

# Report of External Evaluation and Review

Mr Barber Limited trading as  
Mr Barber Training Centre

Highly Confident in educational performance

Confident in capability in self-assessment

Date of report: 31 August 2016

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*Final Report*

# 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:	Mr Barber
Type:	Private training establishment (PTE)
First registered with NZQA:	October 2000
Location and delivery site:	Ground Floor, 60 Federal Street, Auckland City
Courses currently delivered:	<ul style="list-style-type: none"><li>• Certificate in Barbering (Level 3)</li><li>• New Zealand Certificate in Barber Skills (Level 3)</li></ul>
Code of Practice signatory:	No
Number of students:	Around 70 domestic students per annum – in 2015, 27 per cent identified as Māori, 27 per cent as Pasifika, and 9 per cent as Asian.
Number of staff:	Three full-time and four part-time staff
Scope of active accreditation:	A diverse range of domains and standards in relation to Barbering and Salon Skills, up to levels 3 and 4 respectively: <a href="http://www.nzqa.govt.nz/providers/nqf-accreditations.do?providerId=735605001">http://www.nzqa.govt.nz/providers/nqf-accreditations.do?providerId=735605001</a>
Distinctive characteristics:	Mr Barber specialises in barber skills training. The programme comprises an intensive 12-week theory and hands-on training at 60 Federal Street (the training centre), followed up by 892 hours of practice at a barbershop – a <i>de facto</i> employment placement arranged by the student. At the completion of the required hours, a student returns to the training centre for their final practical

assessments.

Recent significant changes:	A programme to deliver towards the newly listed New Zealand Certificate in Barber Skills (Level 3) was approved in July 2015. Delivery commenced in July 2016.
Previous quality assurance history:	<p>The previous external evaluation and review of Mr Barber was conducted in November 2012, with the final report published in March 2013. NZQA was Highly Confident in the educational performance and Confident in the capability in self-assessment of Mr Barber.</p> <p>Mr Barber met (or was subsequently exempted from) all national external moderation requirements conducted by NZQA and the Hairdressing Industry Training Organisation (HITO) for the past three years.</p>
Other:	Mr Barber receives Student Achievement Component funding from the Tertiary Education Commission. The PTE is also permitted to enrol a limited number of unfunded students.

## 2. Scope of external evaluation and review

Governance, management and strategy is a mandatory focus area. The other focus area selected was Certificate in Barbering (Level 3), as all students at the time of the on-site visit by the evaluation team are enrolled in that programme.

## 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.*

Self-assessment materials were delivered to NZQA to inform the scoping of this external evaluation and review. The evaluation team comprised two evaluators. The on-site visit lasted one and a half days and was largely conducted from a nearby hotel conference room due to the absence of a suitable quiet meeting space at the PTE. The evaluation team interviewed one of the two directors, four tutors, seven current students and two graduates. The graduates now employ, from time to time, students on practical experience as well as graduates of Mr Barber. Two

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industry employers and a HITO representative were also contacted by phone. A range of documents were reviewed, and their quality and use is described in this report. The evaluation team also saw practical sessions occurring in the salon.

# Summary of Results

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

NZQA is **Highly Confident** in the educational performance of **Mr Barber Limited**.

NZQA is **Confident** in the capability in self-assessment of **Mr Barber Limited**.

- Course and qualification completion rates are high across all students, including priority groups. They consistently exceeded the Tertiary Education Commission's investment plan targets (see Findings 1.1).
- Students are evidently well prepared for commencing a career as a barber. Graduates have developed relevant barbering techniques as well as related soft skills such as communication, customer service, confidence in their abilities, punctuality and general time management. PTE records indicate that around 90 per cent of students find employment as a barber within three months of graduating (see Findings 1.2).
- The successful completion rates and employment outcomes flow from a well-designed and well-taught programme. The training centre realistically reflects the industry environment. A careful selection process is also in place to ensure students have the right motivation, general capability and literacy and numeracy skills to succeed in the industry (see Findings 1.3).
- Governance and management is effective in supporting learner achievement. Mr Barber operates ethically, shows genuine care for students, and supports charitable causes through industry networks. In turn, Mr Barber is closely connected with and respected by the industry, to which it has reportedly supplied over 1,000 employment-ready graduates over the past 16 years (see Findings 1.6).

