



NEW ZEALAND **QUALIFICATIONS** AUTHORITY
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Report of External Evaluation and Review

National School of Aesthetics

Confident in educational performance

Confident in capability in self-assessment

Date of report: 23 May 2018

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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:	National School of Aesthetics
Type:	Private training establishment (PTE)
First registered:	1 March 1991
Location:	134 Antigua Street, Addington, Christchurch
Delivery sites:	As above
Courses currently delivered:	Certificate in Nail Technology (Level 4) (seven students); Diploma in Beauty Therapy and Applied Aesthetics (Level 5) (32 students); Diploma in Beauty Therapy and Applied Aesthetics with Certificate in Nail Technology (Level 4 and 5) (four students)
Code of Practice signatory:	Yes, but no international students were enrolled at the time of the external evaluation and review (EER).
Number of students:	Domestic: 67 EFTS (97 students) – 100 per cent female; 67 per cent 17-24 years; 33 per cent 25 years plus; 15.8 per cent Māori; 2.6 per cent Pasifika; 1.8 per cent Asian; 5.2 per cent Other International: nil
Number of staff:	10 part-time (30-40 hours per week)
Scope of active accreditation:	See: http://eqa-rdca.nzqa.govt.nz/edorg/provider/accreds-view.do?providerId=56228554

Distinctive characteristics:	<p>National School of Aesthetics offers ITEC and CIDESCO international qualifications. International Therapy Examination Council (ITEC, UK) and Comite International D'Esthetique et De Cosmetology (CIDESCO, Switzerland) are international examination boards that provide qualifications in beauty and spa therapy, hairdressing, complementary therapies, sports and fitness training and customer service. These qualifications are recognised locally and internationally. ITEC qualifications are aligned to the National Qualifications Framework United Kingdom. National School of Aesthetics is the only South Island provider of CIDESCO qualifications. National School of Aesthetics belongs to the New Zealand Association of Registered Beauty Therapists.</p>
Recent significant changes:	<p>The school has had the same owners since its inception in 1985.</p> <p>There have been some recent staff changes, including a tutor who had been in her position for one week at the time of the EER. However, the director of education, the principal and the director of operations are long-standing staff members. There was a change of premises following earthquake damage. The new premises have been adapted to meet the school's requirements.</p>
Previous quality assurance history:	<p>At the most recent EER in 2013, NZQA was Highly Confident in both the educational performance and capability in self-assessment of National School of Aesthetics.</p> <p>A TEC audit undertaken in 2015 reported four findings, resulting in three recommendations. Two key issues were both rectified. National School of Aesthetics receives TEC Student Achievement Component 3+ funding and students can access Ministry of Social Development student loans and allowances.</p>

2. Scope of external evaluation and review

The programme focus area selected was the Diploma in Beauty Therapy and Applied Aesthetics (Level 5) which currently has 32 students and comprises three embedded qualifications: Facial Therapy, Body Therapy, and Epilation. The programme selected accounts for most student enrolments.

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 evaluation was conducted over two days on site at the Christchurch campus. The evaluators met with the joint owners, director of operations, the principal and the director of education, tutors and students. Several external stakeholders were contacted by phone following the EER. A range of documentation was reviewed including: the comprehensive self-assessment provided before the EER (detailing changes and improvements made since the last EER), the tutor and student handbooks, the operations manual, student files, attendance records, course and qualification completion rates from 2003 to 2016, comparative course, qualification and retention data between National School of Aesthetics and other beauty providers (2009-2016), graduate outcomes data, and ITEC summaries of results for the last three years.

