



Mana Tohu Mātauranga o Aotearoa  
New Zealand Qualifications Authority

# External Evaluation and Review Report

The GET Group Limited

Date of report: 22 April 2026

# About The GET Group Limited

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*The GET Group provides vocational skills training nationwide for a variety of clients, with a focus on helping young people thrive, achieve NCEA, or develop skills to successfully transition into the workforce. Most of The GET Group's education delivery is short courses to secondary school students, via Gateway funding.<sup>1</sup>*

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Type of organisation:	Private training establishment (PTE)
Location:	Kairanga RD5, Palmerston North/Manawatu
Eligible to enrol international students:	No
Number of students:	Domestic: 3598 enrolments in 2024 (short courses and micro-credentials) International: nil
Number of staff:	Eight full-time, one part-time and one casual contractor staff
TEO profile:	<a href="#">The GET Group Limited</a> – provider page on NZQA website
Last EER outcome:	In 2021, NZQA was Highly Confident in The GET Group's educational performance and capability in self-assessment.
Scope of evaluation:	All training, including short courses, micro-credentials and New Zealand Certificates in Foundation Skills (Levels 1 and 2)
MoE number:	8020
NZQA reference:	C63992
Dates of EER visit:	18 and 19 November 2025

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<sup>1</sup> The GET Group also delivers a small amount of training to adult students in workplaces, including literacy and numeracy.

# Summary of results

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*The GET Group is meeting many important needs of students and stakeholders, and effective processes are contributing to valued outcomes. Self-assessment is of high quality, with findings used to make improvements. There are opportunities to formalise and evidence these processes and to address identified gaps in the compliance area.*

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## **Confident in educational performance**

- Student achievement is very strong. The GET Group understands individual student's achievement well and supports completions. There are opportunities to extend this understanding across programmes and cohorts, with the implementation and use of the new learner management system, to inform improvements and business decisions.

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

- The GET Group has a sound understanding of the high value it offers to students and stakeholders. Consolidation and analysis of client feedback would be beneficial for establishing themes and informing programme decisions.
- The GET Group engages collaboratively with its stakeholders, ensuring courses are relevant and well aligned to the needs of clients and students. Delivery options are flexible, with expert delivery specialists providing engaging learning and assessment activities. While sound processes are in place for developing assessments and reviewing programmes, there are opportunities to continue strengthening internal moderation processes.
- Learning is well structured and provided in familiar and inclusive learning environments. The delivery specialists skilfully engage the students, making learning enjoyable and supporting skills development and the completion of final assessment tasks. There are opportunities to formalise the collection and analysis of student and client feedback to inform ongoing improvements.

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- The PTE owner's values and passion are effectively driving the business and decisions. While these are well aligned and contributing to the educational purpose of the PTE, formalising a governance structure and self-assessment activities, with clear planning, reporting and monitoring, will provide greater oversight and measurement of effectiveness of the organisation.

# Key evaluation question findings<sup>2</sup>

## 1.1 How well do students achieve?

Performance:	<b>Excellent</b>
Self-assessment:	<b>Good</b>
Findings and supporting evidence:	<p>Student achievement has continued to be very strong since the last EER, with consistently high course and unit standard completion rates (97-99 per cent, 2022-24) across all short courses and student cohorts, including Māori and Pasifika students. Data to date indicates that similar rates would be achieved for 2025 (73-96 per cent), with a number of completions pending, particularly in Food Safety level 3.</p> <p>Early completion rates for the newly introduced certificate programmes in Foundation Skills are also strong. Data from the trials showed a 93 per cent completion rate for level 1 (13 of 14 enrolments) and 96 per cent for level 2 (50 of 52 enrolments).</p> <p>The small number of student withdrawals are well understood. Opportunities and support to complete, beyond course end-dates, are offered through tutor follow-up.</p> <p>Students acquire useful skills and build confidence and self-esteem. For some students, their success supports re-engagement in their school programme and/or contributes credits towards NCEA qualifications. For others, gaining skills and knowledge – such as barista skills, health and safety and food safety understanding – contribute to their skill-base for moving into employment. Feedback from schools, published student stories and video clips provide evidence of these achievements and students' personal growth as an outcome of The GET Group courses.</p> <p>The GET Group knows its students well and understands achievement on an individual student level. Transitioning to a new learner management system in 2024-25</p>

<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.

	provided challenges for accessing student and cohort data and reporting. At the time of the EER, a replacement learner management system was being co-developed for implementation in 2026. The GET Group is confident that this will provide them with improved opportunities to understand achievement at a programme and course level.
Conclusion:	Student achievement is very strong. The GET Group understands individual student's achievement well and supports completions. There are opportunities to extend this understanding across programmes and cohorts, with the implementation and use of the new learner management system, to inform improvements and business decisions.

