Guidance and units

BTEC Higher National Certificate
Salon Management

October 2000

BTEC

from Edexcel

Edexcel is one of the leading examining and awarding bodies in the UK and throughout the world. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers.

Through a network of UK and overseas offices, Edexcel's centres receive the support they need to help them deliver their education and training programmes to learners.

For further information please call our Customer Response Centre on 0870 240 9800, or visit our website at www.edexcel.org.uk

CONTENTS

Introduction

This guidance gives centres advice and recommendations for managing and implementing the BTEC Higher National Certificate in Salon Management.

Programmes approved under this guidance will lead to the award of a BTEC Higher National Certificate in Salon Management.

BTEC Higher National Programmes operate within Edexcel's overall policy, and national control of standards is ensured by requiring organisations to work within these guidelines and to follow approval and verification procedures. Within the required structure, centres can design programmes that are tailored to meet the specific needs of employers and students.

This guidance should be read in conjunction with the current issue of the *BTEC Policy Framework* and *Qual Forms*, which contain the general requirements for approval to run any Edexcel programme. All new submissions must be validated using this new guidance.

About this guidance

Rationale

The BTEC Higher National Certificate in Salon Management is designed to provide:

- national qualifications, with detailed common standards recognisable to centres, students and employers
- guidance for centres with their own quality assurance procedures
- a focus on practical knowledge and skills
- a common core of study
- the opportunity to preserve and build on existing good practice
- compatibility with feeder qualifications
- a response to changing training and educational needs
- preparation for employment
- progression to degree programmes and higher level NVQs/SVQs
- flexible approaches within a national framework
- unit grading.

Relationships with industry bodies and their qualifications

Each industry sector in the UK has a National Training Organisation (NTO) which is an employer led representative body. These bodies are recognised by the Government to represent the training and development needs of the sector. Their remit is wide ranging and activities vary from sector to sector, reflecting the diversity of British industry. The NTO for the hairdressing and beauty therapy industry is the Hairdressing and Beauty Industry Authority (HABIA). Edexcel and HABIA work together to ensure that Edexcel awards meet the needs of the industry and provide students with opportunities for career progression.

There are several other National Training Organisations, which could be a useful source of information for students, for example the NTO National Council (website at www.nto-nc.org). There are also several trade organisations.

Aims

The BTEC Higher National Certificate in Salon Management is designed to meet one or more of the following aims:

- to provide preparation for a range of management careers in salon management

- to provide specialised studies which are directly relevant to the hairdressing and beauty therapy professions in which students are currently working or in which they intend to seek employment

- to enable students to make an immediate contribution in employment

- to provide flexibility, knowledge, skills and motivation as a basis for progression to graduate and postgraduate studies.

Planning the programme

Any centre wishing to run a BTEC Higher National Certificate in Salon Management should consider:

- the needs of the market in terms of individual students, local employers and sponsoring agents

- the latest labour market and skills forecast from the Hairdressing and Beauty Industry Authority and other relevant bodies

- the structure, content, delivery and assessment methods which will be needed to achieve programme outcomes in a motivating way

- whether they wish to choose alternative or add centre-devised option units

- the employment background of part-time students and how this can be used to enhance delivery and relevance

- the review mechanisms needed to ensure programmes take account of changing needs

- progression to degrees, NVQs or associated professional qualifications.

Access

The fundamental principles of Edexcel's policy are that:

- qualifications should be available to everyone who is capable of reaching the required standards

- qualifications should be free from barriers which restrict access and progression

- equal opportunities exist for all.

Nevertheless it is the responsibility of the centre to recruit with integrity. Centres should therefore:

- provide applicants with appropriate information and advice

- identify applicants' needs

- select on the basis of each applicant's previous qualifications and experience.

BTEC Higher National programmes are intended primarily for those who are in, or plan to enter, employment and who have reached the minimum age of 18. Students who enter with at least one of the following qualifications are likely to benefit more readily from the programme:

- an NVQ Level 3 in Hairdressing or Beauty Therapy with appropriate supporting passes at GCSE grades A, B, or C in English and Mathematics

- an Advanced GNVQ (eg in Business or Retail and Distributive Services)

- a BTEC National Certificate or Diploma in Applied Science (Beauty Therapy) or Business and Finance

- at least one GCE A level pass, with appropriate supporting passes at GCSE grades A, B or C in English and Mathematics

- an Access to Higher Education Certificate awarded by an approved Further Education institution.

Previous achievements may be recognised through the accreditation of prior learning (APL) introduced by Edexcel in 1990. This ensures that outcomes achieved by an applicant, whether through experience or through other qualifications, can be identified, authenticated and accredited against the qualification specification without the need for repetition. Any student able to demonstrate that all the requirements for one or more units are met should be credited with that achievement and be eligible for certification.

No time limit is placed by Edexcel on the completion of an individual programme, up to the normal Edexcel registration period of five years (which is itself renewable). Students may, if they wish, take only parts of a qualification for separate accreditation and certification.

