



NEW ZEALAND **QUALIFICATIONS** AUTHORITY
MANA TOHU MĀTAURANGA O AOTEAROA

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External Evaluation and Review Report

NZ Hair and Beauty Industry Training
Organisation Inc

Date of report: 15 December 2020

About NZ Hair and Beauty Industry Training Organisation Inc trading as HITO

HITO develops and maintains skill standards and arranges training for the hairdressing, barbering and beauty industries. Most HITO apprentices work for small businesses with fewer than five employees. HITO is recognised as a transitional ITO and will be disestablished by 2022 as a result of the reform of vocational education.

Type of organisation:	Transitional industry training organisation (TITO)
Location:	Level 2, 107 Customhouse Quay, Wellington
Gazette recognition date:	In 2017 recognition was confirmed through to 2022.
Gazette coverage:	Hairdressing, Barbering and Beauty
Number of STMs:	1028 current trainees ¹
Number of staff:	27 full-time equivalents
TEO profile:	See: NZ Hair and Beauty Industry Training Organisation
Last EER outcome:	In 2016, NZQA found HITO Confident in both ITO performance and capability in self-assessment
Scope of this evaluation:	<ul style="list-style-type: none">• New Zealand Certificate in Commercial Barbering (Level 4) [Ref: 2115]• New Zealand Certificate in Beauty Therapy (Level 4) [Ref: 3444]• Qualification by Experience (QbyE) pathway
MoE number:	8134
NZQA reference:	C36290
Dates of EER fieldwork:	14-16 September 2020

¹ In 2019, 95 per cent of all learners and 97 per cent of funded learners were apprentices. Hence the terminology 'apprentice' has been used in preference to 'learner' in this report.

Summary of results

HITO develops relevant and credible qualifications based on industry skills needs. Training is tailored to each industry, resources match the learning styles of apprentices, and levels of support are highly rated. Employers and apprentices value the qualifications and credentialing pathway. The board and management provide clear direction, with a commitment to qualified, professional industries. Self-assessment practices are effective within a proactive culture of quality and continuous improvement. Further attention is required to improve both achievement and outcomes for Māori and Pasifika apprentices.

Highly Confident in TITO performance

- HITO consults widely to support its industries with relevant standards and qualifications, meeting their skills development and credentialing needs well.
- Qualifications are valued by employers, and ensure apprentices develop the relevant skills, achieve their goals, and contribute to a qualified workforce.

Confident in capability in self-assessment

- Credit achievement and qualification completion rates exceed or are comparable with other industry training organisations. Most of those continuing past their first year achieve their qualification. Retention is well understood by the TITO, and improvement strategies are implemented.
- Training programmes are mostly well aligned to training needs, the learning styles of apprentices, and industry contexts. Timely and helpful support is provided by HITO staff. Feedback has been used effectively to make significant ongoing improvements. The effectiveness of training is reflected in high satisfaction rates for both apprentices and employers.
- Assessment material is well designed and industry assessors are experienced. Moderation systems are coherent and robust, ensuring assessment is fair, valid and consistent.
- HITO has representative and capable governance and responsive management. Strategy is clear,

reflecting the vision of qualified industries² and the core activities of an industry training organisation. Investment in systems and processes has provided greater rigour. Decision-making is informed by the industries and, in most cases, by high quality information. HITO is taking a pragmatic approach to the changing vocational environment.

- Industry engagement and connectivity contribute to effective self-assessment throughout the organisation.
- An explicit focus on lifting achievement will enhance Māori and Pasifika achievement and outcomes.

² 'HITO's vision is to see 100% of those who work in our industries to be 100% New Zealand qualified' (p4 Self-Assessment Report).

