

# Report of External Evaluation and Review

Tauranga Hair Design Academy  
Limited trading as Hair to Train

Highly Confident in educational performance

Highly Confident in capability in self-assessment

Date of report: 21 November 2012

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# 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:	Tauranga Hair Design Academy Limited trading as Hair to Train
Type:	Private training establishment
Location:	9 Anson Street, Tauranga
Delivery sites:	Two – one as above and one at Totara Street, Mt Maunganui.
First registered:	1 January 1997
Courses currently delivered	Certificate in Elementary Hairdressing Skills (Level 3), which includes the National Certificate in Hairdressing (Salon Support) (Level 3)  Certificate in Intermediate Hairdressing (Level 4).
Code of Practice signatory?	N/A
Number of students:	Domestic: 81 students (81 per cent female); 53 per cent aged under 18, and 36 per cent identified as Māori.
Number of staff:	Ten full-time and five part-time staff.
Scope of active accreditation:	<ul style="list-style-type: none"><li>• Barbering (to level 4)</li><li>• Hairdressing (to level 4)</li><li>• Interpersonal Communications (to level 2)</li><li>• Introductory Communication Skills (to level 1)</li><li>• Personal Financial Management (to level 3)</li><li>• Reading (to level 2)</li></ul>

- Salon Skills (to level 4)
- Self-Management (to level 3)
- Service Sector - Core Skills (to level 2)
- Social and Cooperative Skills (to level 3)
- Work and Study Skills (to level 3)
- Writing (to level 2).

Distinctive characteristics:	Service sector training focussed solely on hairdressing.
Recent significant changes:	<p>Hair to Train has experienced major changes in the last 18 months due, to a Youth Guarantee initiative drive by the Tertiary Education Commission (TEC) with an additional 30 students from the TEC Youth Guarantee programme enrolled at Hair to Train. The changes included opening new purpose-built premises in Mt Maunganui in January 2011, and the restructure of the organisation to accommodate the facility.</p> <p>In 2011, a new role was created – that of Educational Manager – to manage all educational requirements, internal and external moderation and to liaise with the Hairdressing Industry Training Organisation (HITO).</p> <p>In 2011, the organisation introduced training for staff in Information Technology, to ensure staff were more IT focussed and computer literate.</p>
Previous quality assurance history:	The organisation was previously quality assured in 2008 by NZQA under the quality audit system. At the audit Hair to Train met all requirements of the standard in force at the time.
Other:	The hairdressing industry qualifications are presently under mandatory review, following the Targeted Review of Qualifications (TROQ). This will result in the reduction in the number of local qualifications.

## 2. Scope of external evaluation and review

The agreed scope of the external evaluation and review (EER) of Hair to Train included the following mandatory focus area:

- Governance, management, and strategy.

The two other focus areas were:

- National Certificate in Hairdressing (Salon Support) (Level 3) (Youth Guarantee programme), which also includes the local Certificate in Elementary Hairdressing (Level 3).

This focus area is a 40-week programme designed specifically for youth aged 16-17 years with the outcomes being sustained occupancy and positive outcomes to further training or employment.

- Certificate in Intermediate Hairdressing (Level 4).

This focus area is the highest qualification taught at Hair to Train, which offers a pathway from the two lower-level programmes and vocational outcomes for students.

## 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-eeer/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.*

Two evaluators and an observer visited Hair to Train over two days.

Prior to the EER visit, Hair to Train provided the EER team with a self-assessment summary which identified self-assessment activities and timelines for completing actions to address these activities.

While on site, the evaluation team interviewed the owner/director, the manager, the education manager, tutors, employers, graduates, and students, and completed phone interviews with the quality manager at HITO, local hairdressing salons, and past students. The evaluation team visited the new training premises at Mount Maunganui and interviewed staff and students there. The team also viewed a range of documents including the organisation's own reporting on student course completions, course and tutor evaluations, surveys, annual programme review documentation, achievement data and analysis qualification achievements, literacy and numeracy progression results, and graduate destination records.

# Summary of Results

NZQA is **Highly Confident** in the educational performance of **Tauranga Hair Design Academy Limited trading as Hair to Train**.

