Australian Government

Department of Education, Employment and Workplace Relations

# SIHHTLS707A Plan and deliver professional hairdressing presentations

**Release: 1**

INDUSTRY SKILLS COUNCILS
Creating Australia's Future

## SIHHTLS707A Plan and deliver professional hairdressing presentations

## Modification History

Not applicable.

## Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to plan and deliver professional hairdressing presentations.

It requires the ability to plan, conduct and review own performance of the hairdressing presentation.

## Application of the Unit

This unit applies to highly skilled senior hairdressers who have substantial experience across the industry. The job roles include creative or artistic directors who work for larger hairdressing organisations or a hairdressing products company or independently as a freelance session stylist and provide technical and creative leadership, training and support to colleagues and the industry at large.

In these roles, these individuals play an important leadership role in promoting creative and fashionable hair designs, products and the continuing development of technical knowledge and skills for the hairdressing industry often at hair shows, technical seminars and training sessions. As such, the hairdressing practitioner will need to deliver a professional presentation that includes the demonstration of highly developed technical and creative skills.

A person undertaking this role applies a range of specialised technical, creative, conceptual and leadership competencies to plan, carry out, evaluate and take accountability for personal outputs and usually, those of others.

They possess a substantial depth of theoretical knowledge of hairdressing design elements and principles and highly developed and specialised technical skills. They possess the research skills to gather and synthesise future trends and technologies in related creative industries such as fashion, graphic art and product design to design and create hair designs influenced by these trends.

## Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

## Pre-Requisites

Nil

## Employability Skills Information

This unit contains employability skills.

# Elements and Performance Criteria Pre-Content

## Elements and Performance Criteria

| Element | Performance Criteria |
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| Elements describe the essential outcomes of a unit of competency. | Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide. |
| 1.  Plan and prepare hairdressing presentations. | 1.1. Establish session objectives, *target audience*, and *presentation type, scale* and *presentation team.* |
| | 1.2. Determine and evaluate *variables of the presentation environment* and make appropriate adjustments. |
| | 1.3. Collaborate with relevant people to incorporate new ideas, approaches and style of presentation to ensure it fulfils session objectives. |
| | 1.4. Determine and organise the physical and other specific resources requirements for the presentation. |
| | 1.5. Confirm the overall design concepts with relevant people. |
| | 1.6.  Co-ordinate the roles of the presentation team members and support individuals in fulfilling all aspects of their roles. |
| | 1.7. Evaluate possible constraints that may impact on the presentation and take action to address these. |
| 2.  Deliver hairdressing presentations. | 2.1. Introduce and present models and information in a clear, logical and interesting manner, ensuring there is a good introduction and a strong conclusion. |
| | 2.2. Incorporate effective *public speaking techniques* and the appropriate *interpersonal skills*, including *visual and audio aids*, as required. |
| | 2.3. Present technical information and processes in a clear and logical sequence, demonstrating techniques as required. |
| | 2.4. Use effective interactive strategies to encourage audience participation where relevant. |
| | 2.5. Monitor and assess audience reactions during the session and adjust presentation approach accordingly to ensure ongoing audience interest and engagement. |
| 3.  Evaluate hairdressing presentations. | 3.1. Evaluate the planning and preparation of the presentation in terms of its efficiency and effectiveness. |
| | 3.2. Reflect on and evaluate the presentation against planned |

outcome.

3.3. Challenge, refine and adapt strengths and weaknesses of the presentation to inform subsequent demonstrations.

# Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

## Required skills

- communication skills to:
  - collaborate with others as part of the creative process
  - lead the creative team
  - engage the audience
  - demonstrate and explain design concepts and technical information
- literacy skills to develop detailed hair design specifications and complex operational plans
- technical skills to:
  - apply and adapt specialist skills related to the presentation of hair designs
  - skills to operate audiovisual and technical equipment
- problem-solving skills to adjust to constraints, limitations and respond to contingencies
- management and planning skills to plan and co-ordinate the requirements and sequencing of the presentations
- reflection skills to identify areas for improvement and maintain personal skill development

