



Report of External Evaluation and Review

Fashion and Faces International

Confident in educational performance

Confident in capability in self-assessment

Date of report: 18 January 2011

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MoE Number: 8637
NZQA Reference: C02163
Date of EER visit: 20 October 2010

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

Location:	Level 1, 1250 Fenton St, Rotorua
Type:	Private Training Establishment
First registered:	1991
Number of students:	Domestic: 71 equivalent full-time students
Number of staff:	Eight full-time equivalents Four part-time
Scope of active accreditation:	<ul style="list-style-type: none">• National Certificate in Beauty Services (Cosmetology) (Level 3)• National Certificate in Retail (Level 2)• National Certificate in Employment Skills (Level 1)• National Certificate in Hairdressing (Salon Support) (Level 3)• National Certificate in Beauty Services (Nail Technology) (Level 4)• National Certificate in Beauty Services (Beautician) (Level 4)• National Certificate in Beauty Services (Body Therapy) (Level 5)• National Certificate in Beauty Services (Electrology) (Level 5)• National Certificate in Massage (Relaxation

Massage) (Level 4)

The organisation has international accreditation with the international examination board, ITEC, and students can sit their external exams with Fashion and Faces.

Sites:	Level 1, 1250 Fenton Street, Rotorua Level 1, 1109 Tutanekai Street, Rotorua
Distinctive characteristics:	Fashion and Faces International receives targeted funding from the Tertiary Education Commission. The targeted training programmes are offered at the Fashion and Faces site in Fenton Street. The beauty therapy programmes are offered at the Tutanekai Street campus, Imagez.
Recent significant changes:	A recent change has occurred with the disaggregation of the qualifications offered in the first year of the national certificates in beauty therapy. The National Certificate in Beauty Services (Cosmetology) (Level 3) is now taught separately, in the first part of the year.
Previous quality assurance history:	At the last quality assurance visit by NZQA, an audit in 2008, Fashion and Faces substantially met the requirements of Quality Assurance Standard One, the standard then in force. The one requirement not met related to the element: development, delivery and review of programmes. The four requirements not met at the previous audit had been rectified. The organisation met the national external moderation requirements for the systems moderated in 2009.

2. Scope of external evaluation and review

The external evaluation and review examined the following mandatory focus area:

- Governance, management, and strategy.

The other focus areas were chosen to represent the distinctly different programmes offered by Fashion and Faces:

- Retail and Employment Skills.

This programme is part of the targeted training offered by Fashion and Faces and receives Training Opportunities and Youth Training funding from the Tertiary Education Commission.

- Year One of the National Certificate in Beauty Services (Cosmetology) (Level 3), (Nail Technician) (Level 4), (Beautician) (Level 4).

Students in the first year complete these three certificates. The cosmetology component is the first programme delivered and is used to determine suitability for the rest of the programme. These programmes are taught at the Imagez campus.

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/>

Fashion and Faces supplied the evaluation team with a self-assessment summary which outlined the process and outcomes of the organisation's review. One lead evaluator and one external evaluator visited Fashion and Faces in Rotorua, over two days. The evaluation team spent time on both sites and interviewed the management team, tutors and students, graduates, and other community stakeholders. The evaluation team also viewed a range of documents including achievement data, student files, meeting minutes, and stakeholder feedback files.

Fashion and Faces International has had an opportunity to comment on the accuracy of this report, and submissions received have been fully considered by NZQA before finalising the report.

Summary of Results

Statement of confidence on educational performance

NZQA is **Confident** in the educational performance of **Fashion and Faces International**.

Learners at Fashion and Faces achieve well. The organisation has a strong vocational focus and it is clear that learners acquire skills and knowledge that enable them to gain employment in relevant fields. Graduates spoken to by the evaluation team were highly satisfied with how well Fashion and Faces had prepared them for work. The organisation tracks graduates and more than 60 percent gain employment in a relative field or continue to further study.

The organisation effectively maintains links with industry and other key stakeholders to ensure that the programmes are current and relevant and meet industry needs. Learners are supported by staff with good vocational experience who are committed to their teaching practice.

A dramatic shift in the demographic profile of learners who study with Fashion and Faces has presented the organisation with challenges. There is good evidence that new initiatives to lift achievement for the younger learners have been successful.

Learners in the targeted training programme were positive about their learning experiences. Imagez' students were less satisfied. There are gaps between their expectations and the reality of their study experience. Given the large percentage of Māori learners who study with Fashion and Faces, the lack of engagement with kaupapa Māori was noticeable.