Key evaluation question findings³

1.1 How well does the ITO understand and meet the needs of industry, learners and government?

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>HITO has a comprehensive understanding of its statutory responsibilities as a transitional industry training organisation. The organisation’s focus on developing and maintaining skill standards and arranging for the delivery of training is evidenced in the board’s five-year strategic plan, management’s business plan, and in documentation such as the sales and training adviser’s manual. HITO’s industry sectors value this focus and provide important input into the development of revised standards, qualifications and improved services. Industry undertakes partnerships with the TITO in promotions and events such as BarberCraft. Understanding stakeholders well, and being supported by industry, has created an environment of mutual respect.</p> <p>HITO uses information well from Infometrics, industry associations, advisory groups, industry board representatives, employers, staff, assessors and stakeholder satisfaction surveys to understand the needs of industry and to identify how to meet the specific training needs of each industry. HITO has replaced the functions of its industry advisory panel, which provided advice on standards and qualification reviews, with sector-specific committees. The industry advisory panel now provides HITO with high-level insights into broader trends, economic growth and approaches to training needs.</p> <p>HITO is a small organisation which has undergone significant changes in recent years. The organisation has used its limited resources effectively to understand and meet the needs of its industries, made up largely of small businesses with fewer than five employees. Engagement strategies such as roadshows, focus groups and one-to-one meetings have been well used to</p>

³ The findings in this report are derived using a standard process and are based on a targeted sample of the organisation’s activities.

	<p>listen to industry views and share ideas on how training needs can be met. The barbering industry is a clear illustration of how strong engagement led to a higher-level qualification and standards that better reflect barbering practices. Apprentice enrolments in barbering grew from 15 in 2016 to 42 in 2019.</p> <p>HITO's vision for qualified industries has been significantly realised since the last EER through the Qualification by Experience (QbyE) pathway (refer Table 1, Appendix 1), changes in barbering practice, ongoing success in hairdressing, and some limited success with beauty training (refer Table 2, Appendix 1).</p> <p>The QbyE pathway has been used to recognise employees and employers with industry experience but no formal qualification. This has supported Māori and Pasifika, those trained internationally, or those with no previous success in education. HITO has added credibility and profile to the hairdressing, barbering and beauty industries, and grown the pool of available trainers. This has resulted in a significant increase in apprentices being mentored and trained.⁴</p> <p>HITO has engaged well with the beauty industry to develop relevant qualifications and provide an on-job training option for training beauty therapists. The beauty industry's concerns about how the apprenticeship model works in the beauty therapy environment has resulted in a lower uptake than for other HITO apprentice programmes. This has resulted in internal targets not being achieved, and the benefits not being fully realised.</p>
<p>Conclusion:</p>	<p>HITO supports its industries with fit-for-purpose qualifications and standards, meeting their skills development and credentialing needs. Improvements to training programmes and delivery are ongoing and well-tailored for each industry.</p> <p>HITO has robustly identified the important needs of its industries, apprentices and government based on a range of information sources, engagement strategies and data analysis. Sharing information with and being supported by industry has led to an environment of mutual respect.</p>

⁴ In 2019, 98 qualifications were awarded via QbyE, across hairdressing (6 per cent Māori, 2 per cent Pasifika), barbering (6 per cent Māori, and 18 per cent Pasifika) and beauty (7 per cent Māori), with 55 apprentices taken on by businesses where newly qualified and registered trainers worked.

1.2 What is the value of the outcomes for employers and their trainees?

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>HITO provides a range of high-value outcomes for employers and their apprentices. Training programmes have built apprentices' skills from the fundamental to commercial level. Apprentices add value to their employer's business through enhanced workplace performance and increased sales and clientele. They gain confidence in themselves and their craft, and are motivated by the creative opportunities afforded to them, particularly in hairdressing and barbering.</p> <p>Training improves standards and creates a higher profile and professionalism across the industries. Credentialling of experience through the QbyE programme adds value for those without previous success, and a growing number of Māori and Pasifika graduates.⁵</p> <p>The TITO notes increased interest in qualifications as customers have a stronger focus on health and hygiene practices in the Covid-19 pandemic environment. Increased enrolments, particularly in the barbering industry, have been attributed to this hygiene focus.</p> <p>The Gateway programme provides secondary schools with a valued taster experience of working in a hairdressing salon and beauty clinic. Students can also gain generic entry-level customer service skills. HITO responded to requests from secondary schools for online assessment materials, enabling apprentices to continue their study throughout the Covid-19 lockdown. The provision of a theory-only option this year has proved popular with schools and has resulted in an increased number of schools engaging with gateway.⁶</p>

⁵ In 2016-2019 there were 236 hairdressers, 91 barbers and 29 beauty therapist graduates, of whom 22 were Māori and 13 Pasifika.

