



Mana Tohu Mātauranga o Aotearoa
New Zealand Qualifications Authority

External Evaluation and Review Report

Manawatu Education Academy (PN)
Limited trading as BHB Academy

Date of report: 11 July 2023

About Manawatu Education Academy (PN) Limited trading as BHB Academy

BHB Academy (BHB) delivers hairdressing, barbering and beauty qualifications within the Manawatu region. Strong connections with local communities have created opportunities for collaborative learning and growth.

Type of organisation:	Private training establishment PTE)
Location:	158 Broadway Avenue, Palmerston North
Eligible to enrol intl students:	No
Number of students:	<u>Domestic</u> 2023 (as at 24 April 2023): 36 students (27 EFTS – equivalent full-time students); 11 (30 per cent) Māori, nil Pasifika, three (3 per cent) learners with a disability (two learning, one medical) 2022: 65 students (50 EFTS); 31 (48 per cent) Māori students, three (5 per cent) Pasifika students BHB did not collect data on disability prior to 2023. <u>International:</u> nil
Number of staff:	Seven full-time, two part-time
TEO profile:	Manawatu Education Academy (PN) Ltd – provider page on NZQA website
Last EER outcome:	In April 2019, NZQA was highly confident in both BHB Academy’s educational performance and capability in self-assessment.
Scope of evaluation:	<ul style="list-style-type: none">• Focus area 1: New Zealand Certificate in Hairdressing (Salon Support) (Level 3) [Ref: 2411] (ID: 118091); and New Zealand Certificate in Hairdressing (Emerging Stylists) (Level 4) [Ref: 2412] (ID:118226)

- Focus area 2: New Zealand Certificate in commercial Barbering (Level 4) [Ref: 2115] (ID: 125725)

MoE number: 8621
NZQA reference: C52614
Dates of EER visit (virtual): 4-6 April 2023

Summary of results

Strong achievement of industry and life skills, regular review and individualised support empowers BHB staff and students. BHB stakeholders gain highly valued outcomes. Strong, organised leadership keeps BHB's commitments and values to all stakeholders at the forefront of their educational activity.

Highly Confident in educational performance

- Consistently strong achievement of course and qualification completions and active fostering of work-readiness and life skills and knowledge mean BHB graduates are work-ready. Reasons for withdrawals are understood and used for review purposes.
- BHB monitors priority group learner achievement to understand and respond to their needs appropriately. Māori student achievement is increasing and will continue to be a focus for BHB.

Highly Confident in capability in self-assessment

- BHB regularly engages with its stakeholders to ensure provision of highly valued, relevant outcomes for all. The PTE ensures the currency and relevance of programmes through regular review.
- Regular interaction with all stakeholders and varied learning activities ensures students are engaged in relevant, current and reviewed programmes. Robust moderation supports sound assessment which validates students' achievement.
- BHB fosters collaboration and networking to ensure learners' learning, pastoral and cultural needs and goals are understood and met in a prompt manner.
- The provision of comprehensive, individualised support is a strength of this organisation, with learners gaining multiple transferable skills through a variety of activities. Students contribute to BHB's operation through feedback and student-led groups.
- Along with its values and commitments, the organisation's purpose and direction drive activity, inform strategic planning, and empower staff and students. Resources and staff development support efficient, effective review of BHB operations.

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- BHB monitors and manages its compliance accountabilities to a high standard. Recent in-depth reviews have resulted in updates that have further improved previously strong practices.

Key evaluation question findings¹

1.1 How well do students achieve?

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>To BHB Academy, achievement is gaining ‘personal and professional growth and confidence’. Strong qualification and course completion rates² that sit above the sector median attest to students gaining skills and knowledge that are seen as important by industry. A qualification rate averaging above 70 per cent since the previous EER also attests to the strength of achievement, particularly when considering the effect of Covid lockdowns on student numbers, the small class sizes (12-13) and a large number of students being under the age of 25.</p> <p>Of equal importance is the achievement of additional skills that will make the graduates more employable as well as benefit their personal growth. These skills include making coffee, running a reception desk, washing towels and taking a pride in their appearance, which are necessary in a salon or barber shop and have become a deliverable for BHB. Employers attest to BHB graduates being very ready for work.</p> <p>Māori students make up almost half of the student body. Since the advent of Covid, and with some students needing to find employment, Māori completion figures have fallen below other students.³ This disparity in achievement is recognised by BHB staff and progress data is regularly used to support timely interventions and review. These interventions have begun to improve this group’s completions. Further review is to be continued, with Māori student parity remaining a focus area in the 2023-25 strategic plan.</p> <p>Other priority group learners are achieving at parity. However, the small numbers have a disproportionate effect on achievement percentages. BHB and other stakeholders speak</p>

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

² See Appendix 1 for course and qualification achievement rates.

