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Report of External Evaluation and Review

R & R Associates Limited trading as Service Skills Centre

Not Yet Confident in educational performance

Not Yet Confident in capability in self-assessment

Date of report: 17 October 2018

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Final.

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:	R & R Associates Limited trading as Service Skills Centre (SSC)
Type:	Private training establishment (PTE)
First registered:	1991
Location:	Level 1, 1109 Tutanekai Street, Rotorua
Delivery sites:	N/A
Courses currently delivered:	<ul style="list-style-type: none">• Retail, Hair and Beauty (Level 2), incorporating:<ul style="list-style-type: none">◦ New Zealand Certificate in Retail (Customer Service and Sales Support) (Level 2)◦ New Zealand Certificate in Salon Skills (Introductory) (Level 2)• Vocational Pathway (NCEA Level 2)• New Zealand Certificate in Hairdressing (Salon Support) (Level 3)• Beauty Services plus skills for work and life (Levels 1-4), incorporating National Certificate in Beauty Services (Cosmetology) (Level 3)
Code of Practice signatory:	No
Number of students:	Domestic: in 2017, 32 equivalent full-time students (38 student enrolments), including 66 per cent Māori and less

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	than 5 per cent Pasifika students
Number of staff:	Three full-time and three part-time staff
Scope of active accreditation:	Refer: R & R Associates
Distinctive characteristics:	<p>SSC is a small youth training provider (receiving funding from the Tertiary Education Commission (TEC) under the Youth Guarantee scheme) with a focus on practical, hands-on learning and customer service through the provision of services in hairdressing and beauty.</p> <p>Students may have been identified as at-risk and referred by high schools, youth services agencies and police based in Rotorua.</p>
Recent significant changes:	<p>In 2018, a senior stylist has been appointed.</p> <p>In 2017, SSC was contracted by HITO (Hairdressing Industry Training Organisation) to deliver training to hairdressing apprentices (levels 3 and 4). The contract was not continued in 2018 following a national restructuring of apprentice training by HITO. SSC salon premises were made available in April 2018 for final assessments of HITO apprentices.</p> <p>In 2016, SSC gained approval and accreditation from NZQA for New Zealand Certificates in Retail (Level 2), Salon Skills (Level 2) and Hairdressing (Level 3).</p> <p>In 2015, SSC relocated to the current site, including a salon upgrade.</p>
Previous quality assurance history:	<p>At the previous external evaluation and review (EER) in 2015, NZQA was Confident in the educational performance and capability in self-assessment of SSC.</p> <p>In 2017, NZQA found SSC to be Sufficient in consistency for the New Zealand Certificate in Hairdressing (Salon Support) (Level 3) (following the submission of an action plan), and the New Zealand Certificate in Retail (Customer Service and Sales Support) (Level 2).</p> <p>In September 2017, a joint visit to SSC was conducted by NZQA, the TEC and HITO. SSC was found to be failing to meet Rule 5.1.8(a) of the Private Training Establishment Registration Rules 2013 and was required to submit an action plan for implementation of an</p>

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effective internal moderation system. NZQA also recommended a review of attendance (and general misconduct) policies to better reflect current practices. HITO found that, generally, the assessment materials met requirements, although a lack of consistency in marking was noted for the unit standards post-moderated as a result of that visit. The TEC found two errors in a review of 12 student records relating to eligibility for funding, which SSC has now addressed.

Since the previous EER, SSC has achieved varying results for external moderation by industry standard-setting bodies. In 2017 SSC had good results in national external moderation for the HITO beauty unit standards but achieved mixed results for hairdressing units (including two resubmission requirements). SSC has had good external moderation results from Service IQ. SSC has had mixed results in national external moderation conducted by NZQA since the previous EER, submitting an action plan following unsatisfactory results in 2015, and meeting requirements in 2016. In 2017 NZQA found that assessor decisions in relation to one unit standard (numeracy) were not yet consistent with the standard.

A routine audit conducted by the TEC in 2016 found several issues relating to completion of enrolment requirements and the delivery of first aid.

2. Scope of external evaluation and review

The scope of the EER of SSC included the following focus areas:

- Retail, Hair and Beauty (Level 2), which has the most enrolments and was a focus area at the previous EER, providing a basis for comparison.
Approximately 30 students are expected to enrol in this programme during 2018.
- New Zealand Certificate in Hairdressing (Salon Support) (Level 3), which is a 120 credit, one-year programme.

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

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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 was conducted by two evaluators over a day and a half. The EER team spoke to the director/centre manager, three tutors and eight students enrolled in the focus area programmes. Stakeholders interviewed included representatives of industry training organisations, a parent, a graduate and staff from youth support agencies.

