

Report of External Evaluation and Review

Premier Hairdressing College Limited
trading as Premier Hairdressing
Academy

Highly Confident in educational performance

Highly Confident in capability in self-assessment

Date of report: 25 June 2014

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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:	Premier Hairdressing College Limited, trading as Premier Hairdressing Academy
Type:	Private training establishment (PTE)
Location:	16B Pohutukawa Drive, Hamilton
Delivery sites:	<ul style="list-style-type: none">• Premier Hairdressing Academy, Auckland: 1 Barry's Point, Takapuna, North Shore City• Premier Hairdressing Academy, Wellington: 336 High Street, Lower Hutt, Wellington• Premier Hairdressing Academy, Hawkes Bay: Norfolk House, 161 Marine Parade, Napier South, Napier
First registered:	1 August 1993
Courses currently delivered:	National Certificate in Hairdressing (Salon Support) (Level 4) Career in Hairdressing Skills (Level 3) Certificate in Hairdressing (Level 3)
Code of Practice signatory?:	Yes
Number of students:	Domestic: 438 in 2013 Māori: 43 per cent Pasifika: 12 per cent 17 years and under: 20 per cent

	18-19 years: 24 per cent
	Over 25: 18 per cent
	Male: 6 per cent
Number of staff:	25 full-time staff
Scope of active accreditation:	<ul style="list-style-type: none"> • Career in Hairdressing Skills • Certificate in Hairdressing (Level 3) • National Certificate in Hairdressing (Professional Stylist) with Servilles Academy of Hairdressing
Distinctive characteristics:	<p>Premier Hairdressing College Limited, trading as Premier Hairdressing Academy (PHC), offers training towards the PHC Certificate in Hairdressing (Level 3) and the PHC Certificate in Advanced Hairdressing (Level 3).</p> <p>The elementary programme (PHC Certificate in Hairdressing) focuses on teaching students basic hairdressing skills as well as building their confidence and self-esteem to prepare them for work in the industry. The certificate also encompasses all the unit standards required for the National Certificate in Hairdressing (Salon Support).</p> <p>The advanced certificate is a pathway to apprenticeship and for those who have already completed an elementary certificate. This includes training in a commercial salon for the last two units, which are industry assessed.</p> <p>Students who successfully complete practical and theory assessments for the certificate also gain recognition for the National Certificate in Hairdressing (Professional Stylist), which is awarded through Servilles Academy of Hairdressing, but the training and assessment is done at PHC.</p> <p>PHC has three training premises, all located in the North Island, with the overall administration and chief executive officer located in Hamilton, where no training is delivered.</p>
Recent significant changes:	Addition of a cultural manager and 'across-sites' programme developer and moderator in 2011.
Previous quality assurance history:	NZQA's previous external evaluation and review (EER) visit was conducted in 2010. It determined that NZQA was Highly Confident in PHC's educational performance and Confident in PHC's capability in self-assessment.

PHC meets Hairdressing Industry Training Organisation (HITO) moderation requirements and has been given Best Practice moderation status from HITO for the quality of its assessment practices and assessment decisions over the past four years.

2. Scope of external evaluation and review

The agreed scope of the EER of PHC included the following mandatory focus area:

- Governance, management and strategy

The following elective focus area was chosen:

- Premier Hairdressing College Certificate in Hairdressing (Level 3)

This certificate programme was selected because it has the greatest number of students enrolled.

3. Conduct of external evaluation and review

All external evaluation and reviews are conducted in accordance with NZQA's published policies and procedures. The methodology used is described fully in the web document Policy and Guidelines for the Conduct of External Evaluation and Review available at: <http://www.nzqa.govt.nz/providers-partners/registration-and-accreditation/external-evaluation-and-review/policy-and-guidelines-eer/introduction>. The TEO has an opportunity to comment on the accuracy of this report, and any submissions received are fully considered by NZQA before finalising the report.

