



NEW ZEALAND **QUALIFICATIONS** AUTHORITY
MANA TOHU MĀTAURANGA O AOTEAROA

QUALIFY FOR THE FUTURE WORLD
KIA NOHO TAKATŪ KI TŌ ĀMUA AO!

External Evaluation and Review Report

Mr Barber Limited trading as Mr
Barber Training Centre

Date of report: 7 August 2020

About Mr Barber Limited trading as Mr Barber Training Centre

Mr Barber specialises in barber skills training. The organisation's sole programme, the New Zealand Certificate in Barber Skills (Level 3), includes intensive 12-week theory and practical training followed by 780 hours of practice through work placement at a local barbershop.

Type of organisation:	Private training establishment (PTE)
Location:	Telco Building, 60 Federal Street, Auckland
Code of Practice signatory:	No
Number of students:	80 full-time domestic students
Number of staff:	Five full-time equivalents
TEO profile:	See NZQA: Mr Barber Limited
Last EER outcome:	Highly Confident in educational performance and Confident in capability in self-assessment
Scope of evaluation:	New Zealand Certificate in Barber Skills (Level 3)
MoE number:	7356
NZQA reference:	C39382
Dates of EER visit:	9 and 10 June 2020 (the EER was conducted online)

Summary of Results

Mr Barber is a high-performing PTE with good completion rates, positive outcomes and strong student support. The blended programme design of theoretical and practical delivery produces high quality barbers. Self-assessment activities are effective and fit for purpose.

Highly Confident in educational performance

- Mr Barber has strong qualification completion rates. Students, including priority groups, succeed in the programme.
- The value of outcomes is strong. Students gain a qualification which, for some, is their first. The programme enables individuals to enter a promising career pathway.
- The PTE has effective industry connections. The barbering community values and considers Mr Barber as an asset to the industry and barber training in New Zealand.
- Student support is tailored to individual needs. Students and graduates are offered comprehensive academic and pastoral support.
- A culture of communication and openness exists between staff and students. Feedback is used to inform improvements.
- Mr Barber has an effective and well-connected advisory board with reputable members adding to the success of the business and student achievement.
- The training establishment is well resourced for teaching and learning purposes.
- Important compliance accountabilities are understood and responded to effectively.
- Self-assessment activities are closely linked to meet industry needs and are generally informal in nature. This approach to self-assessment works in the context of a small PTE.

Highly Confident in capability in self-assessment

Key evaluation question findings¹

1.1 How well do students achieve?

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>Generally, all students, including priority groups, achieve well and complete the qualification.² Students gain the relevant and necessary skills to be competent barbers employed in established barbershops, or to open their own business.</p> <p>At 94 per cent, qualification completions exceeded Tertiary Education Commission (TEC) commitments for 2016 and 2017.³ Benchmarking completion rates against other providers who are members of the New Zealand Hairdressing Private Providers Group, ranked Mr Barber as the highest performing PTE for 2016 and 2017.⁴</p> <p>Course completion rates remain high, at 89 per cent and 85 per cent for 2018 and 2019 respectively (inclusive of Māori and Pasifika data). Mr Barber understands why rates have declined from previous years (95 and 96 per cent for 2016 and 2017 respectively). The reasons are largely beyond their control. Positive internal and external moderation results validate achievement.</p> <p>Student progress is regularly monitored by way of tutor-managed spreadsheets for the theory component, and social media and phone calls when on work placement.</p> <p>Management is exploring new ways to strengthen self-assessment methods and modernise the process to track the student experience during work placement.</p>

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

² See Appendix 1.

³ TEC EPI Data and Mr Barber self-assessment summary.

⁴ TEC EPI Data and Mr Barber self-assessment summary. Data for 2018 and 2019 is not yet available.

