External Evaluation and Review Report

Servilles Academy Limited (trading as Servilles Academy of Hairdressing)

Date of report: 29 July 2021

About Servilles Academy Limited (trading as Servilles Academy of Hairdressing)

Servilles Academy of Hairdressing (Servilles) offers hairdressing, makeup and barbering programmes, and runs three salons where students gain real-world experience.

Type of organisation:	Private training establishment (PTE)
Location:	Level 7, 131 Queen Street, Auckland
Code of Practice signatory:	Yes
Number of students:	Domestic: 129 (2020)
	International: three full-time (all completed in March 2021)
Number of staff:	Nine full-time, four part-time
TEO profile:	See Servilles Academy Limited on the NZQA website
Last EER outcome:	In 2016, NZQA was Highly Confident in Servilles' educational performance and Highly Confident in its capability in self-assessment.
Scope of evaluation:	• New Zealand Certificate in Barber Skills (Level 3)
	• New Zealand Certificate in Makeup and Skin Care (Introduction) (Level 3), and New Zealand Certificate in Makeup Artistry (Level 4)
MoE number:	8974
NZQA reference:	C45364
Dates of EER visit:	8 and 9 April 2021

Summary of Results

There was a period after the 2016 EER when changes in management saw a shift in priorities and culture, and the resignation of several teaching staff. This period was a setback which significantly impacted performance, and staff and student culture and motivation. Since the return of long-time key personnel in the management team, the organisation has been hard at work rebuilding its culture.

Confident in educational performance

Course and qualification completion rates, including those of priority learners, have been variable – there was a noticeable drop in 2019. Management's focus in the last two years has been to improve achievement. This is being done through various initiatives to support student engagement and increase the retention rate, which has improved in the last year.

Confident in capability in self-assessment

Servilles has broad industry networks which benefits its programmes and the students. Programmes are relevant in terms of the necessary industry skills and competencies imparted to students. There is regular programme review, albeit some input is gathered anecdotally. The internal moderation system is sound, and external moderation results have been satisfactory.

The flat organisational structure provides an open culture. The governance and management team works collaboratively and cohesively, and qualified teaching staff are well-supported in their job and professional development.

Key compliance accountabilities are generally managed well. However, a legislative requirement with regards to safety checks on staff dealing with under-18-year-old students has been overlooked and needs to be actioned immediately.[1] See 1.6.

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[1] Servilles said it was attending to this requirement as soon as it was identified by the EER team.

Key evaluation question findings[2]

1.1 How well do students achieve?

Performance:	**Marginal**
Self-assessment:	**Good**
Findings and supporting evidence:	Achievement has been variable since the previous EER.[3] There was a noticeable decrease in course and qualification completion rates in 2019 for all programmes, which Servilles attributes to management changes, loss of key specialist staff, and a shift in focus away from student engagement and achievement. In 2020, there were slight improvements in achievement, but not at the level prior to 2019, and still not on a par with the Tertiary Education Commission and internal benchmark of 80 per cent.[4] Similar to the overall data, data on Māori and Pasifika learners saw a variability in achievement. Māori and Pasifika completions in the Makeup Level 3 programme were notably lower than other learners in both 2019 and 2020. This is one important area of focus for Servilles in 2021. It is worth noting that half of the student population in 2020 belong to priority learner groups.
	Hairdressing has better completion data than the two focus areas, and international student completion data from 2016 to 2020 was high.
	To improve achievement, Servilles' focus is on student engagement and retention. From 2019 to 2020, retention rates have consistently and markedly increased: the Barber Level 3 programme from 64 to 85 per cent, Makeup Level 3 from 62.5 to 83 per cent, and Makeup Level 4 from 75 to 83 per cent.
	Achievement data is regularly monitored and analysed against internal and external benchmarks, i.e. Tertiary Education

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

[3] See Appendix 1.

[4] Except for the most recent students, who started in 2020 and completed in the same year, in Barber Level 3 and Makeup Level 4, whose course completion rate are both at 90 per cent.

	Commission educational performance indicators and completion data of similar providers.
Conclusion:	Completion rates have been variable. Servilles aims at improving achievement by focusing on student engagement and retention, with retention markedly improved in 2020.