The EER team, consisting of one lead evaluator and one team evaluator, carried out the evaluation at three sites over three days, with an additional day for phoning graduates and relevant stakeholders. The sites included the head office in Hamilton and the PHC schools in Lower Hutt and Napier.

The team interviewed board members, the principal/owner, the chief executive officer, the four site managers, the programme development and moderation manager, the cultural manager, the student manager, as well as tutors and students involved with the level 3 programme at each site. Evidence from the interviews was supported by the documents reviewed on site and supplied after the EER visit.

The EER team sighted the organisation's data on student outcomes showing qualification achievement, programme completion and progression. The documents reviewed included internal evaluation reports, organisation business plans, investment plans and strategic plans.

The team also reviewed:

- Advisory and board meeting minutes
- Data on Māori, Pasifika and overall student outcomes
- Tertiary Education Commission (TEC) educational performance indicator data
- Performance benchmarking against similar providers
- Programme review and monitoring
- Student satisfaction results and client feedback
- Tutor reporting and monitoring and performance reviews
- Literacy and numeracy data and assessments
- Internal and external industry training organisation (ITO) moderation reports.

The team also interviewed stakeholders by telephone after the EER. These stakeholders included graduates and hairdressing salons.

Summary of Results

Statement of confidence on educational performance

NZQA is **Highly Confident** in the educational performance of **Premier Hairdressing College Limited trading as Premier Hairdressing Academy**.

The reasons for this confidence rating are:

- PHC has been achieving above the median qualification completions and retention rates against TEC educational performance indicators for levels 3 and 4 for the past three years.
- Performance shows a drop of 10 per cent for programme completions from 2011 to 2012. As a result of good management and analysis and action from self-assessment data, the performance has risen. The interim figures for 2013 show an increase in completion rates for 2013.
- PHC programmes are informed by industry, are current and matched to the students' needs and meet national hairdressing standards and requirements. The programmes provide practical career pathways for students.
- Programmes are well resourced, with industry-like conditions duplicated within the programmes. Resources are allocated to support learning to raise achievement rates. The practice of well-qualified staff is affirmed by positive external moderation reports by HITO. Staff are valued and professional development is encouraged and supported.
- PHC anticipates and responds to change by keeping up-to-date with current hairdressing practices. PHC management is involved with the Targeted Review of Qualifications (TRoQ) process and works with other similar organisations to enable PHC students to progress to a level 4 programme with an affiliated provider.
- Management has better aligned the practical and theory components of the programme with the assessments so the learning fits better with the needs of learners and stakeholders.
- PHC's purpose and direction is clear, with a formal strategic plan. The strategic direction of the organisation includes ensuring it keeps well informed of and is gaining new information about updated technologies and techniques in the hairdressing industry, along with ensuring the consistency, capability and currency of staff.
- PHC is led by values and strategies, as evidenced by clear and transparent management and board and advisory goals and direction. There is a commitment to providing quality education, quality facilities, well-qualified staff and up-to-date resources to maximise student retention, progression and success.

Statement of confidence on capability in self-assessment

NZQA is **Highly Confident** in the capability in self-assessment of **Premier Hairdressing College Limited trading as Premier Hairdressing Academy**.

The quality and validity of self-assessment information at PHC has improved significantly since the previous EER. The organisation is currently effective at monitoring ongoing educational performance, particularly measuring Māori achievement rates, retention and qualification completion rates, and increases in literacy and numeracy skills to identify how it may further improve its outcomes.

