

Report of External Evaluation and Review

Servilles Academy of Hairdressing

Highly Confident in educational performance

Highly Confident in capability in self-assessment

Date of report: 16 May 2012

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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:	Servilles Academy of Hairdressing
Location:	Auckland
Type:	Private training establishment
First registered:	1993
Number of students:	Domestic: 180 International: eight
Number of staff:	19 full-time equivalents
Scope of active accreditation:	<ul style="list-style-type: none">• Servilles Certificate in Advanced Hairdressing (Level 4)• Servilles Certificate in Hairdressing (Level 3)
Sites:	As above
Distinctive characteristics:	<p>Servilles Academy is part of Servilles Limited and many of its graduates work in the Servilles salons throughout Auckland.</p> <p>As well as the above hairdressing certificates, Servilles also provides training for youth with its Smart Start and STAR programmes for schools. The organisation also provides off-job training for apprentices wishing to complete their national certificates.</p>
Recent significant changes:	N/a
Previous quality assurance	At the previous quality assurance visit, an audit in

history: 2008, Servilles did not meet the requirements in relation to the submission of financial information on time.

2. Scope of external evaluation and review

The scope for the external evaluation and review included the mandatory focus areas of governance, management, and strategy; and international students. The EER also focussed on the local qualification, the Servilles Certificate in Hairdressing (Level 4), as improvements have been made to the course and it is the highest-level certificate offered by Servilles.

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 external evaluation and review team, consisting of two evaluators, conducted an on-site visit over two days. The team spoke with the chief executive officer, the business manager, academic manager, and tutors – including the literacy and numeracy specialist and international student support staff. The team also spoke with level 4 students face to face and employers over the phone. The documents reviewed included the organisation's own reporting on student course completions, qualification achievements, literacy and numeracy progression results, graduate destination records, and student evaluations.

Summary of Results

Statement of confidence on educational performance

NZQA is **Highly Confident** in the educational performance of **Servilles Academy of Hairdressing**.

Student results indicate a high degree of teaching effectiveness. These results have consistently been above the national average for all course completions and qualification achievements. Eighty-eight per cent of the 40 students completed the level 4 certificate in hairdressing in 2011.

In addition, students have a high rate of finding employment once they graduate with the level 4 hairdressing certificate, with an average employment rate of 78 per cent of level 4 graduates over the past nine years. Similar success is seen at level 3, where the majority (around 85 per cent) find employment or go on to higher study.

The organisation's governance and management are focussed on providing quality education and this was seen in the commitment to providing quality facilities, staff, and resources to help students to succeed. The training programmes, informed by industry, are current and meet international salon standards and the requirements of these salons for workers trained in top hairdressing techniques. In addition, student support is widely available for student learning needs to enable them to achieve. Although international students are well catered for, a more specific orientation programme for international students will be required, especially as the organisation intends to recruit more students off-shore from 2012 onwards.

Overall, Servilles is providing quality education and training to help its students to achieve qualifications and gain relevant skills for employment in the industry or for further education.

Statement of confidence on capability in self-assessment

NZQA is **Highly Confident** in the capability in self-assessment of **Servilles Academy of Hairdressing**.

The organisation continually seeks to find new ways to improve its outcomes for students, and this was seen in a change of training delivery to smaller specialist blocks. This has led to better achievement of unit standards by students as the training is focussed and they are able to achieve the short-term goals. The organisation also regularly reviews feedback from tutors and students to see where improvements to the training can be made.

Servilles has many formal and informal avenues to ensure it continues to provide training valued by the industry and students. This is achieved through its advisory group of industry representatives, feedback from Servilles' salon managers, formal feedback from employers of students on work-based experience, and informally

from tutors' contacts in industry. Students are also surveyed via Facebook and phone calls up for to six months after they have completed (and for longer using informal methods), to find out how useful the training has been.

The organisation has systematically collected information on students' success, including Māori and Pasifika, and international student achievements, retention rates, and graduate outcomes, against the Tertiary Education Commission (TEC) educational performance indicators for its different programmes over a number of years. This has led to the improvement of all student course completions. Additional information used to inform whether key innovations have been successful, such as enrolment policies and the recent changes to programme delivery and design, have also contributed to successful outcomes for the students. Overall, the organisation understands the students' needs and uses data from internal and external sources to make appropriate changes to support ongoing improvements.