A range of SSC's management, academic and student support documents were reviewed (hard copy and online), as well as achievement and attendance data. In addition, the evaluation team considered information contained in monitoring reports from NZQA, the TEC and relevant industry training organisations.

The evaluator conducted a telephone interview with the director/centre manager on 27 August 2018 to gather further evidence.

Disclaimer

The findings in this report have been reached by means of a standard evaluative process: <http://www.nzqa.govt.nz/providers-partners/external-evaluation-and-review/policy-and-guidelines-eer/introduction/>. 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 fraud¹*
- *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.*

¹ NZQA and the 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.

Summary of Results

Statements of confidence on educational performance and capability in self-assessment

NZQA is **Not Yet Confident** in the educational performance and **Not Yet Confident** in the capability in self-assessment of **R & R Associates Limited, trading as Service Skills Centre**.

- Overall rates of course and qualification completion for youth training have declined since the previous EER, and since 2016 have been below the sector median and TEC targets. However, students are acquiring some useful skills and knowledge in hair, beauty and customer service and most achieve at least one qualification. This is meaningful achievement for SSC's student population considering their educational backgrounds and personal circumstances.
- The majority of learners identify as Māori (66 per cent in 2017). Māori students have lower levels of literacy and numeracy on enrolment and are achieving credits and qualifications at a lower rate than non-Māori students. In 2018 SSC has sought to improve outcomes for this cohort including strengthening relationships with Te Waiariki Purea Trust (youth services) to improve attendance and support for students
- SSC has identified factors contributing to overall trends in learner achievement and is taking steps to retain staff and build capability, improve student attendance, and increase support for literacy and numeracy skills development. The impact of these initiatives is not yet evident.
- There is some evidence of the value of the training for individuals, their whānau and the wider community. Important benefits are the enhanced wellbeing of students, increased confidence, and re-engagement with education. Several surveys were completed as part of consistency reviews for two programmes during 2017, but it is not apparent how information gathered has been used.
- Student needs are well matched by an inclusive and welcoming environment, and a good mix of practical and classroom learning activities. Tutors are using information on literacy and numeracy skills to inform delivery and individual learning plans. Students learn at their own pace and discuss their progress and goals with tutors at regular review meetings.
- SSC provides good study information and advice when enrolling students, including clear expectations regarding behaviour and attendance. SSC offers small incentives to motivate and engage students, and in 2018 has also offered breakfast. While there is little empirical evidence of the effectiveness of this approach, SSC reports positive impacts on student engagement and learning.

- SSC is a well-organised, small provider with good teaching and learning resources. Management and staff share a vision for helping students to change their lives and work closely with whānau and community agencies to support the students. However, management oversight and support for teaching effectiveness and adherence to industry training organisation consent and moderation rules requires strengthening.
- SSC's management of compliance accountabilities requires further improvement, including establishing effective moderation practices.²
- SSC is using some information to understand performance and develop strategies for improvement. Greater consistency in implementing action plans and following up on their effectiveness would strengthen SSC's self-assessment.

² Following the joint visit to SSC in September 2017, NZQA found that an effective moderation system was not in place, as required by Rule 5.1.8(a) of the PTE Registration Rules 2013.

Findings³

1.1 How well do students achieve?

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

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

Students are gaining some useful skills and knowledge in hair and beauty and customer service. In 2017, 20 out of the 38 students enrolled achieved at least one qualification (including NCEA Level 2). This is meaningful achievement for the individuals concerned, as many are disengaged from formal education and/or have a range of challenging personal circumstances. Other useful indicators of achievement include gains in literacy and numeracy skills⁴ and improved confidence and study skills.

Published TEC data shows overall achievement rates for Youth Guarantee-funded learners at SSC have declined from 2014-2016, and in 2016 are below the sector medians.⁵ SSC reports some improvements in level 2 programme achievement rates in 2017, but a continuing decline in the achievement rates for the level 3 programme. Course and qualification achievement rates are lower for students who identify as Māori compared with non-Māori students and students overall.

SSC has had mixed success in external moderation (see the PTE's previous quality assurance history in the introduction). However, 2017 monitoring reports by industry training organisations and evidence of staff training and internal moderation processes taking place in 2018 provide reasonable assurance of the validity of student results.

