



Mana Tohu Mātauranga o Aotearoa
New Zealand Qualifications Authority

External Evaluation and Review Report

National School of Aesthetics

Date of report: 24 January 2023

About National School of Aesthetics

National School of Aesthetics (NASA), established in 1985, is a long-established provider of vocational training for the beauty therapy and nail technology professions, and is owned and operated by its original founder.

Type of organisation:	Private training establishment (PTE)
Location:	134 Antigua Street, Addington, Christchurch
Code of Practice signatory:	Yes ¹
Number of students:	Domestic: 74 equivalent full-time students; approximately 20 per cent Māori and 2 per cent Pasifika; International: nil
Number of staff:	Nine full-time, two part-time
TEO profile:	National School of Aesthetics on NZQA website
Last EER outcome:	NASA's previous EER outcome in 2017 was Confident in educational performance and Confident in capability in self-assessment.
Scope of evaluation:	The current EER looked at the following NZQA-approved programme: <ul style="list-style-type: none">• New Zealand Certificate and Diploma in Beauty Therapy (Level 5) [ID:125263/1]. This is a core programme for NASA. The programme includes two qualifications from the New Zealand Qualifications Framework:<ul style="list-style-type: none">○ New Zealand Certificate in Beauty Therapy (Level 4) (120 Credits) [Ref: 3444]○ New Zealand Diploma in Beauty Therapy (Level 5) (120 Credits) [Ref: 3445]
MoE number:	8601
NZQA reference:	C48398
Dates of EER visit:	18 and 19 October 2022

¹ No international students were enrolled at the time of this EER, and NASA is not actively recruiting for international enrolments.

Summary of results

NASA graduates have the entry-level capabilities sought after by employers, with most graduates gaining work in the beauty therapy and nail technology industries. This leads to high levels of satisfaction and positive outcomes for the students and graduates. Self-assessment practices have recently been strengthened to bring about improved performance.

Confident in educational performance

- NASA is providing quality education and training leading to valued outcomes for its graduates.
- NASA has good programme and qualification completions, generally above national averages for programmes at similar levels. Students are achieving their academic and personal goals and acquire important technical and 'soft skills' capabilities, which enables most graduates to gain work in the beauty therapy and nail technology industries.

Confident in capability in self-assessment

- The PTE has recently re-established formal stakeholder engagement which enables their input into ongoing review and improvement. Stakeholders confirm that NASA graduates are well prepared for industry with relevant entry-level knowledge, skills and attributes.
- NASA has recently enhanced the opportunities for the student voice to be heard by reactivating the student council, and is currently re-assessing how they are surveying student satisfaction to increase response rates.
- Courses are taught by appropriately experienced and qualified tutors who are committed to ensuring the education delivery is relevant and engaging.
- NASA is well managed and has a clear and established long-term philosophy and purpose that is reflected throughout the organisation. Activities are well resourced.

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- Previous gaps in compliance management led to a few non-compliances which required, or continue to require, attention. Recent improvements in this area have led to compliance accountabilities being managed systematically.
 - NASA has developed effective self-assessment which evaluates the programmes and learning activities on an ongoing basis. However, much of this self-assessment is new and yet to be fully embedded and refined over time. The next challenge is to formalise and deepen self-assessment processes and use findings insightfully to make improvements, and to sustain and build on current levels of achievement and valued outcomes.