## Required knowledge

- cultural, sociological, philosophical, aesthetic, political and commercial influences on hair design concepts in both an historic and contemporary context
- the intricate characteristics and interrelationships of the elements and principles of design, and their effects on the style and function of innovative hair designs for presentation
- highly developed hairdressing technical skills appropriate for demonstration
- project management methodologies
- copyright, moral rights and intellectual property issues and legislations associated with the presentation of creative work
- the roles and responsibilities of different event personnel, including models, makeup artists, choreographers, hair stylists, staging team
- relevant occupational health and safety procedures
- operational constraints for the hairdressing presentations
- risk management issues to be considered for the preparation and presentations
- environmental impacts of preparing and developing the hair designs and minimal impact practices to reduce these

# Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

**Overview of assessment**

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| **Critical aspects for assessment and evidence required to demonstrate competency in this unit** | Evidence of the following is essential: <br><br>• planning sessions to meet event aims and objectives <br>• communicating and supporting presentation team members on session requirements and their roles and responsibilities <br>• sourcing and organising physical and other resources required to deliver the presentation <br>• presenting well-planned professional sessions, that communicate technical explanations and clearly answer audience questions regarding hairdressing techniques and designs, to live audiences <br>• reviewing own performance to identify areas of improvement for sequential sessions. |
| **Context of and specific resources for assessment** | Assessment must ensure access to: <br><br>• a platform production venue or event, such as a hairdressing show or competition <br>• models for platform demonstrations <br>• presentation teams, that may include audiovisual and sound technicians and assistants <br>• library, Internet and film media research sources <br>• a range of hairdressing products, equipment, hair accessories, props and audiovisual resources <br>• relevant occupational health and safety and health regulations. <br><br>For further guidance on the use of an appropriate simulated environment, refer to the Assessment Guidelines in this Training Package. |
| **Method of assessment** | A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: <br><br>• direct observation of the learner performing a range of tasks in hairdressing presentation settings, over sufficient time to demonstrate their handling of a range of contingencies. Tasks may include: <br>   • researching and planning for a hair show or presentation and sourcing models, garments, props and equipment and conducting rehearsals where required |

- interacting with presentation team to communicate session objectives and the teams roles and responsibilities
- interacting with an audience to give technical explanations of work in progress or completed, and responding to their questions
- case studies that involve researching, planning, conducting and evaluating the presentation against the event aims and objectives
- review of portfolios of evidence and third-party reports of on-the-job performance.

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| **Guidance information for assessment** | A unit of competency describes an individual skill but people rarely perform one skill at a time. Many skills are combined on a day-to-day basis in the workplace as part of work processes. This does not mean that each skill described by a unit of competency is prerequisite to another—they are related skills. |

Holistic assessment with other units relevant to the industry sector and job role is recommended, for example:

- SIHHTLS704A Provide creative leadership to the hairdressing industry
- SIHHTLS706A Conceive, develop and realise innovative hairdressing concepts for events

# Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

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| ***Target audience*** may include: | • hairdressers<br>• hairdressing educators<br>• magazine readers<br>• a live audience<br>• a film audience<br>• members of the general public representing a specific age or socioeconomic group<br>• people from a range of social, cultural or ethnic backgrounds and with a range of with a range of physical and mental abilities. |
| ***Presentation type*** may include: | • workshop<br>• exhibition<br>• seminar<br>• 'look and learn'. |
| ***Presentation scale*** may include: | • single model demonstration with technical explanation<br>• multiple model demonstration with technical explanation<br>• compered presentations with technical input from session stylists<br>• choreographed parades. |
| ***Presentation team*** may include: | • other hairdressers and session stylists<br>• fashion designers<br>• makeup artists<br>• choreographers<br>• compere<br>• audiovisual and sound technicians<br>• assistants and stage hands. |
| ***Variables of the presentation environment*** may include: | • event venues, such as:<br>  • stage or catwalk<br>  • indoor or outdoor film sets<br>  • salon<br>  • training facility<br>• backstage. |
| ***Public speaking techniques*** must include: | • pace of speech<br>• tone of voice<br>• inflection |

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| | • accent |
| | • eye contact |
| | • volume. |
| *Interpersonal skills* must include: | • adjusting personal language to suit others' requirements |
| | • communicating clearly and effectively |
| | • engaging and motivating learners |
| | • maintaining appropriate body language |
| | • responding to audience appropriately |
| | • active listening. |
| *Visual and audio aids* may include: | • whiteboards |
| | • butcher's paper |
| | • sketch pads |
| | • PowerPoint |
| | • slides |
| | • film and video |
| | • music |
| | • sound, microphones, etc. |
| | • visual collages of design ideas. |

# Unit Sector(s)

Hairdressing