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# Report of External Evaluation and Review

The GET Group Limited trading as  
GET Training

Confident in educational performance

Not Yet Confident in capability in self-assessment

Date of report: 26 April 2016

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*Final Report*

# Purpose of this Report

*The purpose of this external evaluation and review report is to provide a public statement about the Tertiary Education Organisation's (TEO) educational performance and capability in self-assessment. It forms part of the accountability process required by Government to inform investors, the public, students, prospective students, communities, employers, and other interested parties. It is also intended to be used by the TEO itself for quality improvement purposes.*

## Introduction

### 1. TEO in context

Name of TEO:	The GET Group Limited trading as GET Training
Type:	Private training establishment (PTE)
First registered:	2014
Location:	The head office is the managing director's personal address in Johnsonville, Wellington and an office at 137 Johnsonville Road, Johnsonville, Wellington.
Delivery sites:	Delivery takes place in secondary schools and workplaces around New Zealand.
Courses currently delivered:	<p>GET Training has NZQA approval to deliver the 'Get Ready for Work {GROW} Training Scheme.</p> <p>The training scheme, at level 2, is a 14-unit, standard-based programme incorporating 38 credits over two modules – 20 credits at level 2 (module one) and 18 credits at level 3 (module two). Each module is delivered over 10 weeks. The programme is taught predominantly to secondary school students. In 2015, GET Training delivered one module of the training scheme – mainly the level 3 module to learners requiring unit standards at this level.</p> <p>GET Training has NZQA consent to assess for unit standards relating to generic computing, interpersonal communications, service delivery, social and cooperative skills, and work and study skills. See: <a href="http://www.nzqa.govt.nz/providers/nqf-accreditations.do?providerId=802004001">http://www.nzqa.govt.nz/providers/nqf-accreditations.do?providerId=802004001</a>.</p>

GET Training also delivers short courses, including:

- Courses involving individual unit standards that make up the modules of the training scheme. This delivery enables secondary school students to attain individual unit standards if they do not require, or do not complete, the full training scheme.
- First aid training, the Licence Controller Qualification (for the supply and sale of alcohol), and/or food safety, are taught as individual courses, as a hospitality package, or as part of workplace literacy training. These courses are delivered to secondary school students, but more commonly to adults in employment. GET Training does not hold accreditation for these courses. Rather, they are taught and reported under the accreditation of other registered PTEs.

Code of Practice signatory:	Not a signatory; domestic students only
Number of students:	<p>Secondary school students: 475 in 2015 – 45 per cent New Zealand/European; 29 per cent Māori; 12 per cent Pasifika; 15 per cent 'other/unstated'.</p> <p>Employees: 491 learners in 2015 who completed short courses at different workplaces (under the accreditation of other providers) – 37 per cent 'not stated'; 32 per cent New Zealand Pakeha; 22 per cent Māori; 6 per cent other; 2 per cent Samoan.</p>
Number of staff:	Five full-time and 15-20 contractors on short-term contracts
Distinctive characteristics:	<p>The three directors of the organisation manage two distinct areas of training. One director manages training to secondary school students from schools across New Zealand. The other two directors teach short courses mainly to adult employees in the areas of workplace literacy, first aid, food safety and the Licence Controller Qualification.</p> <p>Learners enrolled in the training scheme spend a</p>

minimum of one day per week of their training in the workplace and experience a number of aspects of retail within the business. The PTE teaches theory and undertakes assessment in the workplace and in the classroom. GET Training has entered a partnership with a major retail business with stores across New Zealand to deliver the workplace training. GET Training also has agreements for training and experience in the workplace with a small number of other businesses.

Recent significant changes: The shareholding of the PTE was changed in May 2015. The organisation retrospectively applied for NZQA approval of the change in December 2015, and this was given in January 2016. The organisation was previously named McGirr Consulting.

GET Training has recently been granted funding from the Tertiary Education Commission to deliver workplace literacy and numeracy training and is the designated provider for all workplace literacy services to the WPL Trustee Limited Consortium (a group of employers). The organisation currently has an application with The Skills Organisation (the standard-setting body for first aid) to deliver first aid training in its own right.

