External Evaluation and Review Report

Servilles Academy Limited trading as: Servilles Academy of Hairdressing

Date of report: 17 December 2025

About Servilles Academy Limited

Servilles Academy Limited provides work-integrated hairdressing, make-up/skincare and barbering programmes of study in the Auckland region to mainly domestic students.

Type of organisation:	Private training establishment (PTE)
Location:	8 Canada St, Auckland
Eligible to enrol international students:	Yes
Number of students:	Domestic: 138 students (129 equivalent full-time students); Māori 19, Pasifika 11 International: nil
Number of staff:	Seven full-time, three part-time (nine full-time equivalents)
TEO profile:	[Servilles Academy](#) provider page on the NZQA website
Last EER outcome:	In April 2021, NZQA was Confident in both Servilles Academy Limited's educational performance and capability in self-assessment.
Scope of evaluation:	Focus Area 1: New Zealand Certificate in Commercial Barbering (Level 4) (ID: 125809) leading to New Zealand Certificate in Commercial Barbering (Level 4) [Ref: 2115] Focus Area 2: Hairdressing programmes; to include New Zealand Certificate in Hairdressing (Level 3) (ID: 117744) leading to New Zealand Certificate in Hairdressing (Level 3) [Ref: 2411]; and Hairdressing: Emerging Stylist (ID:117760), leading to New Zealand Certificate in Hairdressing (Emerging Stylist) (Level 4) [Ref: 2412]
MoE number:	8974
NZQA reference:	C61660
Dates of EER visit:	30 September-2 October 2025

Summary of results

Extensive, close relationships within industry support student and staff development. Programmes, resources and strategic planning are relevant and current. Servilles Academy is using data and feedback to make impactful improvements. However, further capture and collation of data and anecdotal information would support greater depth of analysis and evidence to inform change and improvements.

Highly Confident in educational performance

Confident in capability in self-assessment

- Effective use of achievement-related data and information has supported increasing achievement rates for all students and greater parity for Māori and Pasifika students. Collation of data for students with a disability would support further understanding around achievement and support.

- Staff are highly qualified and experienced both as tutors and industry practitioners. Close collaborative relationships with management ensure appropriate professional development opportunities are made available regularly.

- Servilles Academy provides highly valued training to all stakeholders. A focus on providing real-world experiences produces sought-after graduates who are ready for work. Ensuring the same data set is used to report qualification completion and graduation numbers would support accuracy of analysis.

- Servilles Academy's extensive interactions with all stakeholders assures that programme resources and delivery are relevant and current. Comprehensive moderation indicates that assessments meet requirements and assures that assessment is valid. Regular programme reviews occur.

- Servilles Academy records the students' needs and goals at the start of their study. Small classes, provision of breakfast and easily accessible staff mean students feel safe,

included and supported, and barriers to their study are minimised.

- Strong governance and management has led Servilles Academy to effectively respond to change and challenges to the organisation. Servilles Academy needs to consider methods to capture all informally gained information. This will provide a more complete body of data available for change.

- Regularly reviewed policies and processes support daily practice. Regular reporting and alerts ensure that systems for meeting compliance accountabilities are reliable and effective.

Key evaluation question findings[1]

1.1 How well do students achieve?

Performance:	**Good**
Self-assessment:	**Good**
Findings and supporting evidence:	Servilles Academy's course and qualification completions have been improving since the last EER. Overall, they are meeting Servilles Academy's internal targets of 80 per cent course completion and 75 per cent qualification completion. Overall completions are also matching or are higher than the educational performance targets set by the Tertiary Education Commission (TEC). Overall moderation results verify achievement rates.
	For the focus area programmes, the level 4 qualification achievement rates are generally meeting internal targets for all students, and Māori and Pasifika students are starting to achieve on par with other students.
	The level 3 course and qualification completions are more variable and are not consistently meeting internal targets. For the level 3 qualification, Māori and Pasifika students are not completing on par with other students, but their completion rates are increasing. The improvements seen in the priority student groups' completion rates are a result of Servilles Academy's proactive approach to embedding cultural capability and understanding in delivery and support to improve retention.
	Servilles Academy recognises that they need to take further action to support Māori and Pasifika parity across all programmes. Collating data on disability and learning needs for analysis of achievement and student support may support further understanding and action.
	Servilles Academy understands the reasons for withdrawals and has used this to inform profiling and enrolment decisions. This has resulted in some potential students being sent to alternative training first to develop

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

	the skills and attributes that support success at levels 3 and 4 study.
Conclusion:	Effective use of achievement-related data and information has supported increasing achievement rates for all students and greater parity for Māori and Pasifika students. Collation and analysis of data for students with disabilities could support further understanding around achievement and support.