Findings¹

1.1 How well do learners achieve?

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**.

Results over the past three years show that students studying for Servilles' level 3 and 4 certificates have consistently achieved higher than national averages against the TEC education performance indicators. In 2010, 81 per cent of level 3 and 4 students successfully completed their course in comparison to the national average of 76 per cent for course completions. Seventy-eight per cent of Servilles' students who completed their training gained the local qualifications offered by Servilles, which is above the 71 per cent national average for all level 3 and 4 qualifications. Preliminary figures for 2011 show that 88 per cent of level 4 certificate students completed their course. The high completion rates indicate that the organisation is successful in assisting students to achieve their educational outcomes.

Servilles re-introduced its youth programme in 2011 following an extensive review in 2009 to ensure it was relevant to the students' needs. This is also showing good results, with employment outcomes at 83 per cent and average credit achievement, at 43 credits, well over the TEC's required 20-credit minimum.

Successful completion rates have increased 35 per cent for Māori and 21 per cent for Pasifika students as a result of initiatives that the organisation has implemented over a number of years, including having designated support staff and student support meetings.

Even with these good educational outcomes, the organisation continues to seek new ways to make improvements to students' results. A transition to specialist modules taught consecutively for Servilles' programmes in 2010 was implemented to help increase qualification achievement and course completion. The results for 2011 show that this change led to improved outcomes due to students being able to set short-term goals, which motivate them to complete. The focus for the organisation in 2012 is to further improve its employment outcomes by better analysis of graduate employment outcomes and increased relationships with a wider range of employers locally.

Currently, the ongoing monitoring conducted by the management team and advisory board will help to ensure that the targets set by the organisation are achieved. A new student management system capable of better reporting of outcomes for analysis will help the organisation to achieve this, for example by

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

analysing whether trainees gain employment in top-end salons, or overseas, or in smaller salons, and how well international students do.

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**.

Servilles provides training to industry standards, and this is valued by both industry and the graduates. Industry representatives spoken to said they supported the training by Servilles as the graduates are trained to a high level. The hair salons that find it difficult to commit the time and resources to assist their trainees to complete an apprenticeship while working, also value the training provided by Servilles.

There is evidence to support that a number of students find work in highly regarded positions in the industry, including cosmetic companies such as Lancôme as well as hair salons. Employment for Servilles' level 4 graduates has averaged 78 per cent over the last nine years. This high success rate can be attributed to the opportunity students have to be employed in Servilles' own hair salons, which continue to have a high demand for salon workers. There is also evidence that a number are sought after by other employers in the industry.

The level 3 qualification provides a pathway to both employment and further study. Thirty-five per cent of level 3 graduates are employed in the industry, and over half undertake further study with Servilles. This movement from the level 3 to the level 4 qualification indicates that students understand the value of higher-level training. The TEC retention rate of 65 per cent, which is a measure of the percentage of students that re-enrol in programmes with the provider, is relatively high considering that students are only able to re-enrol at level 4, which has limited places.

Through its enrolment procedures and during the training programmes, Servilles checks that the students are motivated to study hairdressing. This means employers know that a Servilles graduate is committed to working in the industry and it also means students are not bonded to a student loan that has no relevance to their future career pathway. This process is leading to improving withdrawal rates, with only 11 per cent withdrawing in 2011.

The level 4 qualification provides students with the opportunity to travel overseas as the training programme teaches up-to-date salon skills and practices that are valued internationally. These include photography and fashion work as well as a high level of customer service training in a commercial salon so that students are confident working with clients once they are qualified.

Servilles provides opportunities for students enrolled in Servilles or other institutions to return and complete their level 4 qualification. The academy also delivers theory classes for on-job apprentices to help them to complete qualifications.

Servilles has many formal and informal avenues to ensure that it continues to provide training valued by the industry and students. It maintains contact through its advisory group of industry representatives, Servilles' own salon managers, formal feedback from employers of students on work-based experience, and informally from tutors' contacts in industry. Students are also surveyed via Facebook and phone calls for up to six months after they have completed (and for longer through more informal methods), to find out how useful the training has been. Most say the opportunity to work with industry in projects such as Fashion Week and New Zealand's Next Top Model was useful.