The reasons for the judgement in the TEO's self-assessment capability include:

- Analysis of self-assessment information around the drop in completion rates in 2012. Addressing the issue resulted in new staff, a new regime around programme evaluation and review, and moderation coordination and peer review to ensure consistency of delivery and assessment across sites.
- Review and streamlining of strategy, policy, student retention, achievement and resourcing, leading to improved resources and initiatives to raise achievement rates.
- Self-assessment analysis showed retention and engagement were a significant factor in the drop in the 2012 achievement rates. Management developed strategies to address this issue.
- PHC established indicators of success for increasing Māori achievement rates, particularly at the Napier and Wellington delivery sites, in relation to other students and across delivery sites. PHC uses Māori Language Week to drive its internal strategy, 'Whakanuia'. The strategy raises levels of awareness among staff and students to support Māori learners and widen staff members' cultural knowledge.
- PHC is responsive to industry, is innovative in its approach to training in the industry, and has specific objectives to measure Māori and Pasifika achievement rates, qualification completion rates and increases in literacy and numeracy skills to identify how it may further improve its outcomes.
- The strategic vision/direction for PHC is reviewed regularly; goals are set and initiated, then monitored and aligned to industry and innovation needs.

Findings¹

1.1 How well do learners achieve?

The rating for performance in relation to this key evaluation question is **Good**.

The rating for capability in self-assessment for this key evaluation question is **Good**.

Performance over the past four years shows good programme and qualification completion rates for 2010 and 2011, with a slight decrease from 2011-2012 (see Table 1 for more details).

Year	Programme completions (CC)	Qualification completions (QC)	Retained in study (RiS)	Overall PTE TEC educational performance indicators median for Levels 3 and 4
2010	83%	79%	75%	CC 76% QC 71% RiS 56%
2011	83%	83%	82%	CC 81% QC 65% RiS 65%
2012	73%	75%	80%	CC 80% QC 75% RiS 65%
2013	75.7%	72%	unknown	unknown

PHC conducted a review of the outcomes across all of its sites as a result of lower performance in 2012. This led to the identification of several areas where it could improve, specifically around learner retention and support, and programme structure. The outcomes from these improvements are proving to be effective, with an increase in programme and qualification completions. As a result of the improvements, the interim figures for 2013 show a slight increase in programme completions.

PHC has good statistical data and knowledge of progress for each student on each programme. The organisation has reflected on this data and is aware of any trends. Daily and weekly achievement data for students keeps staff and students on track – both staff and students know what has been achieved, what is still to be done, and where support is needed.

The value of these outcomes is enhanced by the excellent external moderation results from HITO.

Achievement for Māori and Pasifika students has increased significantly over the past three years, although the destination employment data shows a drop in employment or moving to further training. That drop is being addressed by PHC with the initiatives for Māori noted further in this report.

¹ The findings in this report are derived using a standard process and are based on a targeted sample of the organisation's activities.

See Table 2 below for more details of achievement rates and destinations for Māori and Pasifika students.

Table 2. Achievement and destination data for Māori and Pasifika students, 2001-2013			
	Māori and Pasifika students moving into employment and/or further training	Māori and Pasifika students employed in hairdressing salons	Māori students completed the level 3 elementary programme successfully
2011	52%	63%	50%
2012	31%	20%	64%
2013	unknown	unknown	89%

Self-assessment activities around achievement have been robust and ongoing. As noted above, analysis showed that retention and engagement were significant factors in the drop in 2012 achievement rates. Management developed strategies to address this, including:

- Breakfast-supplied initiative
- Changes in programme delivery to become more practically based
- Alignment of delivery to theory and practice to better meet unit standard assessment requirements
- A carefully scheduled timetable of delivery
- Standardisation of delivery across sites.

Good achievement results are supported by: the increased number of salon owners who offer to take PHC students for work experience; the success of students at national industry awards; the ongoing contract that PHC has with HITO for provision of off-job training and assessment for apprentices.

Over the past four years an average of 80 per cent of students who achieve the elementary certificate went on to complete the advanced certificate and are highly successful in achieving employment as an apprentice or salon assistant.

Student achievement of the level 4 national certificate is good, although it could be better. To achieve the full level 4 national qualification the student/apprentice must be trained under a qualified hairdresser. Fifty-eight per cent of senior hairdressers currently working in salons have no qualification or have not completed their level 4 national certificate. Many salons will not apprentice the students they employ as the salons do not have qualified hairdressers or opt to not train young stylists.

