Report of External Evaluation and Review

The GET Group Limited
trading as GET Training

Highly Confident in educational performance

Highly Confident in capability in self-assessment

Date of report: 13 December 2017

Contents

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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:	15 September 2014
Location:	Registered office, 814 Roberts Line, Bunnythorpe, Palmerston North
Delivery sites:	Delivery occurs nationwide in participating secondary schools.
Courses currently delivered:	• {GROW} GET Ready for Work Training Scheme • Short courses offered to secondary schools based around unit standards for which the PTE holds consent to assess
Code of Practice signatory:	No
Number of students:	Domestic: February-October 2017, total enrolments 1,446, all of whom were school students International: nil
Number of staff:	Five full-time, three part-time, eight contractors, six interns
Scope of active accreditation:	http://www.nzqa.govt.nz/providers/nqf-accreditations.do?providerId=802004001
Distinctive characteristics:	The GET Group is based in Palmerston North but operates nationally, predominantly providing

training for secondary school students funded via school Gateway programmes. Currently GET Training is providing training for students at approximately 40 secondary schools centred mainly in the lower North Island, Auckland and Bay of Plenty. Students undertaking these courses have a work placement in the second stage of the course.

Since the last external evaluation and review (EER), GET Training has moved away from corporate courses to focus on its schools activity. Corporate training delivered by GET is not assessed and does not form part of the achievement data quoted in this report.

Recent significant changes:	Change of PTE ownership and name – 2016
	Growth and restructure resulting in significant staff turnover – 2017 (core foundation staff retained since 2015)
	Change of head office site – 2017
	Strategic decision to focus the core of activity on schools-based courses.
Previous quality assurance history:	At the previous EER of The GET Group in 2016, NZQA was Confident in the PTE's educational performance and Not Yet Confident in its capability in self-assessment. At that time, the PTE had taught around 500 students and had only been operating officially for four months. Self-assessment was not easily achieved given there was no history for comparison or review.
	National external moderation results for 2016 were approved overall and no further action was required. Some suggestions were made with regard to some assessment practices, and the material was modified accordingly.
	GET Training has been externally moderated by three industry training organisations (ITOs): The Skills Organisation, Service IQ and Careerforce, and has met all requirements.

2. Scope of external evaluation and review

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Two focus areas were included in this evaluation. Together they cover all of the current student enrolments.

- {GROW} Training scheme – GET Training's only approved training scheme. The training scheme has two components:

  - GET Started – 9-credit, classroom-based course which is designed to prepare students for a work placement (Get Going)

  - GET Going – 11-credit, work-based courses usually in the retail sector.

Students can complete the {Grow} programme at either level 2 or 3. Some students choose to complete only the GET Started component of the training scheme.

- Gateway programme facilitation for New Zealand schools – integral to GET Training's overall business. All students are involved in this.

These two focus areas interlink, as all Gateway student programmes include the training scheme or part of it.

The small volume of corporate training delivered by GET has not been assessed as part of this EER and does not form part of the achievement data quoted in this report.

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.

Prior to the EER, the (then) lead evaluator spoke with GET Training by telephone to agree the scope and process for the EER. Unfortunately, the appointed lead evaluator was unable to complete the EER and a new lead evaluator was appointed at short notice.

The evaluation team of two evaluators spent one and half days at the GET Training headquarters in Palmerston North. Prior to this visit, the lead evaluator met with one of the directors in Tauranga. During the EER visit the team reviewed an extensive range of documentation and met with: one director; the logistics manager; administration staff; and two tutors. Two client high schools were visited. The evaluators also spoke by telephone with representatives of client and stakeholder organisations. Subsequent to the EER visit, the lead evaluator visited a school when a {GROW} course was being delivered and spoke with school staff and students.

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During the site visit, GET Training provided the evaluation team with a range of operational documentation, including training and planning materials, quality management policies, enrolment information and policies, school memoranda of understanding, meeting minutes, student achievement records, student evaluations, collated analysis of student satisfaction levels, and course delivery and assessment materials including moderation reports. This documentation complemented the detailed self-assessment information that had been pre-submitted by the organisation. The evaluators reviewed all materials tabled and were able to review a sufficient range of evidence to reach evaluative judgements.

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 fraud[1]*

- *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.*

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[1] 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.

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Summary of Results

Statements of confidence on educational performance and capability in self-assessment

NZQA is **Highly Confident** in the educational performance of and **Highly Confident** in the capability in self-assessment of **The GET Group Limited, trading as GET Training.**

The EER team's interviews with students, governance, management and staff, and a selection of key stakeholders demonstrated the success, extent and benefits of the educational performance of GET Training. The reasons for NZQA's confidence can be summarised as follows:

- The students are achieving excellent results and acquiring useful and meaningful skills and knowledge, evidenced by feedback from students, employers and partner schools. Students are getting excellent value from their study at GET Training, achieving credits that contribute to their National Certificate in Educational Achievement (NCEA). In many cases, they are also gaining full-time or part-time employment as a direct result of their course.