1.3 How well do programmes and activities match the needs of learners and other stakeholders?

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

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

Servilles offers students a range of training activities to help them gain the skills required by industry. Level 3 students are able to work with clients after week eight, which means that the students build their practical skills throughout their time at Servilles. Most level 4 students already have part-time work in commercial salons. The students also have the opportunity to build their skills by competing in national and international hairdressing competitions, at which the academy has had a number of student winners. A workplace coordinator collects feedback from salon employers and provides reports to the academic team to monitor whether students are prepared for working with clients and to determine whether there are additional areas that need to be included in the training programme.

In addition, external industry professionals are brought in to talk about their experiences to provide students with an insight into the industry. The level 4 students complete photo shoots which they can use for their portfolios when applying for work. Students use these to apply for hairdressing work on New Zealand's Next Top Model and Fashion Week. Students keep a record of their experiences for future job applications.

Servilles is proactive in reviewing its programmes at biannual advisory group meetings and on an ongoing basis at weekly tutor meetings. Programme content is also informed by regular review of top academies in Australia by Servilles' director and chief executive officer. The results of these reviews have led to a number of initiatives to ensure the programme and activities are meeting the most important needs of stakeholders, including salon employers and students.

An example of this was the successful transition in 2010 from a holistic programme delivery to smaller consecutive modules delivered by tutors who specialise in particular topics, such as colouring or perms. This allows students to focus more on one subject at a time because theory knowledge and practical skills are taught and assessed closer together. This has led to an increase in retention because students are more engaged when focussing on a particular topic. It also enables students to achieve short-term goals by gaining credits for unit standards earlier on to complete the longer-term goal of a qualification. The arrangement also enables tutors to review their course more regularly to ensure it is suited to the students' needs and remains up to date.

Other improvements made following input from industry include the inclusion of shampooing and simple blow drying techniques, as these skills are frequently used in salons.

Although Servilles has a range of feedback opportunities to ensure programmes are matching the needs of its industry, it is extending this to smaller salons, in particular Asian-owned, to understand their needs and provide work-based opportunities for students. The aim of this initiative is to grow the international student base.

1.4 How effective is the teaching?

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

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

Student results indicate a high degree of teaching effectiveness. Students are selected based on their motivation, but not all have had previous success studying. Servilles helps them to achieve qualifications and gain skills for employment in the industry or for further education.

Increased results have also been recorded as a result of the transition to teaching in specialised consecutive modules, which has increased student engagement and therefore course completions. The students' success is also attributed to the tutors' industry experience and the support of the organisation to improve their teaching practices and skills. Examples of professional development opportunities include photography and teacher education training. Tutors and the academic manager are also involved in external reviews as part of the sector's commitment to reducing the number of local qualifications to a few relevant national qualifications. The tutors' performance is monitored through ongoing tutor classroom observations, and feedback is provided in a timely manner where improvements need to be made. Servilles has been awarded the Australasian Hairdressing Education Organisation of the Year for two years running and was also awarded Tutor of the Year in 2011 by the Hairdressing Industry Training Organisation (HITO).

Tutors demonstrated a good understanding of their students' learning needs. As most students are kinaesthetic learners, the activities are mainly practical. Theory workshops are also provided for students who need additional learning support to complete theory-related course requirements. Classrooms are set up for group learning and students use their workbooks to record their progress. Students are monitored weekly and issues are reported to management if required. Students' needs are assessed at the start of their training and an individualised learning plan is developed to assist them to achieve their goals. Initial literacy and numeracy assessments are conducted at the start, and then ongoing tailored assessments are applied to monitor progress. Results so far show that there is some success in improving students' literacy and numeracy skills. Tutors were passionate about what they were doing and said they liked the shift to more specialised modules of learning as it made it easier to transfer their passion for a particular subject to the students. Overall student satisfaction surveys show a high rate of satisfaction.

Additional tutorials are provided to international students to help them understand the colloquial terms and technical jargon they may come across working in New Zealand salons. However, because the tutor is a qualified hairdresser but is not qualified to teach English as a second language, Servilles needs to clarify the purpose of this class so it is not seen as an English language class, particularly when recruiting students from overseas.

Servilles has complied with external moderation requirements. Some concerns raised as a result of an external moderation visit by HTO in 2011 have been addressed with the introduction of a new tutor mentoring system and a better structure to support ongoing moderation activities to ensure consistency of assessment decisions. The organisation has set up an integrated internal moderation system which includes all tutors, managed by a couple of staff to ensure consistency. The tutors also come together twice a year to review each other's assessments and discuss teaching and assessing techniques. These activities enhance the organisation's ability to respond to any concerns about teaching or assessment practices.