³ See Appendix 1 for course and qualification achievement rates.

	positively about the achievements of learners with a disability. Formally capturing this data alongside Māori and Pasifika achievement rates would bring greater depth to BHB's current review practices.
Conclusion:	Strong achievement, work-readiness and life skills and knowledge mean BHB graduates are ready to be employed in industry. Māori student achievement is increasing and will continue to be a focus for BHB.

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

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>BHB provides study pathways and extra skills training to help students to either progress in their study or gain employment in the industry. Prior to Covid, around three-quarters of the students undertaking the level 2 and 3 programmes progressed through to the level 4, with over 70 per cent of these graduating to employment, primarily in the industry. Student evaluations and stakeholder feedback shows the value of these outcomes. Sufficient ratings gained in assuring consistency reviews support effective meeting of graduate programme outcomes.</p> <p>Interpersonal, collaborative and personal wellbeing-related skills are also developed at BHB. Students, graduates and families all speak positively about the learners' growth in confidence, communication skills, organisational skills and time management. BHB fosters these skills and its own self-review practices.</p> <p>Commercial spaces – where students gain client-based experience in salon, retail, reception and barista-related areas – indicates another area of value for stakeholders. Students regularly provide feedback on issues related to working in these commercial spaces. This has allowed BHB to adjust timetables to better meet students' study and staff work needs, without reducing the value that such facilities provide to the surrounding community.</p> <p>Working in and alongside the community is seen as a necessary part of training, particularly for those completing barbering qualifications. Regular community outreach with schools, youth work organisations and cultural teams is well received by</p>

	stakeholders and also supports BHB's growth as a culturally inclusive education organisation.
Conclusion:	BHB uses multiple avenues to provide highly valued, relevant outcomes to stakeholders. Regular feedback is used to review activity to ensure student and staff work commitments are appropriate.

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

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>BHB communicates regularly externally (local business, industry and community groups) and internally (students and staff) to ensure programme review and delivery is relevant, current and meets needs. Regular meetings of staff to discuss data and feedback drives prompt review and improvement. Every activity chosen is deliberately targeted at the skills needed in life and employment. Learners remain engaged through activities that support the development of group work, leadership, industry-related literacy and numeracy as well as a practical application of recently learned theory. Regular meetings with staff and students allow for prompt action and change to meet students' emerging needs in a timely fashion.</p> <p>Even though assessment is timetabled, students are able to take the assessment when ready. Formative assessment is regularly used to monitor progress, and practical assessments can be delayed when necessary. Tutors mark and provide feedback for practical assessments immediately, and for theory assessments within the week. Feedback provides students with areas for improvement. Assessments are ratified by the director who manages all academic operations. Both internal and external pre- and post-assessment moderation then occurs as per the annually set schedule. The gaining of a best practice status from HITO⁴ for multiple years, and a positive moderation report from the Toi Mai Workforce Development Council attests to the assessments being valid, consistent and fair.</p>

⁴ Hairdressing Industry Training Organisation

Conclusion:	Regular interaction with stakeholders and varied learning activities ensure the students are engaged in relevant, current and reviewed programmes. Robust, positive moderation and assessment outcomes show that assessments are valid, consistent and fair.
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1.4 How effectively are students supported and involved in their learning?

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>Students either visit the website or approach BHB for information about the courses available before enrolling. Once enrolled, study-related information is available on the learning management system, student handbook and around campus for continued reference.</p> <p>A comprehensive enrolment interview identifies learning styles, needs and goals. This is further supplemented with literacy and numeracy testing and formed into individual student profiles at the one-day orientation. Tutors use these profiles to create individual learning plans for each of the students, which are discussed and updated every fortnight. Information from each student's self-reflection journal is also used to inform these updates. Students feel well supported in their learning, pastorally and culturally. Students are able to approach staff at any time when assistance is needed.</p> <p>BHB has a number of mechanisms to ensure networks are built, students feel included, and barriers to learning are reduced. These range from daily small group activities in the debrief sessions to literacy and numeracy worksheets in each theory class. Peer and cross-discipline teaching releases tutors to work one-on-one with those that need more time. Weekly meetings ensure staff are aware of student progress and concerns and all staff are included in the solutions. Family members, community representatives and students all provide feedback on how transformative and inclusive studying at BHB can be.</p> <p>An active student leadership and cultural group meets every five weeks. They bring suggestions and thoughts from the student body to the staff, as well as assist in running campus-wide celebrations (Matariki, St Patricks Day) or fundraising (Pink Shirt Day) activities. Students attest to feeling they are part of a</p>

	whānau at BHB, and staff provided evidence of the contributions of the student leadership and cultural group to BHB daily operations.
Conclusion:	Active fostering of collaboration and networking and the provision of comprehensive, individualised support are strengths of this organisation. Students contribute to BHB's operation.

