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External Evaluation and Review Report

Manawatu Education Academy (PN)
Limited trading as BHB Academy

Date of report: 2 July 2019

About Manawatu Education Academy trading as BHB Academy

BHB Academy provides complete pathways of learning for hairdressing and barbering at levels 2-4 and provides a pathway into makeup artistry and the skincare industry.

Type of organisation:	Private training establishment (PTE)
Location:	158 Broadway Ave, Palmerston North
Code Signatory:	No
Number of students:	Domestic: 62 equivalent full-time students (EFTS) SAC-funded, 39 EFTS – 21 New Zealand European (54 per cent), 15 Māori (39 per cent), one Pasifika (2 per cent), two Other (5 per cent) Youth Guarantee funded, 23 EFTS – 12 New Zealand European (52 per cent), nine Māori (39 per cent), nil Pasifika, two Other (9 per cent)
Number of staff:	Five full-time staff and two part-time tutors
TEO profile:	See: NZQA – Manawatu Education Academy Ltd Training includes hairdressing, barbering and makeup. BHB Academy has three purpose-built salons for training and for use with paying clients.
Last EER outcome:	Confident in educational performance Confident in capability in self-assessment
Scope of evaluation:	<ul style="list-style-type: none">• New Zealand Certificate in Barbering (Levels 3-4)• New Zealand Certificate in Hairdressing (Levels 3-4)
MoE number:	8621
NZQA reference:	C34188
Dates of EER visit:	23 and 24 April 2019

Final report

Summary of Results

BHB Academy is comprehensively connected to and well informed by its stakeholders. The PTE delivers state-of-the-art training that meets all the essential needs of students and key stakeholders. BHB Academy is innovative and proactive and uses highly effective processes which contribute to highly valued outcomes for the industry.

- Overall performance is good, with high achievement rates. Benchmarking data shows BHB Academy consistently in the top half of all providers in course, qualification and progression outcomes.
- Highly Confident in educational performance**
- The value of outcomes is very high and directly related to the ability to gain work.
 - Personal wellbeing and service skills gained ensure highly employable graduates.
 - Practical activities using state-of-the-art equipment match student and stakeholder needs well.
- Highly Confident in capability in self-assessment**
- Excellent leadership and open communication contribute to enabling staff to fit into dedicated roles, aligning skills that contribute to successful outcomes.
 - BHB Academy has a clear purpose and direction. A strong community connection ensures the needs of stakeholders are met and barriers to learning are minimised.
 - There is excellent oversight and management of compliance and mandatory reporting deadlines.
 - BHB Academy uses excellent self-assessment processes to arrive at evidence-based conclusions and decision-making that feed into strategic and business planning, leading to positive change.
 - The evaluators have high confidence in BHB Academy, acknowledging the significant changes over the last two years in response to stakeholder feedback and good self-review.

Key evaluation question findings¹

1.1 How well do students achieve?

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>BHB Academy has achieved high course and qualification completions over the last four years.</p> <p>In 2016 and 2017 all ethnicities performed well and above the sector median, as in previous years. Legitimate withdrawals in two programmes contributed to low Māori and Pasifika course completion outcomes for 2018.</p> <p>BHB Academy benchmarks against other hairdressing providers delivering similar programmes and is consistently in the top half of all providers in course, qualification and progression outcomes.</p> <p>Cohort, gender, age and Māori/Pasifika data is reviewed, aggregated and analysed regularly for improvement. Reliable conclusions account for the 2018 completions variations. Contributing factors were the delivery of three new programmes (first intakes of these provisions), a new site and a new beauty domain accreditation. Course completions were 82 per cent and qualification completions were 67 per cent, being the lowest BHB Academy has sustained.</p> <p>There is excellent self-assessment around achievement, with tutors identifying that keeping students engaged through more client contact mitigates truancy and withdrawals.</p>
Conclusion:	BHB Academy's educational provision makes a major contribution to learner progress. A consistently high proportion of students complete qualifications resulting in high-level job placements.

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

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

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>Students at BHB Academy improve their wellbeing and core attributes and gain a wide range of useful and transferable skills. The practical, skills-based training contributes to work-ready graduates having confidence in their practical skills and their well-developed customer service and social skills.</p> <p>Destination outcomes are tracked well. Over the past three years, an average of 76 per cent of graduates gained salon or related employment, with others going on to further study to gain additional practical or specialised skills.</p> <p>Two key community stakeholders value BHB Academy for its contribution both to the community and student learning by having the students perform their newly acquired skills on their clients. Parents also value the work of BHB Academy, verifying the significant transformation in self-development and positive outcomes for their children, leading to generations of families enrolling at BHB Academy.</p> <p>Ongoing initiatives as a result of feedback to increase the value of the graduate are commendable. The implementation of barista training increases customer service skills so students can confidently make coffee for clients using a purpose-built barista station.</p> <p>Employer feedback on the need for more ability in the area of retail product sales has been a common trend over a number of years. Many methods to increase this skill have been trialled. BHB Academy has a new action plan for the new site which is now bringing about changes in learners' retail sales capability.</p>
Conclusion:	BHB Academy delivers positive outcomes that are highly valued by students, stakeholders and the wider community. Graduates are highly skilled and confident in their ability to offer current and relevant services for employment.