Key evaluation question findings²

1.1 How well do students achieve?

Performance:	Good
Self-assessment:	Good
Findings and supporting evidence:	<p>Staff across the organisation demonstrate a strong commitment to student success, and discuss student progress on a daily basis. Students are completing qualifications at a rate generally above similar-level programmes in other institutions, although more detailed benchmarking against similar organisations could provide useful evidence to help identify continuous improvement strategies. Likewise, trend analysis of NASA’s own performance over time could provide useful indicators of success strategies.</p> <p>Achievement rates for Māori and Pasifika students compare favourably with non-Māori and non-Pasifika.³ Similarly, achievement for students who have identified as having a disability parallel the general rates, albeit that the small numbers measured have skewed the statistics in one year.</p> <p>Students are acquiring useful technical skills and knowledge. Employers have indicated that transferable skills such as teamwork, collaboration and customer service would also be valuable attributes for graduates. Strategies to address this are a work in progress.</p> <p>The majority of NASA students choose to sit iTEC⁴ examinations in their final semester of study. NASA students have consistently achieved high success rates for both practical and theory examinations (40 of 41 students passed in the period June 2020 to December 2021).⁵</p> <p>NASA has good systems to monitor and review individual student progress, and the link between student attendance and</p>

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

³ Refer Appendix 1 for achievement figures.

⁴ International Therapist Examination Council

⁵ The student who did not pass their examinations in 2021 re-sat and passed in 2022.

	achievement is recognised and monitored. NASA collects lots of data. However, it needs to undertake a greater depth of interrogation and analysis of this data and use it to derive actions to improve educational performance.
Conclusion:	NASA's educational achievement is generally strong. However, the PTE would gain from making use of achievement data to identify areas of strength and weakness and systematically use this analysis to make improvements.

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 gain worthwhile skills in the programmes that NASA delivers, which enables them to build a career in the beauty therapy or nail technology industries. Employers report that the skills and knowledge gained are immediately applicable to the workplace and are valued by both the employee and employer. Stakeholders interviewed during this EER confirmed that NASA programmes were 'on trend' in what they regard as a vibrant industry. Many students also gain certifications that are recognised internationally.</p> <p>NASA has recognised that the merit of the programmes lies not only in the long-term professional outcomes for students, but also in developing attributes such as the confidence, self-esteem and positive attitudes they acquire on the courses. Client practice opportunities have helped students to gain meaningful interaction with clients, and feedback from clients has enabled NASA to gain a better appreciation of the degree to which students have acquired the attributes mentioned above.</p> <p>Destination tracking has improved since the last EER. A recent survey of graduates identified that 100 per cent of graduates were employed in beauty therapy roles. A small percentage were also engaged in further study in related areas. These are outcomes of high value for both students and employers.</p> <p>NASA has lots of informal and anecdotal information about graduates, and feedback from industry/stakeholders about graduates is positive. However, a more systematic formalisation and documentation of the data leading to better understanding of</p>

	graduate outcomes is essential to inform ongoing improvements to valued outcomes.
Conclusion:	Employer feedback confirms that beauty therapy graduates are gaining related work and being well prepared for industry. Long-term relationships with stakeholders also signify that they value the programmes for the benefits to this industry and their businesses.

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

Performance:	Good
Self-assessment:	Good
Findings and supporting evidence:	<p>NASA's efforts to meet the personal and academic goals of each student, while also understanding and meeting the needs of industry and employers, is a positive feature of the organisation.</p> <p>NASA has regular interaction with a wide stakeholder group through varying mechanisms and at all levels of the organisation. Due to COVID-19 restrictions, much of the recent stakeholder engagement has been informal, based around existing relationships between staff and industry. While this contact is valuable, it has lacked structure and analysis to enable feedback to systematically inform future strategy and improvements to programmes and activities.</p> <p>Since mid-2022, NASA has formalised its structures including reactivating the industry advisory forum, which had been suspended during COVID-19 disruptions. In its one meeting to date, the forum has provided valuable feedback which has been recorded and will be used to make updates to the programmes. The systematic and robust review of the most recent intake is a clear improvement and a template for going forward.</p> <p>Mechanisms to hear the student voice have similarly lacked structure – the electronic survey process used has had low response rates from students. NASA has recently reactivated the student council and is redesigning the way in which it surveys students, with a view to receiving a greater reach and range of feedback through the student voice. That said, the</p>

	<p>informal and day-to-day relational interaction between students and staff is strong.</p> <p>Programme monitoring by NZQA in early 2022 identified significant issues in the implementation of moderation and assessment practice.⁶ NASA has since undertaken considerable work to improve assessment, including the redesign of all assessments in the New Zealand Certificate and Diploma in Beauty Therapy. Staff have undertaken related professional development which is ongoing, and agree that the new assessment regime is clearer for both students and staff. NZQA recently confirmed that NASA now meets assessment and moderation requirements.</p>
Conclusion:	NASA's regular and purposeful interaction with its students and industry ensures that the programmes and activities meet their important existing and emerging needs. Moderation and assessment practice has improved.

