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External Evaluation and Review Report

Equilibrium by Elite Limited (trading
as Evolution School of Beauty and
Massage)

Date of report: 11 May 2020

Equilibrium by Elite Limited (trading as Evolution School of Beauty and Massage)

Evolution Beauty is a small training provider offering beauty, massage and spa programmes catering to students from the Northern region including Wellsford, Kaitaia, Dargaville, Bay of Islands and Whangarei.

Type of organisation:	Private training establishment
Location:	115 Lower Cameron Street, Whangarei
Code of Practice signatory:	No
Number of students:	Domestic: 46 students (2019); 19 were Māori (41 per cent); six Pasifika (13 per cent) International: nil
Number of staff:	One full-time equivalent and five part-time/contracted staff
TEO profile:	http://www.evolutionschool.co.nz/ . Refer also to provider details on NZQA website. ¹
Last EER outcome:	Highly confident in educational performance and confident in capability in self-assessment.
Scope of evaluation:	Certificate in Beauty Therapy (Level 4)
MoE number:	7902
NZQA reference:	C37856
Dates of EER visit:	20 and 21 February 2020

¹ <https://www.nzqa.govt.nz/providers/details.do?providerId=790293001>

Summary of Results

Evolution is a niche beauty, massage and spa training provider which provides high quality training programmes that are meeting the needs of its key stakeholders. The small team is focused on educational performance. Investment in staffing and resources supports the quality of the student experience. Compliance systems are well managed. The quality of outcomes is validated through robust assessment practices.

Highly Confident in educational performance

- Evolution Beauty has a strong focus on student success. This is evident in its educational performance data and the range of positive outcomes experienced by graduates. Māori and Pasifika students achieve at the same if not higher rates as non-Māori/Pasifika.
- Teaching staff use a range of strategies to engage and involve students in their learning, supported by a high level of pastoral care and support.

Highly Confident in capability in self-assessment

- Programme design and assessment allows students to demonstrate and grow their skills and knowledge throughout the year. A range of processes are in place to ensure academic integrity. This is commendable for a provider of this size.
- Compliance is managed proactively and effectively.
- Success is underpinned by strong leadership, a family-centred environment where staff and students feel valued, and robust quality assurance and self-assessment systems.

Key evaluation question findings²

1.1 How well do students achieve?

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>Evolution Beauty has a strong focus on student success. This is evident in its educational performance data and the range of positive outcomes experienced by graduates. Success is underpinned by robust quality assurance and self-assessment systems, quality teaching and effective pastoral support. Furthermore, the PTE performs well compared with providers offering the same or similar qualifications.³</p> <p>Achievement for Māori and Pasifika learners is the same if not higher in some programmes than for non-Māori, based on the provider's analysis of its results. Māori learner success is attributed to the considered changes the provider has made over the years to ensure the learning environment is culturally inclusive and responsive to their needs as learners.</p> <p>Achievement data is monitored throughout the year and at the end of the year to understand non-completions and areas for improvement. Student performance in 2019 was lower than normal due to student attrition following the introduction of a full-year programme. Evolution has made changes to the programme to increase ongoing participation and achievement in 2020.</p> <p>Students also have the opportunity to sit internationally recognised qualifications⁴, and all those who sit the exam pass.⁵</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 Evolution Beauty and Spa Self-Assessment Summary 2019

⁴ Evolution students can gain an ITEC qualification, which is recognised by industries internationally, by sitting the ITEC exam. Not all students sit the exam, which is an additional cost to them. Evolution has integrated the ITEC syllabus into the programme to ensure students can sit the exam. ITEC examiners also audit the provider's training and resources – <https://www.itecworld.co.uk/>.

Conclusion:	Achievement is excellent. Evolution has a strong understanding of student achievement and contributes to student success through robust self-assessment.
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1.2 What is the value of the outcomes for key stakeholders, including students?

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>Graduates of Evolution gain the skills and knowledge applicable to working in the beauty industry. Employers commented that graduates had strong practical skills and a willingness to learn the processes and systems relevant to their salon. Evolution also focuses on building the attributes valued by industry including communication, presentation and personality. Graduates also improve their confidence, self-esteem and attitudes.</p> <p>Graduates also gained the confidence to start their own business, often starting with a small client base of family and friends. For some, this has grown into owning their own salons and employing staff (sometimes Evolution graduates).</p> <p>Evolution tracks graduate destinations. This information is analysed annually to inform how well the graduates are doing. Some students are offered employment before they graduate.</p> <p>Evolution maintains relationships with its stakeholders and community by offering free clinics at events as well as on-site clinics free to family, friends and community. Feedback from graduates and employers is mostly organic, although more formal feedback opportunities are being trialled.</p>
Conclusion:	Graduates gain excellent value from their study at Evolution. The programme has exceeded graduate expectations and Evolution has a consistent record of its graduates being prepared for working in the beauty industry.

⁵ Students who sat the exam between 2016 and 2019 passed, with a small number receiving distinction (85 per cent and over of all students are awarded the qualification with distinction).

