



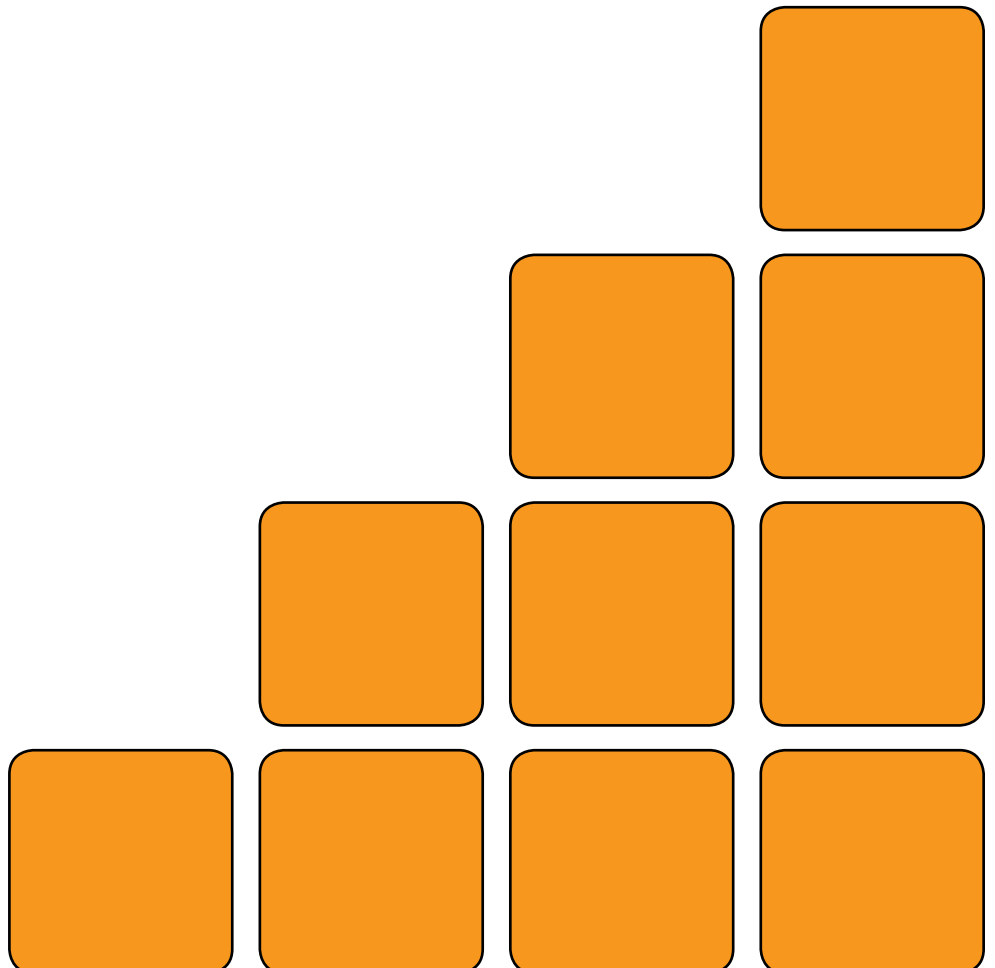
Develop, enhance and evaluate your creative hairdressing skills

UHB104

Learner name:

Learner number:

SVQ



UHB104

Develop enhance and evaluate your creative hairdressing skills

This unit is about developing your creative skills in a way that enhances your own professional profile. The ability to research, plan and create a range of images in conjunction with others is required in this unit. Evaluation of the results and how your design image may be adapted for commercial use also forms an important part of this unit.

To carry out this unit, you will need to maintain a high level of health, safety and hygiene throughout your work. You will also need to maintain a professional personal appearance and demonstrate effective communication skills.

The main outcomes of this unit are:

1. Plan and design a range of images
2. Produce a range of creative images
3. Evaluate your results against the design plan objectives

NOS

SKACHB15

SCQF Level

6

SCQF Credit Points

9

Observation(s)

1

External paper(s)

0



Develop enhance and evaluate your creative hairdressing skills

Learning outcomes

On completion of this unit you will:

1. Be able to plan and design a range of images
2. Be able to produce a range of creative images
3. Be able to evaluate your results against the design plan objectives
4. Know and understand how to plan and design a range of images
5. Know and understand how to produce a range of images
6. Know and understand how to evaluate your results against the design plan objectives

Evidence requirements

1. *Environment*
Evidence for this unit may be gathered within the workplace or realistic working environment (RWE).
2. *Simulation*
Simulation is not allowed in this unit.
3. *Observation outcomes*
Competent performance of Observation outcomes must be demonstrated on **at least one occasion, you must produce evidence of creating and evaluating three different hair designs.**

Assessor observations, witness testimonies and products of work are likely to be the most appropriate sources of performance evidence. Professional discussion may be used as supplementary evidence for those criteria that do not naturally occur.

