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External Evaluation and Review Report

Tauranga Hair Design Academy
Limited

Date of report: 18 October 2022

About Tauranga Hair Design Academy Limited

Tauranga Hair Design Academy (trading as Hair to Train) trains students to learn and apply hairdressing/barbering practices in a working salon/barber shop environment.

Type of organisation:	Private training establishment (PTE)
Location:	5 Totara St, Mount Maunganui
Code of Practice signatory:	No
Number of students:	Domestic: 31 (28 equivalent full-time students in the 2021 year) Female 64 per cent, male 36 per cent; Māori 23 per cent, Pasifika 4 per cent International: nil
Number of staff:	Five full-time equivalents
TEO profile:	Tauranga Hair Design Academy Ltd Vivo Salons Limited took ownership of this PTE on 17 January 2022.
Last EER outcome:	In May 2016, NZQA was Highly Confident in Hair to Train's educational performance, and Highly Confident in its capability in self-assessment.
Scope of evaluation:	<ul style="list-style-type: none">• New Zealand Certificate in Barber Skills (Level 3) (C24439)• 2115 New Zealand Certificate in Commercial Barbering (Level 4) (C50174)
MoE number:	8379
NZQA reference:	C45728
Dates of EER visit:	8 and 13 June 2022 (two days)

Summary of results

Hair to Train is meeting the important needs of its students and local industry. The quality of self-assessment is often, but not consistently, strong and informing improvements. Gaps in educational leadership have had some impact on key processes, but these are now being addressed.

Confident in educational performance

- Student achievement is generally strong. The quality of the achievement information and self-assessment processes is variable. Hair to Train produces barbers and hairstylists who meet local industry expectations. Many students also personally develop, improve their wellbeing, and gain transferable skills. A rich understanding of the students and the industry underpins the training provided.

Confident in capability in self-assessment

- Hair to Train's training programmes match the key needs of students and their local employers. Assessment and moderation practices are robust. The tutors have the appropriate experience and qualifications for their roles. The PTE's review of its delivery, while generally effective, was not high quality or comprehensive. Similarly, the management and review of key compliance requirements, while strong, also has weaknesses. Gaps in the educational leadership contributed to these process concerns; these have very recently been addressed.
- Pastoral care is an authentic and core part of Hair to Train's identity. It is typically high quality. Student voice mechanisms are well established, contributing to the PTE addressing many concerns. Staff have a well-developed pastoral and growing cultural capability. Many students are improving their wellbeing, staying engaged and completing their studies, with a majority progressing to related work.

Key evaluation question findings¹

1.1 How well do students achieve?

Performance:	Good
Self-assessment:	Marginal
Findings and supporting evidence:	<p>Students learn barbering and hairdressing theory and practice, which they apply in an on-site working barber shop/salon environment. Course and qualification completion rates for the focus area barbering programmes are strong or very strong.² The hairdressing programme achievement rates, while mostly lower, are still generally strong. The overall course completion rate for the period 2016-20 is comparable to providers offering similar programmes; there was no comparison of qualification completions. There was often, but not always, a disparity between the rates for non-Māori and Māori students.³ Most students made some gains in their literacy and numeracy, though the analysis was not clear.</p> <p>Self-assessment of achievement is variable. Monitoring of individual student progress and moderation results is sound, giving general confidence in the reported results. However, the completion data was not validated nor consistent with contracted educational performance indicator (EPI) targets and benchmarking. The 2016 and 2017 period had not been reviewed in preparation for the EER. Overall, the achievement information and processes did not meet key NZQA expectations. It was only after the EER team expressing concerns that some sound, though incomplete, analysis was undertaken.⁴ These significant self-assessment weaknesses reduce confidence in the educational performance.</p>
Conclusion:	Student achievement is strong. The quality of the self-assessment information and processes is variable.

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 Tables 1-4 in Appendix 1.

³ Pasifika enrolments are too small to make a meaningful judgment.

⁴ See 1.3 for further details.

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

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>Hair to Train’s purpose is to produce professional barbers and hairstylists who meet industry expectations, and for their students to personally grow, learn and enhance their self-esteem. There is rich evidence that competent entry-level barbers are being produced for the local region. There has been improved and detailed tracking of graduates, showing many gaining related work in barber shops.⁵ Local barber shop owners who were interviewed expressed their confidence in the consistent entry-level capability of the graduates. Many students develop transferable, work-ready skills and improve their wellbeing. Consistency reviews of the hairdresser programmes provide clear evidence of graduates demonstrating the required capabilities, including gaining related work.</p> <p>Hair to Train has strong local barber industry networks. The barbering tutor has considerable industry experience. The new owners, who operate a nationwide network of salons, bring to the PTE a wealth of industry knowledge and relationships. There is a rich understanding of industry requirements. The PTE has an established track record of effectively engaging and training young people to work in the barbering and hairdressing industries.</p>
Conclusion:	Hair to Train produces professional barbers and hairstylists who consistently meet local industry expectations. The PTE enables many students to personally develop and gain transferable skills. There is a rich understanding of the industry and the student cohort underpinning the training provided.

