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External Evaluation and Review Report

Harrington/Vaughan Academy of
Hairdressing Limited

Date of report: 2 July 2019

About Harrington/Vaughan Academy of Hairdressing Limited

Harrington/Vaughan Academy of Hairdressing Limited (Harrington/Vaughan) is a small, owner-operated hair and beauty provider located in downtown Dunedin.

Type of organisation:	Private training establishment (PTE)
Location:	24 Filleul Street, Dunedin
Code of Practice signatory:	Not a signatory
Number of students:	Domestic: 24 (72 per cent New Zealand European, 34 per cent Māori, 3 per cent Syrian) International: nil
Number of staff:	Two full-time, two part-time, three contract tutors
TEO profile:	Refer NZQA - Harrington Vaughan Hairdressing Academy
Last EER outcome:	Harrington Vaughan's previous EER outcome in 2015 was Highly Confident in educational performance and Confident in capability in self-assessment.
Scope of evaluation:	All training delivered ¹
MoE number:	9486
NZQA reference:	C34102
Dates of EER visit:	16 and 17 April 2019

¹ Current training delivered includes: New Zealand Certificate in Salon Skills (Level 2); New Zealand Certificate in Hairdressing (Salon Support) (Level 3); New Zealand Certificate in Hairdressing (Emerging Stylist) (Level 4); New Zealand Certificate in Hairdressing (Professional) (Level 4); New Zealand Certificate in Barber Skills (Level 3).

Summary of Results

Harrington/Vaughan's educational performance and capability in self-assessment is generally strong. The PTE responds well to the learning and wellbeing needs of all its students, and good stakeholder relationships contribute to positive outcomes for the students. Governance and management provide effective leadership to the organisation with a shared purpose and direction.

Confident in educational performance

- Student achievement at Harrington/Vaughan has been variable. Results in 2016 were disappointing, but a focussed and determined effort by Harrington/Vaughan to raise student achievement has resulted in better results in 2018.
- Students are highly engaged in their learning and well supported to succeed in gaining both confidence and interpersonal skills as well as achieving through formal assessment. Alternative Education students are being retained in education and are achieving credits towards NCEA.

Confident in capability in self-assessment

- Harrington/Vaughan is using its industry and community connections and relationships effectively to develop and deliver programmes that meet student and stakeholder needs.
- Courses are taught by experienced, qualified staff who use their industry experience and practical scenarios to ensure the education delivery is relevant and engaging.
- The organisation is well managed and has a clear philosophy and purpose which is reflected throughout the operation. The activities are well resourced. Important compliance accountabilities are being effectively managed.
- Staff are involved in programme reviews, team evaluation reports and continuous improvement meetings which are strengthening self-assessment practice across the organisation. Since the challenges of 2016, much of the self-assessment activity has been strengthened but is still being fully embedded in the organisation.

Key evaluation question findings²

1.1 How well do students achieve?

Performance:	Good
Self-assessment:	Good
Findings and supporting evidence:	<p>Harrington/Vaughan’s own records indicate that students are now achieving improved results. Since 2016, when course completion rates dipped below 50 per cent, course completion rates have steadily and consistently improved to above 79 per cent for SAC³ funded students. These rates compare favourably with similar providers across New Zealand. However, Youth Guarantee achievement rates remain variable.⁴ Achievement rates for Māori students are generally as good as, or better than, non-Māori students. The retention rate of students across all programmes is very high.</p> <p>Alternative Education students are being retained and re-engaged in education. Sixty per cent of Alternative Education and Youth Guarantee students attained NCEA level 1 or 2 in 2018.</p> <p>Interviews with students and a cross-section of external stakeholders indicate that the students are acquiring useful skills and knowledge which prepare them well for employment, including a strong emphasis on ‘soft skills’ such as teamwork, collaboration, etc. Acquisition of these skills is monitored through a student monthly self-assessment which is logged by staff for comparison and analysis.</p> <p>Self-assessment practices around student achievement are informal and intuitive rather than systematic. For instance, the PTE has no valid analysis of the low course completion rate for Youth Guarantee students in 2018, apart from acknowledging that it was a very small cohort. Staff regularly explore areas for improvement, but benefit may be gained from review 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 Student Achievement Component funding contribution by the Tertiary Education Commission.

