



NEW ZEALAND **QUALIFICATIONS** AUTHORITY
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External Evaluation and Review Report

The GET Group Limited

Date of report: 14 December 2021

About The GET Group Limited

The GET Group provides training and consultancy nationwide for a variety of clients, with a focus on helping young people successfully transition into the workforce. Most of The GET Group's education delivery is short courses to secondary school students, via Gateway funding.¹

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| Type of organisation: | Private training establishment (PTE) |
| Location: | Head office is based in Palmerston North |
| Code of Practice signatory: | No |
| Number of students: | Domestic: 3165 enrolments in 2020 (approximately 360 students in the {GROW} Award); including 743 (24 per cent) Māori, 374 (12 per cent) Pasifika students International: nil |
| Number of staff: | 14 full-time, three part-time/on-call staff |
| TEO profile: | The GET Group Ltd |
| Last EER outcome: | In 2017, NZQA was Highly Confident in The GET Group's educational performance and capability in self-assessment. |
| Scope of evaluation: | <ul style="list-style-type: none">• {GROW} Award (level 3)(ID:117703) NZQA-approved training scheme²• Gateway programme facilitation for New Zealand schools |
| MoE number: | 8020 |
| NZQA reference: | C45318 |
| Dates of EER visit: | 28 and 29 October 2021 |

¹ The GET Group also delivers a small amount of training to adult learners in workplaces, including literacy and numeracy.

² Comprising two modules: GET Started (workshops) and GET Going (work experience).

Summary of Results

The GET Group provides young people with successful learning experiences and preparation for employment and/or further study. The training is highly valued for meeting secondary school and student needs.

Highly Confident in educational performance

- In addition to high rates of unit standard achievement, students are acquiring new skills and are gaining confidence and enhanced wellbeing.
- Students are well-supported to prepare for different career directions and/or engage with further learning. Some students gain employment.
- The GET Group refines and customises courses in response to emerging needs and changing interests of youth. High levels of repeat business reflect the satisfaction and confidence of school clients in the relevance and usefulness of the courses. Employers willingly offer work placements which support young learners and their community.

Confident in capability in self-assessment

- Effective support and guidance minimises barriers to learning within the context of short-course delivery. Students are engaged and enjoy the courses.
- Management and staff share a youth-oriented, learner-centred approach to planning and delivery. Staff are well-supported to work effectively in this learning context. The GET Group is further developing its cultural capability through whole-of-team professional development and enhanced community engagement.
- Since the previous EER, The GET Group has strengthened communication and management practices. Review and improvement approaches are effective, reflecting the size and distributed nature of the PTE. Self-assessment processes could be further developed to monitor the impact of changes on learner outcomes.

Key evaluation question findings³

1.1 How well do students achieve?

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| Performance: | Excellent |
| Self-assessment: | Good |
| Findings and supporting evidence: | <p>Student achievement is very strong, with consistently high course and unit standard completion rates (98-99 per cent, 2018-2021 year-to-date) across all courses and student cohorts. This includes high achievement rates for Māori and Pasifika students.</p> <p>Feedback from students, schools and whānau attest to the acquisition of skills and enhanced wellbeing, such as increased confidence, communication and social skills.</p> <p>Some students are achieving credits towards NCEA qualifications. Others are developing skills and attributes which prepare them for work.</p> <p>The GET Group has sound moderation processes, which confirm that assessment outcomes are valid (refer 1.3).</p> <p>Staff are able to describe the factors that lead to student achievement and what challenges learners face. Individual progress is closely monitored, particularly for students on the {GROW} Award and the small number of remote learners.</p> <p>The PTE has improved its capability for collating and reporting student achievement data. Staff and management regularly discuss ideas for improving delivery and achievement, although there was no evidence of routine analysis of achievement data across delivery teams and regions.</p> |
| Conclusion: | Student course completion and unit standard achievement rates are credible and consistently high. The acquisition of useful skills and personal growth helps students to identify new directions for work and/or further study. |

³ 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?