Hair to Train has strong leadership and an effective senior management team with clear purpose and direction. The senior management team is proactive and strategic, with an adaptive culture and the ability to change quickly and effectively to meet the requirements of funders, students, staff, and industry. An example of this was the ability to adapt processes and activities quickly to meet the specific requirements of its funding partner, the Tertiary Education Commission (TEC), including creating a purpose-built building and supporting and altering key staff roles through the cultural change.

Students at Hair to Train achieve well. In each of the past three years, Hair to Train has consistently exceeded and lifted overall qualification completions with 76 per cent in 2009, 80 per cent in 2010, and 87 per cent in 2011. The TEC-published figures for level 3-4 SAC-funded programmes in 2009 were 65 per cent for qualification completion, with 71 per cent in 2010. In addition, students have a high rate of finding employment once they graduate with the level 4 hairdressing certificate, with an average employment rate of 76 per cent over the past three years. The TEO had a similar success rate with its first group for the Youth Guarantee level 3 qualification in 2011, with 70 per cent of graduates finding employment or going on to higher study.

Hair to Train rates consistently above the national average<sup>1</sup> for qualification achievements, progression towards higher-level study, and learners retained in study. This indicates a high degree of teaching effectiveness and benchmarks well with comparable providers in the sector.

The management team is focussed on providing quality education. This is seen in the commitment to providing quality facilities, staff, and resources to help students succeed. The training programmes, informed by industry, are current and meet national hairdressing standards and requirements for workers. In addition, student support is widely available for student learning needs, with the TEO introducing a number of initiatives to help increase the retention and achievement of Māori students. Over the past three years, an average of 85 per cent of those Māori students enrolled in the level 4 programme have gained qualifications, with 71 per cent gaining employment.

Students have the opportunity to comment on their course, the facilities, and the support they receive from staff and management through various forms of student evaluations, which take place regularly. Feedback from students guides positive change and improvement in the organisation.

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<sup>1</sup> <http://www.tec.govt.nz/Learners-Organisations/Learners/performance-in-tertiary-education/Educational-performance-at-individual-tertiary-providers/>

Learners are accessing industry-specific training that increases employability, with 75 per cent of the level 4 students gaining employment in 2011. Staff maintain that personal development, including time management, regular attendance, positive attitudes, and raised confidence are integral to fostering a work ethic and increasing employability which provides staff with the confidence to place the level 4 learners in work experience situations. Work experience is provided through sustained, successful industry partner engagement with regional salons. Feedback from the salons attests to the exemplary nature of the students' personal and professional skills.

Hair to Train employs tutors with specialist knowledge and expertise; this enables it to deliver courses to meet the needs of the hairdressing industry and the community. Tutors undertake ongoing training, through working in a salon each year for 40 hours. Most have also completed the National Certificate in Adult Literacy Education and the National Certificate in Mauri Ora. Courses are well resourced with up-to-date industry equipment.

Hair to Train is providing quality education and training to help its students achieve qualifications and gain relevant skills for employment in the industry or for further education.

## Statement of confidence on capability in self-assessment

NZQA is **Highly Confident** in the capability in self-assessment of **Tauranga Hair Design Academy Limited trading as Hair to Train**.

Self-assessment at Hair to Train is purposeful and useful and findings are used to make improvements. This involves consulting with staff to develop responses to feedback from students, clients, and industry. Hair to Train has a well established culture of closely monitoring ongoing performance and the organisation has comprehensive documentation and statistics recording learner progress based on its own requirements, and those of TEC and its learners. The statistics have been monitored over the past three years. The trends show continuous improvement, with outcomes exceeding expectations.

Systematic and effective capability in self-assessment is evident. The organisation can track and monitor attendance, learner engagement, credit uptake, moderation, learner progress, and outcomes. Changes have been made to programmes as a result of self-assessment and review from the analysis of data and the recently introduced improvement logs, which assist management to identify the need for improvements to ensure the organisation continues to meet the needs of learners and other stakeholders.

The organisation has responded effectively to the change in funding and has used the overall improvement and change process to effectively assist all their students to enhance their engagement with and achievement on their programmes.

Self-assessment has also led to standardised operations across the two sites. Examples include the swapping of tutors each term, an improved pre-enrolment

interview process, student journals, weekly student progress reports, and the activity instructions and evidence books which enable consistent tracking of student progress.