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

Performance:	**Excellent**
Self-assessment:	**Good**
Findings and supporting evidence:	Stakeholders attest to the training being of high value. Servilles Academy has commercial and practice hairdressing salons and a commercial barber shop on site. Students gain valuable practical experience in a practice and working environment. Additional to this:
	• Barbering students are expected to undertake work placement toward the end of their programme.
	• Hairdressing and barbering students are provided with opportunities to work in fashion shows or events.
	• If a student wishes, they are made aware of and supported to get part-time work opportunities.
	Wide exposure through practical and real-life work opportunities supports students to be more work-ready and employable on completion of their qualifications. Destination data supports this, indicating that about 90 per cent of level 4 graduates gain employment in industry. Of those level 3 students not wishing to continue studying, the majority are gaining employment.
	The evaluation team noticed a difference in the data between the number of qualification completions and people who graduated. Fewer people appeared to have graduated than had gained a qualification completion. This led to some uncertainty regarding the accuracy of the destination data and the validity of the understandings about student destinations that could be drawn from the numbers presented. The data was also not disaggregated

	for priority student groups. Doing so may provide further useful data.
	Employers attest to gaining employees who have a grounding in the necessary core technical skills, and who are confident to undertake industry work, have work-ready attributes (are punctual, have personal pride in appearance, are good communicators) and have the needed interpersonal capabilities.
	Servilles Academy works closely with product organisations, local employers and industry advisory groups to gain feedback, access guest speakers and workshop opportunities, and provide professional development for staff. Feedback from these stakeholder sources is mainly anecdotal and is not always captured. Developing mechanisms for capturing informal forms of feedback could support the evidencing and impact of the information used in decisions made.
	Methods to foster cultural identity and the cultural capability of staff have been provided through staff professional development and working with the TEC and a workforce development council (WDC) advisor. A comprehensive cultural capability policy outlines strategies for staff to support Māori, Pasifika and disabled students in their learning. Planned reconnection with local iwi by staff will further advance meeting culturally related aspirations.
Conclusion:	Servilles Academy provides highly valued training to all stakeholders. A focus on providing real-world experiences promotes greater practical capability for students and produces sought-after graduates who are ready for work. Aligning completion and destination data and capturing the informal feedback opportunities will support staff during review processes.

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

Performance:	**Excellent**
Self-assessment:	**Excellent**
Findings and supporting evidence:	Servilles Academy has many relationships with industry stakeholders that are wide in scope. The PTE also supports industry representatives to visit, interact with and teach the students. This supports staff and students to gain skills and knowledge that are current and enables Servilles Academy's programmes and delivery to remain relevant. Resources remain up to date and reflect the tools and techniques being used in the industry.
	Small chunks of theory supported by practical experiences in working salons or shops help the students to gain real-life experiences. Culturally responsive teaching strategies alongside regular guest workshops enable students to engage with their theory learning and apply this knowledge during practical sessions. Weekly lesson planning forms part of the tutor-only days and supports the tutors to adjust activities and introduce teaching methodology that responds to needs that have arisen for students the previous week.
	Students and graduates attest to being ready for assessment. Authenticity of work is assured through either supervision of theory and practical assessment or the provision of work-related examples during presentations. Students have been informed of plagiarism and the use of AI to do work and must supply references for the information used in their assignments. These are checked and where plagiarism or AI has been used, students are spoken to individually and asked to redo work.
	Comprehensive, cyclical (three-yearly), scheduled internal moderation findings are comprehensively captured and tracked to support annual programme review that occurs at the end-of-year meetings. External moderation from the WDC supports the findings of internal moderation. A moderation monitoring visit by NZQA during 2024 has provided further insights for management and will be used

	to fine-tune moderation processes. Assessment is valid and consistent.
Conclusion:	Servilles Academy's flexible and comprehensive interactions with all stakeholders assures that programme resources and delivery are relevant and current. Small chunks of theory and practical learning support the students to remain engaged and ready to assess. Staff respond to the students' needs as they arise. Comprehensive moderation and positive moderation outcomes assure that assessment is valid. Programme reviews occur annually.

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

Performance:	**Excellent**
Self-assessment:	**Good**
Findings and supporting evidence:	Students and their whānau are invited by Servilles Academy to a pre-enrolment interview to enable them to understand the commitment needed by the individual and whānau towards study. Identification of support needs occurs here, at enrolment and within the first few weeks of study. A wellbeing survey, literacy and numeracy assessment and tutors' notes about observed needs and learning progress provide important support-related data.