Previous quality assurance history: NZQA conducted a new registration validation visit in October 2015 (reported 27 November 2015). Seven actions were identified as outstanding at the visit and were required to be addressed by January 2016. These included ensuring clear information to students about fees and formal complaints and its relationships with other providers to deliver programmes. At the time of the external evaluation and review (EER), most of these requirements had not been fully addressed.

NZQA moderated GET Training's assessment of two unit standards in 2015. Assessment materials were approved for both unit standards. Assessor decisions were approved for one out of two samples reviewed for each unit standard.

Other: GET Training is a relatively new organisation, first registered as a PTE in September 2014. NZQA

granted its first consent to assess in April 2015, and the training scheme was approved in July 2015. The PTE is still developing its strategic and operational focus and developing some key processes. Teaching staff are new to the organisation (although most have worked previously with the managing director).

The organisation piloted the delivery of its Get Ready for Work {GROW} Training Scheme in 2015 in selected regions, and is refining and rolling out the training across New Zealand in 2016.

## 2. Scope of external evaluation and review

Two focus areas were selected for the EER:

- Governance, management and strategy, which is a mandatory focus area.
- Training provided to secondary school students.<sup>1</sup> This focus area was selected as it was identified by GET Training as an area important to the organisation and makes up at least half of learners. It is the only programme (rather than short course) offered by the organisation and incorporates the entire suite of unit standards for which GET Training currently has consent to assess.

The short courses delivered by GET Training were not included as a focus area for this EER. They are courses being delivered under other organisations' accreditation, and therefore come within the quality assurance of those other organisations. The future delivery of some of these short courses is intended to end or change. The evaluators used the opportunity of a meeting with the organisation's directors to discuss the management and teaching of these courses.

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<sup>1</sup> Initially the focus area was defined as the Get Ready for Work {GROW} Training Scheme. However, no students completed the entire training scheme in 2015 (due to the timing of programme approval and the piloting of the programme). Rather, delivery has been of individual unit standards that make up the training scheme, or one module of the training scheme. In 2016, it is intended that these delivery options will continue, and that there will be full delivery of the training scheme. The change of name for the focus area reflects that secondary school Gateway student have been and will be the main intended beneficiaries of this training.

### 3. 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.*

Two evaluators conducted the EER over two days at the organisation's office in Johnsonville, Wellington. The evaluators engaged with the following staff and stakeholders:

- The three directors of the organisation and the administration director
- Two teachers
- Two employers and four school representatives
- Four secondary school students
- Representatives from NZQA's approval and accreditations and risk teams.

A range of documentation was reviewed during the EER including: learner evaluation feedback, achievement data, memoranda of understanding with schools and employers, agreements with other PTEs, governance meeting minutes, quality assurance documents, a draft student handbook, and programme workbooks.

# Summary of Results

## Statement of confidence on educational performance

NZQA is **Confident** in the educational performance of **The GET Group Limited trading as GET Training**.

The organisation does not have strong, cohesive directorship and strategic direction and oversight. This is most likely because the directors manage and are focused on separate training delivery.

The evaluators saw good evidence of some effective processes contributing to learning and short-term outcomes, such as:

- the directors' close relationships with their respective key stakeholders, enabling appropriate needs analysis and matching of needs
- flexible training options across the different subject areas to respond to individual needs and facilitate access to education
- workplace training that meets both employers' and learners' needs because it results in learners who progress to employment with realistic expectations about the retail sector and with relevant basic retail experience
- robust human resource policies and practices that guide the recruitment of teaching staff, with values that align with the organisation's and meet the needs of learners.

Short-term outcomes of the training scheme for 2015 included most school learners (88 per cent) successfully completing their study and gaining unit standard credits. Some of these learners have gained employment in retail as a result of their training. However, learner destination information was only known for a small proportion of learners.

All the adult learners enrolled in literacy and workplace short courses have successfully completed at least one course and obtained a certificate. However, completions data was not available to show whether learners enrolling in more than one certificate successfully gained all certificates sought, or the extent to which learners had developed their literacy (beyond certificate attainment).



## Statement of confidence on capability in self-assessment

NZQA is **Not Yet Confident** in the capability in self-assessment of **The GET Group Limited trading as GET Training**.

