



NEW ZEALAND QUALIFICATIONS AUTHORITY  
MANA TOHU MĀTAURANGA O AOTEAROA

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# Report of External Evaluation and Review

Thomden Holdings Limited trading as  
Face and Beauty Academy

Highly Confident in educational performance

Highly Confident in capability in self-assessment

Date of report: 5 July 2017

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*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:	Thomden Holdings Limited trading as Face and Beauty Academy
Type:	Private training establishment (PTE)
First registered:	11 November 1991
Location:	1st floor, 109 Devonport Road, Tauranga
Delivery sites:	As above
Courses currently delivered:	Certificate in Make-Up Art Technology and Retail (Level 3) 36 students; Certificate in Beauty Specialist (Level 4) 19 students; National Certificate in Nail Technology (Level 3) 15 students; National Certificate in Body Therapy (Level 5) nine students; New Zealand Certificate in Hairdressing (Salon Support) (Level 3) 19 students; New Zealand Certificate in Hairdressing (Emerging Stylist) (Level 4) eight students
Code of Practice signatory:	No
Number of students:	Domestic: 92 EFTS (equivalent full-time students); 106 students – 46 per cent New Zealand European, 39 per cent Māori, 10 per cent Pasifika, 5 per cent Asian  International: nil
Number of staff:	Nine full-time; four part-time
Scope of active	<a href="http://www.nzqa.govt.nz/providers/course-">http://www.nzqa.govt.nz/providers/course-</a>

accreditation:	<a href="http://accreditations.do?providerId=860357001&amp;delSiteId=0">accreditations.do?providerId=860357001&amp;delSiteId=0</a>
Distinctive characteristics:	Face and Beauty Academy has in-house salons and spa facilities where learners undertake work placements. Learners also contribute their skills for expos, school productions, shows, open days and community and church events. The organisation is a member of the New Zealand Association of Registered Beauty Therapists.
Recent significant changes:	<p>There was a change of ownership following the retirement of a former long-term director in April 2016; a new board of directors was formed (including the former long-term director); NZQA approved the rebranding of the organisation's trading name from The Hairdressing Academy to Face and Beauty Academy; there were new course approvals for New Zealand certificates.</p> <p>Face and Beauty Academy also offers ITEC international qualifications. ITEC (International Therapy Examination Council) is an international examination board which provides qualifications in beauty and spa therapy, hairdressing, complementary therapies, sports and fitness training, and customer service. The qualification is recognised locally and internationally. ITEC qualifications are aligned to the National Qualifications Framework United Kingdom.</p>
Previous quality assurance history:	<p>At the most recent external evaluation and review (EER) in 2013, NZQA was Confident in both the educational performance and capability in self-assessment of The Hairdressing Academy. The organisation was exempt from NZQA moderation in 2015 and did not meet moderation requirements for the two standards moderated in 2016. Hairdressing Industry Training Organisation moderation has met requirements. The organisation reached sufficiency in a Consistency review outcome in November 2015 for the New Zealand Certificate in Retail (Customer Service/Sales Support) (Level 2).</p>

## 2. Scope of external evaluation and review

A pre-scoping meeting was conducted by the lead evaluator several weeks before the on-site phase of the EER. At this meeting, the lead evaluator met the management and staff, had a tour of the facilities, and confirmed the agenda for the EER.

The programme focus areas selected were:

- New Zealand Certificate in Hairdressing (Salon Support) (Level 3) 19 students
- New Zealand Certificate in Hairdressing (Emerging Stylist) (Level 4) eight students
- Certificate in Make-Up Art Technology and Retail (Level 3) 36 students.

These programmes covered more than half the total student numbers. Governance management and strategy was also selected to focus on the change of ownership, the new governance team, and restructure of staff roles since the last EER.

## 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.*

The evaluation team of two were welcomed by a pōwhiri. This was followed by a safety briefing and a site walk to identify exits and explain safety procedures in the event of an emergency. The evaluation was conducted by two evaluators over two days on site at the Tauranga campus. The evaluators met with the management team and the board, and the tutors and students on the three programmes selected as focus areas. They also contacted external stakeholders by phone.