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

Performance:	<b>Excellent</b>
Self-assessment:	<b>Good</b>
Findings and supporting evidence:	<p>The GET Group provides training solutions for a wide range of clients across New Zealand, including a large proportion of all secondary schools.<sup>3</sup> The website and the newly published Road Map 2026 sets out the selection of 'innovative education solutions for all learners', including pre-designed NZQA-approved short courses to assist students to complete NCEA while at school, to provide industry training preparing young people for the workplace, and to support the upskilling of those already employed.</p> <p>The continued growth in student numbers and year-on-year repeat business are strong indicators that clients value The GET Group's training, the customisation of courses, and the outcomes for students and employees.</p> <p>The sample of client testimonies, published on the company website, offers very positive feedback and praise for the stakeholder engagement, flexible delivery options (group workshops and supported remote learning), and the concerted efforts made to understand and meet clients'</p>

<sup>3</sup> The GET Group reports to be working with approximately 300 of the 376 secondary schools in New Zealand (Education Counts).

	<p>needs. Resources are available for purchase from the 'Teachers' Lounge' of the website, providing schools with materials to supplement their own programmes.</p> <p>Interviews during the EER with secondary school Gateway co-ordinators confirmed the value for students, highlighting the positive impact the training had on student well-being, including enhancing communication and participatory skills. In many cases, The GET Group's delivery complements the school programme, including work placements in preparation for next steps beyond school, and for completing NCEA credits, all of which support the students' future directions. The most impactful stories heard at the EER were from students for whom this learning was life-changing and clearly demonstrated the high value of the outcomes.</p> <p>The GET Group has a strong understanding of the value they provide for their clients. Feedback collected by the delivery specialists is used to make adjustments and further customisations. There are opportunities to formalise this feedback for analysis of trends and themes.</p> <p>Tracking of graduate destinations from the newly introduced Certificates in Foundation Skills is being planned. This will gauge how well the course delivered on equipping students with Foundation Skills for Life (Level 1) or embarking on further education or moving into the workforce.</p>
<p>Conclusion:</p>	<p>The GET Group has a sound understanding of the high value it offers to students and stakeholders. Consolidation and analysis of client feedback would be beneficial for establishing themes and informing programme decisions.</p>

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

Performance:	<b>Good</b>
Self-assessment:	<b>Good</b>
Findings and supporting evidence:	<p>The GET Group’s ongoing engagement with its clients and students ensures their needs are well understood and responded to. The range of short courses offered through workshops or supported remote learning options provide flexibility to suit client and students’ schedules. The workshops delivered by The GET Group’s skilled and experienced delivery experts are tailored to each group of students and cater for individual learning styles. Learning activities are well planned, engaging and exciting for the participants, with the learning frequently embedded into projects, games, team activities and challenges.</p> <p>Practical skills development requiring ongoing practice, such as barista and food safety skills, is conducted in the school or business environment, observed and verified, and contributes to overall assessment outcomes. Knowledge assessments are generally completed during the workshops, ensuring authenticity. Delivery specialists support students who need extra time to complete.</p> <p>Programme review is an ongoing process, with major changes made and documented following the annual review. Learning materials are well designed, with engaging activities that draw out the students’ prior experiences and guide them to apply these to their new learning, where appropriate.</p> <p>Assessments are routinely moderated and approved prior to use; however, this process is currently not documented. Post-assessment moderation is conducted internally, based on volume of assessment and delivery specialist assessment load.</p> <p>External moderation results from NZQA standards systems have shown an improvement since 2022, with a satisfactory result over a three-year period. However, the 2025 result for numeracy unit standards, with three of six assessor decisions not supported, has required The GET Group to provide further assessments for moderation. Moderation results for industry standards, managed by the</p>