⁵ There is an opportunity to analyse the outcomes for Māori students.

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:	Good
Findings and supporting evidence:	<p>Since the last EER, Hair to Train has developed and received approval for a level 3 and replacement level 4 barbering programme. This programme effectively produces barbers at the required level.⁶ Students acquire relevant theoretical and technical knowledge, and develop hands-on skills and important workplace attitudes. This occurs through working on the floor in the on-site barber shop (or salon for the hairdressers). Students develop important life/foundation knowledge and skills, including working in a team, budgeting and nutrition. Literacy and numeracy are strengthened through embedded applied learning. Students are given the opportunity to participate in industry expos which ensures the training remains current.</p> <p>The tutor brings to the training three decades of working as a barber, including operating his own barber shop. He has a strong focus on industry standards and developing professionalism. Students respect his expertise. Students interviewed felt well prepared and supported for assessments and valued the weekly individual goal-setting and review sessions. The hairdressing tutor also has the appropriate experience and qualifications. During the pandemic lockdown, Hair to Train focused on teaching theory and has digitised its educational material.</p> <p>There is robust moderation, effectively reviewing assessment practice. This strength is reflected in consistently strong external moderation results and gaining the HITO⁷ Quality Mark Best Provider Status. Recent reviews are reflective, although earlier reviews (in 2016) were more data informed and systematic. Fortnightly student meetings, which have been conducted since 2017, enable students to effectively voice their needs. For example, concerns about salon cleanliness led to changes. Staff</p>

⁶ See 1.2 for details.

⁷ New Zealand Hair and Beauty Industry Training Organisation

	responses to these concerns are detailed, and typically, but not always, model professional-level feedback.
Conclusion:	Hair to Train's training matches well the most important needs of students and local industry. Review of performance is often effective although, as noted, is not consistently comprehensive and of high quality.

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

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>Many students present with complex needs. The PTE effectively addresses these needs holistically. Over time, Hair to Train has exhibited a strong pastoral identity; students interviewed by the evaluators described this as like a 'family' and a 'home' for them. They value the authentic care/manaakitanga being demonstrated. Basic needs are met, with breakfast provided to students needing it. At-risk students are identified and supported. Student progress is actively monitored through the tutor meeting weekly with students to set and review goals and individual learning plans.</p> <p>Students play an active and key part in the support provided. Fortnightly student meetings raise their welfare concerns, which are insightfully addressed. An illustration was when students requested counselling services, and this support was initially offered on site. However, staff noted that this led to the boundary between learning and counselling becoming blurred; the services were then moved off site. The PTE has introduced a buddy/kaitiaki approach of older students supporting newer students. A manaakitanga award was established to offer public recognition to students showing exemplary care; this award is poignantly named after a Hair to Train student who was lost.</p> <p>The PTE has improved the mental health and cultural capability of its staff since the last EER, including in tikanga Māori, and a start has been made in strengthening te reo Māori. The PTE also has working relationships with support agencies which offer additional capability and capacity to support the students.</p> <p>There is a complex tension between responding to student pastoral concerns while meeting educational and industry standards and needs. The barbering tutor for the EER focus</p>

	area demonstrated a passionate and nuanced understanding of this challenge, well supported by the site manager. The PTE is an effective bridge for students to develop, move forward, complete their studies, become more work-ready, and often start their working career.
Conclusion:	Hair to Train has a wrap-around pastoral identity that effectively supports the wellbeing of students, enabling many to complete their studies. There is a rich understanding of student needs and an evolving response to continue to even better meet and address these needs.