Summary of Results

Statement of confidence on educational performance

NZQA is **Confident** in the educational performance and **Confident** in the capability in self-assessment of **National School of Aesthetics** for the following reasons:

- Course completions meet TEC commitments for the years 2014-2016. Comparison with providers offering similar programmes shows that National School of Aesthetics' youth, Pasifika and Māori are performing on a par with or above these organisations.
- When compared with similar organisations offering health and beauty qualifications, the PTE has comparable median course completions for 2012-2015 using the TEC's educational performance indicators.
- Programme design and delivery is centred around the ITEC syllabus, which is traditionally focused and recognised locally and internationally. All students learn the ITEC and CIDESCO syllabi, but students choose whether to sit the respective exams. These internationally recognised qualifications provide opportunities for graduates to work overseas.
- The owners and management team are experienced, and both staff and management are passionate about the health and beauty industry. This was recognised in 2013 by the owners receiving the Contribution to the Industry Award from the New Zealand Association of Registered Beauty Therapists.
- As noted at the previous EER in 2013, the performance management system could be strengthened by a more formal annual review. This does not have a significant impact because performance management occurs through the involvement of management in overseeing courses. A more formal process around annual programme review and student evaluations could ensure evidence of more penetrating and cross-scrutiny of data yielding key further investigations which might contribute to improvements in programme delivery and learner support strategies.
- Employer feedback indicates that graduates are well prepared for work in the health and beauty industry. They are adaptable and relate well to clients. Graduate destination data is collected. While such data has been gathered for a number of years, meaningful analysis and use of it to make improvements is in the early stages. It was not evident to the evaluation team how this data was used to inform programme development or review.
- National School of Aesthetics collates detailed achievement data. However, this data is not systematically analysed by the management team to understand achievement rates and fluctuations in achievement over time.

- Greater understanding and appreciation of the benefits of self-assessment for ongoing improvement requires even more opportunities for staff to be involved in self-assessment and decision-making processes.

Findings¹

1.1 How well do students 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**.

Programmes offered provide students with the opportunity to gain qualifications on the New Zealand Qualifications Framework in beauty therapy and nail technology. Since the last EER in 2013, students' entry-level qualifications have risen, with more students enrolling with level 3 NCEA than previously. This has reduced the need noted in the 2013 EER report to 'review the adequacy of the literacy and numeracy support for some learners', as fewer students are presenting with literacy and numeracy deficits. However, support is offered to students who need it.

Table 1. Student course and qualification completions – TEC educational performance indicators for all National School of Aesthetics students level 4 and above, 2014-2016

Years	2014	2015	2016
Course completion	91% (80%*)	83% (80%)	82% (80%)
Qualification completion	89% (80%)	75% (80%)	81% (80%)

*National School of Aesthetics educational performance indicator commitments (EPIC) are shown in brackets

Course completions, the most accurate measure of student achievement, exceeded National School of Aesthetics educational performance commitments, agreed with TEC, for the years 2014-2016.

Māori and Pasifika achievement rates compare favourably with those for all students. Data collected over the years 2003-2016 shows that Māori enrolments were on average 11.9 per cent (compared with Māori enrolments of 8.14 per cent at other Canterbury TEOs over the same period) and that retention from 2004-2016 was high at 84.05 per cent. Between 2004-2016 76.29 per cent of Māori students completed their course, with a 74.05 qualification achievement rate. Almost all Māori students (89.4 per cent) went on to further study or employment.

Pasifika retention rates for 2004-2016 was 77.78 per cent, however the small numbers enrolled affects results. Pasifika student qualification completion was 84.00 per cent, and from 2004-2016 77.78 per cent went on to further study or employment. These outcomes indicate that National School of Aesthetics attracts

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

Māori and Pasifika students to its programmes and that the educational needs of these cohorts are successfully met.

National School of Aesthetics collates detailed achievement data. However, this data does not appear to be systematically analysed by the management team to understand achievement rates and fluctuations in achievement over time. A more formal annual review process that systematically analyses achievement and graduate outcomes data would enable greater discussion of trends and inform ongoing changes and improvements.

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

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**.

Learning is hands-on and practical which suits the student cohort. Tutors, often with similar learning styles, understand this and maximise learning opportunities by integrating theory into real-life situations as often as possible. Barriers to learning are reduced by small classes which enable tutors to provide students with one-to-one attention.