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

Performance:	**Good**
Self-assessment:	**Good**
Findings and supporting evidence:	Students gain useful skills and qualifications that allow them to obtain employment within the industry. Aside from the technical skills, students gain important employability skills such as customer service skills, presentation to and communication with clients, and organisation skills. Students interviewed stated that they developed confidence through communications with people across the industry.

As for graduate destinations, for Barber Level 3 and Makeup Level 4, graduates generally gain positive outcomes, either in relevant employment or in further study – 56 per cent for Barber Level 3 and 68 per cent for Makeup Level 4. However, Makeup Level 3 reported that only 33 per cent of graduates are in relevant employment or in further study. For the latter, there was no evidence that the PTE analysed the reasons behind the destination data and how to address the issues to improve positive outcomes for Makeup Level 3.

During the course of their studies, students are included in a community or support network within the industry which assists in job hunting. Employers interviewed confirmed that Servilles' graduates are easy to train and come with a solid foundation and the necessary skills and competence to be employable in the industry. They noted too the additional skills they come with due to the multi-faceted training experience Servilles provides.

Servilles is active in giving back to the community and partners with other organisations in various events, providing free services in hair and makeup. This gives an opportunity for students to practise and showcase their skills, such as in fashion |

	weeks and school productions, while also helping other organisations with their events.
	Servilles gathers destination data and survey feedback to be informed of graduate outcomes. In addition, it has strong industry connections which provide input regarding the skills of its graduates. While this feedback is given anecdotally, due to the nature of the industry and Servilles' network, there is value in taking a systematic approach to collecting, analysing and addressing stakeholder feedback in order to gather meaningful data and results. In 2017, Servilles introduced valuable skills assessments of students, conducted by industry professionals, as one way to ensure that the desired programme outcomes are met.
Conclusion:	Servilles provides valuable outcomes to students and the industry, as well as the community. Gathering industry feedback in this area could be improved with a more systematic approach. The lack of positive outcomes for the Makeup Level 3 graduates is reflected in the focus area rating (see below).

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

Performance:	**Good**
Self-assessment:	**Good**
Findings and supporting evidence:	The blended delivery approach, essential for the programme context, is well-structured to maximise and reinforce learning. With kinaesthetic-type learners, Servilles deliberately delivers the theory components of the programme in a more practical, meaningful way, aided with other learning activities, such as online learning (videos) and demonstrations/talks from external industry resources. Servilles' broad network benefits the programmes and the students. One example is its partnership with a major makeup brand, where students get specific product training and are provided with products and discounts, in addition to the makeup brand providing feedback about the programme.
	The programmes are well-resourced with workbooks, mannequins and models. Students' participation in community

	events to provide hair and makeup services is an opportunity to further hone gained skills.
	There is a sound internal moderation system, and external moderation results from various ITOs[5] and a similar provider are all positive. The skills assessments conducted by external consultants ensure students are gaining skills needed in the industry.
	Annual programme reviews include tutors' and students' feedback. Servilles' own hair salons are a good source of industry feedback on the programme, albeit informal and undocumented. Similarly, the lack of evidence of a systematic process to purposefully collect insights from industry on programme relevance limits a full understanding of the strength of performance, or of matching with stakeholder needs.
Conclusion:	The programmes are well-designed and delivered to match learners' and stakeholders' needs. There is value in considering a more structured approach to obtaining industry input regarding the ongoing currency of programmes.

1.4 How effectively are students supported and involved in their learning?

Performance:	**Good**
Self-assessment:	**Good**
Findings and supporting evidence:	A new manager role in recruitment and engagement is focused on ensuring that students are engaged in their learning and that they are well looked after. There is an effort to identify student learning needs, including literacy and numeracy skill levels, during the enrolment process. The entry interview ensures prospective students understand the programme and its requirements, in order to manage expectations. However, students interviewed who transitioned from the level 3 programme to the level 4 stated that the same level of detailed information is not available to internal students.
	Learning needs are addressed. One example is that ESOL[6] students are provided with extra tuition and one-on-one support

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[5] Industry training organisations