SSC has the capacity to generate and analyse reliable achievement data. In 2018, weekly attendance and credit achievement data has been shared with tutors, although the use made of this information is not apparent. Management has sought to understand the underpinning reasons for declining achievement overall, and for Māori achievement. In 2017, analysis confirmed a clear link between lower literacy and numeracy scores at enrolment and lower qualification completion rates for Māori students. In 2018 SSC has focussed particularly on increasing support for literacy and numeracy skills development. Other strategies for improvement

³ The findings in this report are derived using a standard process and are based on a targeted sample of the organisation's activities.

⁴ Measured at beginning and end of programmes using the TEC assessment tool.

⁵ SSC achieved 51 per cent course and qualification completion for Youth Guarantee-funded learners in 2016 (compared with sector medians of 58 per cent and 62 per cent respectively).

include initiatives to retain staff and build capability and to improve student attendance. The impact of these initiatives is not yet evident.

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 **Adequate**.

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

Interviews during the EER provided some good evidence of the value of SSC training for individual students, whānau and the wider community. The community is benefiting from SSC's commitment to providing a second chance for disengaged and at-risk youth. Interviewees provided examples of individuals' growth and development and progression to further study and/or employment.

There is limited evidence of SSC gathering or analysing formal information about graduate outcomes. Some SSC staff maintain personal contact and/or encounter former students from time to time, but feedback is not captured. Several surveys were completed as part of consistency reviews for two programmes during 2017. These provide evidence of skills achieved and graduate feedback on those programmes. It is not apparent this information has been used. SSC plans to survey graduates at the end of programmes and then 12 months later.

Apart from an industry event in 2017, which SSC hosted as part of delivering apprenticeship training, SSC does not routinely engage with employers on the relevance of their training programmes. SSC's manager is cautious about referring graduates for employment unless she is confident about their reliability and work-readiness. A more systematic approach to engagement with stakeholders and graduates to understand the value of outcomes and to identify improvements would strengthen self-assessment.

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 **Good**.

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

SSC is generally effective in meeting student needs, although the achievement data (see 1.1 above) suggests a continued focus on understanding and meeting the particular needs of Māori students is warranted.

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SSC offers recognised programmes in subject areas (hairdressing, beauty and retail) which are interesting to students and at levels that are accessible. In addition, programmes incorporate a focus on literacy and numeracy (and achievement of NCEA Level 2) and generic customer service skills. The programmes prepare students for employment or further study.

Individual learning plans, reviewed weekly, enable students to work through the programme at their own pace. Morning sessions on literacy and numeracy for all students were introduced at the beginning of 2018. The value of the sessions for students and staff has recently been confirmed and they will resume after a short break. Tutors described how they are using information on their students' literacy and numeracy skills to inform their teaching practice.

The learning environment is well planned and resourced for the benefit of students. SSC reports that the recent appointment of a salon stylist for the public salon is raising the standard and contributing to greater consistency in students' practical learning and assessment. SSC purchases most of the teaching and learning resources (online and paper-based), but tutors also develop and share additional resources in response to student interests and changes in industry.

Over the last six months, SSC has implemented new internal moderation processes and forms, and built staff capability in moderation (through training and development of 'how to' documents and templates). A review of a sample of moderation indicated an effective process for understanding assessment practice and the use of action forms to make improvements. An (incomplete) record is available of unit standards internally moderated in 2018. Following the recent appointment of a part-time tutor to oversee internal moderation, SSC has established a plan for ensuring all standards are moderated by the end of the year.

Annual programme reviews provide evidence of management and staff reflection on strengths and weaknesses of the programme and the identification of improvements. The limited formal collection of information on graduate outcomes and stakeholder input into this activity is a weakness in self-assessment.

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**.

SSC provides an inclusive and welcoming environment for students, who may enrol at any time. Enrolment processes are comprehensive and effective for assessing student learning needs and their personal circumstances and providing study information and advice.

There is a good mix of classroom and practical activities which helps to maintain engagement. Individual student progress is tracked in workbooks and charts on the classroom wall. Students report getting helpful feedback on their assessments and meet every five weeks with tutors for formal reviews of goals and achievement. In 2018, SSC has offered small incentives to students for achieving 20 credits. This is motivating for some students, but there is no empirical evidence of significant increases in credit achievement as a result of this approach. SSC has begun to monitor the development of soft skills (through an employability assessment), but consistent application and the value of this tool is not evident.

Monitoring and encouraging regular attendance is a priority and ongoing challenge for SSC, which recognises that this is closely linked to achievement. Despite significant efforts, attendance rates fluctuate. Expectations are explained at enrolment, involving whānau and support people if possible. Lateness and absence are recorded daily and followed up by staff, who are responsive and accommodating of individual students' personal circumstances and/or cultural obligations. Action plans are developed to re-engage students whose attendance is putting their programme at risk. Rather than taking disciplinary actions, SSC provides students with additional reasons to attend, including breakfast and the opportunity to accrue points for discounts on salon products.