⁶ In 2019, 57 schools engaged in the Gateway programme (168 students); in 2020 there are 71 schools involved (173 students).

	<p>Results from graduate surveys for 2018 and 2019 showed high value was placed on having a qualification.⁷ Graduates also felt that their qualification had improved their opportunities to advance, with some reporting that they had taken on training and management opportunities, had a pay rise, or had opened their own salon or shop.</p> <p>A sign of the value that industry places on the training is their cash contribution to HITO's activities. Figures provided by HITO for 2017-2019 show this is in the range of 32-38 per cent, which is well above that expected by the Tertiary Education Commission (TEC).⁸</p>
Conclusion:	<p>HITO provides its employers and apprentices with high-value outcomes through training and certifying graduates with further developed skills and improved capabilities that encourage more professional services and higher commercial revenue, providing opportunities for advancement and pay increases. This demonstrates that the qualifications are credible, and the training is of high value.</p> <p>HITO industry consultation has led to a range of improvements that have better supported its industries, apprentices and qualification and programme development.</p>

1.3 How well do trainees achieve?

Performance:	Good
Self-assessment:	Good
Findings and supporting evidence:	<p>HITO's TEC educational performance indicators include programme completions, credit achievement and first year retention (see Table 3, Appendix 1).</p> <p>HITO provided analysis by qualification on a cohort basis for hairdressing, barbering and beauty therapy, and by priority group (see Tables 4 and 5, Appendix 1).</p> <p>Achievement has been steady for 2017-2019, with HITO credit</p>

⁷ Source: HITO graduate survey results. On a 5-point scale, barbering graduates (50 per cent response rate) rated the value of having a qualification as 4.6 in 2018 and 4.9 in 2019. Beauty graduates (40 per cent response rate in 2108 and 83 per cent in 2019) rated the value as 5 in 2018 and 4.6 in 2019.

⁸ Source: TEC Financial and Performance Monitoring for ITOs. From 2014 the ICC rates are 30 per cent for trainees and 20 per cent for apprentices.

	<p>achievement improving (as bracketed below), and in the last two years exceeding that of all ITOs – HITO 79 per cent (all ITOs 79 per cent) in 2017, 100 per cent (76 per cent) in 2018, and 86 per cent (76 per cent) in 2019.</p> <p>Qualification completion rates and first year retentions are significantly impacted by the high termination rates across all HITO’s industries.⁹</p> <p>Benchmarking qualification completion rates of apprentices at the end of their third year against similar ITOs (size and service models) shows that the HITO rate of 27 per cent exceeds that of a range of ITOs.¹⁰</p> <p>HITO has undertaken generally sound analysis and has a good understanding of the contributing factors to non-completions, the main one being a change in career choice (96 in 2018-2019) and loss of employment (91 in 2018-2019). Other factors include exiting the workforce and parental commitments. HITO developed a plan to reduce terminations, drawing on the experience of high-performing ITOs in this area (high retention rates) and set a goal of achieving an 80 per cent retention rate for first year apprentices. A range of strategies are being implemented. While it is too early to see the results of this work, these would be expected to flow through in the results for 2021-2022.</p> <p>HITO supports apprentices to find alternative employment and continue with their training programme within the 42-day grace period allowed by the TEC. Support includes advertisements on a job-board on the TITO’s website, field staff connecting apprentices with new employees, and enabling capstone assessments to be undertaken in other workplaces. Twenty-eight per cent of the 107 apprentices on the grace period in 2019 found new employment and continued with their apprenticeship with the support of HITO.</p> <p>HITO has had a focus on increasing participation in underrepresented groups in its industries, particularly Māori and Pasifika. Substantive progress has been made, with Māori</p>
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⁹ First year retention – 2016 hairdressing 73.58 per cent, 2017 barbering 79.63 per cent, and beauty 91.3 per cent. Figures provided by HITO.

