iTEC

Manage the creation of a hair style collection

VRQ

UV40502

Learner name:

Learner number:

J/601/4348

VTCT is a UK Government-approved awarding organisation which has awarded world class qualifications since 1962. Through our strategic approach to sectors we support, we aim to advance education, research and the public dissemination of knowledge, by helping to introduce new initiatives into the education system, to improve the employability and career prospects of learners.

More than 1000 approved centres now work with VTCT, and the ever-expanding list extends across the UK, Ireland, and internationally. We acquired the internationally recognised awarding organisation and examination board iTEC in 2016, adding to our footprint. We also acquired education technology specialists Digital Assess in the same year, adding value for training providers with technology that can digitally capture and assess learners online, amongst other innovations.

iTEC was founded by Dr W.E. Arnould-Taylor who in 1947 was a distinguished physiologist who became a Fellow of the Royal Society of Medicine. Both Dr Arnould-Taylor and Wallace Sharps the founder of VTCT, devoted their lives to developing the standing of the industry and the furtherance of education in the sector. Today iTEC has a close working relationship with over 650 centres worldwide including Europe, South Africa, Asia Pacific and the USA.

VTCT is a registered charity investing in education and skills but also giving to good causes in the area of facial disfigurement.

Statement of unit achievement

By signing this statement of unit achievement you are confirming that all learning outcomes, assessment criteria and range statements have been achieved under specified conditions and that the evidence gathered is authentic.

This statement of unit achievement table must be completed prior to claiming certification.

Unit code	Date achieved	Learner signature	Assessor initials	IQA signature (if sampled)

Assessor tracking table

All assessors using this Record of Assessment book must complete this table. This is required for verification purposes.

Assessor name	Assessor signature	Assessor initials	Assessor number (optional)

Manage the creation of a hair style collection
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The aim of this unit is to develop your practical skills alongside your knowledge and understanding of managing a hair style collection.

You will plan and research ideas to develop a theme for your collection, produce both a detailed design and action plan for the event, set a budget, quantify resources and manage the collection inline with the action plan.

A complete evaluation of each stage the event underpins the whole unit.

This unit is suitable for both hairdressers and barbers.

Level	
4	

Credit value
10

GLH
72

Observation(s)
1

External Paper(s)
0

Manage the creation of a hair style collection

Learning outcomes

On completion of this unit you will:

1. Be able to plan and research ideas to develop a theme for the style collection

2. Be able to produce the final style collection

3. Be able to project costs for a style collection

Evidence requirements

1. **Environment**
   Evidence for this unit must be gathered in a real or realistic working environment.

2. **Simulation**
   Simulation is not allowed in this unit. All 'Observation' outcomes must be on real clients.

3. **Observation outcomes**
   Competent performance of 'Observation' outcomes must be demonstrated to your assessor on **at least one occasion.**

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. This evidence may include projects, assignments, case studies, reflective accounts, oral/written questioning and/or other forms of evidence.

6. **Tutor/Assessor guidance**
   You will be guided by your tutor/assessor on how to achieve learning outcomes and 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 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 oral questioning.

Your assessor will sign off an outcome when all criteria have been competently achieved in a single client service.

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 be covered.

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

Maximum service times

There are no maximum service times that apply to this unit.

Learning outcome 1

Be able to plan and research ideas to develop a theme for the style collection

You can:

a. Agree a design plan with others involved in a manner which promotes good working relationships

*May be assessed through oral questioning.

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

Learning outcome 2

Be able to produce the final style collection

You can:

a. Manage the style collection production in line with the action plan

b. Evaluate the success of the final style collection

*May be assessed through oral questioning.