Programme design and structure

In order to achieve the programme aims, centres should devise a structured learning experience to deliver the qualification outcomes.

Programme design

Although units are designed to be free-standing, centres are encouraged to be innovative and to design programmes which allow integration and flexibility within and across the unit-based outcomes.

Centres are encouraged to anticipate change and, where appropriate, to combine disciplines which may have been disparate and unconnected in the past.

BTEC Higher National programmes:

- are designed to last normally for two years, although the programme for individual students may vary from this

- require a **Certificate** to comprise **10 units**, each having a unit value of 1.0

- comprise **core units** which are compulsory and **option units** which offer centres a choice.

The core is compulsory and provides a foundation for the BTEC HNC in salon management. Centres may develop specialism in their programmes by selecting appropriate option unit including centre choice of units (page 4).

Programme design and delivery should reflect the balance of skills and knowledge needed to perform salon management tasks competently at management level. Centres should take care to balance and integrate theory and practice, to ensure that the qualification supports both career prospects and educational progression.

Licensed centres wishing to use the named award titles must design the programme within the specified structure.

Unit design

BTEC Higher National qualifications consists of standard unit templates which include clearly defined outcomes and content, robust assessment criteria and clear grading criteria ensuring standards, credibility and rigour.

The qualifications consists of units which have a notional level indicator of H1 or H2, indicating the relative intellectual demand, complexity and depth of study, and learner autonomy.

At **H1 level** the emphasis is on the application of knowledge, skills and understanding; use of conventions in the field of study; use of analytical skills; and selection and organisation of information.

At **H2 level** the emphasis is on application and evaluation of contrasting ideas, principles, theories and practices; greater specialism in the field study; and an increasing independence in systematic enquiry and analysis.

In designing programmes of study to fulfil progression arrangements, centres have flexibility in selecting appropriate combinations of H1 and H2 option units.

All units are designed to recognise the importance of the development of skills through the integration of **Common Skills.**

Centre choice of units

Centres applying to offer BTEC Higher National qualifications may include, in the option pathways, their own choice of units. This flexibility is limited to a total of up to **two units** at the **Certificate** level. The title of the named award does not change.

Centre choice may be based upon:

- appropriate units from other BTEC Higher National vocational areas
- proposals for units submitted to Edexcel to meet regional needs
- appropriate language units.

Centre choice of units must demonstrate their contribution to the coherence of the qualification and will be subject to approval. A clear justification for their need must be provided (including documented evidence of employer, industry and professional body support).

The proposed units must be specified in the same format as the Edexcel-devised core and option units (see *Unit structure*).

Programme structure

The qualification comprises:

- **core units**:
  - there are six compulsory core units in the BTEC Higher National Certificate in Salon Management

- **option units**, which may be selected from:
  - BTEC devised Salon Management option units (7 –14).

BTEC Higher National Certificate in Salon Management	
C O R E	Unit 1: The Salon Manager Unit 2: Customer Service Unit 3: Human Resource Management for Salons Unit 4: Physical Resources for Salons Unit 5: Health, Safety & Security Unit 6: Law
Plus Common Skills (seven areas)	
O P T I O N	Unit 7: Management Accounting for Salons Unit 8: Quality Management Unit 9: Marketing for Salons Unit 10: The External Business Environment Unit 11: Small Business Management Unit 12: Research Project Unit 13: Training & Development Unit 14: Managing Self

All programmes must include the development and assessment of Common Skills as detailed in the *Common Skills and Core Themes General Guidance* (May 1992). Other guidance and help for Common Skills development can be found in *Common Skills and Core Themes Implementation Guidance* (May 1992). For a summary of Common Skills outcome statements, see *Annex A*.

Unit structure

All units are defined in terms of 'guided learning hours'. This means 'all times when a member of staff is present to give specific guidance towards the qualification or module being studied on a programme. This includes lectures, tutorials and supervised study in, for example, open learning and learning workshops. It does not include hours where supervision or assistance is of a general nature and is not specific to the nature of the students.'

Each unit has a demand which represents approximately **60 guided learning hours**.

Each unit comprises a set of learning outcomes, with associated content, measures and guidance. To achieve the unit, all outcomes must be met by the student. Each unit is specified in the following way:

- unit title

- unit value

- unit level

- unit code

- description of the overall purpose of the unit

- unit outcomes

- content – an indication of the depth and breadth of knowledge, skills and understanding that should be provided to support the achievement of the outcomes

- assessment criteria – statements of what the student must be able to do, know or understand to complete the unit

- guidance – on generating evidence, links, resources, delivery and suggested reading.

Centre-devised units must be specified in an outcome format, similar to that of the Edexcel-devised core and option units and included in the submission for approval.

Common Skills

Currently all BTEC Higher National qualifications are required to include Common Skills. These are transferable skills which play an essential role in developing personal effectiveness for adult and working life, and in the application of specific vocational skills. They provide a foundation for continual learning to enable and empower individuals who, inevitably, face a series of choices in work, education and training throughout their lives.

