

Report of External Evaluation and Review

Harrington\Vaughan Academy of
Hairdressing Limited

Highly Confident in educational performance

Confident in capability in self-assessment

Date of report: 3 September 2015

Contents

Purpose of this Report.....	3
Introduction	3
1. TEO in context.....	3
2. Scope of external evaluation and review	5
3. Conduct of external evaluation and review.....	5
Summary of Results	6
Findings	8
Recommendations	17
Appendix	18

MoE Number: 9486
NZQA Reference: C17805
Date of EER visit: 15 and 16 April 2015

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:	Harrington\Vaughan Academy of Hairdressing Limited
Type:	Private training establishment (PTE)
First registered:	1 March 1994
Location:	24 Filleul Street, Dunedin
Delivery sites:	As above
Courses currently delivered:	<ul style="list-style-type: none">• National Certificate in Employment Skills (Level 1)• National Certificate in Hairdressing (Salon Support) (Level 3)• Certificate in Hairdressing (Level 3)• Certificate in Hairdressing Skills (Level 3)• Certificate in Advanced Hairdressing (Level 4)
Code of Practice signatory:	No
Number of students:	Domestic: 31 full-time students and between 35 and 40 apprentices for off-job training. In 2015, 11 students were enrolled in the Youth Guarantee National Certificates in Employment Skills and Salon Support programmes, and 20 students were enrolled on the levels 3 and 4 hairdressing programmes. There are four Māori, and no Pasifika students.

Number of staff:	Five full-time staff and a part-time administrator
Scope of active accreditation:	<p>Service Sector subfield: Hairdressing</p> <p>Certificates in Employment Skills, Employment and Salon Support, Hairdressing, Hairdressing Skills, and Advanced Hairdressing.</p> <p>Domain consent:</p> <ul style="list-style-type: none"> • Core Generic: Personal Financial Management, Self-Management, and Work and Study Skills domains • Health: First Aid <p>Consent to assess: a range of interpersonal communication and computing unit standards.</p>
Distinctive characteristics:	The PTE is predominantly training for hairdressing qualifications and youth training (Youth Guarantee) in full-time courses, and off-job training for hairdressing apprentices in the Otago region under contract to Hairdressing Industry Training Organisation (HITO).
Recent significant changes:	Formerly known as Headquarters Hairdressing Academy, the PTE changed its name to Harrington\Vaughan Academy of Hairdressing in 2012 and moved to new purpose-built premises.
Previous quality assurance history:	<p>Harrington\Vaughan was externally evaluated and reviewed in May 2011. NZQA was Confident in both the PTE's educational performance and capability in self-assessment.</p> <p>NZQA external moderations for 2011 and 2014: all moderation requirements for Core Skills assessments were met. The PTE was exempt in 2012, but in 2013 was required to modify the assessment of one Core Skills standard.</p> <p>All moderation requirements for HITO have been met and Harrington\Vaughan has achieved the HITO's Quality Mark moderation status for the past two years.</p>

2. Scope of external evaluation and review

- Governance, management and strategy – this is a mandatory focus area.
- Youth Guarantee – the PTE has delivered foundation learning programmes for many years, now with Youth Guarantee funding. This focus area provides an opportunity to review how well the PTE is managing the changes to funding, and the outcomes required by the Tertiary Education Commission (TEC).
- Year 2 Hairdressing (Certificate in Hairdressing (Level 3) plus Certificate in Advanced Hairdressing (Level 4)). The second-year programme now integrates the two qualifications and forms a better progression into the industry. Hairdressing is the PTE's primary business. This focus area provides an opportunity to review improvements to delivery and outcomes for students since the last external evaluation and review (EER) when hairdressing programmes were a focus area.

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.

A self-assessment report, the TEC investment plan, reports of student achievement including TEC educational performance indicator data, student handbooks and reports on stakeholder consultation were supplied prior to the EER visit. A meeting with the HITO chief executive and quality manager was held before the EER.

The EER visit was conducted by two evaluators at the Harrington\Vaughan site.

The evaluators interviewed:

- The two owner-directors
- Tutors
- Youth Guarantee students
- Hairdressing students
- External stakeholders including salon owners and employers of graduates.