¹⁰ Data provided by HITO taken from MOE’s Education Counts data for 2017 qualification competition rates: HITO 27 per cent, Skills 24 per cent, ServiceIQ 24 per cent, MITO 25 per cent, Careerforce 22 per cent, BCITO 16 per cent, NZMarine 15 per cent and Competenz 11 per cent.

	<p>participation increasing from 157 in 2017 to 176 in 2020, and Pasifika participation increasing from 12 in 2017 to 42 in 2020. Agreements with iwi alongside other ITOs, the QbyE pathway, and running events such as BarberCraft (competitions, sharing ideas and networking) have attracted greater participation. However, more emphasis on improving achievement for these groups is required.</p> <p>The Māori and Pasifika strategy taken from HITO's investment plan, as the foundation document, does not currently have targets for lifting achievement to achieve parity with all apprentices.</p> <p>During their training, apprentices apply their newly acquired skills and knowledge in their workplaces, gain confidence in their abilities, and improve their well-being and ability to contribute to their communities. These important achievements, evidenced in survey and interview feedback, extend beyond the individual apprentice to the business they work in, adding value to their employers and to the wider industry. This provides a pipeline of future skilled hairdressers, barbers and beauty therapists, as well as trainers of the next generation of apprentices.</p> <p>Stories of success were abundant from apprentice and employer interviews and social media posts. Apprentices showed passion for their learning, welcomed new opportunities, strived to overcome challenges, and were investing in their learning. Employers reported on the rewards provided by apprentice success and personal and professional growth, the contribution to their businesses, and the encouragement to continue training new apprentices.</p> <p>HITO has invested substantively in improving its data management system and has introduced a data visualisation tool. This has strengthened monitoring and analysis of participation, retention and achievement. There is further work to do in relation to achievement data for Māori and Pasifika apprentices, making this available, and using it alongside other strategies to lift achievement levels.</p>
<p>Conclusion:</p>	<p>Achievement is generally strong. Credit achievement and qualification completion rates benchmark well against other ITOs. Strategies to improve retention are being implemented, with the results expected to show in the next few years. The achievement of Māori and Pasifika apprentices needs more attention, including the quality and analysis of the data.</p>

1.4 How effective is the training arranged by the ITO?

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>HITO tailors its training well to align with the context of each industry it works with.</p> <p>Revised material, with a stronger barbering focus and well-matched to the new level 4 qualification, was provided as part of the barbering review in 2019. These materials were more suited to the apprentices' learning styles; for example, visual aids and an increase in skills training videos. Apprentices and trainers have appreciated these changes.</p> <p>Barbering graduates rated highly the quality of off-job training provided. On a scale of 5, the quality of training was rated at 4.8 in 2018 and 4.6 in 2019. There were lower survey ratings for the time spent at off-job training – 3.8 in 2018 and 3.6 in 2019. HITO has responded to these results, as well as feedback from barbers and their apprentices, by reducing the off-job period to eight days from 10 and contributing to apprentices' travel costs. The logistics of organising these national gatherings provides some challenges, as does the travel from smaller centers and, for apprentices, being away from work and families.</p> <p>Three reviews of the QbyE programme process since 2017 have resulted in effective and efficient processes, with clearly articulated evidence requirements. These have led to valuable questioning within the professional conversation, and exemplars of evidence to guide candidates, particularly those identified with English as a second language. Entry criteria are clear and eligibility to the programme is easily established, and touch points identify dates by which specific evidence is to be supplied. The uptake of the QbyE assessment process and number of qualifications awarded (116 in 2017, 98 in 2018, and 90 in 2019) attest to the effectiveness of these improvements. It also shows that HITO has created a clear and transparent pathway to recognise those in the industry who have been practising for a number of years but have no formal qualification.</p> <p>Candidates spoken to by the evaluators provided positive feedback. They felt that the assessment process was robust and easy to understand, and evidence was readily available. Some had used the Covid-19 lockdown as an opportunity to prepare</p>

