



Mana Tohu Mātauranga o Aotearoa  
New Zealand Qualifications Authority

# External Evaluation and Review Report

Mr Barber Limited

Date of report: 21 November 2024

# About Mr Barber Limited

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*Mr Barber Limited (Mr Barber) is an Auckland-based private training establishment which provides barber skills training in a working barber shop environment. The organisation delivers the New Zealand Certificate in Commercial Barbering (Level 4) – a qualification that integrates classroom and work-based learning.*

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Type of organisation:	Private training establishment (PTE)
Location:	Telco Building, 60 Federal Street, Auckland
Eligible to enrol international students:	No
Number of students:	Domestic: in 2024, 71 enrolments (34.5 equivalent full-time students), including 21 Māori and 23 Pasifika students <sup>1</sup>
Number of staff:	Three full-time staff, four part-time staff (five full-time equivalent staff)
TEO profile:	See: <a href="#">Mr Barber Limited</a>  Mr Barber is a working barber shop which also operates as a PTE. During the training, theory learning occurs in a practical setting.  Between 2020 and 2022, Mr Barber delivered the New Zealand Certificate in Commercial Barbering (NZCCB) Level 3. From 2022 onwards, the PTE has delivered the New Zealand Certificate in Commercial Barbering (NZCCB) Level 4 in place of the NZCCB Level 3.
Last EER outcome:	At the last external evaluation and review in 2020, Mr Barber Limited was found to be Highly Confident in educational performance and Highly Confident in capability in self-assessment.
Scope of evaluation:	New Zealand Certificate in Commercial Barbering (Level 4)[ID: 124903-2] leading to

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<sup>1</sup> Students are provided with the opportunity to disclose a disability, but this data is not collated by Mr Barber.

Qualification 2115: New Zealand Certificate in  
Commercial Barbering (Level 4)

MoE number: 7356  
NZQA reference: C56820  
Dates of EER visit: 7 and 8 May 2024

# Summary of results

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*Mr Barber's programme comprehensively meets the needs of students, employers and other stakeholders. Capable staff, the authentic barbering environment and the training facilities ensure students are well supported throughout their learning and are industry-ready for employment. Mr Barber uses data well throughout the organisation to inform decision-making, and organisational self-assessment leads to important improvements.*

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## **Highly Confident in educational performance**

- Students gain important qualities, and their progress is well monitored. Student achievement is strong, with course completion rates consistently exceeding industry benchmarks, and qualification completion rates above or near the corresponding benchmarks. Priority student achievement, while lower than overall achievement, is well understood and responded to by the PTE.

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

- Students gain paid employment placements at high rates, and the PTE ensures a match between student and employer needs at this stage of the training. Classroom-based training provides authentic student preparedness for the barbering industry, as well as value to the general public. Stakeholder engagement-related self-assessment activities have led to important improvements.
- Mr Barber undertakes comprehensive annual programme reviews, and identifies challenges in each of the relevant areas, which lead to important improvements. Learning activities are engaging, and blend theory and practice into a holistic approach to teaching. Assessment and internal moderation processes are strong and well evidenced. External moderation findings are mostly positive, and the PTE responds to minor issues relating to feedback in a comprehensive and proactive manner.
- Mr Barber is highly effective in supporting and involving its students in their learning. Code of

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Practice<sup>2</sup> self-review activities have led to improvements in the PTE's enrolment process and engagement with students. Student wellbeing is managed very well at all stages of the training, including employment placements. Student goals and needs are well understood, and the PTE's learning environment enables an individualised approach to support.

- Highly engaged academic leadership, capable training staff and high quality resources support educational achievement well. Organisational vision is clear, organisational goals and objectives are reviewed on an annual basis, and Mr Barber uses a wide range of data to inform organisational self-assessment. Strong supporting processes and practices contribute to the ongoing sustainability of the PTE's business model, and enable the PTE to respond well to external challenges.
- Mr Barber's management of compliance accountabilities is generally effective, and the PTE's performance in this area is supported by strong processes. Minor issues noted at the EER indicate that these processes could be strengthened further.