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

Performance:	Excellent
Self-assessment:	Good
Findings and supporting evidence:	<p>Students at NASA receive active, integrated and ongoing social and academic support from staff at all levels of the organisation. Tutors and students described numerous activities and initiatives that motivate, engage and encourage students to get the full benefit from their time at NASA. Students are engaged in their learning, and they have opportunities to apply their knowledge and skills in a range of contexts that are relevant to their needs.</p> <p>There is a widespread and embedded commitment to the success and wellbeing of all students. The student journey begins with ethical, comprehensive and timely study information and guidance provided prior to enrolment to ensure that the right students are on the right programme at the right time. The dedicated student liaison officer is actively involved in accepting students onto the programmes.</p>

⁶ The issues identified do not bring into question the validity of student results. In several areas, NASA was found to be over-assessing.

	<p>Student learning goals are well understood, and staff show a good deal of passion and commitment towards ensuring that those learning goals are met. Students are provided with regular and timely feedback on their progress and appear to fully understand what they need to do in order to pass the programme and excel in the profession. Students benefit from a broad range of staff interactions as all staff teach across all courses.</p> <p>Staff are building cultural competency, particularly around strengthening the understanding of Te Ao Māori and Te Tiriti o Waitangi, which enhances the educational support for the students and the inclusiveness of the learning environment.</p> <p>Monitoring of attendance is regarded as an important contributor to student engagement and success. Daily pre-start meetings for all staff focus on current pastoral challenges/risks. A more real-time attendance system, whereby students are contacted promptly when they do not turn up to class, may be worth exploring.</p> <p>NASA staff provide high levels of guidance and support in the intuitive belief that there is a positive correlation between student selection, student support and programme completions. However, to date the organisation has not formally analysed the link between the two. Stronger self-assessment would make clearer the links between support and guidance interventions and improved outcomes.</p>
<p>Conclusion:</p>	<p>NASA staff are passionate about the care and support they provide for the students. The family culture at programme level is clearly evident, with open doors and an easy informality between staff and students. Most students are effectively supported to complete their studies.</p>

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

Performance:	Good
Self-assessment:	Good
Findings and supporting evidence:	<p>NASA's organisational strategy is formally documented, and management and staff have a common understanding of the PTE's vision and direction. As a single owner-operated organisation there is no governance structure per se, although the owner does make use of external business planning expertise from time to time. The business model is sustainable, as shown in the nearly four decades of successful operation.</p> <p>The recent restructure of the organisation and an appointment in the quality assurance area are positive steps already showing constructive changes. Many of these changes are still bedding in and need time to realise their full benefit in the form of continuous improvement and outcomes for students and industry. Staff are valued for their expertise and are provided with support and opportunities for professional development to assist them in their roles.</p> <p>Teaching and learning are well resourced with good equipment, appropriate teaching materials and good facilities. NASA has good physical resources available to the students, which are well maintained and updated through a planned approach.</p> <p>NASA encourages reflection on its role and how to continue to make ongoing and continuous improvements in meeting the needs of students and other stakeholders. This improvement was well illustrated by the development of a coherent organisational self-assessment 2022 action plan that is progressively being implemented. NASA is collecting and collating lots of useful data; however, interpretation and analysis of this data, and subsequent actions to improve educational performance, is a work in progress.</p>
Conclusion:	NASA has a clear vision and understanding of its enterprise and leadership committed to providing effective support for educational achievement. The leadership has made a range of recent quality improvements to its key internal processes.