Following the visit, two members of the industry advisory group were interviewed.

Summary of Results

Statement of confidence on educational performance

NZQA is **Highly Confident** in the educational performance of **Harrington\Vaughan Academy of Hairdressing Limited**.

Harrington\Vaughan makes a significant contribution to the training of professional hairdressers in Dunedin and the wider Otago region. In addition to the full-time programmes, the PTE is the only provider of off-job training for hairdressing apprentices in the region. The Youth Guarantee programme delivers outcomes of high value to students, representing for some their first formal achievement, and which lead to a range of further educational and employment opportunities. All students are well supported in training pathways that match their needs and abilities. The PTE's student-centred approach directly aligns with the stated vision and values.

Governance and operational management is very ably conducted by the two owner-directors.

The PTE meets contractual outcomes to funding bodies and achieves excellent levels of course and qualification completion in its hairdressing programmes.

Students are trained in a well-resourced environment and assessed by nationally recognised assessment tools. The PTE has achieved HITO Quality Mark status, indicating the high quality of assessment practice.

Students have comprehensive learning plans that outline academic, personal and social goals. These are revised as needed.

All tutors are experienced in the industry, have qualifications in adult education and literacy tuition, and undertake regular professional development. They are highly motivated and are committed to progressing students' educational, personal and social goals.

Industry stakeholder engagement is extensive and maintained through personal contact and industry meetings. The PTE focuses on meeting the needs of employers by ensuring that students and graduates not only have the technical skills but also the personal and interpersonal communication skills needed for commercial salon work. The success of this approach is shown by the high number of graduates gaining employment in the industry.

Statement of confidence on capability in self-assessment

NZQA is **Confident** in the capability in self-assessment of **Harrington\Vaughan Academy of Hairdressing Limited**.

Harrington\Vaughan's self-assessment is a mixture of formal and informal processes and is used effectively to inform improvements to individual student learning and programme delivery and assessment. This is evident from the frequent monitoring activities by management and tutors, and the opportunities students have to reflect on their learning.

Student achievement is regularly monitored and analysed using many processes incorporated into teaching practice, as well as student feedback and achievement data. Management and tutors have a very good understanding of individual student progress and of the performance of all certificate programmes, and use this to make changes to delivery that have resulted in improved retention and completion.

Analysis of stakeholder needs and of different learner groups is based on the extensive experience and contacts of the PTE's directors and tutors within the industry, and is used to make improvements to the programmes.

Graduate destinations for all programmes are collated and analysed to provide an understanding of industry trends that might have an impact on decisions about training provision, and inform improvements to programme delivery.

The current size of the organisation – with a full-time student population of 30-35 students – means that the PTE's self-assessment practice is meaningful in that context. However, given the amount of student and other stakeholder information held informally by the directors and individual tutors, the evaluators considered that the organisation needs to build its capacity for recording and analysing the qualitative information to support the informal processes.

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 **Good**.

Students achieve very good outcomes from level 1 through to level 4 certificate programmes. Overall achievement measured by course and qualification completions is high and has improved over the period 2011-2014 (see Tables 1 and 2). This is shown by the PTE's records and the TEC educational performance indicators. Contributing to the successful outcomes, and also as a consequence, are the student achievement of personal and work goals and increasing confidence as learners.

Tutors and management monitor progress and have a very good understanding of individual achievement. Areas of difficulty and concern with regard to learning and achievement are quickly identified and individual learning plans and course delivery may be changed as a result, so that students achieve within an enrolment period.

The evaluation team was provided with evidence of the PTE's monitoring processes and the extent to which they contribute to retention and completions. Students interviewed said the regular meetings with tutors to review their progress and the advice and support they received were essential to their learning and completion of the qualification.

The second-year hairdressing programme, combining two certificates, enables students to gain two qualifications in one year. Table 1 gives a sample of results for 2013-2014 and shows high levels of course and qualification completions over the two years. One Māori student enrolled and successfully completed the level 4 certificate in 2014.

Year	Course completions		Qualification completions	
	Level 3	Level 4	Level 3	Level 4
2014	100%	85%	90%	85%
2013	95%	95%	90%	100%

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 PTE monitors the achievement of Māori students. Ten Māori students were enrolled at all levels in 2014. The PTE's data shows that these students have high achievement rates consistent with the overall student population.