An extensive range of documentation was reviewed, including: the self-assessment provided pre-EER; minutes of management, board and staff meetings; teacher folders, lesson plans, and records of student attendance; work placement assessments from employers; industry programme evaluations; and graduate destination data; staff professional development logs; individual learning plans for 'at-risk' students; records of internal and external moderation; and the quality management system.

# Summary of Results

## Statement of confidence on educational performance

NZQA is **Highly Confident** in the educational performance and **Highly Confident** in the capability in self-assessment of **Thomden Holdings Limited trading as Face and Beauty Academy** for the following reasons:

- Educational achievement data is comprehensive, measured against Tertiary Education Commission (TEC) commitments, and analysed to measure the success of all students and of TEC priority groups: Māori, Pasifika and students under 25 years. This data is disaggregated to show achievement rates for course and qualification completion across programmes, across cohorts and over time. The improvement in completions since the last EER is due to a more selective student interview process prior to acceptance to a programme. This is to ensure that potential students are fully informed of the content, commitment and potential outcomes of the programme. Early identification of at-risk students before they slip under the 80 per cent attendance target also contributes to student achievement (refer Findings 1.1 and 1.2; Focus Areas 2.1, 2.2 and 2.3).
- Course completions, when compared with similar organisations offering health and beauty qualifications over the years 2012-2015, show that Face and Beauty Academy has comparable and in most instances slightly higher results than these organisations (refer Findings 1.1, Table 3).
- Graduate destination data is robustly collected and systematically analysed and used to inform programme reviews. This, and achievement data as shown above, addresses a recommendation in the body of the 2013 EER report. This recommendation related to the absence of outcomes data analysis by programme and destination data and the need to strengthen these processes to identify trends and inform ongoing development and improvements (refer Findings 1.2).
- The new owners are experienced and highly capable business managers with a passion for education informed by extensive experience in off-shore educational management. They are active in the local community and provide valued outcomes for learners in the Tauranga area and more recently for potential hairdressing students at Opotiki. This training provision resulted from a need identified by a key stakeholder and is planned to commence in June 2017.
- Staff are responsive to social needs and demonstrate their belief system through the values of the organisation. These values underpin the partnership relationship with all stakeholders, including students. There are many examples where the organisation's programmes have increased achievement and led to positive life changes for individuals and families (refer Findings 1.3).

- The balance of business and social responsibility is supported by a board with complementary skill-sets. The board includes the former owner and an independent financial advisor/chartered accountant. The board's understanding of their responsibilities and accountability around compliance requirements is developing well. An already competent, well-run organisation has been improved by a thorough self-assessment of all aspects of the organisation by the new owners, in partnership with the board, the previous owner and the long-standing, highly valued staff (refer Findings 1.5).
- Self-assessment has been informed by genuine and focused consultation and analysis of stakeholder feedback which has led to reinforcement of some existing practices and enhancements to others. The organisation-wide review has been underpinned by close reference to NZQA's evaluative framework for reviewing quality assurance, evidenced by the use of the key evaluation questions across all aspects of the business.
- The development of constructive working relationships with government agencies has led to productive partnerships that are mutually beneficial for all parties. An excellent example of this was when Face and Beauty Academy's programme review showed that a programme's actual teaching hours differed slightly from the original accredited hours. This error was immediately relayed to Face and Beauty Academy's key contact person at the TEC and a mutually agreed solution was formulated. This programme was not in focus for this evaluation, but the outcome is indicative of the high quality of self-assessment across the organisation (refer Findings 1.6).

# Findings<sup>1</sup>

## 1.1 How well do students achieve?

The rating for performance in relation to this key evaluation question is **Good**.

The rating for capability in self-assessment for this key evaluation question is **Excellent**.

Face and Beauty Academy offers a wide range of qualifications that allow students to progress from level 3 to level 5 on the New Zealand Qualifications Framework. Most programmes are open entry, providing students with the opportunity to gain qualifications in the beauty, hairdressing, make-up, spa and retail fields.