	<p>Ringa Hora Workforce Development Council, have generally been positive, and consent to assess applications have been supported.</p> <p>While The GET Group has developed an integrated moderation framework and has strengthened internal moderation capability, with a dedicated quality assurance officer, the engagement of a contracted moderator, there remain opportunities to continuing strengthening internal moderation processes and external verification of assessor decisions. Refer to the Recommendations and Requirements sections of this report.</p>
Conclusion:	<p>The GET Group engages collaboratively with its stakeholders, ensuring courses are relevant and well aligned to the needs of clients and students. Delivery options are flexible, with expert delivery specialists providing engaging learning and assessment activities. While sound processes are in place for developing assessments and reviewing programmes, there remain opportunities to continue strengthening internal moderation processes.</p>

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

Performance:	<b>Excellent</b>
Self-assessment:	<b>Good</b>
Findings and supporting evidence:	<p>Schools and clients provide The GET Group with information about students' needs and goals. This information, along with the delivery specialists' engagement with students, ensure their needs are well understood and an inclusive learning environment is created. The workshops are generally conducted in familiar and comfortable contexts, at schools or in the client's workplace, with students mostly working in small groups. This environment supports students' engagement in the learning, builds confidence and motivates them to succeed.</p> <p>Learning is well sequenced, moving from foundational knowledge to applied practice. The workbooks are user-friendly, well illustrated and guide students towards the summative assessment activities. The delivery specialists</p>

	<p>provide one-to-one support in workshops, and follow-up as required to complete assessment tasks after the workshop events. Students and clients opting for the remote learning option are supported by the delivery specialists through regular contact and discussions. Progress is tracked and monitored.</p> <p>Student feedback is collected regularly through end-of-workshop satisfaction forms and reviewed by The GET Group team at quarterly meetings. Client feedback is gathered more informally via engagement and repeat business. Students regularly comment on their respect for the delivery specialists and the support offered, and the students compliment the staff for creating an enjoyable learning experience.</p> <p>Formalising client feedback and further analysis of student raw data would provide a deeper understanding of stakeholder satisfaction and inform improvement opportunities.</p>
Conclusion:	<p>Learning is well structured and provided in familiar and inclusive learning environments. The delivery specialists skilfully engage the students, making learning enjoyable, supporting skills development and the completion of final assessment tasks. There are opportunities to formalise the collection and analysis of student and client feedback to inform ongoing improvements.</p>

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

Performance:	<b>Good</b>
Self-assessment:	<b>Good</b>
Findings and supporting evidence:	<p>The shareholder status of The GET Group has changed since the last EER, with the founding shareholder taking on sole ownership of the PTE. Her passion for making a difference for students and communities clearly drives the business operations.</p> <p>The PTE endured significant challenges throughout the pandemic period, managing to continue business and retain staff. Recovering from this period, The GET Group has continued to build on its strengths and expand the PTE's offerings. The recently engaged contract accountant</p>

	<p>is bringing a more strategic focus to the PTE. This includes formalising a governance structure to support the owner-operator and management team, implementing environmental scanning and risk mitigation strategies, and using business tools to assess organisational performance, including educational achievement.</p> <p>The GET Group team share values and work collaboratively and respectfully with each other. Communication is effective and organisational objectives are well understood. Staff development is given priority, and orientation for new delivery specialists is planned with a buddy system and mentoring. The PTE is well resourced and proactive in response to change.</p> <p>Self-assessment is occurring regularly but is quite informal. While these current reflection and review processes are bringing about improvements, there are opportunities to formalise this and record these activities to evidence the changes being made.</p>
Conclusion:	<p>The PTE owner's values and passion are effectively driving the business and decisions. While these are well aligned and contributing to the educational purpose of the PTE, formalising a governance structure and self-assessment activities – with clear planning, reporting and monitoring – will provide greater oversight and measurement of the effectiveness of the organisation.</p>

## 1.6 How effectively are important compliance accountabilities managed?

Performance:	<b>Good</b>
Self-assessment:	<b>Marginal</b>
Findings and supporting evidence:	<p>The GET Group schedules dates for managing important compliance accountabilities on a compliance calendar and keeps up to date with NZQA changes and requirements through the NZQA quarterly newsletter – eQuate.</p> <p>There are various outcomes which indicate that compliance management has generally been sound, including:</p> <ul style="list-style-type: none"> <li>• NZQA attestations, declarations and submissions have been timely and accurate, with one exception relating to the provision of fit and proper person declarations for</li> </ul>