As the structure of industry and commerce continues to change more rapidly than ever before, with new products, services, technology, work roles and settings, all employers and employees need these Common Skills to enable them to adapt and respond creatively to change. Consequently the patterns of training and education should reflect the need for a more flexible working population.

All Edexcel qualifications at BTEC Higher National level embrace the following skill areas as an essential part of the learning programme:

- *Managing & Developing Self*

- *Working with & Relating to Others*

- *Communicating*

- *Managing Tasks & Solving Problems*

- *Applying Numeracy*

- *Applying Technology*

- *Applying Design & Creativity*.

Centres may also wish to assess and certificate students in QCA Key Skills units. Key Skills units are available at Levels 1 to 5 in six different areas:

- *Application of Number*

- *Communication*

- *Information Technology*

- *Improving Own Learning & Performance*

- *Working with Others*

- *Problem Solving*.

Further information is available in the Edexcel publication *Key Skills Guidance, Getting Started with Key Skills in Educational and Work-based settings (X001045)*.

Programme delivery

Any centre offering a BTEC Higher National programme needs to provide:

- clear guidance on the routes and modes of study available and how these are supported

- opportunities to make individual learning contracts with students, to ensure that personal learning objectives are achieved

- learning activities which demonstrably help students to achieve the aims and objectives of the programme

- advice and feedback on students' progress and learning needs throughout the programme.

Those with special needs may require additional support. This could include technical aids or specially devised or adapted methods of assessment, with additional time allowed if necessary.

Part-time programmes

Part-time programmes present special problems but also special opportunities. Delivery of the programme through assignment programmes based in the student's work environment should be encouraged. The programme team should build on the special opportunities provided by the programme by:

- liasing with employers to ensure a programme relevant to the specific needs of the students

- accessing non-confidential data and documents from programme members' workplaces

- visiting sites and properties managed by sponsoring employers

- involving sponsoring employers

- linking with in-house training programmes

- using the variety of programme members' experience of work and life to make the programme relevant and current.

Programme management

The way in which the programme is managed and implemented is crucial in determining the effectiveness, efficiency and quality with which outcomes are achieved.

Centres should identify an appropriate delivery team, normally headed by a programme manager. The team should have responsibility for:

- recruitment and induction procedures

- implementing equal access and equal opportunities policies

- effective programme design, implementation and assessment strategies, including liaison with employers

- implementing quality control systems

  – monitoring the operation of the programme and student progress

  – implementing internal monitoring procedures

  – planning and implementing detailed review and evaluation procedures which incorporate the views of all stakeholders

  – identifying future resource and team development needs.

The programme manager has particular responsibility for:

- the effective operation and development of the programme team

- identifying future resource and team development needs

- planning and implementing detailed review and evaluation procedures which incorporate the views of all stakeholders

- providing the link between the programme team, students, senior staff in the centre, the external verifier and Edexcel.

Assessment

The key characteristics of assessment should be validity, reliability and fitness for purpose. Edexcel encourages centres to use a variety of assessment methods, including case studies, assignments, time-constrained assessments and work-based projects.

Where students wish to gain exemption from professional qualifications, the centre will need to discuss appropriate assessment methods with the relevant professional body, in order to satisfy entry requirements or qualify for exemptions.

Centres should ensure that the assessment process:

- records each student's achievement in relation to the specified outcomes

- provides regular feedback on student progress

- identifies areas where further development of knowledge, understanding or skills is needed

- documents the process both for tutors and students.

All outcomes in the programme must be assessed.

In order to meet this requirement, centres should maintain a record of assessment for each student detailing the evidence evaluated against the required unit outcomes. These records must be available for scrutiny by the external verifier/examiner.

Grading BTEC Higher National units

Each unit will be graded as a Pass, Merit or Distinction. A Pass is awarded for the achievement of all outcomes against the specified assessment criteria for each unit. Merit and Distinction grades are awarded for higher-level achievement.

Merit	Distinction
In order to achieve a merit the student must: - use a range of methods and techniques to collect, analyse and process information/data - apply and analyse detailed knowledge and skills, using relevant theories and techniques - coherently present and communicate work using technical language accurately.	In order to achieve a distinction the student must: - check validity when collecting, analysing and processing complex information/data - evaluate and synthesise relevant theories and techniques to generate and justify valid conclusions - show an individual approach in presenting and communicating work coherently, using technical language fluently.

Using grade descriptors

The grade descriptors listed are for grading the total evidence produced for each unit. In order to do this, the descriptor should be contextualised and incorporated into the design of assessment activities. Some units may not give the opportunity for the use of all the features of the merit or distinction grade descriptors. Consequently centres should select the appropriate features of the grade descriptors for those units. Students' work should then be assessed using the assessment criteria and contextualised grade descriptors.