While aspects of Mr Barber's performance and self-assessment can be further strengthened, they did not appear to have a material impact on student achievement, and are therefore risks to be better managed or seen as opportunities for improvement. In summary, the PTE should more systematically and proactively monitor and support all students through the lengthy on-job learning phase, and tighten record-keeping practices for employment destination tracking (see Recommendations).

# Findings<sup>1</sup>

## 1.1 How well do learners 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 **Excellent**.

Students gain theoretical knowledge and practical skills in barbering, as well as soft skills and the attributes essential for success in a barbering career. These employment-related skills include communication and customer service skills, confidence, time management and understanding the needs of a small business.

Student achievement is strong in terms of completion rates across all groups. Mr Barber has consistently exceeded their course and qualification completion performance targets set by the Tertiary Education Commission (see Table 1). This performance is made possible by credible systems and processes to monitor and support student achievement. For example, graduates speak of how Mr Barber followed up and encouraged them to return to the training centre for their final practical assessments, which students can easily lose sight of after working in the industry for some months.

**Table 1. Course and qualification completion rates at Mr Barber, 2013-2015**

	2013	2014	2015
Overall course completion (target 90%)	93%	97%	97%
Māori	*	94%	100%
Pasifika	*	100%	100%
Overall qualification completion (target 90%)	92%	99%	96%
Māori	*	100%	91%
Pasifika	*	100%	91%

Data source: Mr Barber Limited training as Mr Barber Training Centre; and TEC reporting.

\*Data unavailable or not supplied

Assessment practices are geared towards entry-level barbering skills.

Achievement is validated through highly satisfactory external moderation results conducted by NZQA and HITO for the past three years.

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<sup>1</sup> 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 learners?

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**.

Mr Barber's training and the outcome qualification are valued in the industry. Many employers approach the PTE to hire current students and/or new graduates.

Since the previous evaluation, Mr Barber has consistently delivered very solid employment outcomes for its students. Ninety per cent of students secure some form of employment, including as a barber, at the end of their training, according to the PTE's data. Employer feedback to Mr Barber indicates that the training prepares students well for the real world, in terms of barbering skills, soft skills (such as 'barber talk') and employability (such as punctuality). This is not surprising as the 12-week intensive training involves a significant amount of practice in a barbershop environment on a daily basis, which is then supplemented by a much longer period of on-job skills development culminating in a final summative assessment at the PTE.

A significant proportion of students are from Tertiary Education Strategy priority groups (Māori, Pasifika and under-25s). Some have not achieved well within mainstream education. Through training that meets a current supply shortage of barbers in Australasia, Mr Barber is opening a career option for Māori, Pasifika and under-25s, facilitating their re-engagement with the workforce and equipping them with the skills to be independent contributors to the economy. According to the PTE's knowledge,<sup>2</sup> students who complete the programme can expect to earn between \$31,000 and \$50,000 per annum depending on their employment arrangements<sup>3</sup> and work habits. Some graduates elect to extend their training with HITO while in employment, and some eventually own their own barber shop. Contemporary fashion trends have caused a renaissance of barbering and business opportunities after some years of decline in the industry.

Mr Barber operates a fairly relaxed method of tracking graduate destinations. Staff or current students are asked to fill in employment destinations on a record sheet as the end of the on-job experience approaches. The director updates the record whenever new intelligence is gathered through the use of social media or informal contacts within the industry. In general, entries are not verified, or changes dated. Record-keeping practices have room to improve to increase their face-value reliability. The evaluators' conversations with industry and graduates did, however,

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<sup>2</sup> Including sources such as: <http://www.careers.govt.nz/jobs-database/retail-and-personal-services/hair-beauty/hairdresserbarber/about-the-job>. And NZ Hair and Beauty Industry Training Organisation Inc. (HITO), 2016.

<sup>3</sup> This may include part-time or full-time waged employment, 'rent-a-chair' arrangements or self-employment.



confirm that in all likelihood some form of employment in barbering is the outcome for most students who complete (see footnote below).

### 1.3 How well do programmes and activities match the needs of learners and other 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**.

Mr Barber has a solid understanding of what skills and attributes are required to be a successful barber and has designed the programme to meet those requirements. The existing local programme only required minimal alternation following the Targeted Review of Qualifications.<sup>4</sup> This indicates the high relevance of the content.

