and much improved completion rates.</p> <p>The assessor training programme requires students assess competency on the job. Assessment tasks are planned, conducted and observed by a trained workplace assessor. When students' final results are reported to NZQA, a snapshot of results is emailed to each learner. The assessment process is reliable and student feedback is timely.</p> <p>Restorative justice students have a well-designed sequence of learning which supports their concurrent interaction with a local restorative justice organisation. Candidate selection and on-job mentoring and post-course oversight are delegated to the providers of facilitation services. Learners engage with the tutors throughout the training, culminating in an intensive week-long, face-to-face component. Graduates said there is 'lots of helpful follow-up and contact by tutors'. The tutors have subject content expertise.</p> <p>Course evaluations and anecdotal feedback in 2016-2017 show high satisfaction with both programmes. For restorative justice training, a post-course survey in 2017 found that 91 per cent thought the pre-course modules prepared them 'well, or very well for the training', and 96 per cent said the training prepared them 'well or very well to begin as a facilitator'. In 2017, 89 per cent of restorative justice facilitation providers were satisfied or very satisfied with the training.</p> <p>PACT could consider introducing literacy and numeracy training into the programmes.</p>
Conclusion:	Students are effectively supported and involved in their learning.

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

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>The two PACT directors have extensive international training design experience, particularly workplace and ‘task competency’ models. They continue to operate effectively in this area of expertise, with additional specialisations in assessor and restorative justice training. Strategic planning and operational and planning meeting minutes track progress towards goals, as well as recording key decisions and areas for review. Interaction with stakeholders to understand their needs and requirements was also apparent in minutes, notes on files and survey results. Relevant professional development occurs as planned.</p> <p>The resources in place, quality controls and steady online assessor training enrolments give NZQA no cause for concern. That said, the current online platform is restricted in its capability and could be modernised or otherwise improved. Student and stakeholder feedback has improved with the implementation of online surveys.</p> <p>Significant self-assessment was involved in securing project funding with the New Zealand Police for <i>Te Pae Oranga</i>, a new form of restorative justice training. Graduates contacted by the lead evaluator strongly confirmed the on-site evidence and stakeholder comments that the restorative justice programme is challenging, has relevant content, and is constructed in a way that suitably prepares graduates for the accreditation processes towards becoming a facilitator.</p> <p>The curriculum in both assessor and restorative justice training areas is regularly and systemically reviewed. Processes for monitoring the quality of delivery and suitability of trainers are effective.</p>
Conclusion:	The owner/directors of the PTE are experienced and effective in their work, which supports strong educational achievement.

1.6 How effectively are important compliance accountabilities managed?

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>PACT manages compliance with NZQA requirements by monitoring the NZQA website and responding to other communications from NZQA.</p> <p>Documentation is supplied to NZQA in a timely way. As noted under 1.5, management maintains appropriate, clear and legible records of their quality management, planning and review.</p> <p>Student records are backed up and an appropriate student management system is used to record results. Assessment plans are lodged annually as required. Unit standard results for assessor training are promptly reported to NZQA.</p> <p>Moderation has occurred with NZQA and an external moderator, confirming that assessment as structured and marking samples as supplied are at the national standard. Samples of marked assessment sighted on site were clearly marked and raised no concerns.</p> <p>The assessor training scheme appears to be delivered as approved. However, the '120 nominal learning hours' assigned to the three unit standards are very difficult to account for as they are being delivered as completely learner-directed time.³ Students do, however, need to work through all the learning materials to progress through the programme.</p> <p>The restorative justice learning materials have been updated to ensure alignment with other standards such as the Ministry of Justice Best Practice Framework (2017).⁴</p>
Conclusion:	No compliance-related concerns were identified during this EER.

³ PACT's current online platform is restricted in its capability and does not provide monitoring data about student engagement time online.

⁴ [Restorative Justice Best Practice Framework](#)

Focus Areas

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

2.1 Focus area: Assessor Training Scheme

Performance:	Good
Self-assessment:	Excellent

2.2 Focus area: Restorative Justice training

Performance:	Excellent
Self-assessment:	Excellent

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 PACT:

- Continue to further refine self-assessment by direct comparison of 'Māori' with 'not Māori' enrolment and completion data for even more in-depth achievement analysis.
- Explore contemporary leading practice for online delivery and what that might look like in PACT's context. Consider upgrading the IT platform for delivering online assessor training.
- Consider introducing literacy and numeracy embedding strategies into the training resources, to reflect leading practice in tertiary education.

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

Conduct of external evaluation and review

*All external evaluation and reviews are conducted in accordance with NZQA's published policies and procedures. The methodology used is described fully in the web document *Policy and Guidelines for the Conduct of External Evaluation and Review* available at: <http://www.nzqa.govt.nz/providers-partners/registration-and-accreditation/external-evaluation-and-review/policy-and-guidelines-eer/introduction>. 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: <http://www.nzqa.govt.nz/providers-partners/external-evaluation-and-review/policy-and-guidelines-eer/introduction/>. 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 fraud⁵*
- *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.*

⁵ 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 according to the External Evaluation and Review (EER) Rules 2013, which are made by NZQA under section 253 of the Education Act 1989 and approved by the NZQA Board and the Minister for Tertiary Education, Skills and Employment.

Self-assessment and participation in external evaluation and review are requirements for maintaining accreditation to provide an approved programme for all TEOs other than universities. The requirements are set through the NZQF Programme Approval and Accreditation Rules 2013, which are also made by NZQA under section 253 of the Education Act 1989 and approved by the NZQA Board and the Minister for Tertiary Education, Skills and Employment.

In addition, the Private Training Establishment Registration Rules 2013 require registered private training establishments to undertake self-assessment and participate in external evaluation and review, in accordance with the External Evaluation and Review Rules (EER) 2013, as a condition of maintaining registration. The Private Training Establishment Registration Rules 2013 are also made by NZQA under section 253 of the Education Act 1989 and approved by the NZQA Board and the Minister for Tertiary Education, Skills and Employment.

NZQA is responsible for ensuring non-university TEOs continue to comply with the rules after the initial granting of approval and accreditation of programmes and/or 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 External Evaluation and Review (EER) Rules 2013. 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). The External Evaluation and Review (EER) Rules 2013 are available at <http://www.nzqa.govt.nz/assets/About-us/Our-role/Rules/EER-Rules.pdf>, while information about the conduct and methodology for external evaluation and review can be found at <http://www.nzqa.govt.nz/providers-partners/external-evaluation-and-review/policy-and-guidelines-eer/introduction/>.

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