⁴ Refer Appendix 1 for a summary of achievement data.

	analysis of student achievement data at a wider institutional level.
Conclusion:	Harrington/Vaughan's educational performance is variable but has generally improved as a result of improved teaching and learning strategies.

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

Performance:	Good
Self-assessment:	Marginal
Findings and supporting evidence:	<p>As part of the renewed organisational strategy, Harrington/Vaughan has a stronger focus on outcomes this year. The PTE is doing this by moving away from multiple year enrolments with a view to having students work-ready in no more than one year of study. Although the results are yet to be proven, there is a strong focus on work-readiness by both students and staff.</p> <p>Alternative Education students are receiving high value from their study, although the students themselves may be the last to recognise this. Alternative Education students, who are mostly 15 years of age and who have disengaged and/or been excluded from school, are re-engaging in education and achieving NCEA credits.</p> <p>Staff have informal and anecdotal information about some graduates and, generally, feedback from industry/stakeholders about graduates is positive. However, a more systematic understanding of graduate outcomes is essential to inform ongoing improvements to valued outcomes.</p>
Conclusion:	While there is good gathering of exit data from students when they complete their programmes, there is little meaningful engagement with employers and graduates to help determine the long-term value of the learning.

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>Harrington/Vaughan’s course design and delivery are meeting the needs of students and stakeholders by providing courses that are relevant to the students, employers and communities they serve. The organisation is well attuned to the needs of students through years of experience in the same market, and through seeking feedback from students, employers and other stakeholders.</p> <p>Learning environments and activities are authentic, engaging and accommodating of students with different educational backgrounds and experiences. The ‘real-world’ facilities and the fact that staff are themselves engaged in industry enables Harrington/Vaughan to provide students the opportunity to apply their skills and knowledge in different ways.</p> <p>Assessment practice is good. Students are provided with opportunities to demonstrate their knowledge and understanding through written work, project work and oral presentations. Quality assessment practice is supported by effective internal moderation processes and affirmed by external moderation results.</p> <p>Teachers identify the aspirations and interests of their students and, where possible, structure their teaching to align with those aspirations. This ensures that students’ learning needs are being well met. There was evidence of the teachers regularly engaging in meaningful discussion about teaching practice and student progress. Teaching staff spoke about how they share ideas, experiences and knowledge through their daily interactions and staff meetings.</p>
Conclusion:	Harrington/Vaughan’s regular and ongoing interaction with its students and stakeholders, ensuring that programmes and activities meet their existing and emerging needs, is a strong feature of the organisation.

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

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>Students at Harrington/Vaughan receive active, integrated and ongoing support from staff at all levels of the organisation. Intending students are well guided into courses that are appropriate to their aspirations and capabilities. Teachers and students described numerous activities and initiatives to motivate, engage and encourage students to get the full benefit from their time at Harrington/Vaughan.</p> <p>Teachers provide timely, ongoing feedback to each student on their progress. Every student has an individual learning plan based on their aspirations and abilities.</p> <p>Attendance expectations are effectively communicated to the students and are monitored closely, with timely and appropriate follow-up as required.</p> <p>The literacy and numeracy needs of the students are well understood and addressed within the context of their study. Harrington/Vaughan uses the Tertiary Education Commission literacy and numeracy assessment tool effectively.</p> <p>In the past two years, Harrington/Vaughan has implemented a whānau support scheme whereby every student is asked at enrolment to nominate two family members or friends who can be contacted by staff to discuss both good and not-so-good aspects of the student's progress. This system has proved very effective in both motivating students and their supporters and helping to identify and address barriers to success.</p> <p>Harrington/Vaughan is making good use of outside agencies, such as the Otago Youth Wellness Trust and a visiting public health nurse to support the students.</p>
Conclusion:	Students experience a strongly supportive learning environment, and this is well reviewed within a reflective organisational culture, ensuring its ongoing effectiveness.