**Table 1. Course and qualification completions; TEC educational performance indicators for all Face and Beauty Academy students level 3 and above: 2014-2016 (TEC commitments are in brackets)**

	2014	2015	2016
Course completion	80% (80%)	75% (80%)	80% (80%)
Qualification completion	67% (80%)	62% (80%)	82% (80%)

The organisation's student course completions for levels 3 and above have mostly met TEC commitments over the years 2014-2016. However, some qualification completions over this time have not met TEC commitments, other than in 2016, where they exceeded the TEC target. The 2016 result and emerging data in 2017 show the success of the organisation's focus on identifying, quantifying and analysing the indicators that contribute to achievement outcomes, for example poor attendance and early withdrawal from programmes.

These indicators include previous failure on a course, unreliable transport and lack of family/whānau support. To address these concerns, a more rigorous selection process was initiated in 2015. This process is supplemented by an intensive face-to-face interview prior to confirming student selection, and more time spent explaining to students the programme details and work options on graduation. While this process has lowered enrolments, it has also led to better informed, more realistic students who are motivated to be in the industry and therefore more likely to succeed. An eight-day trial enrolment period allows students to sample the reality of the programme and study commitments required. Early indications are that these measures have led to fewer withdrawals and increased attendance.

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

**Table 2. Course and qualification completion rates; TEC educational performance indicators for all students and priority students level 3 and above: 2015-2019**

	Māori 2015	Pasifika 2015	Under-25s 2015	All students 2015	2016 target	2017 target	2018 target	2019 target
Course completion level 3 and above	67%	44%	72%	75%	80%	80%	82%	83%
Qualification completion level 3 and above	57%	35%	61%	62%	80%	75%	77%	78%

Both Māori and Pasifika are enrolled across the range of programmes delivered by Face and Beauty Academy. Māori and Pasifika student enrolments – at 39 per cent and 10 per cent respectively – are above the TEC investment plan targets. They are also significantly higher than the Tauranga ethnic census population data (2013) of 17 per cent Māori and 2.5 per cent Pasifika.

However, student achievement in these two groups compared with all learners is below the cohort average, with Māori tracking 8 percentage points below others and Pasifika 31 percentage points below others for course completions in 2015. Outcomes data and feedback from tutors indicates that these student groups prefer the practical classes and can find it more difficult to engage with the theoretical parts of their courses. Close monitoring of attendance, particularly during 2016 and 2017, is having a positive impact on achievement, as is greater awareness of potential literacy and numeracy issues that may affect engagement and learning as well as greater involvement with whānau (refer Findings 1.4).

Course completions are the most accurate measure of educational achievement. When compared with similar organisations offering health and beauty qualifications over the years 2012-2015, Face and Beauty Academy has comparable and in most instances slightly higher median educational performance indicator results.

**Table 3. Face and Beauty Academy course completions compared with similar health and beauty TEOs (2012-2015) (course completions for similar organisations are in brackets)**

2012	2013	2014	2015
75% (73%)	79% (74.5%)	80% (80%)	75% (74%)

Refer to Focus Areas 2.1, 2.2, and 2.3 for student achievement in the specific programme focus areas.

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

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**.

Learning is hands-on and practical, which suits the student cohort. The in-house learning at the academy is supplemented by workplace experience that may lead to offers of employment once study is completed. Stakeholders preferred Face and Beauty Academy's work experience students and subsequent graduates over those from other trainers. Employers consistently commented that the graduates are more realistic about industry demands, and are more mature, work-ready and adaptable than those they have employed from other training organisations. Face and Beauty Academy graduates understood that each workplace has a unique set of requirements and 'ways of doing things' that needed to be learnt before they would be able to fully contribute to a business.

This flexibility and responsiveness to a business's requirements was underpinned by competent technical knowledge, willingness to learn and well-developed client relations. These attributes, skills and attitudes add value to the business and ensure that the lack of industry experience of a new graduate is balanced by their willingness to contribute and continue learning.

Students participate in and contribute to the community through various events and activities such as providing hair and make-up for film companies, careers expo, women's expo, the local Santa parade, church activities and by offering pro bono services for community groups. These activities expose students to real-life scenarios and industry expectations, such as the timeframes expected to complete tasks.

An important change since the last EER is that graduate destination data is now robustly collected and systematically analysed and used to inform programme reviews. This evidence addresses a recommendation in the 2013 EER report concerning the absence of outcomes data analysis by programmes and destination data, and the need to strengthen these processes to identify trends and inform ongoing development and improvements. The organisation has also developed social media accounts for each faculty to keep in touch with past, current and future graduates.