Assessed observations should not be carried out on the same day for the same learning outcome. There should be sufficient time between assessments for reflection and personal development.

You need to meet the same standard on a regular and consistent basis. Separating the assessments by a period of at least two weeks is recommended as competence must be demonstrated on a consistent and regular basis.

4. *Range*
All ranges must be practically demonstrated or other forms of evidence produced to show they have been covered.
5. *Knowledge outcomes*
There must be evidence that you possess all the knowledge and understanding listed in the Knowledge section of this unit. In most cases this can be done by professional discussion and/or oral questioning. Other methods, such as projects, assignments and/or reflective accounts may also be used.
6. *Tutor/Assessor guidance*
Your tutor **must** refer to the '**Habia Assessment Strategy**' when delivering this unit to ensure that you cover all the requirements for this unit. This can be found on www.vtct.org.uk under the relevant qualification page.

You will be guided by your tutor/assessor on how to achieve learning outcomes and cover ranges in this unit. All outcomes and ranges must be achieved.
7. *External paper*
There is no external paper requirement for this unit.

Achieving observations and range

Achieving observation outcomes

Your assessor will observe your performance of practical tasks. The minimum number of competent observations required is indicated in the Evidence requirements section of this unit.

Criteria may not always naturally occur during a practical observation. In such instances you will be asked questions to demonstrate your competence in this area. Your assessor will document the criteria that have been achieved through professional discussion and/or oral questioning. This evidence will be recorded by your assessor in written form or by other appropriate means.

Your assessor will sign off a learning outcome when all criteria have been competently achieved.

Achieving range

The range section indicates what must be covered. Ranges should be practically demonstrated as part of an observation. Where this is not possible other forms of evidence may be produced. All ranges must be covered.

Your assessor will document the portfolio reference once a range has been competently achieved.

National Occupational Standards (NOS)

All observation evidence and knowledge requirements from the NOS SKACHB15 are included in this record of assessment. You must demonstrate in your everyday work that you have met this standard to develop enhance and evaluate your creative hairdressing skills. This can be found on the NOS website www.ukstandards.co.uk.



Observations

Learning outcome 1

Be able to plan and design a range of images

You must be able to:

- a. Identify the intended activity for which the images are required
- b. Use suitable sources of information to research ideas on themes for design
- c. Identify information to create your design plan
- d. Create a design plan which has clearly defined objectives:
 - Suitable for your chosen range of images
 - Clearly defines the roles and responsibilities of others involved
 - Takes account of budgetary constraints
 - Defines all resources required
 - States how risks to health and safety can be reduced
 - Takes account of foreseeable problems and ways of resolving them
 - Lists any venue requirements, if applicable
- e. Agree your design plan with the relevant person(s)

* *May be assessed by supplementary evidence.*

| | | | |
|----------------------------|---|----------|----------|
| Observation | 1 | Optional | Optional |
| Date achieved | | | |
| Criteria questioned orally | | | |
| Portfolio reference | | | |
| Assessor initials | | | |
| Learner signature | | | |



Learning outcome 2

Be able to produce a range of creative images

You must be able to:

- a. Communicate with others involved throughout the implementation of your design plan
- b. Adapt your design plan to meet any changed circumstances
- c. Demonstrate the innovative application of techniques to achieve the design image
- d. Use additional media to complement the design image, when required
- e. Follow safe and effective working methods when creating the design image
- f. Ensure the finished image meets your agreed design plan
- g. Ensure the finished image and its presentation clearly shows the innovative features of your design and enhances your professional profile

*May be assessed by supplementary evidence.

| | | | |
|----------------------------|---|----------|----------|
| Observation | 1 | Optional | Optional |
| Date achieved | | | |
| Criteria questioned orally | | | |
| Portfolio reference | | | |
| Assessor initials | | | |
| Learner signature | | | |



Learning outcome 3

Be able to evaluate your results against the design plan objectives

You must be able to:

- a. Seek feedback from relevant person(s) on the impact of your image and its effectiveness in meeting your design plan
- b. Evaluate your own performance against your objectives to identify how and where it could be improved
- c. Evaluate how the design image may be adapted for commercial use

*May be assessed by supplementary evidence.

| | | | |
|----------------------------|---|----------|----------|
| Observation | 1 | Optional | Optional |
| Date achieved | | | |
| Criteria questioned orally | | | |
| Portfolio reference | | | |
| Assessor initials | | | |
| Learner signature | | | |



Observation range

You must practically demonstrate that you have:

| Covered a minimum of 1 activity | Portfolio reference |
|--|---------------------|
| Photographic | |
| Shows | |
| Competition work | |
| Covered both types of image | Portfolio reference |
| Based on a theme | |
| Avant-garde | |
| Involved a minimum of 2 relevant people | Portfolio reference |
| Photographer | |
| Line manager | |
| Make-up artists | |
| Colleagues | |
| Show audience | |
| Competition judges | |

It is strongly recommended that all range items are practically demonstrated. Where this is not possible, other forms of evidence may be produced to demonstrate competence.