Staff, including management, interviewed at this evaluation and documents reviewed showed a consistent focus on self-assessment and ongoing improvements and a cohesive approach to monitoring the organisation's performance. For example, Hair to Train completed a self-assessment analysis of its training and funding system following the new TEC Youth Guarantee funding contract early in 2011, resulting in significant strategic changes, including in the purpose-built building, staffing modifications, a reviewed quality management system, and a successful improvement log process.

Self-assessment information is used to inform whether key innovations have been successful, such as the improvement log, enrolment policy changes, and the recent changes to programme delivery and design, and have contributed to successful outcomes for the students.



# Findings<sup>2</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**.

Hair to Train consistently achieves excellent educational outcomes and meets Government expectations in that its qualifications lead to employment in the field of hairdressing. The level 3 and 4 programmes exceed education performance indicator targets. Results over the past three years show that students studying for the level 3 and 4 certificates have consistently achieved at higher-than-national levels against TEC education performance indicators, and results have consistently been above the national average for all SAC-funded qualification achievements.

Preliminary figures for 2011 show that 87 per cent of level 3 and 4 students successfully gained qualifications at Hair to Train. This is above the 79 per cent national average for all level 3 and 4 qualifications; in 2010, 80 per cent of students gained qualifications, again above the national average of 71 per cent. These are excellent 2010 and 2011 (preliminary) results and benchmark exceptionally well with comparable providers in the sector.

Twenty-two of the 29 students graduated from the Youth Guarantee programme in 2011 and all completed the Certificate in Elementary Hairdressing, totalling 133 credits. Seventeen of the 22 also gained the National Certificate in Hairdressing (Salon Support), with 75 credits. Of those who graduated, 50 per cent were Māori. TEC data indicates that Hair to Train contributes to increasing the number of Māori students succeeding at higher levels of study, with 69 per cent of Maori students gaining the level 4 qualifications in 2011, comparable to that of non-Māori students, at 73 per cent.

The high qualification completion rates indicate a high degree of teaching effectiveness and that the organisation is successful in assisting students to achieve their educational goals.

Student achievement is closely monitored and analysed at weekly teacher meetings, in weekly progress reports, and in end of term reports; in these, at-risk students are identified and support processes are put in place. Trends relating to at-risk students are discussed and improvement forms outlining changes needed are logged as a result.

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<sup>2</sup> The findings in this report are derived using a standard process and are based on a targeted sample of the organisation's activities.

A significant number of students in the two programmes offered have low or no school qualifications. Many are young and already disengaged from education, and many obtain their first credits and qualifications at Hair to Train. As a result of thorough processes during pre-enrolment, which includes parents, individual learning plan, and goal setting, students are engaged in their learning. Goal setting occurs each day and students are aware of their own achievement and progress with the use of an activity and evidence booklet that contains all learning modules. It has perforated pages, which are signed and then torn out, with copies for the student and the tutor. This provides the organisation and the student with a regular, up-to-date record of their achievement.

Attendance and retention are important parts of achieving for both groups and these are monitored closely and followed up carefully. This has worked to achieve good result with attendance.

Students gain useful vocational skills to enable them to gain employment and also gain personal enabling skills. The students outlined significant improvements in their personal development, attitudes to study and work, and self-esteem and well-being, and provided the evaluators with examples of benefits from their personal growth.

Employers interviewed during this evaluation commented that students on work experience and graduates who have gained employment demonstrated a good level of ability, with appropriate work-ready skills and attitudes to work, and noted their willingness to recruit further graduates from Hair to Train. Learners are accessing industry-specific training that can and does lead to employment.

## 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 **Excellent**.

The training offered by Hair to Train is highly valued by key stakeholders. It contributes to the community by offering work ready learners with practical skills that can be used immediately. Hair to Train offers two programmes aligned with increasing the number of mostly young people moving successfully from school or previous work to tertiary education, improving literacy and numeracy skills, into a career or further education. In addition to personal development, learners achieve unit standard credits, qualifications, specific industry skills, and develop a strong work ethic.

As well as qualifications, students gain useful practical skills which learners appreciate, as they can apply these immediately. Examples given were the ability to cut and style friends' and family members' hair, and to go into employment confidently. Employment figures for the level 4 graduates have averaged 76 per cent

over the past three years. Similar success is seen for the Youth Guarantee programme, with 70 per cent of graduates finding employment or going on to higher study. Fifty-six per cent of these students are undertaking further study at level 4 with Hair to Train.