Due to what practitioners called 'a renaissance' of the barbering profession, Mr Barber's training course is in high demand. Mr Barber is able to filter enrolments from a list of applicants. The PTE selects the majority of applications from those considered to have the social maturity and strong literacy and numeracy skills to ensure a higher likelihood of success, especially with the theory components of the training. There is a sound process in place for prospective students to observe and try out for one day, for both sides to establish suitability. Examples were provided where full fee refunds were provided to students who wished to withdraw outside the statutory refund period. This careful attention to student selection and retention is a significant contributor to the high achievement rates.

Mr Barber has a small advisory group which holds scheduled meetings. The function and impacts of the advisory group was not entirely evident to the evaluation team. Nevertheless, it does appear to contribute value to the PTE, for example by providing a forum for discussing teaching effectiveness and the relevance of training. In the context of Mr Barber's model of operations, this was not seen as a significant gap, as all staff at Mr Barber have strong sector connections and demonstrate up-to-date knowledge of industry trends. One external stakeholder suggested that the PTE could engage more explicitly and directly with business, particularly in relation to trends and changes.

The PTE's involvement with HITO and the Targeted Review of Qualifications process also contributes to a strong educational alignment with sector needs. The PTE is in some respects a leader in the niche area of barbering education in New Zealand, and has been for some years. As noted under 'TEO in context' and

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<sup>4</sup> The newly listed qualification, New Zealand Certificate in Barber Skills (Level 3), has a reduction of 15 credits when compared with the local qualification programme Certificate in Barbering (Level 3), which has 135 credits. Mr Barber took the opportunity and removed some unit standards in the retail skills area to increase the relevance of the programme.

Findings 1.1, the needs and requirements of NZQA, the TEC and HITO are both understood and met by the PTE.

#### 1.4 How effective is the teaching?

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**.

Teaching at Mr Barber is highly effective in preparing students for the work of a barber. The small team of teaching staff represents a mixture of very experienced and reasonably new tutors. There is a specialist tutor providing customer service and life skills content, and students value his input. Together, the teaching team offers a diverse range of teaching styles and abilities to establish a rapport with students. The appointment of two younger tutors matches the student profile, and also supports succession planning. Professional development of tutors is fully supported and funded. For example, the new tutors are being supported to achieve HITO professional qualifications at levels 4 and 5 as well as qualifications in adult education.

There is an appropriate balance between barbering techniques and soft skills (such as customer service and communication). The training centre operates as a barbershop which replicates industry conditions by offering free barber cuts to the general public, allowing students to have realistic experiences of the demands of an actual work environment under the close supervision and mentoring of tutors. Most theory assignments are open-book, and practical assessments require multiple demonstrations of competent work before students achieve a pass. This seems reasonable for an entry-level, skills-based programme leading to a qualification at level 3. The teaching and learning environment suits all learning styles, is multi-sensory, challenging and reflects the world of work. As indicated, students quickly develop actual barbering skills very early on in the course.

The quality of teaching is monitored using student surveys which monitor the teaching, and interviews with advisory group members, as well as through the quality of work by the students. The directors of the PTE maintain a close oversight of the venue and the training. There is no formal arrangement for managerial or peer observation, as the training centre is effectively a single open space. Management observation of teaching and assessment is both formal and informal. Overall, the self-assessment system for teaching is considered to be sufficient for assuring teaching effectiveness, given the context of a highly specialised training establishment, where there are no more than 20 students attending the 12-week initial training at any point in time. The longer period of 'on-job' training that occurs afterwards is, however, currently a loosely student-directed matter. The PTE needs to provide more oversight and monitoring in this area (see Findings 1.5).

## 1.5 How well are learners guided and supported?

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 **Adequate**.

Students are guided and supported to achieve, as evident in the high completion rates. However, there are aspects of student support where there is plenty of room for improvement. In particular, when students complete their initial training and embark on 892 hours of practice on-job, there appears to be only a minimal level of guidance by Mr Barber during this period. There is non-systematic follow-up when an undefined period of time lapses and Mr Barber will try to contact the student to encourage them to return for final practical assessments as required. Furthermore, there is no formal relationship or understanding in place between Mr Barber and the employer who takes on the student in a *de facto* work placement arrangement. Obligations and responsibilities of all parties are somewhat unclear, and little is known to Mr Barber about the students' performance and wellbeing during placement, especially for those who are completing their time outside Auckland.

That said, the high qualification completion rates indicate that, while there is a certain level of risk in the current programme design and delivery, it has thus far not been a cause for concern. Mr Barber should strengthen the processes here and mitigate any associated risk to students or to the PTE. Mr Barber will soon be delivering the new programme resulting from the Targeted Review of Qualifications, and this provides an opportunity to adopt a more structured, documented approach to the largest proportion of the programme.