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>Evolution programmes are designed and informed by the feedback of local industry and past graduates. The learning environment is well planned and resourced for both theory and practical work. Theory and practical content are well aligned and integrated.</p> <p>The programme is well resourced, with experienced tutors, a dedicated pastoral support/stakeholder liaison staff member and a small management team. Staff model the professional standards required by industry. Peer review and observation occurs formally and informally as a result of the close working environment.</p> <p>Teaching staff use a range of strategies to support student learning including daily quizzes and activities to solidify learning; regular progress assessments to assess areas to improve; course assessments and a final examination to prepare students for ITEC examinations.</p> <p>Evolution has multiple processes for ensuring academic integrity, including co-assessing; shared marking of final exams and/or inviting external experts to mark assessments; and ITEC examinations. Some HITO⁶ external moderation has occurred in level 2 unit standards offered to students through STAR programmes. These met the standard required.</p> <p>Learning outcomes, assessments and graduate programme outcomes are aligned and checked when new assessments are introduced.</p>
Conclusion:	Programme design and delivery effectively meets the needs of students and stakeholders. Teaching staff are adaptive and responsive. Moderation processes support quality assessment.

⁶ Hairdressing Industry Training Organisation

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

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>Students are engaged in their learning. The learning environment is well resourced, allowing students to apply their knowledge and skills in a supported environment. Students are provided with the resources they need to catch up on missed classes. Assessment is both formative and summative, enabling tutors to identify areas that need to be strengthened. Tutorials have recently been introduced for students to catch up on classwork, revise content and resit assessments.</p> <p>Students have formal and informal opportunities to receive and provide feedback in relation to their learning and the learning environment. Student representatives attend management meetings to voice student matters which are attended to as appropriate.</p> <p>Interviewing and recruitment of students is comprehensive to ensure students are well briefed on the demands of the programme and understand career pathways and their personal career goals. This also enables them to demonstrate the attributes valued by industry, specifically personal presentation, communication and personality.</p> <p>Evolution has committed resources to employing a staff member to support the pastoral needs of students and manage relationships with external stakeholders including graduates. Barriers and challenges that impact on the quality of student participation and engagement in their learning are responded to quickly.</p>
Conclusion:	Evolution has a strong family culture characterised by passionate and caring staff who are invested in the wellbeing of the students. Pastoral care is well resourced and students are encouraged to be involved in their own learning.

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

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>Evolution has, until recently, had a strong and consistent educational performance history which is attributed to a clear organisational direction and purpose, effective leadership, quality staff and purposeful self-assessment. While the educational outcomes for 2019 were less than optimal, this is due to small numbers of students leaving the programme for personal reasons. Evolution is supporting some of them to return in 2020 to complete their qualification.</p> <p>Evolution has invested in facilities and staff to provide its students with high quality learning experiences that reflect industry.</p> <p>The director encourages a relational approach which is reflected in the respectful and supportive relationships among staff and with students. Staff are supported collectively and individually with professional learning and development. Observations of teaching practice are both naturally occurring and conducted formally (including peer review and observation, tutors co-assessing and external assessors).</p> <p>The owner/director keeps abreast of changes that may impact on the quality of the training and the sustainability of the business. The owner/director has reviewed and responded to change including developing more online content, a graduate clinic inclusive of business mentoring, and micro-credentials.</p>
Conclusion:	Evolution is a small niche provider which is managed well by the director supported by a small team of teaching and support staff. The organisation has a clear purpose. It is agile and flexible to meet needs and respond to external changes while maintaining high quality expectations and training standards. Self-assessment is appropriate for the size and context of the PTE.

1.6 How effectively are important compliance accountabilities managed?

Performance:	Good
Self-assessment:	Good
Findings and supporting evidence:	<p>Compliance activities are undertaken by the director and manager.</p> <p>Evolution works closely with funding and regulatory agencies to proactively manage and meet its most important compliance accountabilities. The evaluation team found no major issues or gaps in management of compliance. Teaching staff are qualified to teach and assess in their discipline; the quality management system is up to date. Evolution was found not sufficient in its most recent NZQA consistency review. Evolution has acknowledged gaps in its documentation and has put in place processes to improve.</p> <p>Evolution's most recent Tertiary Education Commission audit found no areas of non-compliance.</p> <p>The owner keeps up to date with changes in the tertiary sector and in the industry and has analysed the potential risks and opportunities for the business as outlined in its business plan.</p>
Conclusion:	Compliance accountabilities are generally managed proactively and effectively.

Focus Areas

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

2.1 Focus area: Certificate in Beauty Therapy (Level 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 1

Table 1. Enrolments and completions by year and by programme.

	2017		2018		2019	
	Enrolled	Completed	Enrolled	Completed	Enrolled	Completed
Beauty Specialist (L3)*	27	26	36	35	Not offered	Not offered
NZC Beauty Therapy (L4)					17	8
Diploma in Massage (L5)	21	21	15	10	9	4
Beauty Consultancy (L3)	27	26	0	0	14	8
Certificate in Electrical Epilation	10	9	12	11	Not offered	Not offered
Certificate in Spa Therapy (L5)	Not offered	Not offered	5	5	6	4

Source: Evolution Beauty

Notes:

*The Certificate in Beauty Specialist (Level 3) has expired and was replaced by the New Zealand Certificate in Beauty Therapy (Level 4) in 2019.

The Certificate in Electrical Epilation was not offered in 2019; it expires in November 2020.

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 fraud⁷*
- *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.*

⁷ 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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