Many students enrol through word-of-mouth recommendation from former students and employers, indicating the value of the programmes offered. Employers commented that graduates are realistic about industry demands, and are mature, work-ready and adaptable. These attributes, skills and attitudes added value to the business and ensured that the lack of industry experience of a new graduate was balanced by their willingness to contribute and continue learning. Internationally recognised qualifications (ITEC and CIDESCO) allow graduates to work overseas. The programmes offered include facial and body electrical treatments and figure analysis. These are core skills required for work in many clinics, spas and cruise ships.

The organisation has developed a Facebook account to give the school a strong social media presence and to keep in touch with graduates. Graduate destination data is gathered at three months post-graduation and continually for up to two years after graduation. This is done in several ways: through tutors, in person and through Facebook postings. The data from the June 2016 programmes – comprising 40 students – showed that 73 per cent gained work related to their qualification and 19 per cent went on to further study, with 8 per cent unable to be contacted. These figures indicate that most students are productively engaged in the community post-graduation, using their qualification or adding to their qualification with further study.

1.3 How well do programme design and delivery, including learning and assessment activities, match the needs of students and other relevant 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 **Good**.

The focus on student needs ensures that resources are allocated to support teaching and learning. National School of Aesthetics has excellent purpose-built facilities that are welcoming and attractive with first-class equipment. The yearly graduation ceremony is an opportunity to demonstrate to whānau the progress of a family member and an opportunity for shared pride.

Stakeholder engagement is informal and ongoing, and is well informed by the owners' long-standing contacts and service to the beauty industry over many years. This was recognised in 2013 by the owners receiving the Contribution to the Industry Award from the New Zealand Association of Registered Beauty Therapists.

Programme design and delivery is centred on the ITEC syllabus, which is traditionally focused and recognised locally and internationally. All students learn the ITEC and CIDESCO syllabi, but students choose whether to sit the respective exams. In 2014, to better align with the ITEC syllabus, National School of Aesthetics changed their internal pass rate from 70 to 60 per cent. This enabled students who were strong in practical but moderate in theory to enjoy more success.

The standards of technical expertise and understanding required to attain the international exams ensures that students acquire high-level technical knowledge and understanding. Examiners travel to New Zealand to assess students. Most students who sit these exams are successful, achieving a 97.55 per cent pass average rate over the years 2003-2016. Of these graduates, about 9 per cent went overseas to work.

Exam result summaries from ITEC are detailed and indicate areas where students might require further instruction. This information is discussed and used to guide future teaching content or strategy. National School of Aesthetics supplements the ITEC content with popular treatment options to ensure students are up to date with current New Zealand practices. Tutors and the student liaison officer meet informally each day and all staff meet every Friday at a formal meeting. They sometimes co-teach and are supportive of each other, both personally and professionally. To enable students to focus on techniques, tutors attempt to minimise variation while explaining practical techniques. This assists students to concentrate on treatments and their outcomes rather than variations on how to deliver treatments.

1.4 How effectively are students supported and involved in their learning?

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**.

Teaching and learning is supported by up-to-date facilities for all programmes. Students are well informed about their progress, and feedback from assessments is used to improve student comprehension and performance. National School of Aesthetics has a Performance Advice Notice system that measures important workplace criteria: manner/attitude, appearance, hygiene and sterilisation, preparation and clean-up, and performance. The daily checking and meeting of these work-readiness skills and attributes of students by the tutors contributes to final grades. Persistent non-achievement of these criteria may lead to course failure. Students have opportunities to apply their knowledge and skills at the regular clinic days that the public attend, including offering reception duties. Students are observed at the clinic and are given constructive feedback by tutors.

Student support includes close checking (on the first day and all days of absence) and follow-up of attendance. There is an attendance database. NASA issues weekly notices to students who have been absent. These notices include the days missed, total hours absent from class and the maximum absence allowed for the programme. Punctuality is also expected, as in the workplace. ITEC feedback also serves as a moderating function and a measure of how well National School of Aesthetics compares internationally.

