



NEW ZEALAND **QUALIFICATIONS** AUTHORITY
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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: 5 August 2016

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Final Report

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 (Servilles)
Type:	Private training establishment (PTE)
First registered:	1 March 1993
Location:	Levels 4 and 7, 131 Queen Street, Auckland
Delivery sites:	Levels 4 and 7, 131 Queen Street, Auckland
Courses currently delivered:	New Zealand Certificate in Hairdressing (Salon Support) (Level 3) New Zealand Certificate in Hairdressing: Emerging Stylist (Level 4) Vocational Pathways programmes
Code of Practice signatory:	Servilles is a Code signatory.
Number of students:	230 learners: <ul style="list-style-type: none">• 110 learners in the New Zealand Certificate in Hairdressing (Salon Support) (Level 3)• 80 learners in the New Zealand Certificate in Hairdressing: Emerging Stylist (Level 4)• 40 learners per year in Vocational Pathways programmes Māori and Pasifika are approximately 17 per cent and 15 per cent of the total number of students.

	International: 80 students enrolled in the New Zealand Certificates in Hairdressing levels 3 and 4.
Number of staff:	21 full-time and one part-time staff, including teaching, management and administration staff.
Scope of active accreditation:	Servilles holds consent to assess in a variety of sub-fields, domains and unit standards in the areas of hairdressing and barbering up to level 5 and other related domains up to level 3.
Distinctive characteristics:	<p>Servilles Academy is part of Servilles Limited, and many of its graduates work in the Servilles salons throughout Auckland. Servilles Limited has five hairdressing salons located in Newmarket, Takapuna, Mission Bay, Albany and Ponsonby, and provides on-job training for some Servilles Academy learners.</p> <p>Servilles also provides off-job training for Hairdressing Industry Training Organisation (HITO) apprentices who are wishing to complete hairdressing qualifications.</p>
Recent significant changes:	<p>The long-serving chief executive retired in December 2015.</p> <p>The PTE received programme approval and accreditation in 2015 for the New Zealand Certificates it is now delivering.</p>
Previous quality assurance history:	<p>NZQA national external moderation results in 2013, 2014 and 2015 were not satisfactory. An action plan was submitted to NZQA in November 2015.</p> <p>HITO externally moderates Servilles and annually undertakes pre-assessment moderation, a moderation visit and post-assessment moderation. Results for 2013, 2014 and 2015 show that Servilles has consistently met HITO moderation requirements. The current moderation status for Servilles is: HITO Developing Best Practice moderation status.</p> <p>The last external evaluation and review (EER) was conducted in February 2012 and the report was published in May 2012. At that visit, NZQA was</p>

Highly Confident in Servilles' educational performance and capability in self-assessment.

Other: Professional affiliations include the New Zealand Association of Registered Hairdressers, the New Zealand Association of Private Hairdressing Providers, ITENZ (Independent Tertiary Education New Zealand), the Quality Commission, Study Auckland, and Education New Zealand.

2. Scope of external evaluation and review

The scope of the EER included three focus areas. These were the mandatory focus area of governance, management and strategy; Hairdressing Salon Support and Emerging Stylist; and Vocational Pathways.

The Hairdressing Salon Support and Emerging Stylist focus area was selected on Servilles' recommendation as hairdressing is Servilles' long-standing and core programme delivery, with a history of achieving successful outcomes for its learners. The level 3 certificate is a prerequisite for the level 4 certificate programme. The teaching staff, resources and processes cross over both programmes, and Servilles' staff and students see them as one programme. Both programmes recently changed from Servilles Certificate local programmes to New Zealand Certificate programmes. All Servilles' international students are enrolled in these certificate courses.

Vocational Pathways courses in various forms have been offered by Servilles for several years. The PTE is currently offering a retail course under Youth Guarantee and Foundation level 2 courses. The learner profile for this programme differs from the hairdressing certificates and is a much smaller programme. Vocational Pathways courses were not included as a focus area in the previous EER.

The inclusion of both these focus areas evaluates the entire PTE and its programmes.

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 EER was conducted over two days by two evaluators.

The evaluation involved engagement with:

- The director and owner
- A member of the board of consultants
- Members of Servilles' advisory committee
- Education manager/academy manager
- Programme development manager
- Tutors from all programmes
- 15 learners from all programmes
- Stakeholders comprising graduates and representatives from HITO.