Students can often come from negative environments and once in Hair to Train begin to value themselves, their ability, and their own potential. They value the relationships formed and describe their studies at Hair to Train as life-changing and transformational. It is often their first form of academic success. They were eager to point out that their families were proud of their newly-acquired skills and attitude growth. In addition to a qualification, which was seen by learners as a tangible goal that they could aspire to, the actual accomplishment of the qualification provided learners with considerable opportunities and lifestyle choices.

Work experience can lead to employment; with graduates learning specific industry requirements, employers benefit from gaining staff with appropriate and specific skills they have learned on site. The level 4 qualification provides students with the opportunity to travel overseas, as the programme teaches up-to-date salon skills and practices that are valued internationally. Graduates outlined their employment outcomes, including moving to salon management and working on a cruise ship. All noted the effect their success had had on their life and the influence it had on their whānau and friends.

Hair to Train maintains contact with industry through the Hairdressing Association, its advisory group of industry representatives, salon managers, formal feedback from employers of students on work-based experience, and informally from tutors' contacts in industry. It has documentation and evidence which shows robust industry feedback, analysis, actions taken, and improvements identified. It also systematically gathers feedback in the form of graduate and employer surveys on the outcomes and progression of their graduates, along with feedback on the training offered.

Self-assessment practice includes identifying learner goals and employer needs and developing programmes and ensuring resources that will service both. It is clear from learner pathways, graduate outcomes, and the continued strong industry partner relationship with employers that the training is valued by learners and employers.

### 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**.

Hair to Train training matches the needs of learners and stakeholders. Learners begin goal setting following induction, and these goals include achieving qualifications and employment. The goals are continuously reviewed as learning progresses. Students regularly achieve these goals, and staff identify learner strengths that are developed through the training. Regular analysis of student evaluations, one-to-one sessions between the teacher and learner, weekly progress reports, and ongoing, informal feedback are monitored on a regular basis for trends and potential areas of improvement and changes are made as a result to assure the organisation that the programmes are matching the needs of the learners. This was also confirmed by graduates interviewed during the evaluation.

Initial literacy and numeracy assessments are conducted the week following enrolment, and then ongoing tailored 'fun' assessments are applied to monitor progress. Results so far show that there is success in improving students' literacy and numeracy skills. Examples given by staff and students include the ability to read analogue clocks as well as digital, as this knowledge is required for the timing of hair colour and also to enable each student to run their own client list within allocated times.

Various mechanisms are used to determine the needs of learners and other stakeholders. These include: regular formal and informal contact with salons, strong affiliation with the Hairdressing Association, student forums, formal and informal student feedback, regular staff meetings, and training salon surveys. The evaluators saw evidence that this information is collated and analysed to take into account any issues arising relative to the programme and to ensure they are dealt with promptly.

Effective processes are in place at pre-enrolment to identify students' needs and expectations to ensure they are on the right programme of study. For Youth Guarantee students, parents are involved to ensure the pastoral needs of students are met and general support is available for their learning.

There is evidence that Hair to Train has ongoing engagement with community stakeholders and ongoing formal and informal feedback. As part of their professional development, all tutors are required to work in a salon for 40 hours per year, which gives opportunity not only for upskilling but for ongoing feedback with regards to the programme content. Tutors and the general manager are also involved in external reviews (TRoQ) as part of the sector's commitment to reducing the number of local qualifications to a few relevant national qualifications.

Suggestions by staff or students for improvements to courses and programmes are reviewed by the senior management team and the organisation has responded to

feedback from learner evaluations and has made a number of changes to programmes, delivery and activities over the past year which has resulted in significant improved outcomes for learners. The TEO's managers, tutors, and learners were able to cite examples of how course content and delivery methods had been changed and improved as a result of feedback from the learners. Examples of changes following self-assessment include inviting parents or carers to the pre-enrolment interview to ensure programme expectations are clear to learners and that they have ongoing family support. This has assisted the organisation in ensuring that those students accepted onto the programme are motivated and supported.

Conscious of the high Māori student cohort, Hair to Train's self-assessment practice includes contracting a specialist tutor of Māori principles and culture relating to hair and hair cutting. The feedback from staff and students on their involvement in these classes and the specialist learning they have received has been significant and the value added by this course has increased cultural awareness amongst staff and students.

