



Australian Government

Department of Education, Employment and Workplace Relations

SIHHTLS708A Originate and refine hair design concepts

Release: 1

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Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to originate and refine hair design concepts for products, programs, or services to an operational level.

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 determining and leading future hair directions, and consequently supporting the development of innovative and creative thinking for the industry. They are able to operate at a national or international level.

A person undertaking this role would operate with a high degree of autonomy and at a senior level if working within an organisation. However, the process of generating concepts and ideas is collaborative in nature.

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

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. Evaluate and explore needs and opportunities.

- 1.1. Research and evaluate ***existing information that informs new hair design concept development.***
- 1.2. Expand the potential of new ***ideas that are outside the boundaries of ordinary thinking.***
- 1.3. Identify and analyse ***factors*** that could have an impact on ideas or concepts to be developed, including potential for commercialisation.
- 1.4. Research and evaluate relevant ideas and approaches from other hairdressing practitioners with consideration of intellectual property, moral rights and copyright requirements.
- 1.5. Develop preliminary ideas on innovative and different ways to address needs and opportunities.
- 1.6. Evaluate and agree on broad parameters for developing ideas and concepts to meet market requirements in consultation with ***relevant stakeholders.***

2. Develop a range of creative approaches for innovative hair designs.

- 2.1. Develop a range of ***creative thinking techniques*** to generate innovative and creative hair design concepts to address identified needs.
- 2.2. Challenge, test and experiment with different concepts and ideas as part of a collaborative process.
- 2.3. Evaluate concepts in terms of their suitability for the target audience or purpose, their feasibility and their commercial potential.
- 2.4. Take account of social, ethical and environmental issues as concepts and ideas are generated and discussed.
- 2.5. Identify and evaluate ***resources*** required to achieve desired creative and innovative outcomes.
- 2.6. Evaluate the effectiveness of different strategies for achieving desired outcomes.
- 2.7. Select concepts or approaches that achieve required outcomes in an innovative and feasible way.

2.8. Present proposed concepts or approaches in an appropriate *format*.

3. Refine hair design concepts.

- 3.1. Ensure concept development process is open to ongoing refinement and testing.
- 3.2. Seek input and feedback on concepts from relevant stakeholders.
- 3.3. Seek specialist advice on creative and technical aspects of proposals as required.
- 3.4. Compare concepts with best practice examples of similar products, programs, processes or services.
- 3.5. Use a range of *creative and practical criteria* to determine the advantages and disadvantages of different concepts.
- 3.6. Evaluate *constraints* on the realisation of concepts or ideas.
- 3.7. Refine proposals based on analysis and feedback.

Required Skills and Knowledge

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

Required skills

- communication and teamwork skills to:
 - provide innovative and creative leadership to encourage and develop others effectively
 - display personal and professional integrity in business and client relationships
- communication and teamwork skills to:
 - work collaboratively on ideas
 - articulate the rationale for concepts in ways that promote constructive discussion with others
- lateral thinking skills to:
 - generate a range of innovative concepts and ideas
 - take a visionary approach to developing concepts and ideas
- initiative and enterprise skills to pro-actively identify market requirements
- planning and organising skills to take account of practical issues for concept implementation
- self-management skills to meet deadlines

Required knowledge

- broad context in which concepts are being developed
- cultural, social and environmental issues and impacts to be considered in developing new concepts
- issues and requirements to commercialise the concept
- legal requirements that affect work in a given industry context
- practical and operational issues to be considered in a specific work or community context
- range of broad practical and operational issues that determine whether a concept can be implemented in any context
- techniques for generating creative ideas and solutions, and for translating these ideas into workable concepts

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

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- development of hair design concepts, substantiated and supported with sufficient information to allow for implementation to occur
- knowledge of legal requirements that affect work in a given industry context.

Context of and specific resources for assessment

Assessment must ensure access to:

- a range of real work situations which includes involvement in other related activities relevant to this environment
- the full range of background information required to evaluate the operational factors that will affect the implementation of concepts
- interaction with others to reflect the collaborative nature of the concept development process.

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:

- direct questioning combined with review of portfolios of evidence and third-party workplace reports of on-the-job performance
- evaluation of concepts generated by the candidate, of the processes used to generate and test the ideas and the material developed to support the concept
- debate and discussion with the candidate to assess knowledge of the operational context and the broader factors that impact on concept development
- evaluation of presentation or 'pitch' made by the candidate in relation to a particular concept
- verbal or written questioning to assess knowledge of cultural, social and environmental issues and impacts to be considered in developing new concepts.

**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, workplace and job role is recommended, for example:

- SIHHTLS705A Conceive, develop and realise innovative hairdressing concepts for media

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.

Existing information that informs new hair design concept development may include:

- creative brief
- market research
- organisational vision
- personal vision and creative aspiration.

Ways to explore ***ideas that are outside the boundaries of ordinary thinking*** may include:

- challenging existing assumptions and preconceptions
- considering radical change to the way things are done
- exploring practice in a totally different industry context
- investigating the use of new media
- involving collaboration with professionals in different sectors
- making connections between seemingly unrelated activities.

Factors may include:

- codes of practice
- content
- cost effectiveness
- Indigenous laws and protocols
- level of skill and understanding required for implementation
- nature and size of target audience
- organisational charter and policies
- purpose, such as:
 - advertising or marketing
 - commercial
 - educational
 - entertainment
 - information
- relevant legislation, such as:
 - copyright and intellectual property
 - privacy
- results of market research
- revenue raised by existing market share
- technical feasibility.

Relevant stakeholders may include:

- hair product manufacturers and suppliers
- event organisers
- designers and other creative personnel
- directors
- external suppliers
- information technology personnel
- management
- program producers
- technical specialists
- writers.

Creative thinking techniques may include:

- brainstorming:
- bulletin board
- buzz session
- computer-aided
- sequencing
- stop and go
- graphic organisers:
- concept fans
- visual maps
- webbing
- lateral thinking games
- making associations
- mind mapping
- morphological analysis
- sub-culture surfing
- trigger words
- use of metaphors and analogies
- vision circles
- visualisation.

Resources may include:

- facilities
- printed material
- specialist equipment
- specialist staff
- training.

Formats may include:

- concept maps
- electronic presentations to promote the concept.

Creative and practical criteria may include:

- cost effectiveness
- evaluation against competing priorities
- fit with personal vision and aspirations
- fit with strategic directions of

Constraints may include:

- organisation
- fit with target market needs
- how innovative the concept is
- level of risk
- potential benefits
- technical feasibility
- time to realise the concept.
- availability of resources and equipment
- availability of skilled experts and personnel
- cost
- level of technical difficulty
- limited funding sources
- limited potential for commercialisation
- time.

Unit Sector(s)

Hairdressing