Each tutor tracks their graduates by phoning them within two weeks of the course end and at three months. This tracking is used to get hard data but also to provide ongoing support to students post-graduation. Graduate destination data for 2016 showed that 65 per cent of level 3 and level 4 students gained employment, 19 per cent went on to further study, 8 per cent were unemployed, and 8 per cent could not be tracked.

The organisation offers opportunities to gain ITEC qualifications. ITEC is an international examination board which provides qualifications in beauty and spa therapy, hairdressing, complementary therapies, sports and fitness training and customer service. The qualification is recognised locally and internationally. It has led to graduate opportunities on cruise ships and with local film companies, and increases graduates' general employability.

### 1.3 How well do programme design and delivery, including learning and assessment activities, match the needs of students and other relevant 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 **Excellent**.

The primary focus on students ensures that resources are allocated to support teaching and learning. Improvements since the change of ownership include new carpets, provision of laptops for research, dedicated office space for enrolments, and a coffee machine for student use. External consultancy advice has also been sought to maximise the organisation's performance and to provide objectivity and challenge.

The wide range of qualifications available provides diverse pathways from levels 2-5. However, students' personal aspirations may include a course at the same or a lower level, for example hairdressing level 4 followed by nail technology level 3. This represents a logical and industry-informed decision for a student who has identified the benefits of being multi-skilled on, for example, a film set or for weddings.

Stakeholder engagement is ongoing, both formal and informal. The leadership team is passionate and enthusiastic about seeking, understanding and acting on both internal and external stakeholder feedback. Staff have key performance indicators about, for example, increasing stakeholder contacts. This contributes to matched needs for both staff and students, with possible work experience options, employment opportunities for students, and benefits from ongoing dialogue with industry.

External engagement includes industry evenings with the dual purpose of building relationships with industry and for industry to better understand how they can support educational needs and government commitments. High levels of engagement with all stakeholders ensure that any issues are found, discussed and appropriate actions taken. For example, the analysis of a recent industry meeting showed that employers wanted a greater emphasis on students' soft skills and that they valued work experience highly as it prepared students for the reality of the

industry. This both validated current practice and led to an even greater focus on soft skills development.

Tutors have 'schemes of work' which clearly articulate the details of the unit standards that need to be covered (for example, when these units expire, which version is being used), and lesson plans with day-to-day details of the content to be taught. Tracking of student achievement is comprehensive and specific and includes formal face-to-face student/tutor interviews every six weeks to discuss progress. Students are well-informed about their progress, and feedback from assessments is used to improve student comprehension and performance.

All documentation, including the student handbook, teaching materials and the quality management system are of a highly professional standard. They are indicative of the professional way the organisation operates. This professionalism is noticed and appreciated by the students and other stakeholders. Engagement with the key evaluation questions is comprehensive and organisation-wide across all teaching and learning activities.

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

The rating for performance in relation to **Excellent**.

The rating for capability in self-assessment for this key evaluation question is **Excellent**.

The teaching and learning environment of the Face and Beauty Academy is both welcoming and professional, and all staff are involved in student welfare. Any barriers to learning (academic or personal) are addressed promptly and effectively either through internal expertise or referral to external agencies. There are generous staff professional development opportunities and the chief executive has an open-door policy to staff and students. Teaching and learning are supported by modern facilities for all programmes, generous allocation of resources, and work placement opportunities for students. Students who choose to study at Face and Beauty Academy are practical, hands-on people. Tutors, often with similar learning styles, understand this and maximise learning opportunities by integrating theory into real-life situations as often as possible.

All students are tested for their literacy and numeracy competence at enrolment, mid-course and on departure. This provides early identification of students who need extra attention. These at-risk students are provided with wrap-around academic (individual learning plans) and pastoral care which has been shown to contribute to successful course completions.

This focus was particularly evident for one learner who had not experienced much success academically and had not been accepted into a similar programme with

another provider. Face and Beauty Academy recognised this person's barriers to learning, her enthusiasm and strength of character, and enabled her to succeed by providing access to intensive, ongoing, one-to-one support. This person has recently secured workplace experience at a local salon, an outcome of the support offered by the dedicated staff member and the subsequent increase in self-esteem and confidence that allowed her to approach the business and request the workplace experience.

