**NZQA**

**Approved**

Achievement standard: 91071 Version 3

Standard title: Implement basic procedures to produce a specified digital information outcome

Level: 1

Credits: 4

Resource title: The best of hair and beauty

Resource reference: Digital Technologies VP-1.41 v2

Vocational pathway: Services Industries

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| Quality assurance status | These materials have been quality assured by NZQA.  NZQA Approved number A-A-02-2015-91071-02-7336 |
| Authenticity of evidence | Assessors/educators must manage authenticity for any assessment from a public source, because learners may have access to the assessment schedule or exemplar material.  Using this assessment resource without modification may mean that learners’ work is not authentic. Assessors/ educators may need to change figures, measurements or data sources or set a different context or topic to be investigated or a different text to read or perform. |

Vocational Pathway Assessment Resource

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Learner instructions

# Introduction

This assessment activity requires you to implement basic procedures to produce a newsletter for a hair and beauty chain of salons, using digital technologies.

You are going to be assessed on how efficiently you implement basic procedures to produce a newsletter for a hair and beauty chain of salons that meets specifications. You need to demonstrate that you can work independently and accurately.

The following instructions provide you with a way to structure your work so you can demonstrate what you have learnt and achieve success in this standard.

Assessor/educator note: It is expected that the assessor/educator will read the learner instructions and modify them if necessary to suit their learners.

# Task

The salon chain Hair & Beauty at Its Best wants to produce a newsletter for its clients. It has two salons in Wellington, in Kilbirnie and Kelburn.

The manager wants the content of the newsletter to be customised according to where clients live. The first newsletter will focus on clients with postcodes starting with 45, and will include information about the Kelburn salon.

The newsletter will be individually addressed to each client and needs to be folded to fit into a standard window envelope.

Choose at least two of the most appropriate software from spreadsheets, databases or word-processing to produce a newsletter that is visually appealing and displays your skills in digital technologies.

Follow the specifications provided by your assessor/educator, or developed by you and confirmed by your assessor/educator. (See Resource A for sample information sheet specifications.)

Use the information in Resources B and C to create a newsletter that can be individually addressed and mailed out to the clients. You may add extra text if you wish. Include some suitable images, making sure you address any ethical considerations.

You may refer to existing templates for information and ideas, but downloading a template and changing its appearance will not fulfil the requirements of the standard.

You will be assessed on how well you:

* apply a set of techniques to produce a newsletter that meets specifications
* select software applications and specific features to manage and present information
* apply file management procedures
* apply design elements and/or formatting techniques
* apply data integrity techniques and testing procedures to ensure the outcome meets specifications
* meet legal, ethical and moral responsibilities for the outcome.

# Resources

## Resource A: Specifications

The newsletter will:

* be two to four pages in length
* contain information, data and images
* have a header or letterhead with the salon’s name and address (Hair & Beauty at Its Best, 345 Upland Road, Kelburn; phone 411 1777)
* contain information allowing the newsletter to be posted (address block). Note: a DLE envelope window is 90 mm wide and 40 mm high; the window is 60 mm from the top and 15 mm indented from the left
* be sent only to customers who live in postcode areas starting with 45
* be readable
* be designed to appeal to clients aged 18–45.