The PTE relies on TEC educational performance indicators for comparative data. Table 2 shows the improvements in course and qualification completion for 2011-2013.

Table 2. TEC educational performance indicator data, 2011-2013		
Year	Course completion	Qualification completion
2013	92%	91%
2012	72%	80%
2011	68%	77%

Youth Guarantee students are enrolled in the National Certificate in Employment Skills and the National Certificate in Hairdressing (Salon Support). Results show that in 2014 six of 15 students completed the National Certificate in Employment Skills in the first semester, but not all progressed to the second semester and the National Certificate in Hairdressing. Of those who did, only one completed the qualification, three progressed to a hairdressing or a beauty therapy qualification, five left for employment, and two are continuing in the 2015 programme. Four Māori students did not complete any qualifications, but did progress to employment during the second semester.

TEC educational performance indicator data shows that in 2013, 65 per cent of Youth Guarantee students achieved course completion and 58 per cent achieved qualification completion.

Although individual achievement of Youth Guarantee students is effectively tracked, rolling enrolments and changing patterns (some progressing over several semesters or returning to complete in another year) has meant that comparative data is not easily accessible within the PTE's current system. However, plans are in place to improve the collation and analysis of results. At present, the small number of Youth Guarantee students means that the informal monitoring processes are effective for identifying any gaps or learning issues and can be resolved quickly

Self-assessment is ongoing, and is an essential part of the PTE's teaching, mentoring and monitoring processes. These reflect the small size of the organisation and suit a learning environment where the tutors and management have an intimate knowledge of individual student progress. However, student completion results were not presented in ways that enabled the evaluators to understand how well the PTE analyses trends in achievement, progression to other programmes or improvement over time. For example the evaluators were not able to see how the integration of the year two certificates into one programme improved results compared to previous years. Similar systems planned for the analysis of the Youth Guarantee programme results applied to the hairdressing programmes

Final Report

would support the PTE's knowledge, and lessen its reliance on TEC EPIs for comparative performance data.

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 programmes provided at Harrington\Vaughan are of high value to all stakeholders, including HITO, for the relevance and currency of the skills learnt by students progressing to further study and/or employment in the industry. The high level of completion of industry-recognised qualifications is an indicator of value to all stakeholders.

The suite of hairdressing qualifications has flexible entry and exit points to suit individual student goals and abilities. The PTE's records of destination outcomes show that students gain sustainable employment at all levels, and that an increasing number of students progress to further study at this PTE or another provider.

Qualification completions have led to a higher number of graduates gaining employment in the industry. Eighty-five per cent of level 4 graduates were employed in senior positions in local salons in 2014, a rise from 70 per cent in 2013. The extent to which graduates enrol with HITO to complete the final unit standards for the award of the level 4 national certificate is determined by the availability of apprenticeships in the region and economic factors.

For Youth Guarantee students, completion of the qualifications, including NCEA, represents their first formal educational achievement, and leads to further study or employment as shown by the PTE's data. The hairdressing qualifications incorporate work experience in the PTE's own commercial salon and local salons. A focus on the commercial aspects of salon employment ensures that graduates are work-ready and provide value to their employers. Year 2 students complete a 60-hour module called Salon Success, the outcome of which is a journal record of their growth in personal well-being and preparation for employment as a professional hairdresser.

The PTE has long-term personal relationships with employers throughout the Otago region. Employers interviewed by the evaluators appreciated the level of skill and personal confidence of graduates. Many said they would employ another graduate.

The PTE is the only provider of off-job training for HITO apprentices in the Otago region and maintains very good relationships with HITO, which reports overall satisfaction with the PTE's off-job training provision and overall apprentice outcomes.

Final Report

The PTE relies mainly on informal communication with a large group of regional employers for its understanding of the value of its programmes to industry, which is reasonable for an organisation of this nature and size. An advisory group, which includes partner salons, complements this approach for determining value and understanding 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 **Good**.