Overall, the organisation understands the students' needs and uses data from internal and external sources to make appropriate changes to support ongoing improvements.

#### 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 **Excellent**.

Hair to Train management acknowledges the importance of effective teaching for achievement of educational outcomes, and tutors speak positively about the feedback from conferences, expos, and competitions giving them new ideas and the latest information for both teaching and styling. Examples were given of motivation and learning demonstrations, ongoing training, and the sharing of knowledge and experiences of staff.

All staff are well qualified, have hairdressing experience and annually undertake 80 hours updating skills and current hairdressing techniques as per the requirements of their ITO, including working a minimum of 40 hours in a commercial salon. There is a strong emphasis on tutor professional development and on working with the local hairdressing industry. This contact produces employment for students and allows for a two-way advisory collaboration between Hair to Train and the hairdressing industry.

Weekly meetings are a useful forum for staff to give feedback on their teaching and what is going well or not. Issues raised at these meetings are followed through by the general manager and director. There is a willingness to support teachers' knowledge and ensure resources were up-to-date to enhance teaching.

Along with weekly tutor meetings, the tutors' course results and student feedback is monitored weekly to identify issues and actions to take. Issues arising from the classrooms or salons are quickly identified and dealt with. Negative student feedback or actions are handled discretely and professionally. This approach ensures that they are responsive to any student needs. Overall, the evidence of course outcomes and feedback from students has shown the teaching to be effective.

Tutors reported that the positive student feedback and high course completion rate confirmed they were engaging well with their students. Learning is applied with theory and practical skills aligned. Shared roles encourage staff retention, increase capacity and capability, and challenge staff to maintain motivation. It was clear that the learner-teacher relationship and interaction was positive in all cases and it was noted that this has contributed to learner engagement and achievement.

Workplace evidence is signed off by workplace supervisors and is carefully verified by the tutors before a student is marked as competent.

All assessments are pre- and post-assessment moderated and the industry training standard setting body, HITO, externally moderates all the course assessment materials and workplace attestation forms. Hair to Train has consistently met the national standards. The academic manager at HITO said the 'ITO was extremely pleased with the teaching, the resources, and the assessments [at Hair to Train]'.

Self-assessment procedures include processes to ensure staff reflect on their practices to maintain effective teaching. Examples of changes following self-assessment include peer reviews and swapping teaching and reflection, and collective input and action following weekly student progress reports.

## 1.5 How well are learners guided and supported?

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**.

Learner guidance and support within the organisation is strong and affirmed by the positive education achievement. Clear information is provided to learners about programme expectations. Learners can access tutors through mobile telephone text messages or Facebook at any time. This shared approach to support and guidance reduces barriers to learning and is instrumental in achieving successful outcomes. Hair to Train was able to demonstrate that each student was interviewed before enrolment (pre-enrolment), to ensure that they fully understood what the hairdressing programme entailed. Also, all students attended an orientation session, which outlined conditions of enrolment, systems, and expectations at Hair to Train, as well as important initial health and safety information.

All students' literacy and numeracy needs are assessed on the second day of enrolment, with further assessment throughout the programme. Their progress is logged and passed on, and any appropriate support is provided throughout their training with the organisation. Student journals are used as one way to identify issues, as teachers watch for signs for unhappy or non-performing students. If a problem is identified, the TEO has clear processes for ensuring students get the required support from within staff or using external agencies. For example, Hair to Train has a counsellor available, free of charge, if needed.

The general manager works with community welfare agencies and is able to assist learners to access other types of support (such as WINZ, health services, food banks, and police) if required. The evaluation team observed that staff and students enjoyed an open, supportive, and caring environment. This open-door policy allows students to have access to tutors outside the classroom sessions and in the training salons, so students are continually receiving feedback on their progress.

Learners interviewed by the evaluators spoke of the care, support, and professionalism of the tutors and noted that these factors helped them with their learning, their attitude to learning, and the achievement of their goals, which included the successful completion of credits, qualifications, and gaining employment.

The student diary and personal activity instruction and evidence book contains a record of practical assessments and observation records. From this, students are able to see how well they are doing at any time. Students are well informed and have immediate feedback on assessments.