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

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:

• Observed work

• Witness statements

• Audio-visual media

• Evidence of prior learning or attainment

• Written questions

• Oral questions

• Assignments

• Case studies

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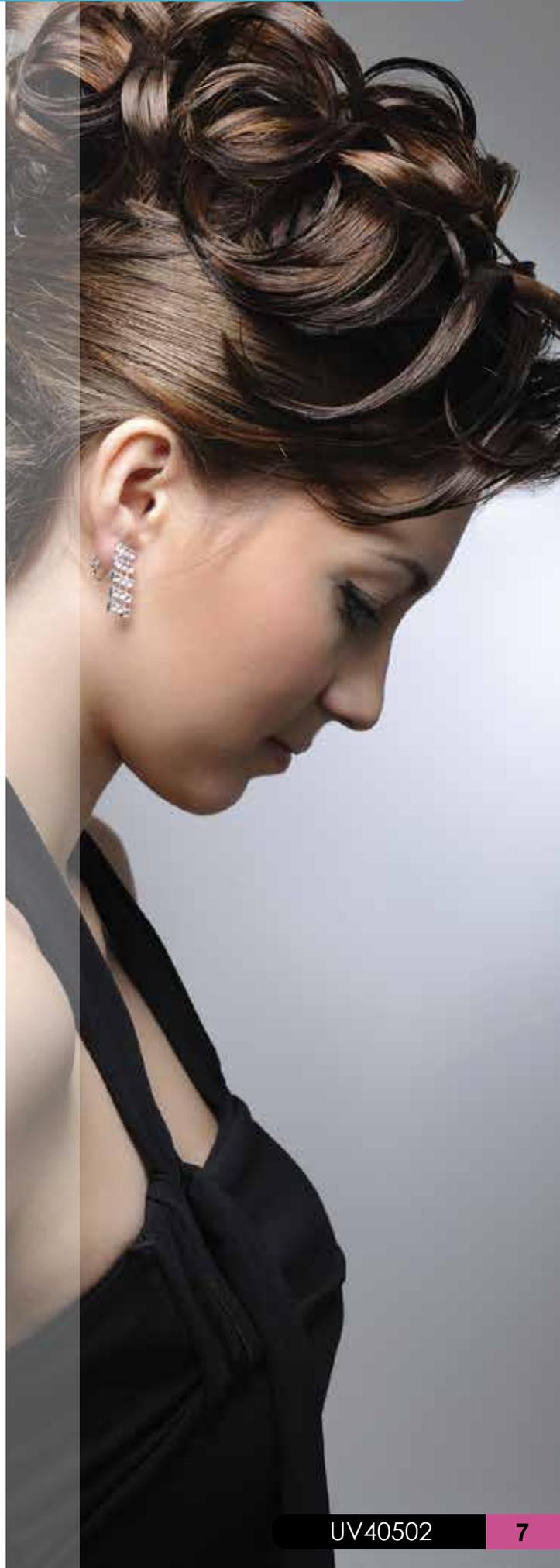
Knowledge

Be able to plan and research ideas to develop a theme for the style collection

You can:	Portfolio reference/ Assessor initials*
b. Identify opportunities for creating a style collection	
c. Research and evaluate current style collections	
d. Create and provide a detailed design plan for a theme to base the style collection upon	
e. Develop an action plan for the style collection	
f. Identify the role of others involved with the style collection	
g. Arrange meetings and record minutes to keep others informed of developments and progress.	
h. Explain how to research and develop ideas for creating a style collection	
i. Describe ways of presenting a style collection	
j. Explain the importance of accurate planning, attention to detail and working to timescales	
k. Explain how the venue could affect design plans	
l. Describe how to remedy problems that may occur and the different opportunities for creating a style collection	

*Assessor initials to be inserted if orally questioned.

Learning outcome 3

Be able to project costs for a style collection

You can:	Portfolio reference/ Assessor initials*
a. Set a budget for the style collection	
b. Recognise the impact of the budget for the style collection on the overall budget for the business	
c. Quantify products, equipment, accessories and other resources that may have to be budgeted for	
d. Evaluate the end costs, making reference to areas of over or under spending	
e. Explain the potential commercial benefits of developing and creating a style collection	
f. Outline how to set a budget	

*Assessor initials to be inserted if orally questioned.