Harrington\Vaughan programmes are designed to meet the needs of students and the industry. The full-time programmes link the local certificate outcomes to the national certificates. This meets the needs of students who progress to an apprenticeship to complete the level 4 professional hairdressing qualification, and ensures that the training matches national industry standards in all programmes.

A range of processes are in place to ensure that students' learning needs are met, and that these match the skills needed in the hairdressing and other industries. The initial interview – including assessment of literacy and numeracy skill levels – is a resource for the development of achievable individual learning plans. A practical skills review prior to entry to higher-level programmes ensures that student needs and abilities are matched to the programme.

Tutors and management regularly review student feedback such as course evaluations, and implement the resulting action plans immediately so that students benefit from any changes. A study night with the tutors every Wednesday provides students with the opportunity to catch up on the skills and knowledge needed to complete the training modules. Students interviewed by the evaluation team all stated that their needs were well met in a supportive and well-resourced learning environment.

The change to the structure and delivery of the Youth Guarantee certificate courses following an analysis of fluctuating patterns of enrolment retention and outcomes has resulted in the two courses being taught concurrently so students are introduced to skills for the hairdressing industry much earlier to maintain their interest and engagement. The PTE has noted higher levels of retention as a result.

Consultation with industry stakeholders resulted in the incorporation of the skills and attributes and workplace behaviour sought by employers into all programmes. In addition to up-to-date technical skills, employers have emphasised the need for good communication skills, presentation and confidence.

The consistent focus on individual development and meeting industry needs enhances the employment prospects of graduates with intermediate-level skills able to immediately contribute to their employers' businesses. Employers

interviewed by the evaluators considered that the graduates they had employed were well prepared for salon work, wanted to learn new skills, were able to think for themselves, and were confident in dealing with clients and salon management.

Tutors and management ensure that students going to work placement as part of their training also are well prepared, and likely to gain from the experience.

Block and day-release courses for off-job training enable apprentices to complete the requirements of their professional qualifications. HITO survey respondents commented positively about the PTE's currency with regard to the techniques that are taught and the products that are used.

The PTE's training provision is generally well supported by industry, and stakeholder engagement is ongoing. While self-assessment is largely informal the PTE's understanding of how well it meets stakeholders' needs would be enhanced by more systematic collation and analysis of feedback that tracks the changes and improvements that have been made to meet the needs.

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 **Good**.

An indicator of the effective teaching practice at Harrington\Vaughan is the high level of course and qualification completions and the development of personal and employment-related skills.

The new purpose-built training facility includes additional study spaces and other facilities for students. Students benefit from the access to a range of models and a realistic work environment in the new commercial salon, which prepares them well for working in a wide range of salons.

Small class sizes, additional one-to-one tutorials, and specific student review sessions contribute to the overall effectiveness of teaching practice, as do the positive productive relationships between students and their tutors. Students interviewed all commented on how well the expertise and engagement of tutors supported their learning.

Teaching and assessment practices are a mix of classroom-based and practical training, appropriate to the course content and learning needs of students, and include oral assessment where needed.

All tutors are experienced and suitably qualified, with years of experience in the hairdressing industry (including training and management), and in adult teaching and assessment. Ongoing professional development includes in-house training on new products and techniques. Individual tutor performance is supported through regular meetings and six-monthly performance reviews (including student feedback).

Final Report

Assessment is based on materials developed by the standard-setting body (HITO) or purchased from other registered providers. Internal moderation processes are effective in maintaining standards of assessment, which is supported by the external moderation conducted by NZQA and HITO. The achievement of the HITO Quality Mark moderation status indicates that all hairdressing assessment resources and decisions and tutor qualifications and expertise are at a high standard.

A feature of the PTE's self-assessment of teaching practice is the regular monitoring of student results to understand how well students are learning, and the use of reflective processes to engage students and tutors in understanding how learning is best achieved. Collegial mentoring, formal appraisals, tutor self-evaluation and professional development all contribute to the effectiveness of teaching. This is supported by the high achievement data and student satisfaction, and the positive feedback given to the evaluators from students and tutors.

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**.

The small size of the organisation and classes means that tutors can engage in productive and supportive relationships with students and are able to identify and monitor any barriers to learning and resolve them. In discussion with the evaluators, tutors and management said they continually strive to create a positive and encouraging culture, where behavioural expectations are clear and standards are maintained.