Students hold weekly meetings, in which any concerns can be raised and addressed within a week by staff, where possible. A recent example involved students requesting more time on colouring techniques; additional time was incorporated into the classes the following week.

Examples of changes that are confirmed as improvements following self-assessment include parental input into enrolment interviews, text message access to tutors, and processes to ensure learners can access effective guidance and support. All of these have had a positive impact on educational achievement.

## 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**.

Hair to Train has a strong and inclusive senior leadership team with clear management roles. It is democratic, and informed by considerable expertise and a good knowledge of the sector. The team has responsibility for both governance

and management, leads by example and is clear about its strategic and achievement goals, which are shared with staff. Staff are valued and appreciated and are involved in other aspects of the business integral to implementing strategic planning which enables good succession planning. Staff workshops are held at the end of each term to enable strategic planning, consistency across sites, and shared staff expertise and reflection.

An open-door, supportive “family” atmosphere was evident at Hair to Train, with the immediate response to the newly funded Youth Guarantee programme using the complementary skills of management and staff to ensure a concentration of effort and resources where required. This effectiveness was apparent to the evaluation team during interviews, during which staff expressed their high regard for management and the organisation, as well as their high expectations for student engagement and achievement.

Strong industry partnerships have developed over time. Repeat business has been secured each year from employers, which is indicative of Hair to Train meeting industry partners’ needs and is vital to providing ongoing employment opportunities. The organisation acknowledges that good communication and relationships have been key to ongoing success.

The management team ensures there are minimal barriers to learning through the appointment of well qualified staff, small tutor-to-student ratios, good teaching facilities and classrooms, and comprehensive investment in activities that support student success. For example, this support includes the provision of new computer equipment and on site computer training for staff to produce and contribute towards improvements, creating awareness, and developing and accessing quality learning resources.

The quality management system has been recently reviewed. This process involved all staff to reflect the way of working in the organisation, and Hair to Train now has clear policies and guidelines directed towards achieving goals and ensuring quality.

Logging improvements is now a key performance indicator for staff. An improvement log has been put in place to keep the general manager informed of any improvements. From this process, changes are made through moderation, analysis of data, and feedback from staff, students, and salons. Once a change is logged, approved, and completed it is moderated at the fortnightly staff meeting or sent to all staff before it is finalised and placed in the quality management system. The improvement log has enhanced the efficiency of gathering data and evaluating what actions are necessary. Examples of changes following self-assessment using the improvement log include a new annual leave policy, changes to the salon consultation sheet, student activities to assist learning, staff term conference changes, staff swapping between campuses, and changing to a four-day week to allow Mondays for self-directed learning, additional tutorials, and catch-ups.

It is clear that Hair to Train’s self-assessment practice is comprehensive and robust and has led to improvements in processes that benefit learners.



## Focus Areas

### 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 **Excellent**.

### 2.2 Focus area: National Certificate in Hairdressing (Salon Support) (Level 3) (Youth Guarantee programme)

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

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

### 2.3 Focus area: Certificate in Intermediate Hairdressing (Level 4)

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

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

# Recommendations

There are no recommendations arising from the external evaluation and review, other than those expressed or implied within the report.

# Appendix

## Regulatory basis for external evaluation and review

*Self-assessment and external evaluation and review are requirements of programme approval and accreditation (under sections 249 and 250 of the Education Act 1989) for all TEOs that are entitled to apply. The requirements are set through the Criteria for Approval and Accreditation of Programmes established by NZQA under section 253(1)(d) and (e) of the Act and published in the Gazette of 28 July 2011 at page 3207. These policies and criteria are deemed, by section 44 of the Education Amendment Act 2011, to be rules made under the new section 253.*

*In addition, for registered private training establishments, the criteria and policies for their registration require self-assessment and external evaluation and review at an organisational level in addition to the individual programmes they own or provide. These criteria and policies are also deemed, by section 44 of the Education Amendment Act 2011, to be rules made under section 253. Section 233B(1) of the Act requires registered PTEs to comply with these rules.*

*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 EER process approved by the NZQA Board.*

*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)).*

*Information relevant to the external evaluation and review process, including the publication Policy and Guidelines for the Conduct of External Evaluation and Review, is available at: <http://www.nzqa.govt.nz/providers-partners/registration-and-accreditation/external-evaluation-and-review/policy-and-guidelines-eer/introduction/>.*

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