Students are assessed for their literacy and numeracy levels using the Literacy and Numeracy for Adults Assessment Tool.<sup>5</sup> An improvement noted here was the replacement of written test materials with tablets which allow students to complete their assessments online. Other than reassuring itself of the learning ability of the students, the value and use of the results from such assessments were unclear to the evaluators and also to the students interviewed. Mr Barber asserts that aspects of literacy and numeracy have been embedded in the written training materials, but this was not particularly evident. Although this does not appear to have a material impact on student achievement rates, practices could be improved to show evidence of the value of the use of the assessment tool. Written materials provided are adequate, and the most recently appointed tutor is undertaking professional development in supporting learners' literacy needs.

As indicated above, the training salon is well designed and outfitted to replicate an industry environment and is highly suitable for the type of training Mr Barber offers. While acknowledging that students have expressed no concerns with space and facilities, the training centre has limited space available for either rest breaks or

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<sup>5</sup> <http://www.tec.govt.nz/Resource-Centre/Software-tools/Literacy-and-Numeracy-for-Adults-Assessment-Tool/>

private meetings. Theory lessons occur in the barbering salon. Seen in this context, and by comparison with other tertiary education organisations, the facilities are also only adequate.

## 1.6 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**.

Governance and management is effective in supporting learner achievement. Mr Barber operates ethically, shows genuine care for the students, and supports charitable causes through its industry networks. In turn, Mr Barber is closely connected with and respected by the industry, and the directors are very knowledgeable about and closely connected to the industry they serve. The strong understanding of the barbering industry translates to high relevance of programme content, delivery mode and training quality. As stated, the PTE has been a major supplier of trained staff to the sector over the past 16 years.

Self-assessment is generally comprehensive and embedded in annual workflows and practices. The PTE has a business plan in which governance, management and operational roles and responsibilities are clearly outlined. The PTE benefits from consultant and advisory input which is put into practice. The move to new, suitable training premises with a long-term lease has been well managed and did not unduly disrupt teaching. Goals and objectives have been reviewed, and the most important stakeholder interests have been considered. Annual programme reviews occur, and these capture and report all relevant data from enrolments, achievement, student and industry feedback, and outcomes. An annual advisory group meeting is held and these discussions are suitably documented.

Most staff have been with the PTE for a reasonably long time, with new tutors having been appointed since the previous external evaluation and review. There is a strong and healthy collegial relationship between management and staff, and staff enjoy their work and the success of their students, many of whom obtain a first qualification through Mr Barber. There is no formal performance appraisal process in place, but staff appear motivated and valued by Mr Barber. This is also a potential area for further development.

The PTE is poised to offer the new New Zealand certificate in barbering, and the removal of some time-consuming and non-essential content will lead to an even better fit with the programme. As also noted above, the PTE was fully involved in the development of the new qualification. In addition, the PTE has contributed

generously to fundraising efforts for charity as well as the inaugural, successful Barbercraft – Men’s Grooming Expo.<sup>6</sup> Mr Barber is a solidly performing small PTE.

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<sup>6</sup> <http://www.barbercraft.co.nz/>

## Focus Areas

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

### 2.1 Focus area: Governance, management and strategy

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

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

As noted in this report, most aspects of Mr Barber are highly effective in delivering training, supporting students and achieving valued outcomes. There are some areas (in particular more intentional structuring and monitoring of on-job practical experience) where more work is required. There is evidence that some aspects of monitoring and self-assessment are self-critical and evaluative (particularly around teaching and assessment), but in some important areas a more evaluative approach is called for, and further development needs to occur. These factors have affected the rating for self-assessment.

### 2.2 Focus area: Certificate in Barbering (Level 3)

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

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

# Recommendations

NZQA recommends that Mr Barber Limited:

- Consider how students can be more proactively and systematically guided, supported and their progress tracked during the on-job phase of the programme.
- Strengthen the system for employment destination tracking by incorporating processes of random verifications, as well as recording when each record was last updated.
- Consider initiating discussions with private training establishments located nearby on shared access to more appropriate break-out and/or theory lesson space.
- Use the results from initial literacy and numeracy assessments more intentionally as part of the education process.
- Review and clearly define the purpose of the advisory group.
- Further enhance understanding of NZQA's Evaluative Quality Assurance Framework.

# 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](http://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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