Statement of confidence on capability in self-assessment

NZQA is **Confident** in the capability in self-assessment of **Fashion and Faces International**.

Fashion and Faces is a learning organisation which has good mechanisms in place to monitor learner achievement and graduate outcomes. There was good evidence that this information is used to identify issues that need to be addressed. An example provided by the organisation was the identification of a drop in achievement mirroring a dramatic increase in young learners.

The organisation is consultative and engages directly with graduates, industry, local employers, and other key stakeholders, to ensure that programmes match their needs.

Managing two sites, which offer distinctive programmes, presents challenges for Fashion and Faces. Current communication processes mean that issues that arise are not always addressed promptly and effectively.

TEO response

Fashion and Faces has confirmed the factual accuracy of this report.

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**.

Fashion and Faces' learners are achieving at a rate comparable with other providers delivering similar qualifications. Although the qualification achievement rate dipped to 57 percent in 2009, rates for 2010 have improved to approximately 76 percent as a result of new initiatives aimed at improving retention and ensuring students are enrolled in the appropriate programmes.

The evaluation team spoke with students and graduates who confirmed that learners are achieving skills that improve their employability and work readiness. Students who had participated in the targeted training programmes related how their confidence and customer service skills had improved. These skills enabled them to find employment.

Fashion and Faces has a good understanding of how well learners are achieving across the different courses and qualifications it offers. Individual students and cohorts are tracked and data is analysed to identify trends and inform planning.

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**.

Fashion and Faces achieves excellent outcomes for its learners. A major aim is to support students to gain skills for work, and the programmes and activities target this goal. Consequently, students graduate with skills and qualifications that support them to gain employment or to pathway to further study. Latest data shows that at least 62 per cent of graduates are in employment related to their training or are undertaking further study.

Graduates from the beauty programmes spoke highly of the relevance of the training and qualifications to their current employment. The organisation is linked to key stakeholders in industry and uses those networks to ensure the programmes meet industry needs. One hundred per cent of the students enrolled for the international beauty therapy ITEC qualifications successfully passed, giving the organisation assurance of the value of the curriculum and the learning in the beauty programmes. The New Zealand qualifications for beauty therapy are currently under review and Fashion and Faces is directly involved in those discussions.

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

For students graduating from the targeted funding programmes, the training and work experience has direct relevance and value. Graduates spoken to attributed their current employment status directly to the training and support offered by Fashion and Faces. A local employer spoken to by the evaluation team reported a high calibre of students coming from Fashion and Faces, stating that they are well prepared for their work. A high number of work experience placements have resulted in offers of employment. Fashion and Faces staff actively network with local employers to ensure work placements for their students.

The organisation systematically tracks the employment outcomes of graduates, from both the beauty and targeted funding programmes. Feedback from graduates is collated and attests to the relevancy of the skills being taught. Graduates from the targeted training programme are encouraged to share their stories and these are displayed publicly. The stories relate positive experiences of moving into work or further study and act as an inspiration to current students.

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 **Good**.

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

The organisation is consultative and engages directly with industry, local employers, and industry training organisations, to ensure that programmes match the needs of learners and other stakeholders. Currently, the training pathway for beauty therapy is under review, with training providers and industry concerned that some of the theoretical components are inappropriate and detract from the practical aspects of the training. The staff at Imagez struggle with delivering some of the theoretical components and have made a written submission on this issue to the relevant industry training organisation.

Fashion and Faces is responsive to the changing needs of students. The age range of the students who attend Fashion and Faces has changed significantly over the past few years. In 2007, 23.8 per cent of students were aged less than 20; in 2009 that figure had increased to 57 per cent. This change has had an impact on the organisation, and different mechanisms have been adopted to ensure these younger students experience success. For example, by disaggregating the six-month qualification, the National Certificate in Beauty (Cosmetology), from the other year-one qualifications, younger students are enabled to experience the training and decide whether or not to continue with study. This change, combined with more rigorous screening of younger students, has resulted in improved attendance and retention for 2010. The focus for review for the coming year is teaching effectiveness. This focus has the potential to ensure younger learners are more effectively engaged.

Students enrolled in the Imagez programmes spoke of a gap between their expectations of the programme and what was delivered. While enrolment and induction processes are thorough, strengthened communication with students on matters such as provision of materials and key assessment dates may help to align student expectations more closely with the programme outcomes.

The resources available for training are appropriate, although the organisation acknowledges that more technology and updated equipment could enhance the delivery.

1.4 How effective is the teaching?

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**.