	<p>themselves for the professional conversation and reported they had been well supported through the process by field staff.</p> <p>Apprentice training programmes are well planned, and structured and documented in training plans and wall charts, involving consultation with the apprentices, trainers and HITO's sales and training advisers (STAs). Regular monitoring visits and phone calls are used by the STAs to keep in touch with the apprentices in their area, monitor progress through dashboards, and provide encouragement and advice. Expert barbering, hairdressing and beauty therapy advice is available from the learning and development team, based in various locations around the country, for situations where the topic is outside of the STA's knowledge base. The recently instituted industry support team in the Wellington office has enhanced the co-ordination of capstone assessments, providing well-organised and structured support throughout the process, and recorded in the database for everyone to access.</p> <p>A structured introductory 10-credit package, designed to get apprentices started on their learning journey and meet funding requirements, supports effective learning and allows for STAs to engage and assist early with specific requirements apprentices may have, such as literacy and numeracy. The appointment of industry specialists as internal markers in 2019 has provided more timely feedback to apprentices. This has made it easier for them to seek clarification on assessment and work through any difficulties at these early stages.</p> <p>The 2018 and 2019 graduate survey results confirmed effective support from the STAs and other staff, with ratings averaging between 4-5 on a 5-point scale across all graduates. Barbering graduates agreed strongly (100 per cent for 2018 and 89 per cent for 2019) that the information and advice they received was timely and helped them progress through their apprenticeship. HITO considered that these results show services are mostly effective in supporting apprentices to stay engaged in their studies, but also that there is always room for improvement, particularly with more and better communications.</p> <p>While the beauty apprenticeship model is endorsed by the industry association, employer support has been slow to gain momentum, as reflected in Table 2, Appendix 1. Employers in regional centers without access to other training options support this model. However, some of them expect the apprentices to have completed some initial work experience in the clinic prior to</p>
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	being signed into an apprenticeship agreement. HITO acknowledges that the efficacy of this model has not been fully realised.
Conclusion:	HITO has been effective in arranging training well aligned to the training needs and learning styles of the industries it serves. Feedback has been effectively used to make timely and ongoing improvements to training and resources. Apprentices and employers rate the training they receive highly and are complimentary about the levels of support and guidance provided by the TITO. There is further work to do to fully realise the benefits of the beauty apprenticeship model.

1.5 What is the quality of the assessment being undertaken towards industry standards and qualifications?

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>HITO has a clear and coherent approach to assessment and moderation, to ensure learning aligns with industry standards, qualifications and apprentices' needs.</p> <p>Moderation of assessment material prior to use ensures fitness for purpose and alignment of learning outcomes and assessment to the qualification's graduate profile outcomes. Recent enhancements to assessment methodologies and materials has led to greater use of portfolios of evidence and apprentices being provided with clearer guidance. More timely feedback is provided to apprentices from the internal markers assessing the initial 10-credit learning packages and the beauty online assessment activities. Contracted providers with quality ratings conduct hairdressing and barbering theory assessments, while experienced industry assessors conduct credible practical capstone assessments in the apprentices' workplaces. A well-documented appeals process was evidenced, and a recent appeal demonstrated an effective process and an evidence-based outcome. Together, these robust systems and processes provide confidence in the validity and appropriateness of assessment against industry standards and qualification requirements. They confirm that assessment supports learning, apprentices are well prepared for assessment events, and are provided with quality and timely feedback on their progress. Moderation systems' results demonstrate that industry and</p>