Servilles Academy has used such data to form a potential study success profile. Using this at enrolment or within the first few weeks of study – alongside recently suspending exempted 15-year-old enrolments – has had a positive impact on the potential for success and on programme achievement rates. Students who display this profile are supported towards doing foundation studies with other PTEs before reapplying to Servilles Academy. Students who have returned after this are being successful in their progress.

An orientation is held on the first day of study. Providing students with their course timetable and handbook ensures students are made familiar with the expected code of conduct. The small size of classes, a high percentage of practical learning, and use of strategies to meet cultural or learning needs support an inclusive learning environment. |

	Students form strong relationships within their classes through peer role modelling activities. Providing food throughout the day and products that support personal health and hygiene minimise learning barriers. Feedback from regular student surveys (vibe checks) and informal forums enable Servilles Academy's staff to understand the impact of their support. Feedback also indicates that the students feel safe and supported.
	Attendance and progress are monitored closely using the student management system. When this is coupled with a whole-of-team approach to listening to the student voice (surveys and informal forums), it means the PTE can identify any learning needs and respond to them promptly.
	The informal nature of the progress meetings with individual students and the forums seeking their input are beneficial for ensuring the students are relaxed and talkative. However, this also means that this feedback is not minuted, and capturing students' views relies on the minutes taken during formal staff meetings. Servilles Academy could consider a more immediate capture of information leading to and from these informal interactions to evidence the decision-making that comes from these moments.
Conclusion:	Effective systems and processes ensure the students are well informed about their study commitments and staff are aware of students' goals and needs. Regular formal and informal methods of gaining feedback indicate that the students feel safe, included and supported. Capturing informal student feedback could inform programme design and support and pastoral care decisions.

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

Performance:	**Excellent**
Self-assessment:	**Good**
Findings and supporting evidence:	Servilles Academy's strong governance and management clearly support educational achievement. Servilles Academy has established a reputation as a sound PTE that is well resourced and delivers quality and high value training. A long-established organisational purpose and

	vision is clear and underpins activity and decision-making within Servilles Academy.
	A whole-team approach taken by management provides informed, sound leadership. This whole (staff) team approach also supports collaborative self-assessment activity, as all of Servilles Academy's staff know the market well, receive comprehensive amounts of anecdotal information, and discuss this information in formal and informal meetings.
	Scheduling time for review and formalising procedures to better understand the information gained, how it is being used, and the effectiveness of its use could support further effective change. Capturing anecdotal information will assure management that decision-making can be evidenced.
	The director of Servilles Academy is the original founder of the brand that is Servilles. Regular meetings with his academic manager and members of the director's advisory board support his overview of the three-year, annual and 90-day strategic plans. Quarterly reports, fortnightly formal meetings and daily conversations with the academy manager ensure strategic actions are still relevant and are progressing.
	Working in the same building as Servilles Academy supports the director's ability to hear and see the students, staff and visiting stakeholders. This supports his understanding of the challenges facing students today – such as the increasing impact of AI and technology dependence – and begin addressing these in strategic activity.
	Most staff employed at Servilles Academy have been with the organisation for a long time and feel valued. A number of staff have spent time away from tutoring to re-engage with the industry in some way. When new, tutors undertake a comprehensive induction and attest to feeling confident to start tutoring. Continued mentoring from management and fellow tutors supports all staff to develop.
Conclusion:	Strong governance and management effectively lead Servilles Academy to collaboratively respond to change and challenges to the organisation. Capture of all information may support the organisation's understanding of the strength and completeness of data available for

	change. Staff are highly qualified and experienced, both as tutors and industry practitioners, and are appropriately developed.

1.6 How effectively are important compliance accountabilities managed?

Performance:	**Excellent**
Self-assessment:	**Excellent**
Findings and supporting evidence:	Strong processes for monitoring and managing the meeting of compliance accountabilities are in place. Multiple methods, such as diarising due dates and quarterly reporting on compliance activity, ensure deadlines for attestations are not missed and rules and regulations are met. This has also supported significant improvement in reporting credits to NZQA.
	Policies and procedures are reviewed regularly and updated as needed to remain legal and ethical. Strategies for practice are included to promote use of processes as an effective guide for practice. Findings from external moderation and monitoring activity drive professional development, improvements and updates to processes and practice.
	The Code of Practice annual review is completed by the academic manager with input from all staff. The NZQA toolkit is used to analyse activity and identify gaps in relation to domestic and international students. An executive summary is then developed to outline the 'wellbeing and support' strategic goals and identified actions. Both are loaded to the website and are completed as per requirements. SAC is reminded to report against their critical incidents annually as is done for formal complaints.
	Memoranda of understanding with secondary schools and other providers are reviewed annually or as needed. Work placement contracts are completed to ensure Servilles Academy staff, work placement hosts and students are aware of their responsibilities.
	As Servilles Academy also incorporates practice and commercial salons and shops for students' practical experiences, comprehensive health and safety procedures are in place to minimise risk for public clients as well as

	staff and students. Feedback on resources and facilities supports the review of these processes.
Conclusion:	Regularly reviewed policies and processes support daily practice and ensure that students, staff and visitors remain safe on or off site. Regular reporting and alerts ensure that systems for meeting compliance accountabilities are reliable and effective.