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| Performance: | Excellent |
| Self-assessment: | Good |
| Findings and supporting evidence: | <p>Students completing the {GROW} Award gain work-related skills and experience. Information is gathered within three months of course completion, from a variety of sources, which shows successful transition to employment for some students.</p> <p>In other cases, success for learners is measured in terms of greater confidence and participation in society, and/or continuing or re-engaging with study. This was also confirmed by whānau interviewed during the evaluation.</p> <p>The GET Group has ongoing agreements with schools to deliver a variety of courses for their students. Documentary evidence and interview feedback confirmed the value for schools. Relevant and contemporary courses are engaging for students, who are keen to participate. Students are gaining credits and developing new skills which enhance their opportunities and build their confidence in the future.</p> <p>The GET Group has strong relationships with employment partners, who value the opportunity to support young learners and their community through work placements and, in some cases, offering ongoing employment.</p> <p>Feedback is gathered from schools and employers through regular emails and conversations to build knowledge of outcomes for learners and to identify areas for improvement. The GET Group also periodically surveys schools and collates and reviews survey feedback more formally.</p> <p>Several stakeholders regularly provide advice and support to The GET Group management, which ensures effective ongoing connections with key industries and input into course design.</p> |
| Conclusion: | The PTE's courses are relevant to youth. The value of outcomes for key stakeholders, including students, is high. The traceability of stakeholder feedback to actions and resulting improvement is not entirely clear. |

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

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| Performance: | Excellent |
| Self-assessment: | Good |
| Findings and supporting evidence: | <p>The GET Group course road map sets out the courses or modules, each containing several unit standards, which are on offer and can be packaged in different ways to meet students' interests and demands. Feedback from schools, students and staff informs the development of new courses and other improvements to materials, content and activities.</p> <p>The {Grow} Award is appropriately structured to prepare learners for work placements with entry-level skills and realistic expectations. The scheme has been formally reviewed in recent years to ensure unit standards are relevant and at the right level.</p> <p>The GET Group is flexible in responding to needs, including the size and timing of courses. Students who, for whatever reason, are unable to participate in workshops can access hard copy or online materials, and receive individualised support via emails, phone, etc.</p> <p>Course workbooks, and training guides and assessment schedules ensure consistency in delivery and assessment. Youthful and enthusiastic teaching staff use a variety of classroom activities to engage and motivate the students. Co-teaching assists with behaviour management and meeting the needs of individual learners.</p> <p>Assessment and moderation have been a focus for improvement over recent years. Pre- and post-assessment internal moderation occurs regularly. A contracted external moderator also supports staff training. The GET Group has consistently met industry training organisation standards for external moderation. Historically, outcomes have been less satisfactory for national external moderation of NZQA-managed standards. However, during 2021, improved outcomes have been achieved.⁴</p> <p>The GET Group gathers student feedback via surveys after every course. Ratings and comments are collated, discussed by teams, and planned actions are noted. There is an opportunity to</p> |

⁴ The GET Group achieved satisfactory outcomes for 11 out of 14 standards over four systems in 2021.

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| | improve the monitoring of the impact of changes on learner experiences and outcomes. |
| Conclusion: | A good understanding of the needs of schools and youth, and a flexible approach to course development and delivery, ensures the needs of students and other stakeholders are well matched. |

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

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|-----------------------------------|---|
| Performance: | Excellent |
| Self-assessment: | Excellent |
| Findings and supporting evidence: | <p>Students report that they enjoy the courses, particularly the opportunity to apply learning with fun, practical activities, and to work individually or in groups. Students enjoy good rapport with the youthful teaching team, who are relatable and use stories from their own experience to maintain motivation and engagement.</p> <p>As a significant proportion of students identify as Māori and/or Pasifika, The GET Group has identified cultural capability as a priority for staff development.⁵ There is no discernible difference in achievement or satisfaction rates for these cohorts compared to all other students.</p> <p>Students with disabilities or particular learning needs are either notified to The GET Group in advance by schools, or identified during class. Adjustments are made, as required to teaching and learning activities, and individual support can be provided through the team-teaching approach.</p> <p>Students commencing work placements as part of the {GROW} Award receive information and orientation on key workplace practices. Staff maintain regular contact with students and employers to ensure a safe and structured learning environment. The training scheme also incorporates a goal-setting component, and students are supported to review and reflect on their achievements against these goals before course completion.</p> |

⁵ In 2021, all staff are enrolled for the New Zealand Certificate in Youth Work (Level 4) which provides specific learning about and respect for cultural values and the holistic context of learning.