Students are very satisfied with their achievement outcomes from the programme and were happy to note the useful behavioural skills they gained, along with:

- Raised self-esteem and self-confidence
- Personal growth

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- Improved self-identity and self-awareness
- Awareness of the importance of professionalism and keeping to time.

Benchmarking has been undertaken across other providers offering similar programmes, but has not been analysed comprehensively. Reporting of this is sporadic and the data is difficult to align with the level 3 programmes only as some of the providers used as benchmarks also deliver other qualification levels.

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**.

PHC learners gain useful skills (haircutting/styling/colouring skills) and offer a skilled workforce to the hairdressing industry. Training is aligned to industry needs, which increases the employability of graduates, as salons continue to take PHC students for work experience. Employers gave examples of PHC work experience students showing good work attitudes and application of knowledge, working well with others and being eager to learn more of the work around particular aspects of hairdressing.

PHC also provides off-job training and assessment for current apprentices to enable them to complete the National Certificate in Hairdressing (Salon Support). PHC has an off-job training contract with HITO to provide the off-job training and assessment for the advanced students. This training helps students achieve the advanced certificate, which leads to the National Certificate in Hairdressing (Professional Stylist). This training contract demonstrates the confidence HITO has in PHC staff and premises to deliver industry training. The evaluation team was present at the Wellington site when a group of 10 off-job-training apprentices were present for an assessment. PHC provides dedicated space for these assessments.

Graduates come back to PHC for 'on-job' training to gain their level 4 national certificate, and other training providers (including HITO) send their students to PHC for their on-job training component. The industry considers PHC as one of the best organisations for ensuring students gain expert knowledge.

The value of student learning and qualifications to stakeholders is collected and analysed by PHC. Phone calls, graduate 'drop-ins', anecdotal feedback, Facebook, Twitter and destination surveys are used to gather destination data, which is analysed and used to inform the updates, delivery and marketing of the programmes. PHC also use the Facebook and Twitter information to show new recruits the value of their learning.

Comprehensive destination data and surveys show that graduates are valued and significant numbers pathway into further study (75 per cent for 2010, 82 per cent for 2011 and 80 per cent for 2012), and then a significant number go on to work in salons.

The organisation has rich data to show the value of achievement, including:

- Referrals
- Enrolments as a result of word of mouth
- Family feedback
- Offers of work
- Repeated requests for work experience students
- The community gaining good employees as reflected by testimonials and conversations the NZQA evaluator had with employers
- Repeat business (PHC has 'students for life', where once a student is enrolled, they can return to any PHC site for free hairstyling 'for life')
- Graduates going out into the hairdressing industry and gaining apprenticeships
- Graduates 'popping back' to PHC and giving tutors and current students information around their employment outcomes and their new knowledge, and emphasising their commitment to achieving well while they were at PHC.

Several examples of exemplary outcomes were heard by the evaluators, including the story of one student leaving with a PHC qualification, gaining the national qualification, going on to work in various salons, and now owning two salons of her own.

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**.

The programme maintains its relevance to stakeholders and the hairdressing community by the organisation consulting with stakeholders, students and the wider sector on programme planning and design. PHC also liaises with other providers and HITO, and conducts student surveys. Actual industry working conditions are duplicated using the on-site commercial salons at all delivery sites. The organisation also has a high involvement in TRoQ and is helping to develop a level 5 national certificate.

Engagement with stakeholders and each site community is done through being involved in Career Expos, community activities and involvement with community services, including WINZ and family planning.

PHC staff have a close relationship with HITO and use the core content of the national certificate in the elementary certificates. PHC needs to meet the requirements of HITO as the standard-setting body, so unit standard delivery and assessment has to be up-to-date, as noted in moderation reports.