	<p>employer-expected outcomes are met.</p> <p>Workplace trainers' skills development is supported by training manuals, guidance materials and STA input as required. Train-the-trainer workshops have been provided with positive feedback from attendees. Lower participation rates, reflecting employers' competing demands, has led HITO to strengthen support through the STAs. Employer/trainers interviewed by the evaluators said they were well supported, with additional guidance available if required.</p> <p>Apprentices confirmed that their on-job training was well structured, and they were well prepared for assessment.</p> <p>Supported by a strong culture of continuous improvement, HITO's moderation of the assessment decisions of internal markers, industry assessors and external contracted providers is inclusive, thorough and provides a high level of confidence in the overall quality and consistency of assessment. Moderation evidence provided in evaluator interviews with HITO's learning and development team, NZQA's rating of the 2018 national external moderation system¹¹, results of a recent NZQA consistency review¹², contribute to the industries' endorsement of the quality of assessment being undertaken against industry standards and qualifications.</p>
<p>Conclusion:</p>	<p>HITO's assessment material is well designed, activities are well suited to industry contexts, and apprentices are provided with clear and transparent information about assessment. Industry assessors are well prepared. Suitable guidance material and advice is provided for employers/trainers.</p> <p>Moderation policies and processes ensure assessment is fair, valid and consistent.</p> <p>Self-assessment practices have been effective, informing ongoing improvements to assessment and moderation practices.</p>

¹¹ NZQA's draft report for the monitoring of HITO's national external moderation system was available at the time of the EER. The summary of findings showed NZQA considers that HITO's national external moderation system is Good in providing confidence in the quality of assessment against standards for which the TITO is the standard-setting body.

¹² NZQA Consistency Review for New Zealand Certificate in Hairdressing (Professional Stylist) (Level 4). HITO was found to have had good evidence that demonstrated the graduates (1074) had met the graduate profile outcomes of the qualification and was rated 'Sufficient'.

1.6 How well does the ITO's governance and management support the ITO to meet its statutory functions?

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>HITO is led by a capable board with an independent chair, appointed and elected members and an employee representative, providing a wide range of industry and management skills and perspective, and clarity in governance, organisational strategy and direction. The clear vision of qualified industries anchors the board's strategic plan and management's business plan. The risk register provides a focus for identifying and proactively managing risks and opportunities. Reviews of policies and related procedures, as part of the business plan, reflect current legislation, rules and regulations, and provide a sound platform for HITO in meeting its statutory functions.</p> <p>Investment has supported strategy implementation, organisational changes and upgrades to data management, financial and human resources systems.</p> <p>Compliance requirements are well understood and effectively managed, with regular oversight from the board. This is evidenced in the board and management meeting minutes, risk register updates, and in the job descriptions and manual guiding field staff in their responsibilities. HITO has met requirements for running a national moderation system under the Education Act 1989.</p> <p>HITO has responded proactively to the Reform of Vocational Education process and the Covid-19 pandemic challenges and disruptions. Industry and apprentices have been well informed; the board has reviewed risks and likely consequences and is considering future options. Management has been supported to maintain a sustainable business delivering high quality services during these turbulent times.</p> <p>Data quality and analysis has improved considerably since the last EER and is being used well to inform decision-making in many areas. However, the visibility, analysis and use of Māori and Pasifika achievement data needs to be strengthened to better inform strategy and services. Participation rates have improved, and a small lift in achievement is evidenced through</p>

	the credentialing pathway (QbyE). There now needs to be a focus on lifting achievement rates for these priority groups.
Conclusion:	<p>HITO has robust, reflective and inclusive governance and management. Strategy is clear, reflecting the core activities of an industry training organisation and the vision of a qualified industry. Investment in systems and processes has provided greater rigour. Industry consultation and quality information inform decision-making. Innovation and continuity have been well balanced.</p> <p>Industry engagement and connectivity contributes to effective self-assessment throughout the organisation. HITO's Māori and Pasifika strategy needs further strengthening to support lifting of achievement for these groups.</p>

Focus areas

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

2.1 Focus area: New Zealand Certificate in Commercial Barbering (Level 4) [Ref: 2115]

Performance:	Excellent
Self-assessment:	Excellent

2.2 Focus area: New Zealand Certificate in Beauty Therapy (Level 4) [Ref: 3444]

Performance:	Good
Self-assessment:	Good

2.3 Focus area: Qualification by Experience (QbyE) pathway

Performance:	Excellent
Self-assessment:	Excellent

Recommendations

Recommendations are not compulsory but their implementation may improve the quality and effectiveness of the training and education provided by the Industry training organisation (ITO). They may be referred to in subsequent external evaluation and reviews (EERs) to gauge the effectiveness of the ITO's quality improvements over time.