Criteria for approval

New centres will need to be approved. Approved centres wanting to offer the BTEC Higher National qualifications need to provide evidence of:

- the qualifications of the members of the programme team

- the relevant occupational experience of members of the programme team and their continuing professional development

- the programme content and the way in which it delivers the outcomes

- the sources and technical support available for the programme

- how the delivery and assessment methods will meet the stated aims of the programme.

For further details on how to become an approved centre or for the application procedure to offer Higher National qualifications, please contact our Customer Response Centre on 0870 240 9800.

Other relevant publications

The following publications:

- *Common Skills and Core Themes – General Guidance* (80-037-2)
- *Common Skills and Core Themes – Implementation Guidance* (80-040-2)
- *Common Skills/Key Skills Mapping* (X005301)
- *Key Skills Unit Specifications Level 3* (X001721)
- *Key Skills Unit Specifications Level 4* (X001722)
- *Key Skills Unit Specifications Level 5* (X001723)
- *Key Skills Guidance, Delivering and Assessing Application of Number* (X001729)
- *Key Skills Guidance, Delivering and Assessing Communication* (X001730)
- *Key Skills Guidance, Delivering and Assessing Information Technology* (X001731)
- *Key Skills Guidance: Delivering and Assessing Own Learning and Performance* (X001286)
- *Key Skills Guidance: Delivering and Assessing Working With Others* (X001288)
- *Modern Foreign Language Unit* (B005843)

can be obtained from:

Edexcel Publications
Adamsway
Mansfield
Notts NG18 4FN

Tel: 01623 467 467
Fax: 01623 450 481
E-mail: publications@linneydirect.com

Core
Units

B007232 – Guidance and units – BTEC Higher National Certificate in Salon Management – Issue 1 – October 2000

BTEC Higher National Certificate in Salon Management

Core units

Unit 1: The Salon Manager

Unit value: 1.0

Unit level: H1

Unit code: 1127S

Description of unit

This unit develops the skills and techniques required for supervising and managing salon operations within the hairdressing industry. The unit should be delivered within a salon environment where possible.

Summary of outcomes

To achieve this unit a student must:

1   Develop a **strategy** for managing a salon

2   Supervise **salon procedures**

3   Demonstrate the use of appropriate **communications** for salon operations

4   Evaluate **team management** and team building techniques.

Content

1 **Strategy**

Strategy: aims and objectives, communications policy, information management, space allocation, performance and quality, client evaluation

Salon management: role, responsibilities, compliance with legislation, rationalisation of issues (eg economic pressures, competition, local demand), collaboration with outside bodies (eg local authorities)

2 **Salon procedures**

Products and services: eg cutting, styling, perming, colouring, beauty treatments, eg facial, manicure, waxing

Reception duties: eg telephone techniques, appointments, enquiries, product and service knowledge, cash handling, manual/computerised systems, staff rotas

Stock and dispensary: maintaining stock levels, eg products, consumables/non-consumables, supervision of dispensary

Records: systems, eg manual, computerised, filing systems, confidentiality, and security

3 **Communications**

Methods and processes: verbal, non-verbal, written, systems (eg telephone, pager, e-mail, websites), role, effectiveness, problems, report writing, effective speaking, confidentiality

Negotiating skills: skills (eg win-win situations, bargaining, compromise, managing conflict), body language techniques, psychological factors, within the team, between individuals, conflict management

Managing meetings: types, techniques, documentation (eg agendas, delegate lists, minutes), planning, leading/chairing and evaluating meetings, delegating and follow-up

4 **Team management**

Management: role, responsibilities, leadership theories, effective communications, relationships with clients/colleagues, information management strategies, prioritisation, training, appraisal, motivation, performance measures, directing groups and individuals, time management

Team building: techniques, managing information, understanding roles and responsibilities, delegation skills, managing conflict, problem-solving and decision-making, benefits to salon management

Outcomes and assessment criteria

Outcomes	Assessment criteria
	To achieve each outcome a student must demonstrate the ability to:
1 Develop a **strategy** for managing a salon	• evaluate management strategies in at least two contrasting salon operations • describe the role of the salon manager in the implementation of a management strategy.
2 Supervise **salon procedures**	• supervise colleagues in the implementation of salon procedures and reception duties • monitor and maintain levels of stock and dispensary items • prepare a staff rota for a given salon operation and period of time.
3 Demonstrate the use of appropriate **communications** for salon operations	• describe appropriate communication methods or processes for a given salon management situation • explain how the use of negotiating skills can contribute to effective salon management • demonstrate techniques for managing meetings.
4 Evaluate **team management** and team building techniques	• describe the role of the salon manager in managing a team of staff • explain the techniques which can be used for team building, highlighting the benefits to salon management.

Guidance

Generating evidence

Evidence outcomes could be in the form of performance evidence, assignments or projects. Case studies will also provide useful materials for developing evidence. Learning and assessment can be across units, at unit level or at outcome level, depending on the mode of delivery.

Students would benefit from a period of industrial placement or other work experience.

