

**Qualification Title: New Zealand Certificate in Hairdressing (Salon Support) (Level 3)**

**Qualification number:** 2411

**Date of review:** 4<sup>th</sup> and 5<sup>th</sup> September 2017

**Final decision on consistency of the qualification: National Consistency confirmed**

**Threshold:**

The threshold to determine sufficiency with the graduate profile was determined as evidence of:

Graduates with foundation skills and knowledge able to perform limited salon and client support services under supervision and/or hold the requisite skills to engage in the New Zealand Certificate in Hairdressing (Emerging Stylist) (Level 4). Graduates in employment may still need to learn salon-specific technology and processes.

**Tertiary Education Organisations with sufficient evidence**

<b>Tertiary Education Organisation</b>	<b>Final rating</b>
Ara Institute of Canterbury	Sufficient
Western Institute of Technology at Taranaki	Sufficient
Nelson Marlborough Institute of Technology	Sufficient
Community Colleges New Zealand Ltd.	Sufficient
Manawatu Education Academy (The Hairdressing Academy)	Sufficient
R & R Associates (Service Skills Centre)	Sufficient
Intueri Education New Zealand	Sufficient
Servilles Academy of Hairdressing	Sufficient
Premier Hairdressing College	Sufficient
Thomden Holding Limited (Face and Beauty Academy)	Sufficient
People Potential Limited	Sufficient
Toi Ohomai Institute of Technology	Sufficient
Manukau Institute of Technology	Sufficient
Tauranga Hair Design Academy Limited	Sufficient

Waikato School of Hairdressing Limited (Varda)	Sufficient
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### **Introduction**

This qualification, approved in March 2015, was developed by the New Zealand Hair and Beauty Industry Training Association (HITO). It is an entry-level 120 credit qualification that provides a pathway to either a salon-support role in industry or to the level 4 New Zealand Certificate in Hairdressing (Emerging Stylist). At the end of the timeframe selected for this review there were 485 graduates awarded the qualification. Of these 68 percent continued their study enrolling in the New Zealand Certificate in Hairdressing (Emerging Stylist) (Level 4) and 11 percent went to related employment.

Programmes that award this qualification are delivered by Private Training Establishments (PTEs) and Institutes of Technology and Polytechnics (ITPs) across the country. All programmes are delivered within a salon environment open to members of the public, usually on a limited basis. All but two providers are offering programmes with unit standards-based assessments.

### **Evidence**

The education organisations provided a range of evidence to demonstrate that their graduates met the graduate profile outcomes.

The criteria used to judge the evaluation question were:

- The nature, quality and integrity of the evidence presented by the education organisation
- How well the organisation has analysed, interpreted and validated the evidence, and used the understanding gained to achieve actual or improved consistency
- The extent to which the education organisation can reasonably justify and validate claims and statements relating to the consistency of graduate outcomes, including in relation to other providers of programmes leading to the qualification

Evidence presented for the review included:

- Graduate feedback – via surveys
- Employer feedback – via surveys and attestations
- Tutor feedback – via surveys and attestations
- Graduate destination data
- Student satisfaction survey data
- Work-experience employer surveys
- Final skills assessments covering key aspects of the graduate profile
- HITO moderation reports
- Internal moderation
- Programme self-assessment documents
- Student learning in salon environments
- Student participation in community events

**How well does the evidence provided by the education organisations demonstrate that the graduates match the graduate outcomes at the appropriate threshold?**

The strongest evidence that the graduates met the different components of the graduate profile came from surveys and phone interviews with employers, level 4 tutors and graduates, attesting to the extent to which the graduate outcomes were evident. The majority of graduates, level 4 tutors and employers attested to graduate capability against the 10 learning outcomes, although it was noted by participants at the review that it is necessary at times to educate employers about the threshold for the graduates from the level 3 programme. This evidence was strongest when it had been analysed and used to inform programme reviews and enhancements.

To strengthen the evidence the majority of providers presented additional evidence of students building their knowledge and skills towards the graduate outcomes through work experience, feedback from client salon days and industry and community related events. When this evidence was presented without graduate or next user evidence it was less convincing.

A significant number of providers also presented evidence that their assessments had been externally moderated by HITO or another appropriate moderator. This evidence supports the valid assessment of learning outcomes. Where providers have moved away from using unit standards it is essential that systematic external moderation is occurring, to quality assure assessment of learning outcomes that lead to graduate outcomes and ensure they are at the appropriate threshold. Three providers had developed an end of programme skill-based capstone assessment that drew together a significant number of the 10 graduate outcomes for holistic assessment. This strengthened the organisation's confidence that their graduates met the graduate outcomes and was usefully provided as evidence at this review.

A number of providers supplied programme documents that mapped their programme learning outcomes and assessments to the graduate profile outcomes. In addition, programme review documents reflected self-assessment processes and were most useful where it was established that the range of data and feedback collected was used to inform programme changes and enhancements.

This review highlighted different approaches to gaining next-user feedback. The majority of the graduates from this programme continue with their hairdressing studies at level 4, so gaining their level 4 tutors' feedback is important. Some graduates have moved to employment and it is important that their perspective is also gained. It is noted that a survey with a binary answer can limit the useful feedback to the programme, compared with a graded 'to what extent' approach. Discussions were also held with respect to the challenges and different approaches to gathering graduate and next-user feedback including online surveys, telephone interviews and focus groups. Key aspects to consider are the education organisation context and the value of the approach in gaining useful feedback to assure and improve quality, and how the process and findings will be documented.

Overall the evidence provided by the education organisations made a convincing case to demonstrate that the graduates match the graduate outcomes at the appropriate threshold.

### **Examples of good practice**

- A number of education organisations have established systems in place to gather graduate and next-user feedback. This is most useful when answers are graduated on a scale, and the feedback is analysed and used to inform improvements.
- A few education organisations have introduced a capstone, end of programme, assessment that evaluates the graduates' capabilities against relevant graduate outcomes, through a holistic salon-based event. This supports assurance that graduates have met the graduate outcomes.
- Some private training organisations have formed a group to network, share best practice and promote consistency.

### **Recommendations to Qualification Developer**

The assuring consistency evidence requirements noted in the qualification document should be amended given the significant number of graduates from this programme who are moving to higher level study on the New Zealand Certificate in Hairdressing (Emerging Stylist) (Level 4).