	<p>new managers and the contracted accountant. Refer to Requirement.</p> <ul style="list-style-type: none"> <li>• NZQA approval was sought and gained for the New Zealand Certificates in Foundation Skills programmes.</li> <li>• The quality management system is reviewed annually.</li> <li>• Assessment material has been submitted as requested for external moderation, including to NZQA and the industries skills board. Results have improved over the period of this EER.</li> </ul> <p>However, at the time of the EER, NZQA risk and monitoring and assessment units were investigating the delivery of hours – referred to as ‘notional hours’ – of The GET Group’s short courses and micro-credentials.</p> <p>Information supplied at the request of the evaluation team for an 8-credit short course (requiring 80 notional hours) indicated that approximately 58 hours were consumed for the learning and assessment activities. This indicates that there is a gap in this area. It is strongly recommended that The GET Group develops matrices to clearly evidence meeting the required learning hours for workshop preparation and reading, learning and practice hours and assessment – including estimating prior learning – that aligns with the approval and accreditation rules.</p>
<p>Conclusion:</p>	<p>The GET Group has sound processes for managing its important compliance accountabilities, and has met most of these. However, several gaps have been identified which need to be addressed.</p>

# Focus areas

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

## 2.1 All training, including short courses, micro-credentials and New Zealand Certificates in Foundation Skills (Levels and 2)

Performance:	<b>Excellent</b>
Self-assessment:	<b>Good</b>

# 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 The GET Group Limited consider:

- ways to consolidate and analyse client feedback to establish themes and inform programme decisions.
- developing and implementing a pre-moderation checklist and recording sheet, for systematically assessing the quality of assessment material, recording the outcomes and required improvements, and signing off actions taken.
- formalising a governance structure and self-assessment activities, with clear planning, reporting and monitoring that will provide greater oversight and measurement of the effectiveness of the organisation.
- continuing to develop and implement the integrated moderation strategy, that includes a post-assessment moderation plan, to ensure coverage of all assessment activity, across all programmes and delivery specialist, over a specified period of time.

# 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.*

NZQA requires The GET Group Limited to:

- Ensure delivery and recording of notional hours of short courses and micro-credentials are aligned to the hours as approved by NZQA in accordance with Part 2 – Maintaining consent and approval, Section 10 (1) (a)(b) of the Consent to Assess Against Standards on the Directory of Assessment and Skills Standards Rules 2026 and Requirements for Maintaining Registration Section 6 (g)(i) of the Private Training Establishment Rules 2026
- Ensure the public information provided is accurate, clear and not misleading, in accordance with Requirements for Maintaining Registration, Section 6 (1)(b) of the Private Training Establishment Rules 2026.
- Provide fit and proper person declarations for all newly appointed governance and management members as per the statutory requirements Under section 348(1)(c) of the Education and Training Act 2020 and the Education Amendment Act 2011 that all governing members of PTEs are fit and proper persons for the role.

# 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 fraud<sup>4</sup>*
- *Provide comprehensive coverage of all programmes within a TEO, or of all relevant evidence sources*
- *Predict the outcome of other reviews of the same TEO which, by posing different questions or examining different information, could reasonably arrive at different conclusions.*

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<sup>4</sup> NZQA and the Tertiary Education Commission (TEC) comprehensively monitor risk in the tertiary education sector through a range of other mechanisms. When fraud, or any other serious risk factor, has been confirmed, corrective action is taken as a matter of urgency.

## Regulatory basis for external evaluation and review

*External evaluation and review is conducted under the Quality Assurance (including External Evaluation and Review (EER)) Rules 2022, which are made by NZQA under section 452(1)(t) of the Education and Training Act 2020 and approved by the NZQA Board and the Minister of Education.*

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

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

*The requirements for participation and cooperation are set through the Programme Approval and Accreditation Rules 2022, the Consent to Assess Against Standards on the Directory of Assessment and Skill Standards Rules 2022 and the Micro-credential Approval and Accreditation Rules 2022 respectively.*

*In addition, the Private Training Establishment Registration Rules 2022 require registered private training establishments to undertake self-assessment and participate in external evaluation and review as a condition of maintaining registration.*

*NZQA is responsible for ensuring non-university TEOs continue to comply with the rules after the initial granting of approval and accreditation of programmes, micro-credentials 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 2022. The report identifies strengths and areas for improvement in terms of the organisation's educational performance and capability in self-assessment.*

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

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

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