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

Performance:	Good
Self-assessment:	Good
Findings and supporting evidence:	<p>There is a clear, long-term vision for the organisation, which is well understood and put into practice at all levels. Staff are valued by management, as illustrated by their inclusion in developing the new direction and culture of the PTE.</p> <p>Harrington/Vaughan has good physical resources available to students which are well maintained and replaced through a planned approach. The campus is ideally located to engage with industry and commerce.</p> <p>Harrington/Vaughan has well-established administration and management systems and procedures in place, with ethical practices. An open-door policy and clear communications have created a pleasant environment and confident atmosphere within the organisation.</p> <p>The recruitment, monitoring and ongoing development of teachers is a strength of the organisation, and this is shown in the effectiveness of the teaching. Teaching and learning are well resourced with well-trained staff, appropriate teaching materials and good facilities.</p> <p>Reflective practice is well established. Much of the monitoring takes place at the individual level. While this is effective, collation and analysis of organisational-level data would strengthen self-assessment by enabling the identification of trends and patterns in performance.</p>
Conclusion:	Harrington/Vaughan has a clear vision and understanding of its business, and strong leadership committed to providing effective support for educational achievement. As self-assessment practice is further strengthened and embedded into the organisation, analysis of higher level performance data will help identify and bring about useful improvements.

1.6 How effectively are important compliance accountabilities managed?

Performance:	Good
Self-assessment:	Good
Findings and supporting evidence:	<p>Harrington/Vaughan has a culture with an emphasis on being compliant. Compliance is overseen by the owner – a process which is effective, although not systematic or proactive and is reliant on one person.</p> <p>Indications of effective compliance management include:</p> <ul style="list-style-type: none"> • NZQA attestations and returns have been submitted within required timeframes. There is no recent ‘risk’ history with NZQA. • The courses at Harrington/Vaughan are being delivered consistent with NZQA approvals. Each programme has a ‘footprint’ folder in which both approval and delivery information is kept. The owner and staff are able to easily check and monitor delivery against approval parameters. • The PTE has met compliance obligations associated with moderation, with both NZQA, the Hairdressing Industry Training Organisation and The Skills Organisation.
Conclusion:	Harrington/Vaughan has a clear understanding of its compliance accountabilities and manages effectively to ensure obligations are met. This could be reinforced by a more proactive and systematic approach to compliance management.

Focus Areas

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

2.1 Focus area: All training development and delivery

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 Harrington/Vaughan Academy of Hairdressing Limited:

- Implement systems to regularly and systematically engage with graduates and graduate employers about how well their experience at Harrington/Vaughan prepared them for the next stage in their careers. The PTE should then use the information gained to inform improvements to programme design and delivery.
- Continue to develop the collection of data for self-assessment and build capability in analysing this 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

Table 1. Course and qualification completions – Youth Guarantee students

	2015		2016		2017		2018	
	CC*%	Qual** %	CC%	Qual %	CC%	Qual %	CC%	Qual %
All Youth Guarantee students	81	82	58	20	79	60	32	0
Māori	96	99	67	67	100	85	0	0
Pasifika	22	0	-	-	-	-	-	-
Other	85	87	57	19	78	62	39	0

*Course completions; **Qualification completions

Table 2. Course and qualification completions – Tertiary Education Commission SAC-funded students

	2015		2016		2017		2018	
	CC%	Qual %						
All SAC students	71	79	47	61	79	79	78	65
Māori	77	76	57	68	91	86	77	66
Pasifika	100	100	60	50	-	-	-	-
Other	72	78	46	62	73	74	76	58

*Course completions; **Qualification completions

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 fraud⁵
- 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.

⁵ NZQA and the Tertiary Education Commission 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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