[6] English for Speakers of Other Languages

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	when needed. The mental health and wellbeing of students is a priority, with staff members undergoing training on mental health to better support the students. Regular blogs on various mental health and wellbeing topics and advice are also provided. Free breakfast is provided to students daily as a way to assist their learning.
	Students interviewed reported sufficient support received from Servilles during the Covid-19 lockdowns, minimising disruption to their learning. Laptops were provided to a number of students to enable them to continue learning.
	Student representatives serve as the voice of the student body. Students are surveyed in different stages of the programme to gather feedback on their courses, tutors and overall satisfaction with the organisation. The self-review prompted by the interim domestic Code[7] led to some improvements, such as the addition of a wellbeing section on the website, and the professional development of staff regarding mental health, as mentioned above.
	The Māori and Pasifika support team is being reinstated after a period of inactivity. This is important given the large number of students in these ethnic groups, and variability in achievement outcomes. However, it is unclear how Servilles will assess that the support provided is sufficient and effective.
Conclusion:	Various initiatives are provided by Servilles to ensure students are supported and involved in their learning.

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

Performance:	**Good**
Self-assessment:	**Good**
Findings and supporting evidence:	For a time during the EER period[8], Servilles' management team changed, and with this came a shift in priorities, operations and organisational culture that saw the resignation of several teaching staff and affected performance. Staff previously with

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[7] The Education (Pastoral Care of Domestic Tertiary Students) Interim Code of Practice 2019

[8] 2018 to October 2019

	Servilles have since returned in management roles and have worked hard to rebuild the culture and morale that had been lost. Servilles has clear organisational values being promoted and engaged with at all levels, from the chief executive to the students. The flat structure supports an approachable and open management team, who work collaboratively and cohesively in their different roles. The chief executive, a well-experienced and well-networked industry professional, obtains regular updates on achievement rates through monthly meetings with the academic manager. The teaching staff are qualified and industry experienced. An induction programme for new teaching staff, which includes shadowing experienced staff and multiple training sessions, is sound and sufficient. Professional development opportunities are regularly offered, with recent examples including a cultural awareness workshop, mental health 101, and technical trade updates. Staff are satisfied with the support they receive from management. During the Covid-19 lockdowns, staff were assured of their jobs and were resourced to be able to continue working. Management is continuously improving and adopting different ways for operations to be sustainable and financially viable. The branching out from mainly hairdressing programmes to barbering and makeup in recent years provides diversification and minimises risks. Management has strong reciprocal relationships with other, similar providers which informs performance.
Conclusion:	Following a brief period of setback during the EER period, the governance and management team has worked hard to re-establish a valued organisational culture. The organisation has clear goals and is mostly effective in supporting educational achievement.

1.6 How effectively are important compliance accountabilities managed?

Performance:	**Good**
Self-assessment:	**Marginal**
Findings and supporting evidence:	The majority of key compliance accountabilities are managed well. There is a clear delineation of responsibilities among the management team, with oversight by the academic manager who updates the chief executive regularly. Compliance is an ongoing agenda item in the management daily catch-up, as well as in the monthly staff meeting.
	Among the compliance accountabilities satisfactorily met are the following:
	• Moderation requirements from the relevant ITOs
	• Checks from an external accountant
	• NZQA attestations generally submitted on time
	• Credit reporting to NZQA was generally submitted within the required timeframe of 90 days. However, when Servilles changed its student management system in 2020, there were some credits that were not reported on time during the migration phase.
	There are no significant concerns identified in the Code of Practice for international students[9] and the interim domestic Code.
	Servilles has enrolled under-18-year-old students. It was noted during the EER that the PTE has no systems in place to ensure safety checks are completed for all staff who have regular contact with under-18-year-old students – a legislative requirement under the Children's Act 2014. Servilles indicated that it was immediately taking steps to address this gap when it was identified during the EER visit.
	At the time of the EER, three of the four management team members had not submitted a Fit and Proper Person Attestation and Conflict of Interest Form. The required forms had been

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[9] The Education (Pastoral Care of International Students) Code of Practice 2016

	submitted at the time of writing of this report, therefore it is no longer a requirement.
Conclusion:	While most key compliance accountabilities are being met, a major legislative requirement had been overlooked.