Links

This unit may be linked to a number of other units, including *Customer Service (Unit 2), Health, Safety & Security (Unit 5), Law (Unit 6)* and *Management Accounting for Salons (Unit 7)*.

This unit offers opportunities for demonstrating Common Skills in *Managing & Developing Self*, *Working with & Relating to Others*, *Communicating* and *Managing Tasks & Solving Problems*.

Delivery

A practical approach should be adopted wherever possible to underpin currency and vocational relevance. This unit would benefit from the use of role-play for practical elements, although actual experience is preferable where this occurs.

Visits to commercial operations and talks from visiting practitioners will further enhance delivery of this unit.

Suggested resources

Text books

Bowman C and Asch D – *Managing Strategy* (Macmillan Press, 1995) ISBN 0333608879

Chattell A – *Managing for the Future* (Macmillan Press, 1995) ISBN 0333624890

Cressy S – *Business Management for the Beauty*, *Health and Holistic Therapist* (Butterworth-Heinemann, 1996) ISBN 0750629452

Green M, Kimber L and Palladino L – *Professional Hairdressing* (Macmillan Press, 2000) ISBN 0333924134

Mernagh-Ward D and Cartwright J – *Good Practice in Salon Management* (Stanley Thornes, 1997) ISBN 0748728872

Mieskie A – *Hair and Beauty Business Management* (Addison Wesley Longman, 1996) ISBN 0582294533

National Hairdressers Federation – *Setting Up Your Own Salon* (Longman, 1994) ISBN 0-632-03889-6

Stanton N – *Mastering Communication* (Macmillan Press Ltd, 1996) ISBN 0333665090

Tarling I R and Franklin F – *Creating an Excellent Salon* – 2nd Ed (Hodder & Stoughton Publishers, 2000) ISBN 0340772972

Audio tape

- Shaw B and Associates – *Motivating and Goal Setting*

Magazines and journals

- *Hairdressers Journal International* (Reed International)

- *Commerce Business Magazine* (Commerce Publications)

- *The Cutting Edge* (Estetica UK)

- *Hair and Beauty* (Style Publishing Ltd)

Websites

The following Internet websites can be useful in providing information:

www.habia.org.uk	The Hairdressing and Beauty Industry Authority (National Training Organisation)
www.beautynet.com	virtual salon for hair, skin, nailcare and tanning
www.beautytech.com	virtual beauty community with links to other sites
www.the-nhf.org.uk	National Hairdressers Federation
www.bbsi.org	The Beauty and Barber Supply Institute, Inc (BBSI) is the international association of the professional salon industry comprising distributors, manufacturers and manufacturers' representatives
www.vidalsassoon.co.uk	commercial site
www.wella.co.uk	commercial site
www.cbi.org.uk	The UK's leading employers' organisation
www.entrepreneur.com	the on-line Small Business Authority
www.dfee.gov.uk	Department for Education and Employment
www.bized.ac.uk	a business and economics service for students, teachers and lecturers

Unit 2:   Customer Service

Unit value: 1.0

Unit level: H1

Unit code: 1128S

Description of unit

The aim of this unit is to introduce the student to the principles and objectives of customer service with a salon management focus. The unit will develop an understanding of the nature of a customer service culture and quality service in the salon management environment. It will provide an appreciation of the importance of information gathered from customers and its relevance to improved delivery of services.

Summary of outcomes

To achieve this unit a student must:

1   Analyse a **customer service policy** within a salon environment

2   Explain the purpose of promoting a **customer focused culture**

3   Investigate **customer requirements and satisfaction levels**

4   Provide **customer care and service** for salon operations.

Content

1 **Customer service policy**

   Policies: structure, use, focus, identify customer requirements/expectations, product and service knowledge, consultation, confidentiality, customer perceptions and satisfaction, monitor customer service and satisfaction, influences affecting implementation, effective communication

   Quality of service: methods of assessment, eg International Standards Organisation (ISO), Investors in People (IiP), Total Quality Management (TQM), customer expectations, standardised procedures, codes of practice, staffing levels, staff competency, flexibility, reliability and responsiveness

   Evaluation: purpose, sources of feedback (customers, colleagues, staff, management), types of feedback (accuracy, relevance, reliability, validity), methods of data collection, improvements, staff training and development

2 **Customer focused culture**

   Communication: types, eg verbal, non-verbal (body language), written, types of response, use, effect

   Customer: central role, customer service culture, identifying and analysing customer requirements and expectations, influences of service provision on customer perceptions

3 **Customer requirements and satisfaction levels**

   Requirements: sources of information, eg customers, staff, management, customer records, past information

   Primary research: sampling, qualitative, quantitative, interview (individual, group), survey, observation, contact methods (mail, telephone, personal)

   Secondary research: internal (eg sales records, yield data, financial information, client databases), external, (eg government publications, trade journals, periodicals, professional associations, national organisations, commercial data)