Self-assessment is not sufficiently comprehensive and requires strengthening, particularly as the organisation is expanding. The current body of evidence collected by the organisation to understand achievement, value and outcomes is limited and does not provide the evaluators with a strong understanding of the full extent of educational performance. Areas of strength were externally confirmed through the evaluators' enquiries rather than from the organisation's own self-assessment information. More robust self-assessment practices would better inform a full understanding of educational performance.

That said, GET Training is focused on the development of its self-assessment capability. For example, the organisation is currently working on a new information management tool and plans to overhaul its website, and is establishing robust moderation processes. The directors are currently in discussions about the organisation's direction and use of external advisory support.

GET Training uses its self-assessment information to improve programme delivery, and takes appropriate action in response to learner and stakeholder feedback. For example, for 2016 it has changed the timetabling of teacher engagement with learners in response to employer feedback.

# Findings<sup>2</sup>

## 1.1 How well do learners achieve?

The rating for performance in relation to this key evaluation question is **Adequate**

The rating for capability in self-assessment for this key evaluation question is **Adequate**.

The evaluators were unable to sight full information demonstrating how well learners achieve. This is because the organisation's self-assessment in this area is still to be developed.

Each person interviewed for this EER discussed how learners gain valuable skills and knowledge as a result of the training, including: confidence, the ability to engage different people, time management, and key skills important to employability. Some examples were shared of very shy students becoming confident in their communication and engagement, and of students considered 'non-achievers' successfully completing unit standards. However, because GET Training does not capture information about personal development, it was not possible to determine whether this achievement was widespread or limited to a small number of students.

For the secondary schools training focus area, completion results are strong for 2015. Of a total of 439 school students who completed some form of training with GET Training (a short course involving one or more unit standards, or part of the training scheme), 475 successfully completed (92 per cent). Of 107 learners who enrolled in one of the 10-week modules of the training scheme, 94 successfully completed (88 per cent). These results surpass an internal completion benchmark of 80 per cent.

For workplace literacy training, the directors involved in this area consider learner certification and course completions as key to understanding achievement. Data provided showed 490 of 491 learners successfully completed their course (a 100 per cent completion result). This seems to be a great result. However, the full picture of achievement is limited by the way the data is currently captured. The completion results reflect each learner's completion of one certificate. But learners might enrol in more than one certificate. Therefore, it was not possible to understand the extent to which learners enrolling in more than one certificate in fact gained (or not) all of the certificates they sought.

As such, the organisation as a whole has work to do to develop its self-assessment to gain a full understanding of learner achievement overall. Completions data has

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<sup>2</sup> The findings in this report are derived using a standard process and are based on a targeted sample of the organisation's activities.

not been reported by ethnicity, or for each region where training has taken place. The organisation has collected information on school students' completions for 2015. However, only the data for the students who had completed workplace training with the main employer the organisation is partnered with (less than a quarter of school students) had been analysed at the time of the EER. (GET Training subsequently collated the data for the EER team.)

Individual directors had a sound understanding of how well learners achieved in their respective areas of training, but they lacked a strong overview of this across the organisation. GET Training is growing quickly. Therefore, it is timely that the organisation is developing a new organisation-wide information management system. The aim is to provide a better system for capturing, analysing and understanding achievement information.

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

The rating for performance in relation to this key evaluation question is **Good**.

The rating for capability in self-assessment for this key evaluation question is **Adequate**.

Stakeholders confirmed the strong value that the training to school students has provided for learners, schools and employers. For these stakeholders, GET Training has developed relevant training solutions tailored to meet pre-identified needs, and maintains ongoing partnerships with stakeholders to refine delivery and ensure needs are met.

For example, learners and schools value that learners are able to obtain credits towards achievement of the National Certificate of Educational Achievement (NCEA) in areas of learning that are of interest and align with subjects taught at school. For adult workplace training, literacy is taught alongside certificate attainment in areas relevant to the workplace.

A strong indicator of value added and met needs is the decision by a major retail business to continue to partner with GET Training as its sole provider of training to Gateway students and to roll out the training in its stores nationwide. This will widen workplace training opportunities for future school learners.

For this business, the training provided learners with a real-world understanding of the retail sector. This meant that the graduates employed by the company were not only knowledgeable about their employment, but also serious about retail and unlikely to leave employment after resources had been invested in their induction and training. A further met need for this business was the nationwide consistency of workplace learning for school learners. A small number of learners have gained employment with this business as a result of the training.