## Resource B: Data table showing details of some of the salon’s clients

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Name | Surname | Address | Suburb | Town | Postcode | Phone No. |
| Juliet | Starling | 142 Main St | Kelburn | Wellington | 4568 | 4567894 |
| Katniss | Everdeen | 25 Keepa St | Thorndon | Wellington | 4536 | 4523694 |
| Daenerys | Targaryen | 99 Tairua St | Karori | Wellington | 4568 | 4257896 |
| Miranda | Lawson | 234 Canderlie Rd | Kelburn | Wellington | 4568 | 4523788 |
| Lana | Kane | 178 Arapaepe Rd | Karori | Wellington | 4568 | 4789655 |
| Jill | Valentine | 67 The Strand | Miramar | Wellington | 4100 | 4587125 |
| Jessica | Day | 89 Grand View St | Kelburn | Wellington | 4568 | 4698523 |
| Gloria | Pritchett | 92 Mardy Cres | Miramar | Wellington | 4100 | 4215698 |
| Tara | Knowles | 103 Craig St | Kilbirnie | Wellington | 4102 | 4589231 |
| Skyler | White | 49 Titania St | Newtown | Wellington | 4101 | 4528971 |
| Lois | Griffin | 31 Spooner St | Miramar | Wellington | 4100 | 4457822 |
| Elise | Riggs | 75 Kings Drive | Karori | Wellington | 4595 | 4125896 |
| Ellie | Langford | 88 Cambridge St | Kelburn | Wellington | 4568 | 4236547 |
| Jill | Roberts | 234 Kent Terrace | Thorndon | Wellington | 4536 | 4589632 |
| Megan | Reed | 125 Orbital Close | Newtown | Wellington | 4101 | 4225588 |
| River | Song | 2 Tardis Ave | Karori | Wellington | 4568 | 4225666 |
| Irina | Denali | 19 Dutch St | Miramar | Wellington | 4100 | 4266688 |
| Lara | Croft | 23 Simla Cres | Thorndon | Wellington | 4536 | 4588887 |
| Marge | Simpson | 742 Evergreen Terrace | Springfield | Wellington | 4500 | 4512333 |

## Resource C: Information for a beauty therapy newsletter

All about Hair & Beauty at Its Best

Hair & Beauty at Its Best (Kelburn) is a boutique salon catering for a wide range of clients. We are located just 100 metres from the top of the cable car in our modern, purpose-built salon.

Opening times

Mon 10 am–2 pm, Tue 10 am–5 pm, Wed 9.30 am–8 pm, Thurs 10 am–8 pm, Fri 10 am–8 pm, Sat 9 am–1 pm, Sun closed

Our staff

Veronica, the manager and senior stylist, has 15 years’ experience with Hair & Beauty at Its Best and has a wide knowledge and experience in the latest fashion trends.

Linda, our nail technician, has a wide range of experience and can create that special unique look for your special occasion.

Robyn specialises in facials and foot massages and has been a beauty therapist for ten years.

Juliana has six years’ experience as a stylist and recently won an award at the regional hairdressing competition.

Debbie, the salon’s apprentice, has one year of study to complete, and is always looking for models to work on.

Lisa is our colour consultant and make-up guru – come in and see her to update your look!

Get your feet ready for summer

There is more to a pedicure than meets the eye – stress, backache and insomnia are all problems that can be eased by putting your feet up and letting someone else treat them.

To help you put your best foot forward this summer, during the month of January every client will receive a complimentary toenail polish. This is a great way for you to try out some of our new colours on your toes, ready for wearing sandals during the summer season.

We also offer some ‘soul food’ in our facials, with a complimentary foot massage while you are under the mask during a facial.

Bride guide

Let our team of therapists take the stress out of your big day when it comes to your skin and make-up: skincare advice, nutritional tips for you and your skin; enjoy the benefits of having your make-up professionally applied. If you can’t get your make-up done by us on your special day, we will happily guide you with a lesson and lots of tips before the big day.

Let us design a programme just for you and your needs, including manicures, eyelash tinting, brow shaping, skin treatments and more.

Shop talk

We have lots planned for you next year. Just to mention a few events, we have our first birthday, an expo, and a wine and cheese evening. We are putting together a calendar to help you schedule these events into your busy life.

It is with sadness that we inform you that Rochelle will not be returning to work. Her back is taking time to return to full strength after her injury, and the job of beauty therapy which involves lots of bending and twisting, will only hinder her recovery. She is already missed and we wish Rochelle well for the future.

Leave a message and win

We appreciate that the answerphone can be an inconvenience in your busy life, so we have come up with a very good reason to leave your name and number when you call. Every message left on the answerphone will go into a monthly draw to win a free express facial. This is a facial that has been designed for the busy person. It is also great as a weekly treatment, an introduction to having a facial on a small scale, and as a way to introduce the men in your life to the skin treatment world.