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

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>BHB changed ownership during 2020. Two senior managers within the organisation bought the business. A form of succession 'training' was undertaken by the outgoing owner to ensure a seamless handover and transition. This has meant the organisation's purpose and direction has remained clear throughout such a significant change.</p> <p>Every two years a new strategic plan is developed, with regular staff meetings, feedback from students, and the use of information measuring progress against the goals. Strategic goals have resulted in the setting of organisational commitments and values. These empower the staff and students and also provide measurable activity against each goal. The formal capture of the strategic plan and annual business risk analysis have been effective changes supporting a sustainable operation during the challenges brought by the Covid pandemic.</p> <p>Physical resources are updated to ensure students are exposed to industry realities. To support greater efficiency and access to information, BHB has completed a complete upgrade of its technology resources. Changes include:</p> <ul style="list-style-type: none"> • a new student management system, providing live data for regular review purposes • a new learning management system, providing an online portal for managing and supporting students • a centralised lesson and resource area for tutors, providing greater consistency of practice • social media options allowing for marketing and support groups to be formed within class groups.

Final

	<p>Staff are chosen for their experience, passion and industry qualifications, although there is also an expectation that they complete appropriate adult teaching qualifications if not already held. This starts when they are inducted into their new roles. Support and mentoring continues until appropriate teaching qualifications are attained.</p> <p>BHB management uses multiple tools to inform and support each staff member's professional development:</p> <ul style="list-style-type: none"> • weekly staff meetings • regular observations completed by the hairdressing manager • completion of daily self-reflection journals by all staff • end-of-term and programme delivery reflections • annual performance appraisal meetings. <p>These tools also support consistency of training and programme review. Staff feel very involved in BHB operations and therefore valued.</p>
<p>Conclusion:</p>	<p>Along with its values and commitments, the organisation's purpose and direction drive activity, inform strategic planning, and empower staff and students. Resource and staff development supports efficient, effective review of BHB operations.</p>

1.6 How effectively are important compliance accountabilities managed?

<p>Performance:</p>	<p>Excellent</p>
<p>Self-assessment:</p>	<p>Excellent</p>
<p>Findings and supporting evidence:</p>	<p>BHB management meets their compliance accountabilities well. They are currently undertaking an intensive review of all policies and procedures as they digitise the quality management system and health and safety policies. This has led to improvements to processes since the change of ownership.</p> <p>Engagement of a health and safety company to assess BHB's activity in this area has resulted in new procedures and a manual. An improved incident and risk register, improved signage and new forms reflect the new focus and ensure</p>

	<p>students and staff are safe. Police vetting and all staff holding current first aid certificates support the health and safety focus.</p> <p>Regular meetings about student wellbeing and support informs the annual self-review and attestation for the Code of Practice. All required publications are on the website.</p> <p>BHB's compliance accountabilities to the Tertiary Education Commission and the relevant standard-setting bodies have been met, earning the PTE a compliant audit report, low financial risk status and best practice exemptions from external moderation with HITO.</p>
<p>Conclusion:</p>	<p>BHB monitors and manages its compliance accountabilities to a high standard. Recent in-depth reviews have resulted in updates that have further improved previously strong practices.</p>

Focus areas

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

2.1 2411 New Zealand Certificate in Hairdressing (Salon Support) (Level 3) [ID: 118091] and 2412 New Zealand Certificate in Hairdressing (Emerging Stylists) (Level 4) [ID:118226]

Performance:	Excellent
Self-assessment:	Excellent

2.2 2115 New Zealand Certificate in Commercial Barbering (Level 4) [ID: 125725]

Performance:	Excellent
Self-assessment:	Excellent

Recommendations

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

NZQA recommends that BHB Academy:.

- Formally capture data on learners with a disability to meet the Tertiary Education Strategy and Code of Practice expectations, further promote inclusivity, and record information supporting decisions made about learner needs.

Requirements

Requirements relate to the TEO's statutory obligations under legislation that governs their operation. This include NZQA Rules and relevant regulations promulgated by other agencies.

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

Appendix 1

Table 1. Overall EPI data 2019-21

	Course completion BHB	Course completion PTE (average)	Qualification completion BHB	Qualification completion PTE (average)	Progression BHB vs PTE
2019	89%	73%	72%	73%	30%:24%
2020	87%	75%	84%	69%	53%:25%
2021	83%	75%	82%	62%	41%:29%
2019-2022 Average	SAC:84% YG:76%		SAC:79% YG:66%		

Source: TEC Ngā Kete

Table 2. Level 3 New Zealand Certificate in Hairdressing (Salon Support) achievement data

	2019			2020			2021			2022		
	O	M	P	O	M	P	O	M	P	O	M	P
Enrolled	15	6	0	14	4	1	17	6	P	12	4	0
Withdrawn	3	1	0	1	0	0	2	0	0	1	0	0
CC (%)	82	88	0	86	100	100	60	100	0	72	64	0
QC (%)	82	88	0	86	100	100	53	100	0	66	61	0