Conclusion:	Qualification completion rates are excellent. Students develop their theoretical and practical skills to prepare them for work in a barbershop.
-------------	---

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

Performance:	Excellent
Self-assessment:	Good
Findings and supporting evidence:	<p>Students enrol with Mr Barber to learn traditional and modern barbering skills and techniques to prepare them for their careers.</p> <p>Beyond the attainment of an industry-valued qualification, students value their gains in self-confidence, friendships and the opportunity to change their career pathway or start their own business. The certificate is the first qualification for many, giving them a sense of accomplishment.</p> <p>The practical nature of the programme provides the training and the necessary skills to be good and work-ready barbers who exhibit strong customer service and communication skills.</p> <p>The New Zealand barbering industry strongly supports and highly values Mr Barber as a quality benchmark and an asset to the hairdressing and barbering sector.</p> <p>Mr Barber communicates on a regular basis with key stakeholders. Multiple advisory board members are industry experts with knowledge on required health and safety and hygiene standards. These strong industry links, complemented by the client satisfaction survey, also provide Mr Barber with feedback on the application of skills and outcomes for the industry.</p> <p>The most recent NZQA consistency review found Mr Barber sufficient in meeting the graduate profile outcomes of the qualification.</p> <p>The PTE tracks industry and stakeholder outcomes. However, there is room for improvement. Formalising the tracking and understanding of graduate destination data would strengthen the self-assessment of key outcomes for students.</p>
Conclusion:	Outcomes for students include enhancement of job prospects as well as trade and soft skills. Stakeholders gain quality trained

	barbers and also contribute to the development and maintaining of trainee barber standards.
--	---

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:	<p>The programme design matches the needs of students and stakeholders well.⁵ The training facility is set up as a real 'barbershop' to give students relevant experience and to support them to transition easily into the workplace.</p> <p>The initial 12-week training component is a blend of theory and practice which helps students to develop the craft of barbering. Students appreciate the opportunity to apply practical skills on the first day of the programme. In addition, the 780-hour work placement effectively gives students real-world experience.</p> <p>Programme design and delivery match the needs of both students and industry. Most tutoring staff also work in the industry, bringing their sector knowledge into the programme and making it relevant and up to date as a result. The programme is reviewed on a regular basis, which ensures that the design and assessment is fit for purpose.</p> <p>Mr Barber's industry connections and its own commercial arm in the industry (three barbershops) also informs the delivery and review of the programme. Requirements of the New Zealand Hair and Beauty Industry Training Organisation (HITO) are also met through programme review and other informal self-assessment activities.</p> <p>The small size of the organisation means other self-assessment activities such as informal daily meetings between staff assure the consistency of delivery and programme quality. Although informal, self-assessment comprehensively meets learner and stakeholder needs.</p>

⁵ The level 3 certificate is expiring at end of 2021. Mr Barber is in discussions with HITO and the sector regarding the redesign and approach to the development of the intended level 4 programme.

	<p>While the informal approach is suitable in this context, formalisation of the current programme review process would strengthen self-assessment capability and ensure the sustainability of the process.</p> <p>Literacy and numeracy are integrated into the programme using the Literacy and Numeracy for Adults Assessment Tool. Students who do not meet the minimum literacy and numeracy requirements at the time of enrolment commit to half an hour each day of literacy and numeracy practice before beginning barbering practice.</p>
Conclusion:	The programme design and delivery match the skill and knowledge needs of trainee barbers. The blend of theory and practical components of the programme prepares students for the context of a barbershop.

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

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>Mr Barber knows its students well, and effectively supports multiple cohorts throughout the year.</p> <p>Student support initiatives cater to the mature student population and extend from classroom theory to barbershop work placement.</p> <p>Responses to academic needs are appropriate through employment of differing teaching methods to accommodate student learning styles and challenges.</p> <p>The training barbershop acts as a support hub for barbering students and graduates in both their training and their careers. Support extends to graduates who are welcome to use the training barbershop to practise their skills in the workforce.</p> <p>The learning environment is realistic, with (non-paying) customers, creating a supportive, inclusive and high energy classroom. The low student-to-teacher ratio ensures students are supported and responded to in a timely manner.</p> <p>Tutoring staff maintain good rapport with the students and encourage socialisation with the barbering community.</p>

	<p>Communication is open and effective between tutoring staff and students where concerns are addressed immediately, further supporting the student experience.</p> <p>Tutor and student relationships are effective in supporting the pastoral care of students. The importance of mental health and a balance of life and study are acknowledged by staff.</p> <p>Mr Barber has effective selection processes to ensure students have a passion for barbering and will succeed in the programme.</p> <p>Self-assessment activities, including the use of feedback from student evaluation forms, allow staff to know that student support initiatives are effective and fit for purpose.</p>
Conclusion:	Students are very well supported. Academic, pastoral and social support initiatives enhance the overall student experience.