Industry needs are gauged through work experience opportunities. All the students are well prepared for work experience. Sustained and successful industry partner engagement with regional salons means that salons continue to take PHC students for work experience. Feedback from the salons attests to the students' exemplary personal and professional skills.

The regional manager visits each site in a managed cyclical approach to cover programme development and review and moderation, and to assist tutors to implement new teaching resources or activities and monitor progress. A report on site activities is written for the management team/board outlining site visit outcomes with an action plan to ensure any issues are addressed immediately. This careful management over all sites provides additional support for staff, and promotes consistent delivery between sites, where any tutor from any site can deliver at another site and students moving around regions can take up where they left off at another site.

With the employment of an 'across-site' programme development manager there is ongoing programme review. This process approves and makes any resulting changes to content, delivery or assessment. The 'across-site' component ensures consistency of programme delivery and assessment across all sites. In any week the same part of the programme will be taught across all sites. This enables changes of tutoring staff at any time and also meets the needs of those students who move from one region to another to enable them to continue their study. Evidence of this was seen by the evaluators during the EER visit.

Work/role-plays become meaningful and engaging for students as all of the PHC salons have a commercial space where students work on 'live' customers. This provides learners with the confidence they need to build their skills and shows that they are ready for certain aspects of work in a real salon. Students are able to work at their own pace using the specifically designed record-of-training book; each student uses this book to record their learning, the work they have to complete, and goal-setting. The book also outlines weekly requirements, with areas for noting achievements. The book outlines each unit standard to be covered, covering the knowledge (theory) and practical aspects of the standard with specific tick-off areas and sign-offs.

Changes to the programme to match the needs of learners were shown by changes to theory and practical units, and feedback from students during the evaluation attested to these changes and the outcomes for the students.

Students have the opportunity to comment on their programme, the facilities and the support they receive from staff and management through various forms of regular student evaluations. Feedback from students guides positive change and improvement in the organisation. PHC responds to student questions and concerns at enrolment and induction through debriefs, a suggestion box, the student forum, an open-door policy, access to a group tutor or student counsellor and peer support, the cultural manager, staff meetings, and using programme review and student evaluations.

PHC have an annual focus on Te Wiki o te Reo Māori (Māori Language Week). During the week the cultural manager travels to all sites and supports staff and students to deliver the current year's theme. Anecdotally, the cultural manager views the role as being critical in developing PHC's cultural capacity to support many other cultures, including Pasifika.

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**.

PHC employs qualified teachers with specialist knowledge and expertise in hairdressing that enables it to deliver programmes to meet the needs of the hairdressing industry and the community. The average length of employment for staff at PHC is eight years. Staff undertake ongoing training through working in a salon each year for 80 hours (a requirement of HITO) and most have either adult teaching qualifications and/or have completed study in the National Certificate in Adult Literacy and Numeracy Education (Level 5). Some are completing further study and all staff participate in the end-of-year PHC two-day conference, where new techniques and technologies are demonstrated.

Each site has a site manager, principal tutor, artistic team member and tutors with clear and well-understood separation of roles within a hierarchical structure. This is to ensure consistency at all levels, including work experience and practical components, and directs the awareness around student attendance, retention and achievement data. This chain of responsibility works well to ensure the smooth running of the salons at each site, achieving the care needed with real clients and the use of chemicals together with the ongoing overview of student progress.

Specialised staffing across the sites includes a cultural manager to support Māori learners and to monitor Māori student achievement, and an artistic manager to help students keep up-to-date with the latest cutting and styling trends.

Barriers to learning are minimised by:

- The offering of breakfast

- Clustering assessment against multiple unit standards
- Assessment of numeracy and literacy needs
- Thorough internal moderation of assessment
- Regular and repeated assessment opportunities
- Ongoing tutor support with opportunities for one-to-one help
- Student/tutor-agreed goal-setting
- Carefully aligned and supported work experience.