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<sup>2</sup> The Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021

# Key evaluation question findings<sup>3</sup>

## 1.1 How well do students achieve?

Performance:	<b>Excellent</b>
Self-assessment:	<b>Excellent</b>
Findings and supporting evidence:	<p>Students gain important skills, knowledge and attributes during their studies at Mr Barber, including communication skills, confidence and professionalism in their work. Mr Barber uses before-and-after photos of haircuts to measure the gain in technical skills. This enables the students to see improvements in their barbering, as well as the distance they have travelled. Additionally, progress is carefully monitored by tutors at each stage of each student's journey, including during employment placements.</p> <p>Mr Barber benchmarks its student achievement against that of the New Zealand Hairdressing, Barbering and Makeup Independent Tertiary Educators Group (NZHBMITE Group) – a group of education organisations who offer similar training. Student achievement at Mr Barber is strong, with the PTE achieving course completion rates of 81, 87 and 88 per cent for the years 2021, 2022 and 2023 respectively. These rates consistently exceed the NZHBMITE Group benchmark of 75 per cent for 'Excellent'.<sup>4</sup></p> <p>Mr Barber's qualification completion rates were 66, 76 and 66 per cent for the years 2021, 2022 and 2023 respectively. These rates were near or above the NZHBMITE Group benchmark of 70 per cent for 'Excellent'. Achievement results in 2022 and 2023 are validated through external moderation by Toi Mai Workforce Development Council (WDC).</p> <p>Māori and Pasifika course completion rates were near parity for almost all of the EER period, though the qualification completion rates for both groups were</p>

<sup>3</sup> The findings in this report are derived using a standard process and are based on a targeted sample of the organisation's activities.

<sup>4</sup> See Appendix 1 for further information.

	<p>consistently below the corresponding overall rates.<sup>5</sup> Mr Barber has a sound understanding of the factors that contribute to parity gaps, including family challenges and economic hardship resulting in the need to seek paid employment.</p> <p>While the causes of these challenges are beyond Mr Barber's control, the PTE works with each student and continues to support them through to course and qualification completion. Additionally, Mr Barber provides targeted support to students with disabilities, in their completion of courses and qualifications.<sup>6</sup></p>
Conclusion:	<p>Students gain important life and work-related qualities, and student progress is well monitored. Student achievement is strong, with course completion rates consistently exceeding industry benchmarks, and with qualification completion rates above or near the corresponding benchmarks. Priority student achievement is well considered and understood. Responses to improve these rates are addressed on an individual basis.</p>

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

Performance:	<b>Excellent</b>
Self-assessment:	<b>Excellent</b>
Findings and supporting evidence:	<p>In a sector where a qualification is not necessary to operate as a barber, a valuable outcome of Mr Barber's training is that it enhances the employment prospects and reputations of its graduates. The authentic replication of the barbering environment supports students to gain a strong base of relevant skills in a short time. The experience of working in a fast-paced salon, and cutting the hair of real people rather than mannequins, are outcomes highly valued by stakeholders, who say graduates are well prepared to meet industry standards.</p>

<sup>5</sup> The PTE notes that overall qualification completions for 2023 – including by Māori and Pasifika – will increase as students continue to submit their final work logs.

<sup>6</sup> Mr Barber's ability to analyse the data on students with disabilities is currently limited, since a low number of students disclose a disability. In line with the Tertiary Education Strategy 2020, it will be important for the PTE to collect and analyse this data in future, particularly if the number of students disclosing a disability increases.