Table 3. Level 4 New Zealand Certificate in Hairdressing (Emerging Stylist) achievement data

	2019			2020			2021			2022		
	O	M	P	O	M	P	O	M	P	O	M	P
Enrolled	9	2	1	9	3	0	12	4	0	10	2	0
Withdrawn	2	0	1	0	0	0	1	1	0	1	1	0
CC (%)	82	100	42	96	100	0	76%	75%	0	81	52	0
QC (%)	78	100	0	89	100	0	75%	75%	0	71	52	0

Table 4. Level 4 New Zealand Certificate in Commercial Barbering (Emerging Stylist) achievement data

	2019			2020			2021			2022		
	O	M	P	O	M	P	O	M	P	O	M	P
Enrolled	11	6	0	15	2	1	10	2	1	13	6	2
Withdrawn	0	0	0	1	0	0	0	0	0	0	0	0
CC (%)	91	83	0	74	53	100	77	53	100	85	62	100
QC (%)	91	83	0	732	0	100	61	0	100	82	62	100

Table 5. Focus areas progression data (%)

	2019			2020			2021			2022		
	L3	L4 H	L4 B	L3	L4 H	L4 B	L3	L4 H	L4 B	L3	L4 H	L4 B
Employed ind	7	67	64	7	89	67	0	42	70	0	60	60
Employed other	7	22	19	7	11	13	35 ⁵	33	30	42	10	40
Further study (BHB)	73	11	0	50	0	7	41	0	0	42	3	0
Further study (other)	7	0	0	7	0	0	0	8	0	8	3	0
Other	7	0	0	29	0	7	18	0	0	0	0	0
Unknown	0	0	18	0	0	7	6	17	0	8	12	0

Source BHB SDR data

⁵ Covid-related reasons for increased employment at level 3.

Appendix 2

Conduct of external evaluation and review

All external evaluation and reviews are conducted in accordance with NZQA's published rules. The methodology used is described in the web document <https://www.nzqa.govt.nz/providers-partners/external-evaluation-and-review/>. The TEO has an opportunity to comment on the accuracy of this report, and any submissions received are fully considered by NZQA before finalising the report.

Disclaimer

The findings in this report have been reached by means of a standard evaluative process. They are based on a representative selection of focus areas, and a sample of supporting information provided by the TEO under review or independently accessed by NZQA. As such, the report's findings offer a guide to the relative quality of the TEO at the time of the EER, in the light of the known evidence, and the likelihood that this level of quality will continue.

For the same reason, these findings are always limited in scope. They are derived from selections and samples evaluated at a point in time. The supporting methodology is not designed to:

- *Identify organisational fraud⁶*
- *Provide comprehensive coverage of all programmes within a TEO, or of all relevant evidence sources*
- *Predict the outcome of other reviews of the same TEO which, by posing different questions or examining different information, could reasonably arrive at different conclusions.*

⁶ NZQA and the Tertiary Education Commission (TEC) comprehensively monitor risk in the tertiary education sector through a range of other mechanisms. When fraud, or any other serious risk factor, has been confirmed, corrective action is taken as a matter of urgency.

Regulatory basis for external evaluation and review

External evaluation and review is conducted under the Quality Assurance (including External Evaluation and Review (EER)) Rules 2021, which are made by NZQA under section 452(1)(t) of the Education and Training Act 2020 and approved by the NZQA Board and the Minister of Education.

Self-assessment and participation and cooperation in external evaluation and review are requirements for:

- *maintaining accreditation to provide an approved programme for all TEOs other than universities, and*
- *maintaining consent to assess against standards on the Directory of Assessment Standards for all TEOs including ITOs but excluding universities, and*
- *maintaining training scheme approval for all TEOs other than universities.*

The requirements for participation and cooperation are set through the Programme Approval and Accreditation Rules 2021, the Consent to Assess Against Standards Rules 2021 and the Training Scheme Rules 2021 respectively.

In addition, the Private Training Establishment Registration Rules 2021 require registered private training establishments to undertake self-assessment and participate in external evaluation and review as a condition of maintaining registration.

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

This report reflects the findings and conclusions of the external evaluation and review process, conducted according to the Quality Assurance (including External Evaluation and Review (EER)) Rules 2021. The report identifies strengths and areas for improvement in terms of the organisation's educational performance and capability in self-assessment.

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

External evaluation and review reports are public information and are available from the NZQA website (www.nzqa.govt.nz). All rules cited above are available at <https://www.nzqa.govt.nz/about-us/our-role/legislation/nzqa-rules/>, while information about the conduct and methodology for external evaluation and review can be found at <https://www.nzqa.govt.nz/providers-partners/external-evaluation-and-review/>.

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