Enrolment processes are in place to identify student needs at the beginning of the programme. These needs are monitored through individual development plans, where attendance and learning progress are closely monitored each day by the student and tutor using the student record-of-training book. Any deviations from the learning pathway are noted early and are well managed well using the various support initiatives available.

Staff hold regular meetings, either face-to-face or using Skype, and have frequent opportunities to observe peer educators, engage in team teaching, and be observed delivering training. Ongoing student evaluation of their teaching, the programme and numeracy and literacy evaluations (where any needed staff development is identified) is monitored to help ensure teaching is effective.

Student feedback on the teaching is highly positive around the personal support and support for learning provided by staff. Programmes are well resourced and, as a result of analysis of feedback from students, classes now have a good balance of theory and practice. Students work with real clients and operate a salon booking system which is used in industry salons, which gives them opportunities to build their customer service skills.

PHC made a conscious decision to have staff teach the first six-week sessions twice. This is a result of the drop in achievement in 2012, and ensures comprehensive capture of knowledge and layered learning for the students.

Students, graduates, hairdressers and advisory group members spoke highly of the teaching staff. Students liked the open, friendly environment and found their learning activities interesting and challenging. PHC staff and management have excellent salon networks to enable repeat work experience opportunities for students.

Thorough processes and internal checks around programme delivery and meeting student and industry needs include peer observations, peer moderation, peer teaching, and internal and external moderation. Staff understand the importance of moderation activities to ensure assessment practices are robust and valid and that there is consistency of assessment that supports learning. This is reflected in PHC's excellent external moderation outcomes from HITO.

PHC also holds an annual two-day conference which provides staff with the opportunity to review programme content and discuss teaching strategies, and draws the staff together. Any new teaching or learning activities or technologies are introduced at the conference to ensure tutors are teaching to a similar standard. The conference is the opportunity for formal recognition of staff through PHC teaching awards and cultural awards. It is also the platform for any new industry/profession innovations to be discussed and for guest speakers to be invited in order for PHC to maintain currency and relevancy in their profession.

Benchmarking of internal moderation outcomes is undertaken across sites by the site moderation and programme developer, and an analysis of outcomes is used to ensure:

- Tutors are upskilled, spoken to, and supported
- Staff training needs are being met
- Student assessment is valid.

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**.

Students are kept well informed about programme content and requirements. From analysis of retention statistics, PHC believes there is a positive correlation between student enrolment, attendance and achievement, and therefore monitors student attendance closely through a broad range of successful pastoral care initiatives. Care is taken with enrolment to ensure a student really wants to complete a hairdressing qualification and work in the industry. Toolkits are given to students at the start of the programme, adding to a student's feeling of being in the hairdressing industry. Student goal-setting is introduced early and is followed up daily and weekly with the student record-of-training book.

PHC ensure learners at all stages clearly understand study options and expectations related to their learning goals, including the literacy and numeracy demands of the programmes. This is done through comprehensive enrolment and induction processes, goal-setting through the student record-of-training book, programme evaluations, and numeracy and literacy evaluations of students.

PHC assesses students' ability to complete the programme, and teaching teams share results during weekly meetings to ensure good coverage of student learning achievements and to note student difficulties. PHC requires staff to be aware of the level of learning of most of the students and this has brought about an emphasis on literacy and numeracy needs. Workbooks and training material with embedded literacy/numeracy features assist those students who have difficulties. Literacy and

numeracy results are noted in tutor records to ensure those students are supported. Evaluators saw the embedded literacy and numeracy features in workbooks and in all resources and assessments. Improvements are noted and monitored as students progress, but it was also noted that, when tested as they leave PHC, many of the students tested at the same level as when they arrived (or less). When students were asked about these results, they commented that because they were leaving they were not concerned about answering well and the results reflected this. As a result, PHC is beginning to test students again at an earlier time to assess their literacy and numeracy levels before they leave.