	<p>The PTE also adds important value to the general public, with Mr Barber’s students providing free haircuts for walk-in customers.</p> <p>Mr Barber’s students gain paid employment placements at high rates, with 70, 90 and 90 per cent of the PTE’s students successfully gaining work placements for the years 2021, 2022 and 2023 respectively.<sup>7</sup> Mr Barber has long-standing and strong connections with employers and the industry. When facilitating work placements for the students, Mr Barber is sensitive to the suitability of the students for particular employers and salons, as well as the needs and aspirations of the students.</p> <p>Stakeholder engagement-related self-assessment has led to important improvements. Mr Barber regularly surveys students, graduates, employers and clients, with all groups reporting overall satisfaction with the PTE’s training, programmes and services.</p> <p>Graduate destination data outcomes and survey results are tracked on a spreadsheet three to six months after graduation. Mr Barber has also improved its graduate survey questions to ensure they are more accurately linked to the graduate profile outcomes of the NZCCB Level 4.</p>
<p>Conclusion:</p>	<p>Students gain paid employment placements at high rates, and the PTE ensures a match between student and employer needs at this stage of the training. Classroom-based training provides authentic student preparedness for the barbering industry, as well as value to the general public. Stakeholder engagement-related self-assessment has led to important improvements.</p>

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<sup>7</sup> The lower employment placement rate for 2021 (70 per cent) reflects the significant impact of Covid-19 restrictions on barbering and similar services.



### 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>Excellent</b>
Self-assessment:	<b>Excellent</b>
Findings and supporting evidence:	<p>Formal programme reviews occur annually at Mr Barber, and these identify and respond to areas of priority need for students and stakeholders. As part of this process, the PTE completes reviews of many areas. These include student achievement and employment outcomes, internal and external moderation, and stakeholder surveys. The findings of annual programme reviews are comprehensive, identify challenges in each of the relevant areas, and lead to important improvements (including those noted in 1.2).</p> <p>Tutors make learning activities engaging by blending theory and practice into a holistic approach to teaching, and by breaking material into bite-sized pieces. As part of this process, tutors also engage in informal daily conversations which lead to tweaks to programme delivery. Students and graduates report that the teaching prepares them well for assessments, and that tutors break down and explain the teaching materials well.</p> <p>Mr Barber's assessment and internal moderation processes are strong and well evidenced. Assessors mark student work according to evidence and judgment statements, and peer review each other's marking to ensure consistency of judgments. For internal moderation, Mr Barber uses a moderation matrix and calendar to indicate those on-site and on-job assessments that are to be internally moderated throughout the year. Moderation includes the checking of assessment activities, procedures, marking guides and other important materials.</p> <p>Toi Mai WDC reports that Mr Barber is proactive in its response to external moderation feedback and has voluntarily enacted its own comprehensive moderation action plan. This identifies areas for improvement, including updates to moderation practices and processes.</p>
Conclusion:	Annual programme reviews are comprehensive, identify challenges in each of the relevant areas, and lead to important improvements. Learning activities are engaging, and blend theory and practice into a holistic approach to

	teaching. Assessment and internal moderation processes are strong and well evidenced. External moderation results are responded to in a comprehensive and proactive manner.
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#### 1.4 How effectively are students supported and involved in their learning?

Performance:	<b>Excellent</b>
Self-assessment:	<b>Excellent</b>
Findings and supporting evidence:	<p>Mr Barber has a strong understanding of the profiles of its students, and the challenges facing them (as indicated in 1.1). This understanding, together with Mr Barber’s learning environment, enables an individualised approach to student support. Learning goals are well understood, and small class sizes ensure that students receive regular feedback on their progress toward those goals. Tutors tailor their teaching to different learning styles. Students work collaboratively during their training, and they are supported to establish learning and discussion groups.</p> <p>Mr Barber’s reviews of the Code of Practice identify actions taken toward improvement over time, plans for implementation, and measures of success. As a result of these activities, Mr Barber has made changes to its enrolment process, to provide students with an opportunity to disclose disabilities. The PTE has also introduced monthly ‘pizza days’ which provide students with an informal opportunity to discuss any aspect of their training. Mr Barber’s complaints procedure is well communicated to the students, and surveys enable students to provide feedback regularly on the quality of their training.</p> <p>At all stages of the NZCCB Level 4 qualification, Mr Barber responds well to the wellbeing needs of the students. During the in-class portion of their studies, students have regular check-ins with tutors and are provided with one-on-one learning support as required. During the employment placement portion of their training, the PTE regularly checks on the wellbeing of its students. Students reported to the EER team that they receive a lot of one-on-one time during their classes. Students also reported that</p>