In addition to documents provided for the EER scoping, the EER team sighted and was provided with the quality management system, the Tertiary Education Commission (TEC) audit report 2014, Board report, and achievement and destination data, including employment outcomes and analysis of trends. Other documents included changed processes for moderation; external moderation results; programme structure; sample curriculum; guideline for tutors; the student handbook; meeting minutes, including for staff meeting and presentations, student representative meetings, and advisory committee meetings.

Summary of Results

Statement of confidence on educational performance

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

The key reasons for this judgement are the following.

Servilles' learners are achieving sound results in all programmes. Rates of achievement have been consistently high for Vocational Pathways programmes when compared with TEC requirements, and the Servilles Hairdressing Certificate rate of achievement has been as good as or better than similar PTEs delivering hairdressing programmes. A significant added value for students is the chance to experience and participate in a broad range of authentic industry activities and events to enhance the learning opportunities for students.

There is clear and convincing evidence that the needs of Servilles' other key stakeholders – salon owners including Servilles' salons, and HITO – are well met. Highly valued outcomes are evident, with Servilles' graduates gaining employment within the industry and Vocational Pathways graduates progressing to further study and employment.

Servilles is clearly and effectively led with a dedicated focus on the future of the industry. Servilles' reputation and brand is recognised by the industry, domestically and internationally, for its quality and being 'on trend'. Through these relationships with industry, Servilles and its staff keep up to date with the most relevant practices and trends that learners benefit from through the acquisition of skills and an industry-based qualification.

Statement of confidence on capability in self-assessment

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

Key reasons for this judgement are the following.

Servilles has a culture of ongoing and effective self-assessment driven by the director and management who identify the need to continue to be up to date, relevant and competitive within the industry nationally and internationally.

Processes and practices embedded within the institute are effective and are providing useful information for analysis and review. Servilles welcomes and actively seeks industry knowledge and input, and there is evidence of reflective practice from first engagement with prospective learners through to delivery, tracking of learner progress and success. Findings guide the decision-making of management to inform and plan the organisation's growth, develop quality programmes and review graduate capabilities. Overall, the highly effective

activities and dedicated focus of management on continuous improvement lead to the delivery of quality and highly valued programmes.

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**.

Achievement in all Servilles programmes is very strong. Learners are gaining an industry-based qualification and acquiring useful skills that support long-term, sustained outcomes.

Servilles recently commenced delivery of the New Zealand Certificate Hairdressing qualifications. The course and qualification completions data from 2012-2014 reflects results from Servilles' local hairdressing programmes that are no longer delivered. These results show that Servilles has had consistent and sustained performance at or above the sub-sector median, with course completions ranging from 85-92 per cent, and qualification completions ranging from 78-89 per cent. This is a continuation of the previous three years' very good results. HITO validates the authentic and high level of achievement through external moderation and through the success of its own apprentices completing the off-job component of their hairdressing apprenticeship with Servilles.

The Vocational Pathways achievement of Youth Guarantee and Foundation level 2 learners for 2013-2015 shows successful course completion rates ranging between 77 and 86 per cent. This rate of achievement is very high for vocational programmes and well exceeds the sub-sector median and the TEC requirement of 65 per cent. In response to external moderation results, between 2013 and 2015 Servilles improved its internal moderation processes and staff capability (see Findings 1.4). Based on the evidence presented, the evaluation team is confident improvements will be evident at the next round of NZQA external moderation.

Servilles monitors a range of achievement data, including Māori, Pasifika and international student achievement and progress, and is aware of outcomes and areas to improve, which are incremental. Benchmarking occurs internally and externally against comparable providers, course by course and year on year. Data aggregation is reported and reviewed by management, and the integrity and analysis of the data is sound. As a result, Servilles is identifying areas for further improvement.

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

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**.

The needs of all key stakeholders are comprehensively met through authentic and effective engagement.

Most importantly, approximately 80 per cent of Servilles' graduates gain employment within the industry as emerging stylists, some of whom are employed in Servilles Limited's own salons. These strong employment outcomes have been consistently and continuously demonstrated by Servilles for over a decade. Servilles is clearly supporting and meeting industry demand through the provision of qualified emerging stylists.