PHC enrolls high numbers of Māori learners and 50 per cent of current students at the Hawkes Bay site identify as Māori. Very few Pasifika students have enrolled in PHC or identify themselves as Pasifika. PHC has established indicators of success for increasing Māori achievement rates in relation to other students and across delivery sites, particularly at the Napier and Wellington sites.

PHC is aware of student diversity and different learning styles, and as a result has employed a cultural manager to ensure Māori and Pasifika students are well supported and that staff gain knowledge and expertise in relevant cultural aspects of the students' lives.

The evaluation team noticed several cultural practices during the EER, including a request that the evaluators attend the end-of-week/day karakia delivered by a Māori student at Napier.

One of the students interviewed at the Lower Hutt site was a graduate of a local kura kaupapa Māori and acknowledged the support she is receiving as a Māori learner, including the organisation's focus during Te Wiki o Te Reo Māori, which makes her feel valued and respected.

Further evidence of cultural response was seen at each site, where Māori translations were posted on most of the items used around the salons, in the kitchens and in the offices. Staff and learners at the two sites visited understood PHC's cultural response strategy, in terms of Māori culture, to raise the achievement rates of Māori learners, and were supportive of it.

Students interviewed by the evaluation team spoke of the care, support and professionalism of the teachers as factors that helped them with their learning, achievement of their goals, and successful completion of the programme. PHC has a buddy system in place and student peer mentoring is encouraged and supported for those students who wish to participate and achieve well.

A strong rapport between students and teachers was evident from discussions the evaluation team had and from the evaluation survey outcomes. Students have the opportunity to comment on their programme, the facilities and the support they receive from staff and management through various forms of student evaluations, focus groups, Friday feedback sessions, and one-to-one discussion, all of which take place regularly. Feedback from students informs positive change and improvement in the organisation.

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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**.

The purpose and direction of PHC is clear. A carefully managed formal strategic plan is in place as a result of a review of each site and administration area in 2013. The governing board and management ensure that they are gaining new information around updated technologies around hairdressing, along with ensuring the consistency of the up-skilling of staff in these areas. The board has an external advisor to provide an external perspective on the organisation's strategy and goals, and members of management are involved with TRoQ to support alignment with other similar organisations and enable them to progress students on to a level 4 programme.

PHC is led by values and strategies, shown by clear and transparent management board and advisory direction. Board and management involvement around the drop in achievement in 2012 brought about change as a result of discussion with all staff about the reasons for the drop. To address the issue, staff were given a new regime and goals for improving attendance, alignment of theory and practice, as well as better programme evaluation and review, moderation coordination and peer review to ensure consistency across sites. Policies around enrolment, attendance and student retention were also tightened.

Changes as a result of the above review of practices are now in place. Management has better aligned the practical and theory components of the programme with the assessments, so the learning fits better with the needs of learners and stakeholders, and has trialled serving breakfast at each centre in an attempt to ensure the attendance of students. These initiatives have been carefully managed, followed up and the results analysed. The analysis showed that the breakfast initiative has made some impact on the attendance and concentration of students and that the change to the mix of theory and practice has lifted student engagement with the learning. Both changes have helped achievement rates, as shown by the lift in student achievement in 2013 and also by the student evaluation forms and staff feedback, which notes that the initiatives are effective.

The management team anticipates and responds to changes in hairdressing techniques, and gains information to help staff keep up with developments in technology, work practices and the economic environment through various organisations and stakeholders (i.e. the PHC advisory board, newsletters, a strategic consultant, the TEC, private providers, HITO, ITENZ, the New Zealand Association of Registered Hairdressers, NZQA, Ministry of Education). New initiatives are discussed with stakeholders and formed into strategies and goals.

Programmes are well resourced, with industry-like conditions duplicated in a practical environment like a commercial salon. Resources are allocated to support learning and raise achievement rates. The practice of well-qualified staff is affirmed by positive external moderation reports by HITO. Staff are valued and professional development is encouraged and supported.