   Satisfaction levels: planning, strategy, assessment of options using researched information, role of the salon manager, staffing levels, motivating staff, improvements

4 **Customer care and service**

   Types of customers: different age groups (eg the elderly, children), different cultural backgrounds (eg Afro-Caribbean), special needs (eg physically disabled), satisfied, dissatisfied, under influence (eg drugs, alcohol, medication)

   Needs: urgent/non-urgent, special requirements, state of customer (physical, mental) quality of service, products and salon, value for money, cultural and social influences, trends (eg fashion, salon, ergonomic, equipment, training, products and services), consumer protection legislation

   Care: consultation, advice, personal selling, complaints procedure, reception skills, confidentiality

   Benefits of improved service: customer satisfaction, repeat business, improved reputation, increased profit.

Outcomes and assessment criteria

Outcomes	Assessment criteria
	To achieve each outcome a student must demonstrate the ability to:
1 Analyse a **customer service policy** within a salon environment	• identify the reasons for using customer service policies • summarise methods of assessing the quality of customer service provision in a salon environment • explain the purpose of evaluating the performance of a customer service policy and how this can assist future staff training and development events.
2 Explain the purpose of promoting a **customer focused culture**	• describe different communication types and how these are used to best effect • explain the central role of the customer in a salon environment.
3 Investigate **customer requirements and satisfaction levels**	• investigate a range of sources which provide information concerning customer requirements and satisfaction levels • undertake research to investigate customer requirements and satisfaction levels • explain how research can be applied to a salon environment to improve customer satisfaction levels.
4 Provide **customer care and service** for salon operations	• describe the differing and specific needs of a range of salon customers • provide customer care and service in a salon environment • explain the benefits of improved customer service to a given salon management operation.

Guidance

Generating evidence

Evidence of outcomes may be in the form of assignments, presentations, case studies or projects set during periods of work experience in a salon management environment.

Work experience may provide an ideal opportunity to investigate the development of customer service policies in specific organisations. Organisations that have achieved external quality standards such as ISO 9000, Investors in People and Total Quality Management will provide ideal case study examples, particularly in the investigation of the process leading to specified customer service criteria.

As a result, much of the evidence may be accumulated by students building a portfolio through work experience. All evidence must be relevant and sufficient to justify the grade awarded.

Links

This unit can be linked successfully with several units, including *The Salon Manager (Unit 1), Quality Management (Unit 8), Marketing for Salons (Unit 9), Small Business Management (Unit 11), Training & Development (Unit 13)* and *Managing Self (Unit 14)*.

This unit offers opportunities for demonstrating Common Skills in *Managing & Developing Self*, *Working with & Relating to Others*, *Communicating* and *Managing Tasks & Solving Problems*.

Delivery

This unit will benefit from delivery linked to other units as identified above.

A practical, salon-related approach is essential. Visiting speakers, visits to commercial outlets and real case studies will add vocational relevance and currency to the delivery and will provide students with a greater appreciation of a customer focused culture.

A period of work experience in a salon environment prior to the delivery and assessment of this unit will greatly help students with no prior experience.

This unit helps previous study of customer service to consider management issues and decision-making (operational and strategic) within a salon management context.

Suggested resources

Case studies and real resources may be used in the delivery of this unit. The use of real examples will focus the relevance of the unit and show how ranges of organisations, both local and national, have developed their customer care policies. Holders of external quality standards provide an ideal focus. Work experience will provide an invaluable source of information for the unit.

Text books

Cole G – *Management Theory & Practice* – 5th Ed (Letts Educational, 1996)
ISBN 1-85805-166-5

Chattell A – *Managing for the Future* (Macmillan Press, 1995) ISBN 0333624890

Dawson S – *Analysing Organisations* – 3rd Ed (Macmillan Press, 1996) ISBN 0-333-66095-1

Hayes J and Dredge F – *Managing Customer Service* (Gower Publishing, 1998)
ISBN 0-566-08005-2

Rigazzi-Tarling I – *Client-centred Beauty Therapy* (Hodder & Stoughton Publishers, 1995)
ISBN 0340621044

Magazines and journals

- *Hairdressers Journal International* (Reed International)

- *Commerce Business Magazine* (Commerce Publications)

- *The Cutting Edge* (Estetica UK)

- *Hair and Beauty* (Style Publishing Ltd)

Audio tapes

- Shaw B and Associates – *Motivation and Goal Setting*

Websites

The following Internet websites can be useful in providing information and case study materials:

www.habia.org.uk	The Hairdressing and Beauty Industry Authority (National Training Organisation)
www.beautynet.com	virtual salon for hair, skin, nailcare and tanning
www.beautytech.com	virtual beauty community with links to other sites
www.the-nhf.org.uk	National Hairdressers Federation
www.bbsi.org	The Beauty and Barber Supply Institute, Inc (BBSI) is the international association of the professional salon industry comprising distributors, manufacturers and manufacturers' representatives
www.vidalsassoon.co.uk	commercial site
www.wella.co.uk	commercial site
www.information-now.com	an information mall offering sales and marketing how-to and reference information
www.dfee.gov.uk	Department for Education and Employment
www.bized.ac.uk	a business and economics service for students, teachers and lecturers

Unit 3: Human Resource Management for Salons

Unit value: 1.0

Unit level: H1

Unit code: 1129S

Description of unit

This unit introduces the student to the techniques concerned with the management of staff within a salon environment. It recognises the critical role that the managing of staff plays in the effectiveness and efficiency of an organisation.