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

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>Governance and management effectively support educational achievement. The sole owner and operator has appropriate support to meet compliance responsibilities and run the business effectively, in turn supporting the student experience. For example, Mr Barber is a member of the Independent Tertiary Education New Zealand organisation and the New Zealand Hairdressers Association.</p> <p>Reputable advisory board members are well connected to industry and add to both student achievement and the reputation of the PTE. Staff are well qualified and work in the industry. They have been with the PTE for a long time, further adding to the connectedness and calibre of staff. Tutors have good internal and external professional development opportunities to strengthen their management, teaching and barbering skills.</p> <p>The 'family' culture of the organisation has been purposefully established to support students who may be in study for the first time, and to mimic a real barbershop.</p>

	<p>A risk management and a business continuity plan are in place. Staff have delegated duties and are increasingly getting involved in important management and compliance responsibilities.</p> <p>Mr Barber responded promptly and effectively made changes in response to the COVID-19 lockdown. Management organised mannequins to be sent to learners to use for online theory and practical lessons. Regular staff meetings occurred over this period to ensure training was running smoothly.</p> <p>Self-assessment activities are appropriate and effective for the size of the PTE. Record management could be strengthened further through the formalisation of meeting minutes for the purposes of business continuity.</p>
Conclusion:	The personal success and academic achievement of students is strongly supported by the small yet effective and compassionate approach of the governance and management team.

1.6 How effectively are important compliance accountabilities managed?

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>The PTE understands, responds to, and effectively manages important compliance accountabilities through the use of a comprehensive compliance calendar.</p> <p>Mr Barber maintains clear communication with regulatory bodies. Recently it was quick to inform the TEC, NZQA and Studylink about changes to delivery over the lockdown period.</p> <p>The most recent TEC audit proved to be sufficient, and external moderation results from HITO and NZQA were satisfactory.</p> <p>Health and safety checks occur every quarter to ensure all facilities are safe for staff, students and clients; equipment checks take place regularly.</p> <p>Mr Barber has a clear in-house health and safety system to manage legislative requirements.</p>
Conclusion:	Mr Barber is a well-performing small PTE effectively managing its important compliance responsibilities.

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:	Excellent
Self-assessment:	Excellent

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 Mr Barber Limited trading as Mr Barber Training Centre:

- Further strengthen the formalisation of record-keeping for the purposes of business continuity.
- Consider ways to formalise the tracking and understanding of graduate destination data.

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

Mr Barber achievement compared with the level 1-3 average for all TEOs and the New Zealand Hairdressing Private Providers Group Members (HPPM)

	2016			2017			2018			2019		
	Mr Barber	TEC TEOs Level 1-3	HPPM	Mr Barber	TEC TEOs Level 1-3	HPPM	Mr Barber	TEC TEOs Level 1-3	HPPM	Mr Barber	TEC TEOs Level 1-3	HPPM
Course completion	95%	74%	76%	96%	73%	80%	89%		–	85%	–	–
Qualification completion	94%	63%	70%	94%	62%	66%	85%		–	87%	–	–

	2016	2017	2018	2019
Maori achievement				
Course completion	100%	100%	90.48%	80%
Qualification achievement	100%	78%	95.24%	79%
Pasifika achievement				
Course completion	88.9%	92%	85.39%	90%
Qualification achievement	88.9%	66%	94%	76%

Source: Mr Barber self-assessment summary (also reflected in TEC EPI data, 2017)

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 fraud⁶
- 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.

⁶ 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/>.

NZQA

Ph 0800 697 296

E qaadmin@nzqa.govt.nz

www.nzqa.govt.nz