Season’s looks for summer make-up

Colour is back in make-up, with some fun to be had. Come in and have a look at our fantastic range. If you’re nervous about trying a new look, book a consultation with Lisa, who can work wonders with just a small change to your daily make-up application.

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Assessor/Educator guidelines

# Introduction

The following guidelines are supplied to enable assessors/educators to carry out valid and consistent assessment using this internal assessment resource.

As with all assessment resources, education providers will need to follow their own quality control processes. Assessors/educators must manage authenticity for any assessment from a public source, because learners may have access to the assessment schedule or exemplar material. Using this assessment resource without modification may mean that learners' work is not authentic. The assessor/educator may need to change figures, measurements or data sources or set a different context or topic. Assessors/educators need to consider the local context in which learning is taking place and its relevance for learners.

Assessors/educators need to be very familiar with the outcome being assessed by the achievement standard. The achievement criteria and the explanatory notes contain information, definitions, and requirements that are crucial when interpreting the standard and assessing learners against it.

# Context/setting

This activity requires learners to select and manipulate content and/or data, skilfully and efficiently, using at least two software applications to create a specified digital information outcome, such as a newsletter.

Two approaches are possible when using this standard for assessment:

* learners are stepped through the design and creation process and all produce a similar outcome, following a common set of specifications
* the assessor/educator creates the specifications in discussion with the class and/or allows individual learners to vary the selected outcome.

Adjust the sample specifications in Resource A to suit your context and selected outcome.

# Conditions

This is an individual assessment task. Learners should complete all their practical work in such a manner that assessors/educators can assess how the techniques are implemented as well as the quality of the outcome.

# Resource requirements

Access is needed to computers and appropriate software (for example Word, Excel, Access, Numbers, Pages, Base and Calc).

# Additional information

Learners may not use desktop publishing software. The assessor/educator may provide the text electronically, but only as a pdf or text file so that learners decide what software to use.