Student support includes close checking (on the first day of absence) and follow-up of attendance (the students can text or use a free 0800 number or explain an absence on a closed Facebook link), picking students up so they get to class, allowing a student to leave class to pick up a classmate, and organising accommodation for at-risk students. The organisation understands that childcare responsibilities sometimes need to be given priority over class time, as many students are parenting alone. Alongside this generosity of spirit, clear boundaries set expectations that students will gradually, with guidance, become more self-reliant. This includes encouraging students to self-assess their own educational progress.

Increasing responsibility, challenge and independence are fostered by regular speakers who discuss topical issues such as health and drug awareness. Face and Beauty Academy also has an active and effective student council which the chief executive always attends. Actions arising from student council suggestions include improved Wi-Fi access for students. Other practical enhancements include new uniforms and requiring students to wear appropriate footwear. In addition, students are not permitted to smoke outside Face and Beauty Academy while in their uniforms, and they have been encouraged to stop smoking altogether with incentives from the chief executive.

Moderation is well-managed both internally and externally by a dedicated staff member who is enthusiastic and knowledgeable. This person is also involved in the Targeted Review of Qualifications and NZQA consistency meetings. In 2016, a student complaint about unmarked work was managed by performance managing the tutor concerned, re-teaching and re-assessing the class, and moderating all the assessments to ensure they met requirements. A testament to the capable management of this issue is that the staff member continues to be an effective tutor at the Face and Beauty Academy.

Tutors expect students to support each other academically and personally, and this is complemented by the fostering of close contact with students' family/whānau. The values of the organisation were particularly evident when a student death (off campus) led to students and staff attending the tangi, providing counselling for students, and welcoming the students' whānau to campus and presenting them with a memento of photos of the student's time at the Face and Beauty Academy. The yearly graduation ceremony is an opportunity to demonstrate to whānau the progress of a family member and an opportunity for shared pride. The pōwhiri

received by the evaluation team was an excellent example of the chief executive, staff and students taking ownership of their place (in the organisation and wider community) and challenging themselves to participate in, for some, an unfamiliar situation.

### 1.5 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 **Excellent**.

Highly effective educational leadership encourages staff to accommodate students' learning styles, co-teach, exchange best practice, and swap classes to maintain student interest levels and to provide collegial feedback. Greater levels of autonomy for staff have led to more shared knowledge. Governance and management welcome and value staff opinions and input. They also value contact with government agencies, particularly the TEC and NZQA, to increase their understanding of and alignment with government priorities.

The new owners inherited a well-functioning organisation and long-standing valued staff. Through the process of reviewing all aspects of the organisation, the new owners have provided an opportunity for staff to become better informed and more involved in decision-making. This has led to new opportunities, responsibilities and promotion for staff, such as participation in consistency reviews and programme applications, a new moderation role, and the appointment of an academic manager in 2016. It has also enabled a deep involvement and applied practical understanding of the value of self-assessment and how self-assessment contributes to ongoing educational improvement.

The board and chief executive have enhanced the physical work and learning environment for staff and students since the new ownership. Staff turnover is low and staff are well-qualified and experienced. Staff understand their rights, responsibilities and roles and are supported to undertake new challenges. Many work part-time and run their own businesses which keeps them industry-relevant. Governance and management have increased staff participation by involving them in annual planning and strategic goal-setting. They have also increased staff accountability by including goals in staff performance appraisals, such as targets for course and qualification achievement and student attendance.

Engagement with the key evaluation questions is comprehensive and organisation-wide across all teaching and learning activities. For example, the organisation's mission statement, goals and values reference the key evaluation questions. The new ownership has provided a seamless transition from the former owner. This is due in part to this person continuing to guide the organisation by membership on

the board and through close family links. The owners are two couples; one couple is involved in the day-to-day running of the organisation, while the other only has a governance role, although there is regular ongoing contact and shared decision-making between all parties.

Staff and management are respectful, supportive (academically and personally), understand each other's strengths, and communicate well. This has established a culture that is proactive, open, honest and solution-focused, modelling a high-functioning workplace. Students, some of whom have not experienced an environment like this before, noted that the academy's culture encouraged them to improve their behaviour and is useful preparation for the workplace where they will be expected to interact appropriately with a wide range of clients.

