**NZQA**

**Approved**

Achievement standard: 91355 Version 3

Standard title: Select and use planning tools to manage the development of an outcome

Level: 2

Credits: 4

Resource title: Innovative hairstyles

Resource reference: Generic Technology VP-2.2 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-02-2015-91355-02-8249 |
| 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 select and use planning tools to manage the development of a hairstyling book for use by stylists to demonstrate innovative hair trends to clients.

You are going to be assessed on how efficiently you manage the development of the hairstyling book, optimising time and material use to ensure its completion.

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

You are to use planning tools to manage the design and development of the hairstyling book, and present evidence that shows how efficiently you have developed and managed this process.

You require an assessor/educator approved brief that contains a conceptual statement, which describes what is to be done and why, and measurable specifications. The outcome can be a conceptual design for an outcome and/or the technological outcome itself (prototype).

## Selecting planning tools

Explore existing planning tools, and how they are used by industry mentors such as practising hairstylists, beauty therapists and salon managers.

Research other planning tools. These might include brainstorms, Gantt charts, PMI (plus, minus, interesting) charts, reflective diaries and/or journals, plans of action, mind-maps, flow diagrams, graphic organisers, wire frames, test plans, spreadsheets, and databases.

Analyse how they may help you manage the development of your hairstyling book by recording the following information:

* identify each planning tool used
* at what stage of the project would this planning tool be relevant
* how does it help you:
  + plan the actions required
  + effectively prioritise and manage resources
  + make key planning decisions that will ensure the completion of the outcome (conceptual and/or prototype)?

Select the best planning tools to use from the information you have collected, and explain how they are best suited to help you manage the development of your hairstyling book.

## Using planning tools

Use your planning tools to:

* set achievable goals
* establish required resources, for example time, materials, tools and equipment
* research information such as community and work-based specialist knowledge and skills (hair and beauty specialists)
* determine critical review points (i.e. those that ensure the hairstyling book will be completed) at key stages of your practice, such as:
  + on the completion of research
  + having gained feedback on your conceptual designs.

Provide evidence of how you are reviewing your progress and any revisions you are making to your planning to ensure you will complete the outcome.

## Reviewing planning tools

During the development of your hairstyling book, you will need to ensure that you:

* revise and/or confirm your goals and the resources and planning tools you are using
* optimise your use of time and materials.

## Submitting your evidence

You will need to provide evidence showing how effectively and efficiently you have managed your development process to ensure the completion of the hairstyling book (for example you could organise and present this evidence through a visual diary, blog or on an iPad).

You will need to submit evidence of:

* your completed hairstyling book (conceptual and/or prototype)
* your selection and use of planning tools used in the development process (i.e. how you arrived at the final outcome).

# Resources

In selecting planning tools, you may:

* find examples of planning tools on the web and in books:

<http://www.mindtools.com>

[http://softwareforlearning.tki.org.nz](http://softwareforlearning.tki.org.nz/)

* look at other technology projects you or other learners may have completed
* study learner projects published by [http://technology.tki.org.nz](http://technology.tki.org.nz/) (Learner Showcase and Classroom Practice Case Studies).

Useful books include:

Stensel, P 2007, *Design & Technology – Design For Life*, Pearson Education South Asia, Singapore

Reith, C 2008, Technology Made Easy: NCEA Level 1, Pearson Education, New Zealand

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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 use planning tools to efficiently manage the development of a hairstyling book for stylists to demonstrate innovative hair trends from an assessor/educator brief.

Learners will be assessed on how efficiently they manage its development, through ongoing reflection of goals, resources and planning tools, to optimise time and material use to ensure the hairstyling book is completed.

This may be a conceptual design for an outcome and/or the technological outcome itself (prototype).

# Conditions

This is an individual activity.

Provide learners with opportunities to critically evaluate planning tools that they and others have used.

Schedule at least one progress checkpoint during this activity.

# Resource requirements

Assessors/educators will provide learners with:

* internet and library access
* access to salon/hairstylists
* access to examples of planning tools.

# Additional information

Provide learners with:

* a brief that contains a conceptual statement, which describes what is to be done and why, and measurable specifications. The outcome can be a conceptual design for an outcome and/or the technological outcome itself (prototype)
* guidance on how to select effective and relevant planning tools
* instructions on how they may document the development process, including guidance on what constitutes evidence, and how to organise and annotate the material they gather.

Visits to hairdressers or from a salon manager may also be helpful.

## Other possible contexts for this vocational pathway

Development of outcomes (conceptual and/or prototypes) relating to the hospitality, hair, beauty, cosmetics, and fashion industries.