# Assessment schedule: 91071 – The best of hair and beauty

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| --- | --- | --- |
| Evidence/Judgements for Achievement | Evidence/Judgements for Achievement with Merit | Evidence/Judgements for Achievement with Excellence |
| The learner implements basic procedures to produce a newsletter for a hair salon by:   * applying a set of techniques to produce the specified outcome   For example:  The learner creates the newsletter following the specifications listed in Resource A.   * selecting appropriate software and specific features to manage and present information   For example:  The learner creates the newsletter using at least two software applications.   * applying file management procedures   For example:  The learner applies some file management procedures by using suitable folder names and filenames.   * applying appropriate design elements and/or formatting techniques   For example:  The learner uses some design and formatting features of the two software applications. The finished newsletter shows some evidence of awareness of design principles.  For database software, the learner could be expected to:   * + create flat file database structures, setting and modifying field properties including name, data type, size and format   + create simple validation rules (such as format, field size, titles), entering, editing and deleting records   + create forms and reports (can use wizards)   + create and use filters, queries and sorts to retrieve relevant information (can use wizards).   For word-processing software, the learner could be expected to:   * + select, apply and adjust fonts, margins, line spacing, tabs and to create tables, columns, borders and shading, plus headers and footers   + create an outcome that resembles their design concept through manipulating elements such as alignment (left, right, centre, justified), contrast (through font selection, style, size, colour, shading, reverse text, drop caps), repetition (of fonts, heading treatments, colour), proximity (main heading, subheadings, paragraphs), balance (placement of blocks of text, use of white space, column breaks), harmony (through font selection, colour treatment, graphics and text). * applying data integrity and testing procedures to ensure the outcome meets specifications   For example:  The learner uses print preview and actual printouts to check graphs display correctly and uses a calculator to spot check formula calculations.  The learner checks that they have met all of the specifications such as newsletters are sent only to customers who live in postcode areas starting with 45.   * following appropriate legal, ethical and moral responsibilities   For example:  The learner checks that none of the information includes details such as addresses of other clients (privacy).  *The above expected learner responses are indicative only and relate to just part of what is required.* | The learner skilfully implements basic procedures to produce a newsletter for a hair salon by:   * showing accuracy in applying techniques and testing procedures   For example, for database software, the learner could be expected to:   * + set field properties that are appropriate for the information they contain (e.g. by using name, data type, size and format)   + appropriately format data in cells (e.g. text, phone numbers)   + apply some validation rules (such as format, field size, titles), entering, editing and deleting records   + appropriately use filters, queries and sorts to retrieve relevant information (can use wizards)   + create forms and reports (can use wizards).   For word-processing software, the learner could be expected to:   * + select fonts that are appropriate for the purpose (e.g. headings, subheadings and content have a logical structure)   + customise margins to document needs   + set appropriate line spacing (e.g. space before and after headings and paragraphs)   + ensure text spacing is appropriate (e.g. condensed or expanded)   + set appropriate paragraph styles (e.g. block or indented)   + set suitable tabs and align any decimal points to enhance the appearance and readability of numbers   + ensure Word tables display appropriately, attending to cell dimensions, internal margins, borders and shading, alignment and autofit   + structure the document logically, using appropriate columns and breaks   + ensure no orphan headings or lines   + ensure borders and shading display correctly when printed   + ensure information in headers/footers displays correctly (e.g. in terms of pagination, placement, style, size and alignment). * showing independent decision-making in applying techniques and testing procedures   For example, the learner independently:   * + creates the information sheet using two software applications by following the instructions   + decides on and makes effective use of formatting features and a range of design elements such as alignment (text, columns, tables, graphs), contrast (using font selection, style, size, colour, shading, reverse text, and drop caps), repetition (consistent use of fonts, heading treatments and colour to simplify reading), proximity (spacing between headings, subheadings, paragraphs and graphic elements to visually structure information), balance (placement of text blocks and use of white space and column breaks), harmony (font selection, colour treatment and linkage of graphs/graphical elements and text)   + independently selects and applies a wide range of appropriate techniques, procedures and design elements (e.g. by selecting relevant information for a graph)   + organises their files (e.g. systematically naming and storing them)   + and accurately and independently creates a sheet that meets specifications and is functional for the intended audience   + checks that they have met all of the specifications such as newsletters are sent only to customers who live in postcode areas starting with 45. * following appropriate legal, ethical and moral responsibilities   For example:  The learner checks that none of the information includes details such as addresses of other clients (privacy).  *The above expected learner responses are indicative only and relate to just part of what is required.* | The learner efficiently implements basic procedures to produce a newsletter for a hair salon by:   * undertaking techniques and procedures in a manner that economises the use of time and resources   For example, the learner accurately and independently:   * + creates a well-structured, accurate, fit-for-purpose document using at least two software applications. They use efficient methods rather than trial and error (e.g. when setting tab stops, margins or bullets), and make effective use of pagination, paragraphing, page breaks and continuous breaks   + enters text and other data using efficient fingering and keyboard shortcuts   + uses database software effectively to create queries and to organise data   + is familiar with a wide range of relevant techniques, procedures and design elements and uses these to implement their design concept (e.g. by selecting labelling, customised alignment, font size and colour, and placing text to ensure maximum readability and usability)   + chooses appealing colours that harmonise with other visual elements in the sheet; and uses formatting to engage and support the reader (e.g. by ensuring consistency in the layout)   + uses efficient file-management procedures (i.e. names folders and files logically and inserts file name and pathway in the footer)   + creates a sheet that is functional, suited for the intended audience, and easy to read and digest   + saves the sheet in alternative formats such as Word and pdf if the sheet is intended for online viewing   + efficiently reviews and tests the data for completeness and accuracy (e.g. checks the results of formulae using a calculator)   + checks that they have met all of the specifications such as newsletters are sent only to customers who live in postcode areas starting with 45. * following appropriate legal, ethical and moral responsibilities   For example:  The learner checks that none of the information includes details such as addresses of other clients (privacy).  *The above expected learner responses are indicative only and relate to just part of what is required.* |

Final grades will be decided using professional judgement based on an examination of the evidence provided against the criteria in the Achievement Standard. Judgements should be holistic, rather than based on a checklist approach.