Fashion and Faces has a number of effective processes and practices which it uses to develop teaching. An emphasis on training means that most staff are well qualified and/or participating in professional development. Performance review processes have been improved to ensure that staff development is collaborative and meaningful and most issues are identified in a timely way.

The organisation itself has highlighted teaching effectiveness as a focus area for review. Assessment and techniques for engaging young learners are two aspects identified for further improvement. This cycle of improvement is encouraging. It should particularly benefit the Imagez programmes where the combination of a theory-laden programme and new tutors has resulted in some difficulties in the delivery of the programme.

Teaching on the targeted training programmes is particularly effective. The students are well prepared for assessments, with clear feedback informing their learning. Learning activities are meaningful and engaging and students relate well to their tutors. The evaluation team was impressed by the continuous improvement cycle employed by the tutor.

The organisation has met all the requirements for external moderation, although the feedback it has received has sometimes been confusing and unhelpful.

1.5 How well are learners guided and supported?

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**.

Most learners at Fashion and Faces are provided with good information on enrolment, and the induction process ensures that rules and regulations are understood. However, the complexity of some information given at enrolment can be overwhelming and so the tutors at Imagez are planning on taking longer to induct students. Given the misunderstandings that existed, this initiative is worthwhile.

Fashion and Faces recognises that the complexity of learner needs at Imagez has been difficult for some staff to fully support when also faced with the challenges of the qualification design itself.

Fashion and Faces supports learners with specific needs. Learners in the targeted training programme are given a literacy and numeracy assessment which helps inform the tutors. One of the tutors has recently completed the National Certificate in Adult Literacy Education (Vocational) and has used this knowledge to embed literacy and numeracy into

the programme and engage with the Literacy and Numeracy for Adults Assessment Tool to support learning.

Fashion and Faces has established strong links with community organisations, including Workbridge and Youth Transitions, to ensure appropriate support and guidance is available when required.

Fashion and Faces has a high proportion of Māori learners and it is remarkable that there is so little overt acknowledgement of kaupapa Māori. In the targeted programme, it was clear that students felt part of a family environment that supported them with their learning. This family atmosphere was less apparent at Imagez.

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

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**.

Fashion and Faces has a strong vocational aim, and this vision is apparent across the organisation. The managers actively track graduates and engage with industry and other stakeholders to ensure that the training is appropriate.

There are good processes for recruitment and managing performance and the managers have effective systems to ensure they have a good understanding of their organisation. The strong focus on the professional development of tutors is a positive aspect of management policy.

There is good evidence that the organisation can manage unpredictable change. The changes in the demographic of the student body and the need to change systems in response are one example of this. The self-assessment summary provided in advance of the review provided good examples of the organisation responding to identified issues. The interventions are being monitored closely and indications are that the interventions have been successful in lifting achievement.

Managing two sites presents some challenges for the managers of Fashion and Faces. The Imagez site is set apart from the day-to-day management of the organisation, and communication processes may need to be adapted to ensure that issues that arise are addressed in a timely way. Learner complaints are dealt with adequately on an individual basis. Managers could develop a system for reviewing issues and complaints in a manner that helps to identify trends more effectively.

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 **Good**.

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

2.2 Focus area: Retail and Employment Skills

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

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

2.3 Focus area: Year One – National Certificate in Beauty Services (Levels 3 and 4)

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

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

Managing a separate campus, with a distinct programme, has presented the management team with a number of challenges, in particular ensuring that issues are communicated fully and in a timely way.

Recommendations

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

Further actions

The next external evaluation and review will take place in accordance with NZQA's policy and is likely to occur within four years of the date of this report.

Appendix

Regulatory basis for external evaluation and review

Self-assessment and external evaluation and review are requirements of course approval and accreditation (under sections 258 and 259 of the Education Act 1989) for all TEOs that are entitled to apply. The requirements are set through the course approval and accreditation criteria and policies established by NZQA under section 253(1)(d) and (e) of the Act.

In addition, for registered private training establishments, the criteria and policies for their registration require self-assessment and external evaluation and review at an organisational level in addition to the individual courses they own or provide. These criteria and policies are set by NZQA under section 253(1)(ca) of the Act.

NZQA is responsible for ensuring TEOs continue to comply with the policies and criteria after the initial granting of approval and accreditation of courses and/or registration. The Institutes of Technology and Polytechnics Quality (ITP Quality) is responsible, under delegated authority from NZQA, for compliance by the polytechnic sector, and 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 policies and criteria approved by the NZQA Board.

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

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

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

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

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