You must practically demonstrate that you have:

| Used a minimum of 4 techniques | Portfolio reference |
|--|---------------------|
| Cutting | |
| Perming | |
| Relaxing | |
| Colouring | |
| Styling and dressing | |
| Adding hair | |
| Plaiting | |
| Twisting | |
| Locking | |
| Shaving | |
| Creating patterns in hair | |
| Used a minimum of 2 types of additional media | Portfolio reference |
| Accessories | |
| Clothes | |
| Make-up | |

It is strongly recommended that all range items are practically demonstrated. Where this is not possible, other forms of evidence may be produced to demonstrate competence.

Developing knowledge

Achieving knowledge outcomes

You will be guided by your tutor and assessor on the evidence that needs to be produced. Your knowledge and understanding will be assessed using the assessment methods listed below*:

- Projects
- Observed work
- Witness statements
- Audio-visual media
- Evidence of prior learning or attainment
- Written questions
- Oral questions
- Assignments
- Case studies
- Professional discussion

Where applicable your assessor will integrate knowledge outcomes into practical observations through professional discussion and/or oral questioning.

When a criterion has been orally questioned and achieved, your assessor will record this evidence in written form or by other appropriate means. There is no need for you to produce additional evidence as this criterion has already been achieved.

Some knowledge and understanding outcomes may require you to show that you know and understand how to do something. If you have practical evidence from your own work that meets knowledge criteria, then there is no requirement for you to be questioned again on the same topic.

**This is not an exhaustive list.*

Knowledge



Learning outcome 4

Know and understand how to plan and design a range of images

| You must know and understand: | Portfolio reference |
|---|---------------------|
| a. Basic principles of design, scale and proportion when creating an image | |
| b. How to identify and develop a theme as a basis for a hairdressing design image | |
| c. The importance of detailed and accurate planning | |
| d. The importance of communicating and agreeing design plans | |
| e. The importance of setting and working to a budget | |
| f. Sources of creative information and inspiration for design ideas and how to access them such as historical, cultural and fashion | |
| g. The range and availability of resources | |
| h. Where to obtain resources | |
| i. Any venue requirements likely to affect your plans | |
| j. The common problems associated with photographic shoots, hair shows and competitions such as staffing, tool and equipment breakdowns and time overruns and how to resolve them | |
| k. The potential hazards you must consider when working at any venue | |
| l. The steps that should be taken to minimise risks when working at any venue | |
| m. How and if local by-laws and legislation may limit your use of tools and equipment | |
| n. Health and safety procedures applicable to any venue you use | |



Learning outcome 5

Know and understand how to produce a range of images

| You must know and understand: | Portfolio reference |
|---|---------------------|
| a. The importance of effective communication | |
| b. How and when to participate in discussions and move them forward | |
| c. How to make openings in conversations to encourage people to speak | |
| d. Ways of visually presenting your design image effectively to others | |
| e. Ways in which additional media can be used to complement the overall design image | |
| f. The importance of presenting your final results in a professional way | |
| g. Current techniques for creatively styling, dressing and finishing hair | |
| h. The types of products, tools and equipment available and the effects they can create | |
| i. The types of non-conventional items that may be used when styling hair and the effects they can create | |
| j. The manufacturers' instructions for the specific products, tools and equipment you intend to use | |



Learning outcome 6

Know and understand how to evaluate your results against the design plan objectives

| You must know and understand: | Portfolio reference |
|--|---------------------|
| a. The purpose of evaluation activities | |
| b. The areas on which you should collect feedback | |
| c. Methods of gaining feedback from others | |
| d. The potential commercial benefits that can arise from creative hair design work | |



Knowledge range

You must know and understand:

Health and safety - How and if local by-laws and legislation may limit your use of tools and equipment and health and safety procedures applicable to any venue you use

Portfolio reference

| | |
|---|--|
| Health and Safety at Work Act | |
| The Reporting of Injuries, Diseases and Dangerous Occurrence Regulations (RIDDOR) | |
| The Health and Safety (First Aid) Regulations | |
| The Regulatory Reform (Fire Safety) Order | |
| The Manual Handling Operations Regulations | |
| The Control of Substances Hazardous to Health Regulations (COSHH) | |
| The Electricity at Work Regulations | |
| The Environmental Protection Act | |
| The Management of Health and Safety at Work Regulations | |
| The Health and Safety (Information for Employees) Regulations | |
| Data Protection Act | |
| Working Time Directives | |
| Cosmetic Products Regulations | |
| Sale of Goods Act | |
| Distance Selling Act | |
| Trade Descriptions Act | |
| Consumer Protection legislation | |