1.6 How effectively are important compliance accountabilities managed?

Performance:	Good
Self-assessment:	Good
Findings and supporting evidence:	<p>Compliance is overseen by the quality assurance and compliance officer and responsibility is allocated to key staff. The PTE has recently established a self-assessment and compliance calendar, accessible by all staff, with a bring-up system to ensure compliance obligations are known and met.</p> <p>Prior to these systems being in place, there were a few lapses in compliance activities which led to some important compliance accountabilities being overlooked. For instance:</p> <ul style="list-style-type: none"> • Police checks do not cover all staff.⁷ • NZQA monitoring found that during 2019 to 2021 NASA did not moderate all the assessments for the scheduled courses, and there was no documentation regarding why some assessments were not moderated according to the planned schedule and/or the policy.⁸ • NASA was initially unable to provide adequate evidence of graduate outcomes for one of its qualifications, to meet consistency review requirements in 2021. There is now clear evidence of improved and detailed tracking of graduate destinations. This was the key gap at the time. <p>These weaknesses have not had a material impact on student performance to date, but they do indicate that until the last few months, management of compliance at NASA was not universally effective.</p> <p>On the positive side, all NZQA submissions are up to date and moderation requirements are now met.</p>
Conclusion:	Recent improvements to NASA's compliance management have produced a more coherent and effective approach to

⁷ The Children's Act 2014 requires that anyone working unsupervised with children or young persons under the age of 18 years should be checked by their employer to ensure they have not been convicted of a serious crime. It is noted that NASA addressed this oversight within 24 hours of it being brought to their attention.

⁸ The EER team accepted that COVID-19 disruptions had impacted on moderation in 2020 and 2021.

	understanding and managing its important compliance accountabilities.
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Focus area

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

2.1 Focus area: New Zealand Certificate and Diploma in Beauty Therapy (Level 5) [ID:125263/1].

Performance:	Good
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 National School of Aesthetics:

- Continue to develop staff capability in assessment practice.
- Continue to enhance the organisation-wide capability for collecting, analysing and using data to bring about improvements.
- Consider ways to benchmark student achievement and outcomes.
- Continue the constructive start made in encouraging staff capability in embracing Te Ao Māori.
- Consider options for supporting and building on the current governance structures – for example, periodically engaging external and expert input into governance.
- Ensure that vetting of staff and students meets the requirements of the Children's Act 2014.
- Explore options for more real-time attendance monitoring and recording, whereby students are contacted promptly when they do not turn up to class.

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

Course and qualification completions 2019-21

Table 1. 2019 (NZ3444, Level 4 Certificate in Beauty Therapy 1 year, 120 credits)

	Course completions	Qualification completions
Overall	79.6%	77.8%
Māori	87.5%	87.5%
Pasifika	N/A	N/A
Under 25 years	76.3%	76.3%
Students with disability	80%	80%

Table 2. 2020 (Combined NZ3444 and NZ3445, Level 5 Certificate and Diploma in Beauty Therapy, 18 Months 190 credits)

	Course completions	Qualification completions
Overall	80.5%	77%
Māori	85.7%	85.7%
Pasifika	33.3%	33.3%
Under 25 years	77.2%	74.2%
Students with disability	100%	100%

Table 3. 2021⁹ (Combined NZ3444 and NZ3445, Level 5 Certificate and Diploma in Beauty Therapy, 18 Months 190 credits)

	Course completions	Qualification completions
Overall	82.7%	79.1%
Māori	93%	83.3%
Pasifika	N/A	N/A
Under 25 years	84.2%	84.2%
Students with disability	50%	50%

⁹ 2021 is reporting on one intake only. Other intakes of students will complete in December 2022.

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 fraud¹⁰*
- *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.*

¹⁰ 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 2021, 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 including TITOs 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 2021, the Consent to Assess Against Standards Rules 2021 and the Training Scheme Rules 2021 respectively.

In addition, the Private Training Establishment Registration Rules 2021 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, 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 2021. 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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