Focus Areas

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

2.1 Focus area: New Zealand Certificate in Barber Skills (Level 3)

Performance:	**Good**
Self-assessment:	**Good**

2.2 Focus area: New Zealand Certificate in Makeup and Skin Care (Introduction) (Level 3), and New Zealand Certificate in Makeup Artistry (Level 4)

Performance:	**Marginal**
Self-assessment:	**Marginal**
Conclusion:	This rating was affected largely by variable Māori and Pasifika achievement rates (see 1.1), and the lack of positive destination outcomes for Makeup Level 3 graduates (see 1.2). Of 114 graduates, only 38 are in relevant employment and/or further study. There is no evidence that the PTE has analysed the reasons behind the destination data, and how to address the issues.

Recommendations

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

NZQA recommends that Servilles Academy Limited:

- Develop a more systematic, formalised approach to collecting and analysing stakeholder feedback on the value of the outcomes as well as currency of programmes, in order to gather more meaningful data and ensure that inputs and suggestions are addressed.

- Analyse the reasons for the lack of positive outcomes for the Makeup Level 3 programme, to find ways to address them.

- Review student feedback regarding the quality of the information provided to internal students who transition from the Make up Level 3 to Level 4 programme (or in any other programmes this may apply), in order to manage student expectations of the programmes.

- Gather comprehensive data on the effectiveness and sufficiency of support for priority learners.

- Review the management of key compliance accountabilities to ensure comprehensive coverage and self-review.

Requirements

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

NZQA requires Servilles Academy Limited to have systems in place to undertake safety checks of staff who have regular contact with students under 18 years of age. This is a legislative requirement under sections 25-27 of the Children's Act 2014.

Appendix 1

Table 1. Qualification and course completion data

Programme	2018	2019	2020[10]	Started and completed 2020
Barber Skills Level 3				
All CC*	84%	67%	71%	90%
All QC**	81%	57%	70%	
Māori CC	72%	73%	61%	
Māori QC	66%	63%	59%	
Pasifika CC	88%	48%	72%	
Pasifika QC	88%	41%	71%	
Makeup Level 3				
All CC	83%	70%	68%	75%
All QC	75%	58%	67%	
Māori CC	76%	46%	59%	
Māori QC	63%	36%	58%	
Pasifika CC	86%	60%	42%	
Pasifika QC	82%	40%	41%	
Makeup Level 4				
All CC		79.50%	70%	-
All QC		70%	68%	
Māori CC		77%	100%	
Māori QC		75%	100%	
Pasifika CC		10%	N/A	
Pasifika QC		0%	N/A	

*CC=Course completion; **QC=Qualification completion

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[10] Includes learners who started in 2019 and completed in 2020.

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Appendix 2

Conduct of external evaluation and review

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

Disclaimer

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

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

- *Identify organisational fraud[11]*

- *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.*

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

Regulatory basis for external evaluation and review

External evaluation and review is conducted under the Quality Assurance (including External Evaluation and Review (EER)) Rules 2016, which are made by NZQA under section 253(1)(pa) of the Education Act 1989 and approved by the NZQA Board and the Minister authorised as responsible for Part 20 of the Education Act.

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

- *maintaining accreditation to provide an approved programme for all TEOs other than universities, and*

- *maintaining consent to assess against standards on the Directory of Assessment Standards for all TEOs including ITOs but excluding universities, and*

- *maintaining training scheme approval for all TEOs other than universities.*

The requirements for participation and cooperation are set through the Programme Approval and Accreditation Rules 2018, the Consent to Assess Against Standards Rules 2011 and the Training Scheme Rules 2012 respectively. These rules were also made by NZQA under section 253 of the Education Act 1989 and approved by the NZQA Board and the Minister.

In addition, the Private Training Establishment Rules 2018 require registered private training establishments to undertake self-assessment and participate in external evaluation and review as a condition of maintaining registration. The Private Training Establishment Registration Rules 2018 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, training schemes and consents to assess and registration. The New Zealand Vice-Chancellors' Committee (NZVCC) has statutory responsibility for compliance by universities.

This report reflects the findings and conclusions of the external evaluation and review process, conducted according to the Quality Assurance (including External Evaluation and Review (EER)) Rules 2016. The report identifies strengths and areas for improvement in terms of the organisation's educational performance and capability in self-assessment.

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

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

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