Unit content

This section provides guidance on the recommended knowledge and skills required to enable you to achieve each of the learning outcomes in this unit. Your tutor/assessor will ensure you have the opportunity to cover all of the unit content.

Learning outcome 1: Be able to plan and research ideas to develop a theme for the style collection

Opportunities for creating a style collection:
Raise profile of the salon – promotional offers, launch season's new look, display work in trade magazines, hair show, national competitions, photo shoots, weddings, proms, exhibition of work.

Research current style collections:
Magazines (trade and show business), national/international competitions, hair shows, exhibitions (salon International etc.), internet, library, fashion publications, television, celebrity following.

Evaluating current style collection:
Likes and dislikes, current theme, the possibility to recreate, target audience, discussion and feedback from peers/tutors/assessors.

Creating a design plan:
The intended activity, the objectives (what you want to achieve – advertising, increase revenue, increase profile), images that are suitable (thematic, avant-garde, fantasy, commercial), roles and responsibilities (others involved, clear roles and responsibility, awareness of others), budget (set a budget, monitor outgoings and expenditures, remain within budget, resources (list of resources, how to obtain relevant resources, borrow/buy, provide your own), risk assessment (prior to event, reduce identified risks).

Salon health and safety legislation and regulations – health & safety at work, control of substances hazardous to health, reporting of injuries diseases and dangerous occurrences, personal protective equipment, electricity at work, manual handling, supply of goods and services, trade description, data protection, employers liability (compulsory Insurance), occupiers liability, local bye-laws (set by council), salon rules, code of conduct, observance by all staff.

Venue requirements – number of guests, expenses (deposits paid), single event rules (entertainment licence, government legislation, local bye-laws, contractual agreements).

N.B. The legislations referred to above apply to U.K. learners. If you are a non-UK learner, you should familiarise yourself with legislations that may apply to you.

Theme:
Avant-garde (fore-runner of fashion, style beyond commercial expectation), commercial (currently in fashion), thematic or fantasy (based on a theme).

Action plan:
Completion of whole project, small manageable targets, delegate jobs, regular reviews, re-plan.

The role of others involved in the style collection:
Sponsors, photographer, make-up artists, clothes retailer, show audience, competition judges, line manager, tutor, assessor.

Plan, design and agree with others:
Fair but decisive leader, clear objectives, good mix of skills, effective communication, use open questions/varied vocabulary, listening skills, summarise information, team work, exchange of ideas, good balance of planning and action, flexibility, tolerance of others, clear job roles, regular meetings.

Good working relationships:
Respect/value (client(s), self, and others), work co-operatively with others (empathy, non-judgmental, non-discriminatory, not argumentative), ensure information is clear and legible, follow salon code of conduct, appropriate language, avoid gossip, maintain confidentiality, be polite, maintain cheerful and friendly manner (friendly facial expressions, open body language, positive attitude, eye contact), sensible behaviour, team work, take pride in work, be punctual, employer and client loyalty.

Meetings:
Regular, informal/formal, agenda, stay on task, written notes, minutes, discuss progress, ensure team members are coping with workload, problem solving, take remedial action/suggest a solution.

Recording of minutes:
Written/recorded, overview of discussions, copies to all, previous minutes read/agreed, tracking of project developments/progress, inclusively.

How to research and develop ideas for creating a style collection:
Discussions of ideas with colleagues, mind map, personal sketches, internet research, magazines, television, library, trade journals, develop ideas of style components, mood boards (a collage of materials, images, text, colours, textures, website screen shots, hair accessories, hair samples which capture the ambience/feel of a design), inspiration (from travels, fashion, art, architecture, films, bars, clubs, modern culture, inspirational artistic people, haircuts, colour, fashion, clothes, hair accessories, samples of hair wefts).