NZQA recommends that HITO:

- Enhance the existing strategy to improve achievement and outcomes for Māori and Pasifika apprentices and stakeholders, through clear, realistic, stepped targets, stronger data analysis and reporting, and building the cultural capacity of the organisation.

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.

There are no requirements arising from the external evaluation and review.

Appendix 1

Table 1. Qualification by Experience (QbyE) completions 2016-2019 (data provided by HITO)

Industry (total)	2019	2018	2017	2016
Hairdressing (236)	58	64	78	36
Barbering (91)	17	22	36	16
Beauty (29)	15	12	2	0

Table 2. Beauty programme apprentice numbers (data provided by HITO)

Year	2019	2018	2017	2016
Continuing apprentices	53	43	37	17
New sign-ups	36	30	44	9
Completions	6	5	0	0

Table 3. Tertiary Education Commission Educational Performance Indicator rates 2017-2019 (percentage of cohort)

TEC cohort based	2019 reporting year	2018 reporting year	2017 reporting year
Programme completion	HITO – 41% All ITOs – 68%	HITO – 45% All ITOs – 67%	HITO – 46% All ITOs – 69%
Credit achievement	HITO – 86% All ITOs – 76%	HITO – 100% All ITOs – 76%	HITO – 79% All ITOs – 79%
First year retention	HITO – 63% All ITOs – 76%	HITO – 66% All ITOs – 76%	HITO – 65% All ITOs – 79%

TEC Note – ‘Operational changes in 2014 means that some industry training organisations have unusually low cohort completion rates. Some industry training organisations with large numbers of apprentices will report low programme completion rates for level 4-7 industry trainees, which flows into the overall completion rate. This is because many of the trainees were withdrawn and re-enrolled as apprentices in 2014. Therefore these low rates do not necessarily reflect the organisation’s true performance.’

Table 4. Achievement rates by qualification (analysis provided by HITO)

Sign-ons	Completions	% Completed
Hairdressing qualification (Professional Stylist) Jan 2016–March 2016 cohort		
212	83*	39.15%
56 apprentices terminated during first year (2016), retained 73.58%		
Barbering qualification – all apprentices signed-on in 2017		
54	29	53.7%
11 apprentices terminated in 2017, retained 79.63%		
Beauty qualification – all apprentices signed-on in 2017		
47	15	31.9%
4 apprentices terminated in 2017, retained 91.3%		

Table 5. Māori and Pasifika achievement rates for qualifications (analysis provided by HITO)

	Sign-ons	Completions	% completed
Hairdressing qualification			
Māori	12	3	25%
Pasifika	10	5	50%
Barbering qualification			
Māori	12	3	25%
Pasifika	10	5	50%
Beauty qualification			
Māori	4	2	50%
Pasifika	0	-	-

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 fraud¹³*
- *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.*

¹³ 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 2016, which are made by NZQA under section 253(1)(pa) of the Education Act 1989 and approved by the NZQA Board and the Minister authorised as responsible for Part 20 of the Education Act.

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 including ITOs but excluding universities, and*
- *maintaining training scheme approval for all TEOs other than universities.*

The requirements for participation and cooperation are set through the Programme Approval and Accreditation Rules 2018, the Consent to Assess Against Standards Rules 2011 and the Training Scheme Rules 2012 respectively. These rules were also made by NZQA under section 253 of the Education Act 1989 and approved by the NZQA Board and the Minister.

In addition, the Private Training Establishment Rules 2018 require registered private training establishments to undertake self-assessment and participate in external evaluation and review as a condition of maintaining registration. The Private Training Establishment Registration Rules 2018 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, training schemes 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 2016. 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). 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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