Because GET Training's evidence of value was limited, it was not possible to identify the extent to which the positive feedback provided by this stakeholder was typical of the value provided to all stakeholders. GET Training does not have a process to systematically seek or capture feedback from all key stakeholders. The PTE has collected learner destination information for secondary school students who have completed their training with GET Training's main employer partner. However, such information has not been collected for the majority of learners across all the training offered.

### 1.3 How well do programmes and activities match the needs of learners and other stakeholders?

The rating for performance in relation to this key evaluation question is **Good**.

The rating for capability in self-assessment for this key evaluation question is **Good**.

Get Training provided good quality self-assessment evidence of strongly matched needs (although as discussed in this section, it still needs development). The organisation systematically collects learner feedback to understand learners' experiences of the training, and examples showed how feedback is used to improve the training.

The evaluators' review of completed individual learner feedback forms shows strong learner satisfaction with the training. The majority of learners rated the training 8-10 on a scale from 1 to 10, with 10 being the highest positive score. The evaluators needed to skim each learner feedback form to gain a sense of learner satisfaction as the organisation does not collate the feedback (although individual feedback is reviewed by management).

Interviews with a small number of schools and key stakeholders confirmed that the training matches stakeholders' needs strongly. Feedback to the evaluators confirmed information provided by GET Training about the quality of relationships with individuals, a focus on identifying and responding to individual needs, and working alongside stakeholders to ensure strong matching of needs.

For example, one school indicated that the relationship with, and training provided by, GET Training surpassed training delivered by other providers. For that school, GET Training was a trusted partner, and this was essential given that these students were out of school, training in the workplace.

As mentioned in Findings 1.2, a very large retail business has made GET Training its sole training provider for secondary school students. After piloting training with GET Training in 2015, this business has decided to roll out the training across its stores nationwide. The PTE works alongside schools and employers when it reviews and revises its programmes.

Because GET Training has yet to systematically collect feedback from its stakeholders, it was not possible for the evaluators to understand the full strength

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and extent of matching needs. It is positive that GET Training is currently reviewing processes to capture feedback across schools and from employers, including looking to use its website for this purpose.

#### 1.4 How effective is the teaching?

The rating for performance in relation to this key evaluation question is **Good**.

The rating for capability in self-assessment for this key evaluation question is **Good**.

Learning in the workplace is purposefully structured to enable learners to experience different aspects of a retail business. This aligns with the desired outcome of learners gaining a relevant training experience.

Student evaluation forms identified that most learners were highly satisfied with the quality of their teachers. While individual evaluation forms are not collated, they are reviewed by management and discussed with teachers.

Some learners gave learning materials a satisfaction rating of 7 out of 10. While this looks like a good result, GET Training should investigate further given the divergence from higher average satisfaction ratings, and a couple of learners' comments to the evaluators about ways to improve learning materials.

Given that the training for secondary school students is relatively new, management has ensured consistency across locations and supported teachers in their initial classroom experiences through co-teaching and active observation of teaching and learning. A quality assurance template has been developed for that purpose, and it is intended that this will be used to review all teaching at regular intervals.

GET Training has clear policies and practices in place aimed at ensuring the recruitment of teachers whose values match the needs of both the organisation and secondary school learners.

It was evident that GET Training is focused on developing staff in areas of individual strengths. For example, one teacher identified how she had expressed interest in teaching a particular course, and she was supported in this area immediately. A staff conference held in 2015 was centred on staff development and building a cohesive teaching team. During the week of the EER visit, the GROW training scheme teaching staff attended a workshop with a key employer to plan and enhance the teaching of the training scheme modules. Staff take part in a weekly phone forum, which provides an opportunity to share experiences and other matters across the teaching team.

The effectiveness of self-assessment under this key evaluation question is evident in the organisation's management of three potential issues that arose during the piloting of the training scheme. Feedback from learners and stakeholders ensured that concerns were picked up quickly, responded to, and wider questions asked to

mitigate against the matters arising again. In all three cases, GET Training took a partnership approach to working with learners and stakeholders to respond appropriately and to act to ensure minimal impact on learners.

Given that the organisation is new, internal pre- and post-moderation processes are also new and in development. GET Training has engaged an external person to assist with moderation. Some assessment materials have already been moderated and small revisions made. In addition, small revisions have also been made to material following external post-moderation by NZQA.