Guidance and support are integrated into the programmes. The initial assessment interview explores and records needs (including literacy and numeracy) and interests and goals of the students; those with particular literacy or numeracy needs receive additional assistance if required. Expectations of trainees are set out in comprehensive course handbooks. Students understand their progress, which is recorded in various ways, such as a chart in the classroom, weekly progress reports, a photographic portfolio, or monthly printouts of credits achieved.

In addition to the informal support, other processes are formalised such as the weekly 'Heart and Soul' project (an outcome rating scale), which encourages students to reflect on their personal well-being, interpersonal relationships with fellow students and tutors, and family and friends. Tutors use this to track student well-being and personal growth and to address individual needs, including mentoring. They said this was an effective way to gauge the issues that might have an impact on achievement.

The skills and approach of the tutors are crucial to the educational achievement of students, and those interviewed by the evaluation team understood that their
Final Report

training was helping them to prepare for a workplace. They particularly valued the access to the PTE working salon and the off-site work placements. They are supported in their placements by regular follow-up visits and phone calls by their tutors, and the opportunity to reflect on the employer feedback at the conclusion of the placement.

The feedback from students (surveys, individual progress reviews, class meetings) and the high retention levels indicate that the PTE provides excellent guidance and support to its students. This was confirmed in interviews with the students conducted by the evaluation team.

Self-assessment using informal and formal methods is ongoing and effective for the size of the organisation.

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 **Good**.

Governance management and strategy is managed by the two owner directors.

Since the significant changes noted in the 2011 EER report, the directors have continued to improve the structure of the organisation's governance and management and to clarify their own roles and responsibilities. It was clear from the discussions with the evaluators and from the planning documents that the directors understand the distinction between governance and operational management, and manage these functions separately in order to provide good leadership and strategic direction in addition to their roles as managers and tutors. They hold formal management meetings (which are minuted), and every year meet as a governance team to review overall direction and plan for the future. Their roles and responsibilities are structured, complementary, agreed on, and reviewed and changed as needed. The directors commented on the fact that even though there are only two of them, the conscious decision to separate roles and governance from operational management worked well for them and the organisation. This was confirmed in interviews with members of the industry advisory group.

This group, consisting of local salon owners and accountancy and marketing personnel, and which has no formal governance role, works with the directors individually or as a group to plan organisational strategy and direction and provide external expertise. Members of the group interviewed by the evaluators confirmed that the directors are very well organised, innovative with regard to new technologies, and constantly looking to improve outcomes for students.

The PTE is five years into a 10-year plan and its business partnership. A review of the sector, the business opportunities within it and government funding has resulted

in a new strategic plan that sets out new priorities for the next two to three years. The PTE meets the requirements of the funding agency, the TEC, and has a very good understanding of policies and funding changes for programmes such as Youth Guarantee. The directors have created a strong platform for quality training which is reflected in the current organisational priorities and positive outcomes for students.

The directors' close relationships with industry provide them with good information about industry needs and trends in employment. Stakeholder demand currently exceeds funded places and has done so for several years. The PTE meets this demand using funded and unfunded training places.

The evaluation team sighted useful documentation and evidence of good organisation and systems, including minuted meetings and course evaluations recording decisions made and actions to be taken. Operational procedures are fully documented and support good educational and management practice.

Self-assessment of governance and management is a feature of the directors' meetings and is also embedded in other training delivery and review processes. The current size of the organisation means that informal self-assessment is meaningful in that context. However, given the amount of student and other stakeholder information held informally by the directors and individual tutors, the evaluators considered that the organisation needs to build its capacity for recording and analysing the information to provide the evidence that shows how self-assessment contributes to improved educational practice, and which the PTE can use for its own monitoring purposes.

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 **Good**.

2.2 Focus area: Youth Guarantee/Alternative Education

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

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

2.3 Focus area: Year 2 full-time hairdressing programme

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

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.

Appendix

Regulatory basis for external evaluation and review

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

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

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

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

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

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

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

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

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

NZQA

Ph 0800 697 296

E qaadmin@nzqa.govt.nz

www.nzqa.govt.nz

Final Report