Overall, ongoing, regular monitoring of students' feedback, assessment outcomes, and attendance enables the organisation to respond appropriately to any issues and to make changes. A new student management system is in the early stages of implementation, but will enhance the information the organisation already collects.

1.5 How well are learners guided and supported?

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

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

Servilles supports students in their learning at the initial needs assessment and throughout their training. Student interviews are designed to select only those who are motivated and have a desire to work in the industry. This is to ensure that the students are likely to complete and find work in the industry, and also to ensure they have a student loan for the right reasons.

Servilles has allocated specific tutors to support Māori and Pasifika students as well as international students. The satisfaction surveys show that this has been well received by students. Further information on whether this has also led to higher success rates for these students was not known at the time of the evaluation visit.

Many of the international students have attended other courses within New Zealand, and therefore it is expected most will have a sufficient level of knowledge and language ability before they come to Servilles. The student support staff ensure that they are complying with all international student requirements, and the small number of international students enrolled at the time of this visit said they felt fully supported by staff. However, Servilles will need to develop a more structured orientation programme for international students and monitor its support services better in the future, including ensuring international student appeal information is displayed, as they begin to enrol more students from off-shore. Servilles intends that all students recruited off-shore must attend an English language programme for six months and have an IELTS (International English testing System) score of at least 5.0 before they are eligible to enrol.

The organisation has also allocated a tutor to improve the literacy and numeracy abilities of students. All students' literacy and numeracy needs are assessed on the second day of enrolment and the appropriate support is provided throughout their training with the organisation. This removes barriers that students may have to learning.

The students also receive support to find models on which to practise and to complete practical assessments. The work-based coordinator interviews students and then matches them to suitable employers to ensure they have greater opportunities for full-time employment once they graduate. The coordinator also follows up with students on the job to ensure that the arrangements work for both the employer and the student.

Students hold weekly meetings where any concerns are raised and addressed within a week by staff, where possible. A recent example was where students requested more time on colouring techniques and additional time was incorporated into the classes the following week.

Servilles uses tailored survey questions about the training, the tutors, and the support students receive. Overall student satisfaction is very high, above 90 per cent. The total involvement of staff – from support staff, tutors, to the director – has created a supportive learning environment.

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

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

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

Servilles' purpose, as stated in its self-assessment documentation, is "to educate and prepare the hairdressers of tomorrow with the highest quality education experience". The organisation is focussed on providing a top training environment for its students and supports its educational goals through ensuring tutors have the resources available to provide quality training. For instance, it has allocated specific tutors to support a variety of student needs, and has provided a wide range of professional development opportunities for tutors. The facilities are well resourced and students have opportunities to work in commercial salons through the academy's association with Servilles salons throughout Auckland.

The director and the chief executive officer, along with the academic staff, are involved in reviewing student results and monitoring feedback on a weekly basis to ensure they are supporting good education outcomes and there are sufficient resources to do so. In addition, the organisation's director is looking at the training needs of the wider sector and is developing a business mentoring training programme for salon owners which will target their requirements for running a viable hairdressing business.

The organisation also reviews its processes to ensure they are aligned to goals annually. The goal for 2012 is to increase graduate employment outcomes. It also intends to increase the number of international students, using agents overseas and its own contacts based in Asia to promote Servilles.

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 (mandatory)

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

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

2.2 Focus area: Servilles Certificate in Hairdressing (Level 4)

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

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

2.3 Focus area: International student support (mandatory)

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

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

Appendix

Regulatory basis for external evaluation and review

Self-assessment and external evaluation and review are requirements of programme approval and accreditation (under sections 249 and 250 of the Education Act 1989) for all TEOs that are entitled to apply. The requirements are set through the Criteria for Approval and Accreditation of Programmes established by NZQA under section 253(1)(d) and (e) of the Act and published in the Gazette of 28 July 2011 at page 3207. These policies and criteria are deemed, by section 44 of the Education Amendment Act 2011, to be rules made under the new section 253.

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 programmes they own or provide. These criteria and policies are also deemed, by section 44 of the Education Amendment Act 2011, to be rules made under section 253. Section 233B(1) of the Act requires registered PTEs to comply with these rules.

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 EER process 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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