The unit provides an opportunity to examine the various practices, procedures and constraints which influence the management of people within a salon environment.

Summary of outcomes

To achieve this unit a student must:

1   Explain the procedures involved in the **recruitment and selection of staff**

2   Investigate **working relationships** within salon management

3   Evaluate methods of **managing and developing human resources**

4   Investigate **industrial relations and associated legislation** within the employment relationship.

Content

1 **Recruitment and selection of staff**

Manpower planning: process, estimating requirements, the labour market, labour turnover, job analysis and evaluation, recruitment and selection, internal and external supply, training and development, skills shortages, use of part-time and older employees, managing change

Recruitment: job descriptions, personnel specifications, recruitment sources, advertising, relevant legislation, eg equal opportunities, discrimination

Selection: processes and procedures, interviewing techniques, selection tests eg psychometric, intelligence, personality

2 **Working relationships**

Organisational structure: hierarchical (eg managerial, subordinate), teams (eg ad hoc, organised, long-term, short-term), individuals, peers, relationships, factors (eg leadership styles, lines of authority and communication within the team)

Roles: operative, craft, supervisory, managerial, responsibilities

Objectives: achieving targets, supporting team members, encouraging individuals, creating a cohesive workforce

3 **Managing and developing human resources**

Training: techniques, induction, on- and off-the-job training, in-house, contracted-out, qualifications framework, current occupational standards, future needs, motivation of staff

Appraisal and development: schemes, management development, preparing employees for progression, matching organisational needs with employee potential, self-development and review

Reward systems: pay structures, performance-related pay, commission, incentive schemes, employee benefits, pensions, company share schemes, medical insurance, promotions, team rewards

Benefits: for the individual (eg motivation, pride, job satisfaction, job enrichment, job enlargement, external qualifications), for the organisation (eg qualified staff, increase in skilled staff, improved results due to increase in quality, well-motivated staff, flexible staff)

4 **Industrial relations and associated legislation**

Contractual regulations: the employment contract, pay, hours, written terms and conditions, the right to trade union membership

Employment practices: equal opportunities, counselling, employee welfare, disciplinary and grievance procedures, tribunal systems, appeals, arbitration procedures, the role of ACAS (Advisory, Conciliation and Arbitration Service), codes of practice

Termination of employment: types of dismissal, eg unfair, constructive, redundancy, job restructuring, constraints of legislation

Legislation: UK and EU employment, eg Sex Discrimination Act 1975, Race Relations Act 1976, Rehabilitation of Offenders Act 1974, Equal Pay Act 1970, implications of the Working Time Regulation, legislation relating to harassment, disciplinary/grievance interviews, first aid requirements, disabled provisions, maternity/paternity issues, flexible employment practices (eg job share, flexi-time).

Outcomes and assessment criteria

Outcomes	Assessment criteria
	To achieve each outcome a student must demonstrate the ability to:
1 Explain the procedures involved in the **recruitment and selection of staff**	• explain how manpower planning is used to assess staffing requirements • demonstrate a range of selection processes and techniques which enable effective recruitment.
2 Investigate **working relationships** within salon management	• explain the factors that influence working relationships • explain the organisational structure within a large salon operation • identify roles and responsibilities of employees within a salon environment • explain the objectives of working relationships within a salon environment.
3 Evaluate methods of **managing and developing human resources**	• demonstrate a range of training techniques which are employed in a salon environment • explain the purpose of appraisal and development schemes within the organisation • describe how reward systems contribute to effective salon management • explain the benefits of training, appraisal and development to the organisation and the individual.
4 Investigate **industrial relations and associated legislation** within the employment relationship	• describe contractual regulations of employment • describe at least two recognised employment practices which contribute to effective salon management • explain the constraints imposed by legislation on termination of employment • examine the main features of a range of current employment legislation which relate to salon management.

Guidance

Generating evidence

Evidence of outcomes may be in the form of assignments, case studies, role-play exercises, examinations, or practical exercises using peer groups. Alternative forms of evidence include correspondence and research with actual organisations and individuals in the salon management industry. Ideally evidence should be from real situations encountered in the hairdressing and/or beauty therapy industry. Work experience gained through industrial placement or part-time employment would help students' understanding of human resource management in an operational environment.

A planned integrated assignment encompassing several overlapping outcomes in other units would be particularly beneficial, helping to consolidate the students' overall learning.