## 1.6 How effectively are important compliance accountabilities managed?

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 organisation has highly effective compliance management processes, evidenced by a range of documentation including comprehensive records of student attendance, programme approval and delivery, risk management, enrolment and academic records, staff professional development and a quality management system that is regularly reviewed and updated.

A deeply held and shared philosophy of education as a change agent connects and focuses decisions made at all levels of the organisation, and is driven by governance and management. This was evidenced by the board's request to seek additional time to discuss compliance accountabilities with the evaluators. The board meets every two months, or more often if required.

A proactive approach underpins the organisation's goal of providing excellent teaching and learning. This approach identified a non-compliance in the teaching hours of a programme. This was addressed immediately with the TEC, a solution was formulated, and the required actions taken. The management of this issue provided convincing evidence of sound review processes and practices regarding compliance management.

The effectiveness of compliance management was informed by reviewing information held by NZQA regarding risk, approvals and accreditation, assessment and moderation, and by on-site interviews with the board, management, staff and students of Face and Beauty Academy. In addition, the evaluation team spoke with external stakeholders and reviewed a comprehensive range of documentation provided by Face and Beauty Academy before, on site and post-EER.

## 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 Hairdressing (Salon Support) (Level 3)

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

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

**Table 4. Course and qualification completions; TEC educational performance indicators for the New Zealand Certificate in Hairdressing (Salon Support) (Level 3): 2014-2016 (TEC commitments are in brackets)**

	2014	2015	2016
Course completion	66% (80%)	88% (80%)	67% (80%)
Qualification completion	53% (80%)	88% (80%)	54% (80%)
Progression	73%	86%	50%
Employment	9%	14%	50%

The organisation understands that students cannot achieve if they do not attend. This has had an impact on qualification completion, particularly in 2016 when attendance averaged 59 per cent and the minimum attendance requirement was 80 per cent. In 2017, there are only seven of 19 students with less than 80 per cent attendance, indicating that the measures to address absence have been useful. Many students progress to the New Zealand Certificate in Hairdressing (Emerging Stylist) (Level 4) qualification, unless job opportunities are strong, as they were in 2016 where there was a 50/50 split between further study and employment.

## 2.2 Focus area: New Zealand Certificate in Hairdressing (Emerging Stylist (Level 4))

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

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

**Table 5. Course and qualification completions; TEC educational performance indicators for the New Zealand Certificate in Hairdressing (Emerging Stylist) (Level 4): 2014-2016 (TEC commitments are in brackets)**

	2014	2015	2016
Course completion	65% (80%)	98% (80%)	69% (80%)
Qualification completion	55% (80%)	71% (80%)	63% (80%)
Progression	22%	0	0
Employment	56%	90%	100%

This data indicates that the New Zealand Certificate in Hairdressing (Emerging Stylist) is a good match for industry employment requirements, particularly in 2015 and 2016. It also shows that students exiting with the level 4 qualification are significantly more likely to gain employment than those with the level 3 qualification alone. In 2016 attendance averaged 69 per cent. In 2017 only three (37 per cent) of eight students are below the 80 per cent minimum attendance requirement, indicating that the measures to address attendance have been successful.

## 2.3 Focus area: Certificate in Make-Up Art Technology and Retail (Level 3)

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

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

**Table 6. Course and qualification completions; TEC educational performance indicators for the Certificate in Make-Up Art Technology and Retail (Level 3): 2014-2016 (TEC commitments are in brackets)**

Years	2014	2015	2016
Course completion	97% (80%)	92% (80%)	81% (80%)
Qualification completion	94% (80%)	88% (80%)	74% (80%)
Progression	11%	7%	14%
Employment	67%	87%	64%

Course completions have been consistently high in the Certificate in Make-Up Art Technology and Retail over the last three years. In 2016, attendance averaged 79 per cent. In 2017, no student is below the 80 per cent minimum attendance requirement, indicating that the measures to address attendance have been highly successful.

# Recommendations

NZQA recommends that Thomden Holdings Limited trading as Face and Beauty Academy consider extending board membership to include relevant industry representatives.

# 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](http://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/>.*

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