- Staff at GET Training demonstrate a good understanding of the factors that lead to student engagement and achievement, and structure teaching and learning to engage students and facilitate their success. Teachers are highly enthusiastic about their students' success and they are well supported by management.

- GET Training has student support structures appropriate to the needs of its students and engages students to help them achieve their goals.

- The organisation is soundly and sustainably managed. Vision and direction of the organisation is clear, student-centric and well operationalised. GET Training has a strong commitment to be compliant and has systems for monitoring its obligations to ensure that important compliance accountabilities are met.

- GET Training's processes are effective in ensuring that student and stakeholder needs are understood and met and appropriate standards are maintained. Self-assessment processes are being used effectively and are embedded into a planned, sustained and co-ordinated approach across the organisation.

In summary, NZQA is highly confident in both the educational performance and self-assessment capability of GET Training as it has found clear and comprehensive evidence that GET Training is providing quality education and training that leads to positive outcomes for the majority of its students. The organisation is well managed and has a clear philosophy and purpose that is well integrated into the PTE's operations. Self-assessment at GET Training is ongoing, authentic and transparent, and leads to worthwhile improvements.

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Findings[2]

1.1 How well do students achieve?

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

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

GET Training is meeting the most important needs of its students and stakeholders. Both the organisation and its staff have a strong focus on student achievement. Student achievement on recent GET Training courses is excellent, as shown in Table 1. These results are well above the organisation's own key performance indicator target of 80 per cent.

Table 1. {Grow} course completion 2015 to present

Year	Number of students enrolled	Course completion
2015	475	92%
2016	1,686	93%
2017 (YTD)	1,446	90%

The motivation for students to undertake the training varies: some do so because they wish to prepare themselves for either full-time or part-time work in the retail or service sector; some because they need additional NCEA credits; others simply to avoid mainstream school subjects. Equally, there are students who are directed to courses by their school. Staff at GET Training demonstrate a good understanding of the factors that lead to student achievement, and regularly analyse and discuss ideas for improving achievement. The organisation has regular staff meetings where ideas for improving course delivery and learner achievement are discussed and agreed.

GET Training has sound assessment tools and a moderation process to confirm that assessment outcomes are valid. Ten per cent of assessments are randomly selected for cross-marking by an independent teacher or one of the directors. As discussed earlier, GET Training has met the moderation requirements of the three ITOs that cover the unit standards delivered.

Schools reported that they received timely, accurate and supportive feedback on their progress from GET Training staff. The organisation has developed effective systems to monitor student progress and acts immediately if a student is not progressing as expected.

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

Individual directors have a comprehensive understanding of how well students have achieved in their respective areas of training and regions, and have a good overview of this across the organisation. Since the last EER, the organisation has installed a new organisation-wide student information management system which is already providing good data. This has enabled staff to better analyse and understand achievement information.

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

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

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

Stakeholders confirmed the strong value that the training provides for students, schools and employers. GET Training is providing relevant training tailored to meet pre-defined needs.

A strong indicator of value added and met needs is the decision by several major retail businesses to partner with GET Training to provide placements for Gateway students nationwide. This kind of work experience has positive outcomes for students as they are in 'real-world environments' and have the benefit of positively interacting with the community and prospective employers. Students increase their confidence, communication and interpersonal skills. For these businesses, the graduates they employ are not only knowledgeable about and well prepared for their employment, they are also matched to jobs that are appropriate to their capabilities and aspirations.

GET Training is contributing to the New Zealand Tertiary Education Strategy as follows:

- **Priority 1: Delivering skills for industry** – through Transition to Work programmes

- **Priority 2: Getting at-risk young people into a career** – through Transition to Work programmes working with school leavers

- **Priority 3: Boosting achievement of Māori and Pasifika** – through short courses with face-to-face focused learning opportunities. Fifty-six per cent of GET students indicate that they are Māori, Pasifika or, in many cases, both. Completion rates for these students are commensurate with the overall cohort.

Participation in GET Training programmes contributes to many students choosing to remain at school to obtain credits towards NCEA in areas of learning that are of interest and align with subjects taught at school. GET Training has tracked graduates. In 2016 and 2017, 38 per cent and 42 per cent respectively gained full or part-time employment within two months of completing the programme. This

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result is pleasing given that for most of the students, employment is not necessarily the primary motivation for attending the courses.

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

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

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

The very positive verbal and written feedback by stakeholders, the repeated engagement with industry, and the retention of GET Training by schools as a preferred provider affirm that the organisation is identifying and responding well to stakeholder needs. Feedback to the evaluators from a small number of schools and key stakeholders 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.