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

Performance:	Good
Self-assessment:	Good
Findings and supporting evidence:	<p>Hair to Train has a clear purpose of developing graduates who meet industry requirements, while assuring educational standards and developing students and improving their wellbeing. There has been considerable continuity in delivering on this core purpose, despite reduced enrolments. Some key staff have been retained and have undertaken some professional development. Most key processes have been maintained. The response to the pandemic is effective in supporting students to stay engaged, complete and move into related work. The new barbering programme has performed well.</p> <p>However, the quality of educational leadership has somewhat diminished since 2017, impacting self-assessment capability. Achievement analysis, cohort reviews, reporting and compliance management were not comprehensive in coverage and robustness. The new owners have responded by investing more resources, including very recently strengthening the educational leadership. This gives confidence going forward, which is particularly important given the planned upscaling of delivery.</p> <p>There remains an established and strong culture of reflective practice in the organisation across most key areas. There have been improvements in staff capability. The noted weaknesses are now being addressed.</p>
Conclusion:	The Hair to Train leadership has continued to support generally strong processes and sound performance. There have been some quality issues that have had some impact and they have

	recently been addressed. Self-assessment is embedded and mostly robust, though not of a consistently high standard, as noted above.
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1.6 How effectively are important compliance accountabilities managed?

Performance:	Good
Self-assessment:	Good
Findings and supporting evidence:	<p>Hair to Train’s management of compliance requirements has been generally effective. The key points are:</p> <ul style="list-style-type: none"> • The organisation has a well-established quality management system supporting both consistency and compliance. There was sound evidence of this system being generally applied. • The organisation has had consistent external moderation results, reflected in gaining the HITO Quality Mark Best Provider Status since 2017. • The staff are experienced and appropriately qualified in both barbering/hairdressing as well as adult education and adult literacy and numeracy. • Hair to Train’s hairdressing graduates met the required standard of ‘sufficiency’ for its two NZQA Consistency Reviews. <p>The management of compliance had some weaknesses:</p> <ul style="list-style-type: none"> • The Tertiary Education Commission audit report for 2020 found the ‘Systems, processes and practices are acceptable, with minor nonconformities. Improvements will need to be monitored’. • Some NZQA attestations were not updated or submitted in a timely fashion. • The analysis of achievement did not consistently meet NZQA expectations. • The programme reviews, while of some value, were not highly systematic, and data quality was mixed and the data coverage was not comprehensive.

	<p>Hair to Train’s interim domestic Code of Practice self-attestation rated all outcomes as ‘implemented’. However, the high-level self-review report merely provided a list of key processes. This is not a convincing argument that these processes have been implemented and have contributed to improved processes and outcomes.⁸ For example, this EER enquiry found clear evidence of effective student meetings leading to improved wellbeing, yet the code review does not capture this exemplary performance; nor does it explain the ‘policy and operational changes identified’ as stated in the attestation.</p> <p>Some of these matters have been addressed with the recent strengthening of educational management. This gives improved confidence that these matters will be addressed going forward.</p>
<p>Conclusion:</p>	<p>The management and review of key compliance requirements, while generally sound, had some weaknesses which have recently been addressed.</p>

⁸ See 1.4 for details.

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); New Zealand Certificate in Commercial Barbering (Level 4)

Performance:	Excellent
Self-assessment:	Good

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 Tauranga Hair Design Academy Limited:

- Strengthen the analysis of student achievement. Assess the impact of initiatives on student results.
- Analyse the outcomes as well as the achievement of Māori students/graduates and any enrolled Pasifika students.
- Implement more systematic and data-informed programme reviews.
- Continue to build on existing staff capability in wellbeing practices, tikanga Māori and te reo Māori.
- Develop the sound Code review processes already in place.

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.

Table 3. Student Achievement Component funded course completion rates 2016-21 (percentage)

New Zealand Certificate in Hairdressing (Salon Support) (Level 3)					New Zealand Certificate in Barber Skills (Level 3)			
Year	All	Māori	Pasifika	Non-Māori	All	Māori	Pasifika	Non-Māori
2016	74	65	-	74	-	-	-	-
2017	94	96	-	88	91	75	0	100
2018	71	44	-	88	82	85	100	77
2019	74	73	-	75	85	73	0	91
2020	88	78	-	88	100	100	0	100
2021	74	81	-	82	86	73	100	100

Table 4. Student Achievement Component funded qualification completion rates 2016-21 (percentage)

New Zealand Certificate in Hairdressing (Salon Support) (Level 3)					New Zealand Certificate in Barber Skills (Level 3)			
Year	All	Māori	Pasifika	Non-Māori	All	Māori	Pasifika	Non-Māori
2016	79	33	-	91	-	-	-	-
2017	63	20	-	82	91	91	-	100
2018	57	0	-	67	69	50	100	83
2019	47	56	-	33	100	100	-	100
2020	55	50	-	57	75	68	-	75
2021	80	0	-	80	100	100	100	100

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 fraud⁹*
- *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.*

⁹ 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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