Basic elements to consider:
Colour (light/dark/tone), shape/balance (symmetrical/asymmetrical), line, texture (soft/angular), volume (close/width), length (short/long).

Styling techniques:
Cutting, perming, colouring, blow drying, setting, styling and dressing, plaiting, locking, shaving, relaxing.

Additional resources for creating a style collection:
Accessories, clothes, make-up, added hair, ornamentation.

Presenting a style creation:
Occasions (exhibitions, shows, weddings, proms, competitions, photographic shoots), other forms of presentations, oral (spoken), multimedia using various media (visuals, audio, etc.), PowerPoint presentations, newspaper editorial, salon websites, trade magazines, portfolio of photographs.

The importance of accurate planning, attention to detail and working to a timescale:
Smooth running of event (ensures success/ enjoyment, participants will be willing to take part in future, avoids disappointment, professional production, audience enjoyment), cost effective, cover overheads, make a profit (where applicable), participants know their job roles, planned timetable (event starting/ending on time).

How the venue can affect design plans:
Public liability insurance, restrictive layout, lighting, adequate/inadequate staging, electricity supply, plug sockets, back wash facilities (if any), refreshment facilities for audience, dressing/preparation area, sound system, media facilities, chairs, wheelchair access, staging.

Problems and remedies:

Model doesn't turn up – have a stand in model.

Model not suitable for look – review pictures of models before hand, have stand in model.

Weather – arrange alternatives if the shoot is outside.

Equipment failure – carry spare.

Time over runs – stick to agreed plan/ compromise.

Clothes do not fit model – model to bring own clothes, ensure models measurements before shoot, fittings.

Poor choreography – plan sufficient rehearsals.

Suppliers let you down – frequent communication, back-up supplies.

Staff off sick – ensure all staff is trained to enable stand in.

Electrical failure – telephone number of technical support.

Learning outcome 2: Be able to produce the final style collection

Manage the style collection:
Review action plan regularly, communicate with individuals involved (listen, feedback, advice, guidance), be organised and prepared (model, resources, venue, additional media, practise techniques and design), ensure final image meets design plan, attention to detail.

Evaluation of the result of the style collection:
Positive and negative evaluation, were objectives met/realistic?, gain constructive advice (on finished result, your creative skills, project management, profitability of the event, expansion of client base, suitability of venue, the problems that arose and their remedies, whether timescales were appropriate, whether individuals fulfilled their roles and responsibilities), written feedback (specifically designed form/questionnaire, collating information), verbal (first impressions/first voiced opinion usually genuine response), face-to-face, tone of voice (enthusiasm/lack of enthusiasm), positive/negative body language, personal journal/self evaluation (strength and weakness analysis), photographic evidence, scoring card by competition judges, evaluation results kept for future reference.

Learning outcome 3: Be able to project costs for a style collection

Setting a budget:
Sum of money to cover the expenses and expenditure, possibility of sponsorship if no budget available (tickets could be issued to cover costs), reasonable/realistic, what the business/salon can afford, research into costs for resources, detailed financial plan.

The impact, of a budget for a style collection, on the budget for the business:
Must be cost effective for size of business, outlay/return, secure budget prior to event, dependent on the amount the salon can provide, large budget (lavish event), small budget (shoestring event).

Budgeting for resources:
Necessary resources (tools, equipment, props, accessories, styling/finishing products, make-up, clothes, textiles), all resources should be itemised in the design plan, identify amount required, identify a source for supplies (bought, borrowed, model's own, supplied by the venue, through sponsorship).

Evaluate end costs:
Final expenditure of event, justification for over spending, loss of profit, brought project in under budget, review, benefits, analyse results, synthesise, summarise, judge, compare and contrast results, access profitability of event.

The benefits of developing and creating a style collection:
Positive advertising for the business/salon, increase revenue, increase self fulfilment, improve employability, increase clientele, boost self-esteem, build confidence, increase motivation and enthusiasm.

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