GET Training has also engaged well with the three ITOs within whose scope they deliver. This engagement involves both moderation and consultation with the ITOs to ensure the relevance of training to the needs of industry and students. Where possible, GET Training uses ITO training material which has been pre-moderated by the relevant ITO. GET Training has engaged with relevant ITOs for external moderation and has met or exceeded requirements. A recent example of industry cooperation in the Bay of Plenty involved delivery of unit standards in horticulture through Gateway programme. In this instance, GET Training has partnered with Primary ITO which is providing delivery materials and is assessing the students.

There was evidence of GET Training purposely providing opportunities for staff to participate in meaningful discussions about teaching practice and student progress. Teaching staff spoke about how they share ideas, experiences and knowledge through their daily interactions, staff meetings, peer observations and professional development activities.

GET Training has a regular and reliable system for students to evaluate and provide feedback on teaching and other aspects of the programme. This feedback is analysed, discussed and acted on as appropriate. Where practical, actions resulting from student evaluations are also reported back to students in a timely manner. The formal feedback from students, as well as the wealth of informal comment they receive, provides teaching and management staff with valuable information which is used effectively to identify new or alternative learning strategies.

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

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

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

The good completion rates referred to previously indicate that the support and guidance provided have been effective in engaging students. Management and staff have a good understanding of student support needs and regularly discuss ideas for supporting individual learners and deliver this support. Often the support will involve a joint approach between the school, the employer and GET Training. Through good organisation and communication, GET training ensures that employer partners provide safe and structured learning environments relevant to the needs of the students.

The evaluators' review of completed individual learner feedback forms and collation and analysis of the same shows strong student satisfaction with the training. Students are obviously clear about how courses are organised, and what is expected of them.

Students apply for courses through their school which provides the initial information and selection. GET Training then interviews every student prior to acceptance to ensure that students receive sound pre-enrolment guidance and have the capability and motivation to complete the course. For those undertaking a work placement, a comprehensive orientation programme is provided prior to beginning the placement to ensure that students have a clear understanding of workplace practices including health and safety.

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

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

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

Get Training has strong leadership and a clear vision and understanding of its business. The organisational strategy is formally documented, and management and staff have a common understanding of vision and direction. Recent self-assessment documents provide evidence of effective analysis of information from a variety of sources, and additional direction for future actions.

Resourcing is effectively planned and provided for all courses. GET Training has made very good use of communication technology to engage with, and encourage participation by, its staff throughout New Zealand.

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The organisation has employed, developed and retained a competent, well-qualified and dedicated group of staff whom it supports effectively to foster educational achievement. All staff have a professional development plan which incorporates both the individual needs of the staff member and the strategic direction of the organisation. Staff reported that they are supported to attend a variety of professional development events.

Staff obviously enjoy the environment and are valued by the organisation. Management is open in its appreciation of the efforts, loyalty and dedication of staff. Staff members are equally appreciative of the leadership and passion demonstrated by management.

Monitoring of performance at all levels of the organisation is regular, transparent, open and focused on providing the best possible outcomes for students. It is evident that the organisation has taken on board the findings from the 2016 EER and used them to build and develop. At the time of the last EER the organisation was in its infancy, growing rapidly and had little track record to demonstrate its self-assessment and performance. Since then the directors have taken a systematic approach to development. There is a comprehensive quality management system and a system for everything. Strategically the directors have deliberately slowed the growth of the organisation to enable them to focus their efforts on their core business. This approach is paying dividends manifested in improved client and employer satisfaction and lower staff turnover.

Governance and management have created an organisation that enthusiastically encourages opportunities for reflection on its role and how to better meet student and other stakeholder needs. This has led to a highly reflective environment and culture throughout. Evidence indicates that management and staff actively seek feedback from many sources to use as a learning and improvement tool. The organisation is collecting feedback and data, analysing it, and using it systematically to make improvements.

1.6 How effectively are important compliance accountabilities managed?

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.**

As a small business in New Zealand, GET Training has compliance accountabilities to several agencies and regulatory bodies. The organisation has a culture with an emphasis on being compliant. Although there was no indication that accountabilities are not being met, developing a simple bring-up system to proactively identify compliance requirements would be a useful tool to ensure that the organisation remains compliant.

GET Training has a very comprehensive quality management system which covers all aspects of the operation. The system is publicly available on the GET Training

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website which enables clients and students to see clearly how the organisation operates.

NZQA attestations and returns have been met within required timeframes. The courses are being delivered consistent with NZQA approvals. As previously discussed, NZQA and ITO moderation is up to date and meets required standards. GET Training's interface with NZQA has been historically characterised by a few challenges, some of which were caused by GET Training's lack of familiarity with the details of NZQA requirements, and some caused by administrative shortcomings on the part of NZQA.

In essence, GET Training management have a clear understanding of their compliance accountabilities and manages effectively to ensure these obligations are met.

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Focus Areas

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

2.1 Focus area: GROW Training scheme

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

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

2.2 Focus area: Gateway programme facilitation for New Zealand schools

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

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

Recommendations

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

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).

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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