Focus areas

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

2.1 New Zealand Certificate in Commercial Barbering (Level 4)

Performance:	**Good**
Self-assessment:	**Good**
Findings and supporting evidence:	Over half of the student body for this programme are Māori or Pasifika. Parity of achievement for these students is still variable, but it is consistently strong and close to that of the other students. Māori and Pasifika completions, however, are mostly not meeting internal targets. The barbering qualification is split into three modules that increase in complexity of skill and expectation. There is a class group at each level, enabling peer learning to occur among the students. A commercial shop and a requirement of hours in work placement ensures students are confident practitioners when they complete their studies. Eighty-nine per cent of the graduates gain related employment.

2.2 Hairdressing qualifications including the level 3 and 4 New Zealand Hairdressing Certificates

Performance:	**Excellent**
Self-assessment:	**Good**
Findings and supporting evidence:	The hairdressing level 4 certificate has had very strong course and qualification completions and parity for Māori and Pasifika. These completion rates are consistently above the internal targets. The level 3 hairdressing certificate has increasingly strong completions since the last EER, but a gap remains in achievement parity for Māori and Pasifika. As expected, most graduates from the level 4 certificate are employed, either with those employers with whom they had part-time work during study, or new employment. Servilles Academy staff support the graduates into employment. Level 3 graduates are in the main moving into employment or further study – most of which is at Servilles Academy. A higher number of graduates are labelled as

	having other destinations. While Servilles Academy understands what those other destinations are, it is unclear whether further understanding of this data has been used to inform achievement, support and programme review. Students have practice and commercial salons in which to gain practical skills and knowledge. The amount of autonomy is increased over the training programmes, with level 4 students spending a lot of time working in the commercial salon.

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:

- Collate data on students with a disability or learning difference, for analysis to improve achievement and support review of programmes and student support.

- Compare and contrast data used for destinations and qualification completion to ensure consistency and accuracy of understanding drawn from the data.

- Develop mechanisms to capture informal feedback and information received from Servilles' various interactions with all stakeholders. Recording informal feedback and other information will help the PTE to understand the impact of the information on decision-making and 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.

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

Appendix 1

Table 1. Overall completion percentages for Servilles benchmarked

%	Servilles CC (QC)	National median (EPI data – TEC) CC (QC)
2021	76 (69)	76 (58)
2022	70 (68)	70 (67)
2023	89 (86)	88 (79)
2024	82 (80)	Not available

Source: TEC EPI data

Key: CC=Course completion, QC=Qualification completion

Table 2. Completion and qualification percentages for all focus area programmes

%	All CC	M CC	P CC	ALL QC	M QC	P QC
Hair L3						
2022	64	59	50	60	50	47
2023	90	78	78	88	70	75
2024	77	67	69	71	54	55
2025 (possible)	52 (96)	82 (100)	59 (83)	-	-	-
Hair L4						
2022	85	76	100	84	76	100
2023	94	0	100	94	0	100
2024	94	100	100	93	100	100
2025 (possible)	55 (92)	50 (68)	79 (100)	-	-	-
Barber L4						
2022	71	72	73	69	67	72
2023	82	82	70	73	82	60

Final report

2024	85	72	76	83	70	75
2025 (possible)	54 (88)	59 (86)	56 (90)	-	- -	

Source: Servilles' student management system data

Key: CC=Course completion, QC=Qualification completion; M=Māori, P=Pasifika.

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[2]*

- *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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[2] 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 2022, which are made by NZQA under section 452(1)(t) of the Education and Training Act 2020 and approved by the NZQA Board and the Minister of Education.

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 excluding universities, and*

- *maintaining micro-credential approval for all TEOs other than universities.*

The requirements for participation and cooperation are set through the Programme Approval and Accreditation Rules 2022, the Consent to Assess Against Standards on the Directory of Assessment and Skill Standards Rules 2022 and the Micro-credential Approval and Accreditation Rules 2022 respectively.

In addition, the Private Training Establishment Registration Rules 2022 require registered private training establishments to undertake self-assessment and participate in external evaluation and review as a condition of maintaining registration.

NZQA is responsible for ensuring non-university TEOs continue to comply with the rules after the initial granting of approval and accreditation of programmes, micro-credentials 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 2022. 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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