Approximately 50 per cent of Vocational Pathways graduates progress to further study or employment. This is significant as Vocational Pathways graduates commonly need to overcome a variety of barriers to gain entry to the workforce or to progress to further study. Servilles monitors the sustainability of initial outcomes at graduation, and at six and 12 months following graduation. Analysis shows these highly valued outcomes are not only sustained but also increase.

Servilles gauges the quality of its graduates and the needs of industry through direct, appropriate and ongoing engagement with relevant groups such as its advisory committee which has a broad membership, and also through the operation of Servilles' own salons which are responsive to customer demand and remain 'on trend', and through the director's relationship and participation with the wider hairdressing industry. There is clear and convincing evidence that these relationships provide effective avenues to understand national and international industry trends and needs. This knowledge benefits both Servilles and stakeholders. Through these relationships, Servilles uses this understanding and reviews the quality of the outcomes, including the capabilities of graduates to meet their own and industry needs.

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' programmes and activities are highly relevant, focused on changes and trends in the hairdressing industry, and provide genuine industry experience and opportunities for students.

The New Zealand Certificate programme and Servilles' curriculum are structured with a balance of theory and practical learning, and enable students to gain the necessary knowledge, have exposure to and practise technical aspects of hairdressing, and achieve the workplace experience hours required.

Servilles actively participated in Targeted Review of Qualifications (TRoQ) and contributed to the development of the new New Zealand hairdressing qualifications for the sector. As Servilles delivers these programmes for the first time, planned programme review is occurring and the feedback from stakeholder groups, as in the past, contributes meaningfully to these reviews and the quality of the programmes delivered.

Students have the opportunity to develop their skills on site in an operating salon which is open to the public. In addition, students have highly valued and unique opportunities to engage in a range of authentic industry activities and events. Servilles hosts national competitions on site and supports local industry such as TV shows, theatre productions, and photo shoots, to make use of the well-resourced facilities. These activities also give the students the opportunity to be mentored and practise a range of skills (stylist, personal and professional) in real time and circumstances, enhancing the learning experience.

The reputation of Servilles, the company's hair salons and the director is attracting learners. Forty-two per cent of students are direct referrals from students and graduates, domestic and international, whose expectations are met through the quality of the learning experience and achievement of the qualification.

1.4 How effective is the teaching?

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

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

Tutors are from the industry and have a range of teaching backgrounds. All have the required qualifications to teach the programmes and hold or are completing the National Certificate in Adult Education and Training (Level 4). Importantly, the Vocational Pathways tutor also holds the National Certificate in Adult Literacy and Numeracy (Level 4).

All tutors participate in and contribute to the in-house sharing of knowledge and skills as a form of professional development, which occurs regularly. External professional development opportunities are also available with the intention of providing new ideas and strategies to foster success in the classroom. Recently, tutors attended a workshop at Ako Aotearoa – Engaging Pasifika and Māori Learners. The PTE could strengthen the practical implementation of the professional development undertaken.

The processes and practices around the teaching and assessing are meeting requirements. Formative assessment involves the use of purchased assessments. There have been a number of appropriate and targeted changes occurring at Servilles to address the unsatisfactory external moderation results from NZQA. They include: strengthening internal moderation processes, including ‘spot’ moderation to the planned schedule which involves all staff, and collaboration with another PTE to gauge the rigour of the processes implemented. Servilles is confident that these improved processes and increased staff capability will be evident at the next round of external moderation with NZQA, to mirror the rigour and high standard of external moderation consistently achieved with HITO, Servilles’ primary external moderator.

The high rate of achievement, strong outcomes and high regard in which Servilles and the director are held indicates that the teaching overall is highly effective. Evidence of improved teaching and learning strategies being implemented for the benefit of the learners, and the effectiveness of the identified process changes, would lift the ratings in this key evaluation question.

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**.

All learners are provided with continued support which assists them to achieve their study goals. Special provision and attention is paid to Servilles’ international students who are well orientated to Servilles and have dedicated staff support. Information provided, the course outline and opportunities for authentic industry experiences match learners’ expectations. Alongside ongoing access and support of Servilles’ staff, a counsellor is available on site once a week and is used by the learners.

