

Qualification Title: New Zealand Certificate in Hairdressing (Emerging Stylist) (Level 4)

Qualification number: 2412

Date of review: 26th and 27th March 2018

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 who are capable of operating at intermediate level and under broad guidance in the performance of their duties in a salon, particularly with respect to the graduate outcomes 1, 2, 3, 6 and 7:

- Perform client consultations, including hair and scalp analysis in relation to chemical services
- Recommend home hair care products to meet a range of client needs
- Perform complex styling tasks, including blow waving, fingerwaving, setting and long hair-ups
- Assist colleagues with a range of chemical reformation services, including application and neutralising
- Ensure own actions impact positively on the profitability of a salon

It is expected that initially graduates will be working under the direction of a senior stylist with respect to the duties required for graduate outcomes 4 and 5:

- Perform foundation scissor and razor cutting services
- Select colour and perform a range of colouring and de-colouring services

All graduates would require induction and training in the salon specific systems and products.

Tertiary Education Organisations with sufficient evidence

Final decision on sufficiency of education organisation evidence, will be updated as other organisations show sufficient evidence

Tertiary Education Organisation	Final rating
Manukau Institute of Technology	Sufficient
Toi Ohomai Institute of Technology	Sufficient
Premier Hairdressing College	Sufficient
Varda (Waikato School of Hairdressing)	Sufficient
Servilles Academy of Hairdressing	Sufficient
People Potential Limited	Sufficient
Northland Polytechnic	Sufficient
Thomden Holdings Limited (Face and Beauty)	Sufficient

Tauranga Hair Design Academy Limited (Hair to Train)	Sufficient
Intueri Education New Zealand Limited (Cut Above Academy)	Sufficient
Harrington/Vaughan Academy of Hairdressing Limited	Sufficient
Manawatu Education Academy (PN) Limited	Sufficient
Universal College of Learning (UCOL)	Sufficient
Eastern Institute of Technology	Sufficient
Nelson Marlborough Institute of Technology	Sufficient
Western Institute of Technology at Taranaki	Sufficient
Southern Institute of Technology	Sufficient
Wellington Institute of Technology	Sufficient
Ara Institute of Canterbury	Sufficient

Introduction

This qualification, approved in March 2015, was developed by the New Zealand Hair and Beauty Industry Training Association (HITO). This 120-credit qualification is designed to build upon the level New Zealand Certificate in Hairdressing (Salon Support) qualification and is one of three qualifications that lead to recognition as a professional stylist.

This review was conducted early in the year when many providers had only recently graduated students from their new programmes of study. This limited the evidence that tertiary education organisations were able to gather from employers. By the end of 2017, 624 individuals had graduated from this programme.

This qualification is awarded by Private Training Establishments (PTE) and Institutes of Technology and Polytechnics (ITP) across the country. All programmes are delivered with access to a salon environment open to members of the public, usually on a limited basis.

Evidence

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, records of interviews and attestations
- Tutor feedback – via surveys and attestations
- Graduate destination data
- Student survey data

- Work-experience employer surveys
- Salon client feedback
- Evidence of final skills assessments covering key aspects of the graduate profile
- HITO moderation reports
- External moderation reports
- Internal moderation reports
- Programme self-assessment documents
- Programme matrix showing alignment between courses, assessments, learning outcomes and graduate outcomes
- Student learning in salon environments
- Student participation in community events
- Photographic evidence of students participating in provider and community events demonstrating skills gained as part of the qualification

How well does the evidence provided by the education organisation demonstrate that its 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, face to face and phone interviews with employers, who attested and commented on the extent to which the graduate profile outcomes were evident. It was interesting to note that employers across the country positively affirmed graduates' capabilities with respect to outcomes 1,2, 3, 6 and 7, although they were more cautious when responding about graduate outcomes 4 and 5 with respect to scissor and razor cutting and colouring and de-colouring services. It was not uncommon for employers to note that these skills were still being developed. This is not surprising given the foundation level of these graduate outcomes and, at times, salon specific products and systems. Depending on the salon of employment some graduates had not had the opportunity to demonstrate competency for certain skills. This was particularly so with respect to setting and fingerwaves in graduate outcome 3 and perming and straightening with respect to graduate outcome 6. It appears this is influenced by current trends in hairdressing.

The vast majority of graduates attested to having met the graduate profile outcomes for the qualification. For just a few tertiary education organisations graduates noted they would have liked more cutting practice, and this feedback has been used to revise programme delivery. A number of private providers, particularly those linked to the New Zealand Private Providers Forum, have developed end of programme skill-based capstone assessments that draw together a significant number of the graduate outcomes for holistic assessment. This assessment was even more robust when external examiners were used to make judgements. This strengthened the organisation's confidence that their graduates met the graduate outcomes and was usefully provided as evidence at this review.

In addition, the vast majority of providers presented strong 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. It is noted that, for some education organisations, this programme is new and workable relationships are still being put in place.

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. For

some, student work was presented using electronic or hard copy portfolios. When this evidence was presented without graduate or next user evidence it was less convincing. 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.

A challenge for providers at this review was the fact that for many, 2017 was the first year in which they offered the programme. Most graduates had only just qualified and the March review did not allow a lot of time for new graduates to settle into their new roles, or for providers to collect useful employer feedback. Despite these challenges the majority of education organisations were successful in gaining some employer and graduate feedback. As with the review of the New Zealand Certificate in Hairdressing (Salon Support) (Level 3), this review highlighted different approaches to gaining next-user feedback. It is noted that an employer survey with a binary answer can limit the usefulness of the feedback to the programme, compared with a graded 'to what extent' approach. Key to the approach taken is the education organisation context and the how the process, findings and analysis of stakeholder feedback provide value for assuring and improving quality.

Overall the evidence provided by the education organisations makes 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 to gather graduate and employer feedback. This is most useful when answers are graduated on a scale, and the feedback is analysed and used to inform improvements.
- Some 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 PTE have formed a group to network, moderate, share best practice and promote consistency.

Issues and concerns

- It is noted that the timing of reviews can impact upon education organisations ability to gather comprehensive employer feedback.
- It is important that education organisations collect evidence for international as well as domestic graduates. Education organisations must be aware that in many instances international graduates may leave New Zealand soon after graduating and so mechanisms to collect robust evidence on the graduate profile for these students may need to be different.
- It is noted that some programmes of study have been approved by NZQA without including specific assessment for razor cutting. It is important that this skill is taught and assessed to meet the requirements of graduate outcome 4.

Recommendations to Qualification Developer

It is recommended that HITO note:

- problems have emerged for students who have partially completed a non-unit standard based programme leading to this qualification when applying for recognition of prior learning, particularly if they are applying for an apprenticeship. It is important that education organisations supply students with in-depth records of

- learning that identify modules and courses, learning and graduate outcomes, and that these are used to ensure students are not required to repeat unnecessarily.
- there are some skill sets described in the graduate outcome statements that are rarely being used in salons.