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

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>Programme design, delivery and assessment, and teaching practices match the needs of all stakeholders. A workplan ensures student attendance and learning meet course time allocations for completions.</p> <p>Excellent resources by way of well-qualified staff, three purpose-built training salons and state-of-the-art equipment provide real-world practical learning and assessment.</p> <p>Regular engagement with stakeholders, including schools and parents, gives BHB Academy a thorough understanding of the students' learning, employment and social needs, which then generates beneficial outcomes for learners.</p> <p>Stakeholder feedback is used to make changes to meet expectations. Teaching practice and learning activities keep pace with industry changes. Examples include an integrated curriculum where core unit standards are mapped across programmes for timetabled teaching of joint classes, creating a community of practice and using tutor time more effectively; the use of a purpose-built online teaching platform; and the purposeful alignment and integration of customer service and retail skills as a result of industry feedback.</p> <p>External moderation through the two industry training organisations is meeting national standards. NZQA moderation of one unit standard requires amendment.</p> <p>BHB Academy conducted an industry needs assessment in 2017 to determine demand for a barbering qualification. Significantly, 78 per cent of barbering establishments required qualified staff to maintain their business. As a result, two new programmes were offered in 2018, with tutors upskilling to gain barber qualifications. The first delivery had positive outcomes with all graduates gaining employment.</p>
Conclusion:	BHB Academy systematically determines and addresses the needs of learners, employers and the wider community by

	offering up-to-date programmes using state-of-the-art equipment to ensure that delivery, assessment and teaching practices are effectively meeting students' needs.
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1.4 How effectively are students supported and involved in their learning?

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>An induction book outlining the soft skills required, industry expectations, dress codes, professional behaviour and goal-setting sets the scene for the students on day one.</p> <p>Weekly one-to-one support reduces barriers to learning and contributes to the achievement of agreed goals and pathways. To mitigate a drop in Māori completions in 2018, BHB Academy strengthened its disciplinary procedures, changing the one-to-one interviews to comprehensive individual learning plans and using a professional conduct contract (meeting with learners fortnightly) to ensure that learners struggling with attendance can keep up.</p> <p>Māori and Pasifika learners have been helped by whānau meetings, class representatives, hui, shared lunches, having a Māori tutor on staff and collaboration with Mana o te Tangata Trust.</p> <p>BHB Academy conducts literacy and numeracy testing of every student. Where needed, students can access support online or from the tutors. Literacy and numeracy are assessed and embedded across all coursework. Follow-up testing indicates that most learners have improved competency.</p> <p>Client and community interaction through the purpose-built salons helps students be involved in their learning, i.e. learning by doing. A visit to local high schools to review how best to approach students to aid learning produced good results in attendance and commitment. More workshops to facilitate different learning styles are planned meet students' needs.</p>
Conclusion:	Contributing processes and practices and the support provided for learning is highly relevant and is focused on the individual student and their needs.

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

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>In 2018, BHB Academy underwent significant changes with the introduction of three new programmes, beauty domain accreditation and relocating two sites into one. The changes support the PTE's vision of processes and activities being focused on learner success.</p> <p>Programmes and teaching and learning initiatives are regularly reviewed, incorporating feedback from the advisory board made up of BHB Academy management, hairdressing salon owners, and barber and beauty industry salon owners.</p> <p>Strong engagement with all stakeholders and industry, including business, charitable organisations, graduates, parents and peers contributes to the effective updating of programmes leading to positive change to meet learner and stakeholder needs.</p> <p>BHB Academy has held the contract for HITO² off-job training for the past 15 years and currently holds the status of Developing Best Practice from HITO and Good Practice Moderation. The HITO relationship keeps BHB Academy current in terms of the level of skill of apprentices in the industry.</p> <p>The director has an extensive industry base and valuable relationships from which to match students with salon owners for work placement and successful employment.</p> <p>A robust framework for self-review has been embedded into the infrastructure of the organisation at the strategic governance level. This ensures the PTE has a good understanding of its performance. Evidence-based conclusions and decision-making feed into effective strategic and business planning.</p> <p>Self-review and student achievement data are used to drive development, reflecting the pursuit of excellence in all aspects of the organisation.</p>
Conclusion:	BHB Academy has maintained strong educational achievement across its programmes. Self-assessment is comprehensive and

² Hairdressing Industry Training Organisation

	effective, involving all staff and stakeholders, and covers all areas of the organisation.
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1.6 How effectively are important compliance accountabilities managed?

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>Management of compliance is effective. Information around attendance, the website, the student handbook and information relating to complaints processes is reviewed regularly to ensure compliance with government regulators, funders and standard-setting bodies.</p> <p>A TEC (Tertiary Education Commission) audit in 2018 found a robust organisation apart from an anomaly around recognition of prior learning, which was quickly adjusted before the TEC departed on the day.</p> <p>Programmes are delivered according to programme approval documents. If not, a request for change has been submitted to NZQA and approved prior to the programme being delivered.</p> <p>Due to the nature of the programmes offered, health and safety is covered extensively, and one tutor at all times has a current first aid certificate.</p> <p>BHB Academy has robust processes to keep their quality management system current and compliant with NZQA registration rules, and a risk register that is updated regularly.</p> <p>ServiceIQ and HITO moderation has been completed each year with outcomes meeting national standards. NZQA moderation of one unit standard identified amendments required.</p>
Conclusion:	BHB Academy has effective systems and processes to manage and monitor its most important compliance accountabilities pertaining to the hair and beauty sector.

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 Barbering (Levels 3 and 4)

Performance:	Excellent
Self-assessment:	Excellent

2.2 Focus area: New Zealand Certificate in Hairdressing (Levels 3 and 4)

Performance:	Excellent
Self-assessment:	Excellent

Recommendations

Recommendations are not compulsory but their implementation may improve the quality and effectiveness of the training and education provided by the tertiary education organisation (TEO). They may be referred to in subsequent external evaluation and reviews (EERs) to gauge the effectiveness of the TEO's quality improvements over time.

There are no recommendations arising from the external evaluation and review.

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

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 fraud³*
- *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.*

³ 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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Final report