# Assessment schedule: Generic Technology 91355 – Innovative hairstyles

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| Evidence/Judgements for Achievement | Evidence/Judgements for Achievement with Merit | Evidence/Judgements for Achievement with Excellence |
| The learner selects and uses planning tools to manage the development of a hairstyling book by:   * selecting planning tools informed by a review of existing planning tools * using selected planning tools to set achievable goals, establish resources required and determine critical review points * managing the development and reviewing progress as planned to ensure the completion of the hairstyling book   For example:  The learner looks at examples provided by the assessor/educator and a hairstylist mentor to help decide what planning tools to use. A decision is made to gather evidence on the learner’s iPad and use available free software to create planning tools. Skype is used to contact the mentor regularly for feedback, and reminders for this set on the calendar.  The learner brainstorms current fashion trends related to hairstyles to gather information. Mind-mapping software (e.g. Free Mind, Gliffy) is used to create a mind-map similar to what was successfully used in the mentor’s hair salon to determine key stages, dates and resources required. Critical review points are set, e.g. times for Skype consultation with the hairstylist mentor, to manage the hairstyling book by guiding progress through set goals i.e. at a critical review point the learner requires the stylist’s approval of three chosen fashion hair trends for short, long and curly hair. As time was a factor, Skype was used to review the results and the learner advised to change one of the trends for long hair to hair colour to better reflect a wider range of ideas. An online journal is used to list tasks and review progress for each week. All consultations are videoed and a flow chart based on an example seen on the mind-mapping software, is created to manage the progress of the hairstyling book’s construction so it will be finished on time.  *The above expected learner responses are indicative only and relate to just part of what is required.* | The learner selects and uses planning tools to effectively manage the development of a hairstyling book by:   * selecting planning tools informed by an analysis of existing planning tools * using selected planning tools to set achievable goals, establish resources required and determine critical review points * reviewing progress at critical review points to revise and/or confirm goals, resources and planning tools to ensure the completion of the hairstyling book   For example:  The learner looks at examples provided by the assessor/educator (i.e. software for learning on TKI website e.g. visual learning tools), researches other possible planning practices used by hair salons by looking online and in suggested books, and talks to the hairstylist mentor to help decide what planning tools to use.  The learner decides to gather evidence on an iPad and looks at mind-mapping tools to help clarify thinking. Although some of the software suggestions aren’t available, other free alternatives are suitable. The possibility of using Skype is discussed with the hairstylist mentor (as the hairstylist works in a busy salon that is a distance away, regular meetings would be hard to accommodate) to enable regular feedback, and reminders for the times set on the calendar. Brainstorming on paper helps clarify ideas, and free mind-mapping software (e.g. FreeMind, Gliffy) is used to create a document which establishes key stages, dates, and resources required. A reflective journal is also used to list tasks and review progress each week. A number of critical review points are established at key stages i.e. at a critical review point the learner needs to consult with the hairstylist mentor regarding requirements in the hairstyling book so a time to Skype is organised. When discussing one of the requirements of the fashion hair trends, the hairstylist mentions that two of the trends are very similar, so the learner decides to change this. More time is then needed to better reflect the range of ideas suggested, resulting in the learner reviewing planning to allow time for this to be completed.  The learneruses and reviews planning tools and goals at the pre-determined points to keep on track and manage progress. Tasks and progress are reviewed on the iPad and all consultations are videoed. A flow chart based on an example seen on the mind-mapping software is also created to manage construction of the hairstyling book so it will be finished on time.  *The above expected learner responses are indicative only and relate to just part of what is required.* | The learner selects and uses planning tools to efficiently manage the development of a hairstyling book by:   * selecting planning tools informed by an analysis of existing planning tools * using selected planning tools to set achievable goals, establish resources required and determine critical review points * ongoing reflection on goals, resources and planning tools to optimise time and material use to ensure the completion of the hairstyling book   For example:  The learner looks at examples provided by the assessor/educator (i.e. software for learning on TKI website e.g. visual learning tools), researches other possible planning practices used by hair salons by looking online and in suggested books, and talks to the hairstylist mentor to help decide what planning tools to use.  The learner decides to use an iPad to gather evidence and create planning tools (mind-mapping tools, videoing Skype consultations, online journal, calendar, construction flowchart), as it is simple to use and easily accessible.  The learner uses this to constantly review planning tools, goals and resources at critical review points to keep on track and optimise resources (time, materials) available.  At a critical review point, the learner requires the hairstylist’s approval of three chosen hair trends. During the Skype discussions, the hairstylist notes that two of the trends are very similar so suggests changes need to be made to better reflect a wider range of ideas. The learner brainstorms possible themes to gain further ideas. The hairstylist’s approval is gained before a final decision is made. Planning is reviewed as necessary. This means more time is available for detailed research, ensuring the validity of the trends being demonstrated and better reflects a wider range of innovative hairstyles.  The learner further optimises the time remaining by regularly reviewing (in a reflective journal) technological practice undertaken to develop the book, and if needed, planning in more critical review points (e.g. contacting the salon’s hairstylist to check conceptual designs via Skype and if needed, gaining approval for any changes). The learner lists any remaining tasks (i.e. ordering of materials and/or equipment if required) for each week before continuing onto the next key stage (e.g. at one key stage the learner realised another planning tool was needed to help manage the construction process. After looking at examples seen on the mind-mapping software, a flow chart is created) so the hairstyling book will be completed on time.  *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.