The evaluators had some questions about how teachers observe and assess unit standard requirements when learners are in the workplace, and the role of employers in that process. This focus was not due to any issues identified, but rather because written information in various course materials contained ambiguous terminology around terms such as 'verification'. However, GET Training assured the evaluators that its teachers observe all required activities at least once. This was confirmed by employers, who discussed the way the teachers work closely with learners and employers to ensure competency.

### 1.5 How well are learners guided and supported?

The rating for performance in relation to this key evaluation question is **Adequate**.

The rating for capability in self-assessment for this key evaluation question is **Adequate**.

Organisational policies are centred on supporting learners' individual needs to help them to succeed and to minimise barriers to learning. Management told the evaluators that teachers have been encouraged to do what is needed to support each learner and will be paid for any additional time and effort required.

Several examples were shared of how GET Training has provided extra support to learners with particular learning challenges. It was evident that GET Training works closely with schools and employers to find solutions to individual needs.

Learners interested in enrolling in the training scheme attend an information workshop prior to enrolment. This provides a solid opportunity to learn about the training scheme and whether it meets their needs. This is followed by an in-depth enrolment interview undertaken by GET Training, focused on ensuring learners are suitable for the training.

Currently, GET Training's website does not make clear the different relationships that enable the organisation to deliver different training options. While the PTE is planning for and beginning to address this, they said it will take some time as the website needs to be overhauled.

Similarly, information about formal complaints and appeals has not been made available to students. GET Training has developed a draft student handbook

including a complaints section. However, the draft version viewed by the evaluators does not stipulate how matters can be referred to NZQA. This requirement was identified by NZQA in its validation report of 27 November 2015.

The student evaluation form does not include a question about learner guidance and support. The PTE could be more proactive and systematic in seeking feedback about how well learners are guided and supported.

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

The rating for performance in relation to this key evaluation question is **Good**.

The rating for capability in self-assessment for this key evaluation question is **Adequate**.

Programme delivery across the organisation embodies the core vision of GET Training: to facilitate relevant, practical, achievable and flexible training solutions. For example, delivery to secondary school students is centred on providing retail work experience, as well as the opportunity for credit achievement in areas tied to future employability. The philosophy of taking the training to small numbers of employees in different businesses is providing access to learning for workplaces that may be otherwise reluctant to engage in workplace training. The directors work in partnership with its key stakeholders to deliver to its vision.

However, because the directors manage and are focused on separate arms of the organisation, governance is an area to work on. The organisation has not yet achieved strong, cohesive strategic oversight across its operations. Positively, the directors have recently discussed the need for a better governance structure, decision-making process and strategic development.

The managing director has designed strong human resources policies and practices and has ensured that expectations around teaching are clear. Staff recruitment is aimed at employing staff whose values align with the organisation, and who can relate well to the learners.

The strengthening of self-assessment is a key area for the organisation to work on. While the evaluators saw some good self-review processes in place, this report has identified a number of key areas where self-assessment information is either absent or requires collation and analysis.

## Focus Areas

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

### 2.1 Focus area: Governance, management and strategy

The rating in this focus area for educational performance is **Good**.

The rating for capability in self-assessment for this focus area is **Adequate**.

### 2.2 Focus area: Secondary schools training

The rating in this focus area for educational performance is **Good**.

The rating for capability in self-assessment for this focus area is **Adequate**.



# Recommendations

NZQA recommends that GET Training:

- Build and strengthen its self-assessment processes, to understand in particular:
  - how well learners achieve across the different locations in which training is delivered, by ethnicity, and collectively across all courses in which learners enrol
  - the extent to which learners develop core skills and personal attributes as a result of the training
  - how well the PTE meets and matches the needs of schools and employers across all courses.
- Build and strengthen its governance structure, decision-making and strategic focus.
- Redevelop its website as a matter of priority to ensure information about programmes and qualifications is robust and accurate, and to fully meet the actions required and identified in NZQA's validation visit report of 27 November 2015.
- Continue to develop internal moderation processes.
- Review all materials to ensure consistency and non-ambiguity of terminology and ensure the roles, responsibilities and processes for assessment are clear and explicit.

# Appendix

## 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](http://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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