Staff continue to monitor the effects of the Christchurch earthquakes on individual student performance and provide pastoral support internally or refer students to external agencies when required.

1.5 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 **Good**.

National School of Aesthetics is managed and governed by the chief executive officer, director of education and the director of operations. They meet informally but one of them usually takes notes. Staff are well qualified and experienced. Employment of new staff has been well managed and includes a buddy system with an experienced staff member to provide support and ensure that the National School of Aesthetics' systems are understood and followed. This is complemented by a tutor manual detailing key processes.

Duplication of provision of the Diploma in Beauty Therapy has affected National School of Aesthetics' enrolments and the PTE's confidence in some government agencies after having to spend a lot of time and energy trying to understand government criteria and funding decisions and challenging them successfully. These issues, combined with the move to New Zealand qualifications following the Targeted Review of Qualifications and the ongoing stresses in the aftermath of the earthquake, have had an impact on the governance and management team. However negative impacts on teaching and learning have been negligible.

Positive outcomes include the new post-quake, fit-for-purpose premises and a deep awareness by all staff of barriers to learning. An obvious example is the heightened levels of anxiety induced by the region's earthquakes. National School of Aesthetics has reduced barriers to learning by continuing to have small classes and by offering targeted one-to-one support when necessary.

The educational environment has changed considerably since National School of Aesthetics was founded in 1985. The owners have considerable historical knowledge of the sector. They have developed a succession plan that ensures the ongoing operation of the PTE if they decide to become less directly involved. A wider governance body and/or advisory committee to provide added expertise and support to the existing governance team might be useful. In addition, involving staff more fully in self-assessment processes would contribute to the development of a greater shared understanding and eventual embedding of self-assessment across the organisation.

1.6 How effectively are important compliance accountabilities managed?

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**.

The organisation has compliance management processes that cover the educational requirements of NZQA, including a quality management system that is regularly reviewed and updated. National School of Aesthetics complies with NZQA rules; programme delivery matches approved hours and delivery activities.

As a signatory to the Education (Pastoral Care of International Students) Code of Practice, the management team was aware of recent changes to the code, even though the PTE has not recently enrolled international students and is most unlikely to consider doing so in the future. Information on the website is also current. Health and Safety at Work Act changes from April 2016 have been well communicated to staff. Effective guidance to students around correct equipment, correct uniform (including correct footwear) and safety issues, such as hair tied back, was evident to the evaluators as consistently applied and its importance understood by students.

Earthquake procedures are communicated to students regularly; information includes how to evacuate the premises, the location of the assembly point, expected aftershocks, and the PTE's Facebook page for up-to-date information. Two practice evacuations in 2016 were completed within two minutes, indicating that staff and students are well prepared for an emergency.

A TEC audit in 2015 identified four findings, resulting in three recommendations, and including the way prior learning was recorded in the student management system and a minor discrepancy in the recognition of prior learning fee on the website and in the paperwork. Both of these items were rectified to the satisfaction of all concerned.

The effectiveness of compliance management was informed by reviewing information held by NZQA regarding risk, approvals and accreditation, and assessment and moderation, and by on-site interviews. In addition, the evaluation team spoke with external stakeholders who had employed National School of Aesthetics graduates. Employers indicated that these graduates were safety conscious and understood the importance of complying with correct procedures for handling chemicals. All students undertake a first aid course prior to graduation which provides them with basic knowledge of first aid procedures.

Focus Areas

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

2.1 Focus area: Diploma in Beauty Therapy and Applied Aesthetics (Level 5)

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

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

Recommendations

It is recommended that National School of Aesthetics:

- In addition to the succession plan which has been in place for some years, consider the usefulness of a wider governance body and/or advisory committee to provide added expertise to the existing governance team.
- Consider the usefulness of a more formal annual review process that systematically analyses achievement and graduate outcomes data, enables discussion of trends, and informs ongoing changes and improvements.
- Consider ways to involve staff even more fully at all stages of self-assessment processes to develop a greater shared understanding and eventual embedding of self-assessment across the organisation.

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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