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| | The GET Group has reviewed its performance against the pastoral care Code ⁶ , and is now completing a gap analysis to inform an action plan for ongoing improvement. |
| Conclusion: | Management and staff have a good understanding of student needs in the context of short-course delivery. They regularly discuss ideas on how to enhance support and guidance. |

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

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| Performance: | Excellent |
| Self-assessment: | Good |
| Findings and supporting evidence: | <p>The GET Group is a dynamic and responsive organisation, with effective leadership and clear strategic priorities. The PTE has consolidated and centralised key functions and administration which has enhanced data quality, efficiency and stakeholder engagement.</p> <p>Management and communication practices are effective, and all staff meet regularly and contribute to planning and review activities. Feedback, gathered from a variety of sources, and staff reflections, are used for self-assessment and to maintain strong educational performance.</p> <p>The GET Group responds appropriately to changing circumstances and emerging needs, such as managing the impact of COVID-19 lockdowns. Teaching and learning practices are adjusted as required, and a remote learning option is under development.</p> <p>Teaching staff are recruited for their enthusiasm and potential to relate effectively to young students. The GET Group invests in their formal training and supports them to learn on the job as part of a collegial teaching team. Staff communicate regularly to share resources and ideas. Staff report feeling valued and listened to.</p> |
| Conclusion: | Leadership at The GET Group is effective. The PTE is youth-oriented and well-connected to schools and employment partners and is delivering good outcomes for students. Fit-for- |

⁶ The Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021

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| | purpose and authentic self-assessment practices are occurring throughout the organisation. |
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1.6 How effectively are important compliance accountabilities managed?

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| Performance: | Good |
| Self-assessment: | Good |
| Findings and supporting evidence: | <p>Evidence of the management of important compliance accountabilities demonstrates mostly effective processes, including:</p> <ul style="list-style-type: none"> • NZQA attestations and returns are submitted within required timeframes, following a comprehensive review of compliance. Appropriate processes have been followed to gain approval of changes to the NZQA-approved training scheme. • Since the previous EER, concerns have been raised through national external moderation of NZQA-managed standards. These have now been largely addressed. This evaluation has confirmed that sound policies and processes underpin assessment and moderation practice. • Memoranda of understanding are in place with schools and employment partners, which clearly set out roles and responsibilities. • Processes are in place to regularly review and update the website to ensure accuracy and currency. • The GET Group is developing an action plan to ensure compliance with the pastoral care Code. • All staff are police-vetted to comply with relevant legislation including the Vulnerable Children Act 2014. • Policies and procedures are reviewed annually to maintain their currency and to ensure staff knowledge of key requirements. |
| Conclusion: | In the main, the PTE has well-established procedures to ensure effective management of compliance accountabilities. |

Focus Areas

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

2.1 Focus area: {GROW} Award (Level 3) NZQA-approved training scheme

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| Performance: | Excellent |
| Self-assessment: | Good |

2.2 Focus area: Gateway programme facilitation for New Zealand schools

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| Performance: | Excellent |
| Self-assessment: | Good |

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.

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

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 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 fraud⁷*
- *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.*

⁷ 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 2016, which are made by NZQA under section 253(1)(pa) of the Education Act 1989 and approved by the NZQA Board and the Minister authorised as responsible for Part 20 of the Education Act.

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 2018, the Consent to Assess Against Standards Rules 2011 and the Training Scheme Rules 2012 respectively. These rules were also made by NZQA under section 253 of the Education Act 1989 and approved by the NZQA Board and the Minister.

In addition, the Private Training Establishment Rules 2018 require registered private training establishments to undertake self-assessment and participate in external evaluation and review as a condition of maintaining registration. The Private Training Establishment Registration Rules 2018 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, 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 2016. 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). 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/>.

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