Servilles is active in identifying and implementing a range of appropriate responses to support students to meet their needs. Student support initiatives recognised as improving retention and achievement include a conversation club for ESOL (English for Speakers of Other Languages) students and an internal certificate award. Both have been operational for several months and have undergone changes following review. Analysis has shown that these initiatives have supported and strengthened outcomes for learners. Furthermore, a need to support some learners with on-the-job experience while studying, and promoting a seamless transition from study into full-time employment, motivated the creation of Servilles’ work-based programme – paid employment in the industry outside of course time. Feedback from salons through progress reports allows Servilles to work with students on the specific needs identified, improving their learning experience and employment prospects at graduation. All support initiatives have been effective in reducing possible barriers to learning and achievement.

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Tutors and Servilles' staff relate effectively to the learners, who are studying in a dynamic and active learning environment. Learners are complimentary about the work books, the culture of the organisation and the resources and facilities to aid learning. Student satisfaction is high in all programmes, as indicated through surveys, interviews and student representative meetings. Feedback from Servilles to students is an area that students identify could be improved.

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 is strongly and effectively led. The director has an international reputation and has developed a brand which is recognised as quality and being 'on trend'. Servilles' international students have been attracted to New Zealand to take up the two-year qualification based on this reputation and the Servilles name.

The director is purposeful and deliberate in planning. He recognises the need to anticipate and respond to changes within the economy and in government policies that affect the education sector and hairdressing industry. He has indicated that there are no legal or ethical issues arising in relation to the academy.

Working alongside the director is a senior staff member – the academy manager with responsibility for leading the PTE. This staff member has significant experience within the sector, as well as a high level of knowledge of education management issues. Staff value her leadership, and the 'open-door' policy ensures any teaching or delivery issues arising are addressed promptly.

The skill and expertise of consultants are utilised as required. The most recent examples include a financial audit and human resources review looking at the structure, processes and positions within Servilles. Most staff have been retained for many years, and feel valued from having opportunities for development, professional and personal. All share in the vision and direction of the PTE, which is clearly articulated.

Extensive relationships and memberships in the wider hairdressing industry and education sector are important. Through these strong sector links, Servilles keeps current with relevant practices and trends. The director also uses these relationships to identify industry needs and actively plans to meet the current and future needs of industry, nationally and internationally. The PTE is kept separate from Servilles Limited initiatives, but both directly benefit from the other and include the trial of new techniques and programme content and the provision of qualified emerging stylists to support salons.

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 **Excellent**.

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

2.2 Focus area: Hairdressing Salon Support and Emerging Stylist

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: Vocational Pathways

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

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

Recommendations

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

Appendix

Regulatory basis for external evaluation and review

External evaluation and review is conducted according to the External Evaluation and Review (EER) Rules 2013, which are made by NZQA under section 253 of the Education Act 1989 and approved by the NZQA Board and the Minister for Tertiary Education, Skills and Employment.

Self-assessment and participation in external evaluation and review are requirements for maintaining accreditation to provide an approved programme for all TEOs other than universities. The requirements are set through the NZQF Programme Approval and Accreditation Rules 2013, which are also made by NZQA under section 253 of the Education Act 1989 and approved by the NZQA Board and the Minister for Tertiary Education, Skills and Employment.

In addition, the Private Training Establishment Registration Rules 2013 require registered private training establishments to undertake self-assessment and participate in external evaluation and review, in accordance with the External Evaluation and Review Rules (EER) 2013, as a condition of maintaining registration. The Private Training Establishment Registration Rules 2013 are also made by NZQA under section 253 of the Education Act 1989 and approved by the NZQA Board and the Minister for Tertiary Education, Skills and Employment.

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

This report reflects the findings and conclusions of the external evaluation and review process, conducted according to the External Evaluation and Review (EER) Rules 2013.

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

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

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

The External Evaluation and Review (EER) Rules 2013 are available at <http://www.nzqa.govt.nz/assets/About-us/Our-role/Rules/EER-Rules.pdf>, while information about the conduct and methodology for external evaluation and review can be found at <http://www.nzqa.govt.nz/providers-partners/external-evaluation-and-review/policy-and-guidelines-eer/introduction/>.

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