SSC recognises and celebrates success. The student body votes for a student of the month, and a graduation ceremony also provides an opportunity for students and their whānau/support people to congratulate all the students on their achievements.

Students interviewed during the EER confirmed that they have many opportunities to talk directly with staff and to ask questions and seek assistance, and that staff were friendly and helpful. Monthly surveys are administered by all tutors, who report reviewing them and responding to ideas or negative feedback. End-of-course surveys are only being conducted in one programme. It is not apparent that there is a systematic approach to collation or analysis of survey feedback and reviewing the impact of any subsequent changes.

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

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

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

SSC management and staff share a vision for helping students to change their lives. They work closely with whānau and community agencies to support the students. SSC is a small, well-organised provider. An annual business plan is developed following a review of each programme, and evidence of ongoing monitoring of the

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plan was provided during the EER. Good systems and processes have been established to facilitate programme delivery, to support students, and to maintain administrative records. Recently, 'how to' resources have been developed to assist staff with, and ensure consistency in, administrative and academic processes.

Organisational and educational performance at SSC was impacted during 2017 by staff performance and retention issues. The manager has contracted professional advice and has taken steps to improve retention and build capability, as well as revise related documentation (staff contracts and the handbook). The manager has met twice with a group of other hairdressing providers and shares information with a peer at a local PTE on an ad hoc basis. These networks potentially provide access to best practice and new ideas, which could strengthen SSC's performance.

However, tutorial responsibilities mean that the manager has had insufficient time to focus on organisational leadership, monitoring and review activities although a gradual reduction in teaching load is planned. Management oversight and support for teaching effectiveness requires strengthening. Areas requiring attention include observation and appraisal processes, gathering and reviewing student feedback, and ensuring staff retain professional currency. Variable staff capability and engagement with internal moderation also needs to be addressed.

As part of this evaluation, SSC provided evidence of management reflection on performance, especially on student achievement. Improvement plans have been developed, although it is not evident when and how reviews of the impact of changes will take place. Staff are not sufficiently engaged in self-assessment. More systematic capture and reflection on graduate outcomes and stakeholder value would strengthen self-assessment.

1.6 How effectively are important compliance accountabilities managed?

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

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

During 2017 a monitoring visit by NZQA identified the lack of effective internal moderation, which is a breach of Rule 5.1.8(a) of the Private Training Establishment Rules 2013. SSC has implemented an action plan. This remains a work in progress (refer 1.3).

SSC has some processes in place to manage compliance accountabilities, including an annual checklist, monitoring information from funding and regulatory agencies, and annual reviews of key internal documentation such as the quality management system.

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Mixed outcomes of a sampling of documentation and student files indicates that further strengthening of the management of compliance accountabilities is required. Findings include:

- Action plans identified by the NZQA consistency review process for the level 3 programmes have not been addressed fully. Some quality management system policies and procedures are not currently being used on a day-to-day basis, such as gathering and analysing end-of-course feedback and staff appraisals.
- Ministry of Education exemptions forms were completed for two students under 15 years of age.
- Learning hours are being delivered as required by programme approval documents.
- Health and safety policies and processes have been reviewed and updated and there is evidence of regular monitoring.
- There was no record of adherence to HITO consent and moderation requirements for maintaining the professional competency of the hairdressing tutor.⁶

⁶ Following clarification of the requirement, SSC has made suitable arrangements for the hairdressing tutor to maintain her professional currency.

Focus Areas

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

2.1 Focus area: Retail, Hair and Beauty (Level 2)

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

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

2.2 Focus area: New Zealand Certificate in Hairdressing (Salon Support) (Level 3)

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

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

Recommendations

NZQA recommends that SSC:

- Consider how to better meet the learning needs of Māori students and raise their levels of achievement.
- Establish processes for meaningful engagement with stakeholders and graduates to better understand the value of outcomes and to identify improvements (considering the requirements of the consistency review process).
- Develop a plan for post-assessment internal moderation, ensuring there is adequate coverage of all programmes.
- Strengthen processes for understanding and monitoring the development of soft skills by all tutors.
- Develop systematic processes for gathering, collating and analysing student feedback, as set out in the quality management system.
- Review management priorities to increase the focus on organisational leadership and monitoring and review activities, including management oversight and support for teaching effectiveness and greater engagement of staff in self-assessment.

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/>.

NZQA

Ph 0800 697 296

E qaadmin@nzqa.govt.nz

www.nzqa.govt.nz

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