	they can ask tutors for advice and support at any time, including during placements.
Conclusion:	Mr Barber is highly effective in supporting and involving its students in their learning. Code self-review activities have led to improvements in the PTE's enrolment process and engagement with students. Student wellbeing is managed very well at all stages of the training, including employment placements. Student goals and needs are well understood, and the PTE's learning environment enables an individualised approach to support.

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

Performance:	<b>Excellent</b>
Self-assessment:	<b>Excellent</b>
Findings and supporting evidence:	<p>Mr Barber is a small organisation, and its academic leadership is highly effective in supporting educational achievement. The PTE's director – who is also the course administrator – is highly experienced and passionate about barbering and is engaged with all aspects of the organisation.</p> <p>Mr Barber employs capable training staff who are well supported in their work, and who engage in relevant professional development activities. The PTE also provides high quality learning resources, equipment and facilities, and these are updated in light of industry changes. Students reported satisfaction with the quality of these aspects of the organisation.</p> <p>Mr Barber has a clear organisational vision, which pertains to the delivery of high quality barber training to New Zealand, and to be the industry leader in barber training. The PTE's business plans outline its organisational goals and objectives, which are mapped to Tertiary Education Strategy priorities.</p> <p>Mr Barber reviews its progress annually against goals and objectives, and the PTE uses a wide range of data to inform organisational self-assessment. As part of these activities, the PTE also demonstrates a strong</p>

	<p>understanding of its operating environment, including risks and opportunities within the sector.</p> <p>Since its previous EER, Mr Barber has been impacted by external challenges, including the ongoing effects of Covid-19 restrictions on the industry and region, and the 2023 Auckland floods. The PTE has managed the impact of external challenges effectively, including by the provision of online classes as required, and by the enactment of health and safety procedures to keep the students safe.</p> <p>Mr Barber has a risk management plan which it reviews and updates on a regular basis. Additionally, the PTE's response to external challenges is supported by well-developed processes and practices that contribute to the ongoing sustainability of its business model.</p>
Conclusion:	<p>Highly engaged academic leadership, capable training staff and high quality resources support educational achievement well. Organisational vision is clear, organisational goals and objectives are reviewed on an annual basis, and a wide range of data is used to inform organisational self-assessment. Strong supporting processes and practices contribute to the ongoing sustainability of the PTE's business model and enable the PTE to respond well to external challenges.</p>

### 1.6 How effectively are important compliance accountabilities managed?

Performance:	<b>Good</b>
Self-assessment:	<b>Good</b>
Findings and supporting evidence:	<p>Mr Barber's management of compliance accountabilities is generally effective, and the PTE's performance in this area is supported by strong processes. The PTE's compliance accountabilities are primarily managed by its director, with administrative staff and on-job assessors providing additional support in relevant areas.</p> <p>The PTE uses a quality assurance calendar to ensure that it responds to the requirements of external bodies. However, minor issues were identified during the EER which indicate that the effectiveness of Mr Barber's processes could be further strengthened:</p>