Te Wiki o te Reo Māori (Māori Language Week) is the vehicle that PHC uses to drive its internal strategy, Whakanuia. This strategy aims to raise levels of awareness among staff and students to support Māori learners and widen staff members' cultural knowledge. A cultural manager was employed in 2011 to drive the annual cultural events and to monitor Māori student achievement. Anecdotally, the cultural manager views the role as being critical to developing PHC's cultural capacity to deal with many other cultures, including Pasifika.

The management team has employed an artistic manager and a programme developer and moderation manager to ensure quality and consistency across all sites as outlined earlier in this report.

The principal/owner visits all sites regularly and communicates with staff on all aspects of the business. The principal/owner officer is receptive to feedback and new ideas from staff. He leads by example, as a hairdresser himself, and takes time to work on the salon floor with the students to demonstrate his skill and to discuss new techniques with students, which they benefit from. Participating in training activities keeps the chief executive officer up-to-date with training needs and pressures and each site's current training resources.

Most self-assessment is ongoing, authentic, transparent and robust and leads to worthwhile improvements, but there was some self-assessment analysis completed where the relevance is not always clear. Extensive data collection is undertaken by PHC, and the organisation needs to ensure that collection and analysis of the data has a purpose for continuous improvement.

Overall, PHC shows a commitment to ensuring that the students' needs are being met by providing relevant pre-programme information and stimulating training venues with functioning salons and real clientele, supporting students in their learning by making relevant changes to programmes, ensuring consistency across all delivery sites, employing qualified teachers, and offering comprehensive post-programme support.

Focus Areas

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

2.1 Focus area: Governance, management and strategy

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

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

2.2 Focus area: Certificate in Hairdressing (Level 3)

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

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

Recommendations

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

Appendix

Regulatory basis for external evaluation and review

External evaluation and review is conducted according to the External Evaluation and Review (EER) Rules 2013, which are made by NZQA under section 253 of the Education Act 1989 and approved by the NZQA Board and the Minister for Tertiary Education, Skills and Employment.

Self-assessment and participation in external evaluation and review are requirements for maintaining accreditation to provide an approved programme for all TEOs other than universities. The requirements are set through the NZQF Programme Approval and Accreditation Rules 2013, which are also made by NZQA under section 253 of the Education Act 1989 and approved by the NZQA Board and the Minister for Tertiary Education, Skills and Employment.

In addition, the Private Training Establishment Registration Rules 2013 require registered private training establishments to undertake self-assessment and participate in external evaluation and review, in accordance with the External Evaluation and Review Rules (EER) 2013, as a condition of maintaining registration. The Private Training Establishment Registration Rules 2013 are also made by NZQA under section 253 of the Education Act 1989 and approved by the NZQA Board and the Minister for Tertiary Education, Skills and Employment.

NZQA is responsible for ensuring non-university TEOs continue to comply with the rules after the initial granting of approval and accreditation of programmes and/or registration. The New Zealand Vice-Chancellors' Committee (NZVCC) has statutory responsibility for compliance by universities.

This report reflects the findings and conclusions of the external evaluation and review process, conducted according to the External Evaluation and Review (EER) Rules 2013.

The report identifies strengths and areas for improvement in terms of the organisation's educational performance and capability in self-assessment.

External evaluation and review reports are one contributing piece of information in determining future funding decisions where the organisation is a funded TEO subject to an investment plan agreed with the Tertiary Education Commission.

External evaluation and review reports are public information and are available from the NZQA website (www.nzqa.govt.nz).

The External Evaluation and Review (EER) Rules 2013 are available at <http://www.nzqa.govt.nz/assets/About-us/Our-role/Rules/EER-Rules.pdf>, while information about the conduct and methodology for external evaluation and review can be found at <http://www.nzqa.govt.nz/providers-partners/external-evaluation-and-review/policy-and-guidelines-eer/introduction/>.

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