	<ul style="list-style-type: none"> <li>• 10.8 per cent of Mr Barber’s unit standard credits were reported to NZQA after the required 90-day timeframe during 2023. It is acknowledged that Mr Barber had much lower rates of late reporting for 2020-22, and that some errors at NZQA’s end contributed to the PTE’s late reporting. However, it is nonetheless important that Mr Barber reduce the number of credits that are reported beyond the 90-day timeframe in future.</li> <li>• After discontinuing the NZCCB Level 3 and gaining approval for the NZCCB Level 4 in 2022, the level 4 programme approval document omitted a clause from the entry requirement of the earlier qualification, pertaining to the entry of students under the age of 16 who have a school exemption. Mr Barber quickly rectified this by completing a Type 1 change to reintroduce the relevant requirement – to the satisfaction of NZQA.</li> </ul> <p>Despite the issues noted, there are other indications that Mr Barber is managing its compliance accountabilities effectively. The PTE’s Code self-review is published on its website, and contains information on the number and nature of complaints. The timely submission of declarations, forms, audits and attestations to NZQA indicates that Mr Barber is generally effective in its management of these compliance accountabilities.</p> <p>Additionally, Mr Barber also completed all corrective actions arising from its 2022 Tertiary Education Commission audit report – to the satisfaction of the TEC – and the PTE was proactive in its response to the compliance accountabilities of Toi Mai WDC (as indicated in 1.3).</p>
<p>Conclusion:</p>	<p>Mr Barber’s management of compliance accountabilities is generally effective, and the PTE’s performance in this area is supported by strong processes. Minor issues noted at the EER indicate that these processes could be strengthened further.</p>

## Focus areas

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

### 2.1 New Zealand Certificate in Commercial Barbering (Level 4) leading to Qualification 2115

Performance:	<b>Excellent</b>
Self-assessment:	<b>Excellent</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.*

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.*

NZQA requires Mr Barber Limited to:

- Ensure credits for students are reported to NZQA within three months following assessment, as per Section 13(1)(b) of the Consent to Assess Against Standards on the Directory of Assessment Standards Rules 2021.

# Appendix 1<sup>8</sup>

## Mr Barber's student achievement rates 2021-23<sup>9</sup>

### Overall Student outcome

	2021	2022	2023
	55 Students 3 Withdrew	52 Students 5 withdrew	76 Students 3 Withdrew
Course completion	81%	87%	88%
Qualification achievement	66%	76%	66%
Placement into employment	70%	90%	90%

### Achievement by Ethnicity

	2021		2022		2023	
	Course completion	Qualification achievement	Course completion	Qualification achievement	Course completion	Qualification achievement
Maori	68%	55%	85%	55%	86%	19%
Pasifika	87%	54%	85%	54%	87%	24%

### Enrolments by Ethnicity

	2021	(55)	2022	(52)	2023	(76)
Maori enrolments	38%	(21)	33%	(17)	28%	(21)
Pasifika enrolments	25%	(14)	33%	(17)	30%	(23)
Other Ethnicities	37%	(20)	34%	(28)	73%	(56)

<sup>8</sup> The data in this Appendix was provided by Mr Barber.

<sup>9</sup> Achievement data for 2021 refers to the NZCCB Level 3, and achievement data for 2022-23 refers to the NZCCB Level 4. (The NZCCB Level 4 is the sole focus area for this EER.)

**NZ Hairdressing, Barbering and Makeup Independent Tertiary Educators Group  
Benchmark Indicators**

Group Benchmark	Mr Barber
<ul style="list-style-type: none"> <li>• Excellent 75% and above course completions and 70% and above qualification completions</li> <li>• Good 60% - 75% course completions and 55% - 70% qualification completions</li> <li>• Poor under 60% course completions and under 55% qualification completions</li> </ul>	<ul style="list-style-type: none"> <li>• Good</li> <li>• course completions 88%</li> <li>• qualification achievement 66%</li> <li>• (qual completions as at December, will increase when other students submit all final work logs in Jan)</li> </ul>
<p>Next User Surveys:</p> <ul style="list-style-type: none"> <li>- Employers 30% minimum response</li> <li>- Graduates 50% minimum response</li> </ul>	<p>Achieved:</p> <ul style="list-style-type: none"> <li>• 40 responses received from Employers with in-job and graduates</li> <li>• Graduates 83% response to surveys</li> </ul>



# Appendix 2

## 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>10</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>10</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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