Links

This unit may be linked to other units, including *Customer Service (Unit 2), Law (Unit 6), Quality Management (Unit 8), Small Business Management (Unit 11) and Training & Development (Unit 13)*.

This unit offers opportunities for demonstrating Common Skills in *Managing & Developing Self*, *Working with & Relating to Others* and *Communicating*.

Delivery

To ensure maximum realism and relevance, all examples, role-play exercises and case studies should be in the context of salon management. A practical approach should be adopted, where students are encouraged to seek their own evidence from organisations with which they are in contact. Where examples are cited, students must be coached to identify both practical issues and theoretical concepts. Whilst a practical approach to this unit is desirable, it should not be at the expense of a sound theoretical base.

Visits to commercial salon operations and talks by guest speakers will add currency and vocational depth. Work experience gained through industrial placement or part-time employment would help students' understanding of people management in an operational environment.

Suggested resources

The use of videos, software packages and appropriate management games can be used to support and enhance the delivery of this unit. It is advisable that students have access to personnel software programmes, so that they can familiarise themselves with the processes and issues involved, such as data protection.

Other sources of information can be provided by external organisations, eg Advisory, Conciliation and Arbitration Service (ACAS) and the Institute of Personnel and Development (IPD).

Text books

Barker D and Padfield C – *Law Made Simple* – 10th Ed (Butterworth-Heinemann, 1998) ISBN 0-750-63914-8

Bland M and Jackson P – *Effective Employee Communications* (Kogan Page, 1992) ISBN 0-7494-0784-0

Corbridge M and Pilbeam S – *Employment Resourcing* (F T Pearson, 1998) ISBN 0-273-62527-6

Denham P, Otter R and Martin J – *Law*: *A Modern Introduction* – 4th Ed (Hodder and Stoughton Educational, 1999) ISBN 0-340-70481-0

Hollinshead G, Nicholls P and Tailby S – *Employee Relations* (F T Pitman, 1998) ISBN 0-273-62525-X

Kempton J – *Human Resource Management and Development* (Macmillan Press, 1995) ISBN 0333601580

Legge K – *Human Resource Management* (Macmillan Press, 1995) ISBN 0333572483

Maund L – *Understanding People and Organisations*: *An introduction to Organisational Behaviour* (Stanley Thomas, 1998) ISBN 0-7487-2404-4

Mullins L – *Management and Organisational Behaviour* (Pitman, 1996) ISBN 0-273-63910-2

Torrington D and Hall L – *Human Resource Management* (Prentice-Hall, Europe, 1998) ISBN 0-13-080739-7

Magazines and journals

- *Hairdressers Journal International* (Reed International)

- *Commerce Business Magazine* (Commerce Publications)

- *The Cutting Edge* (Estetica UK)

- *Hair and Beauty* (Style Publishing Ltd)

Audio tapes

- Shaw B and Associates – *Motivating and Goal Setting*

Videos

Companies such as Melrose Learning Resources produce a variety of videos which may be useful in covering human resource management topics.

Further details and a catalogue are available from:

Melrose Learning Resources
16 Bromells Road
London SW4 0BL

Telephone: 020 7627 8404

Websites

The following Internet websites can be useful in providing information and case study materials:

www.empnto.co.uk   The Employment National Training Organisation for employment, training and development

www.habia.org.uk   The Hairdressing and Beauty Industry Authority (National Training Organisation)

www.the-nhf.org.uk	National Hairdressers Federation
www.vidalsassoon.co.uk	commercial site
www.wella.co.uk	commercial site
www.dfee.gov.uk	Department for Education and Employment
www.bized.ac.uk	a business and economics service for students, teachers and lecturers

Unit 4:   Physical Resources for Salons

Unit value: 1.0

Unit level: H1

Unit code: 1130S

Description of unit

The aim of this unit is to explore essential elements in the acquisition, maintenance, management and control of resources used in salon operations. It is a broadly based unit that covers the related understanding of care and maintenance of equipment.

Summary of outcomes

To achieve this unit a student must:

1   Evaluate **physical resources** needed for salon operations

2   Assess **strategies for acquisition** of equipment and resources

3   Demonstrate appropriate **care and maintenance systems**

4   Analyse use of **energy and utilities**.

Content

1 **Physical resources**

Physical resources: types and purpose, accommodation, operating equipment, eg washing and drying machines, sterilising equipment, beds, dummies, trolleys, small equipment, apparatus and tools, eg brushes, combs, furnishings and fittings

Operational characteristics: life span, replacement, renewal, insurance, efficient usage, including equipment and accommodation

Signs and safety: warning signs/notices, equipment manuals and instructions, supply cut-off points, service connections, legislation

2 **Strategies for acquisition**

Purchasing strategy: investment, depreciation, consistency and continuity, expansion and growth, technological advancement, short-/long-term replacement policy, purchasing policy for stock

Equipment requirements: needs audit, use, suitability for purpose, renewal, compliance with safety legislation

Sources of supply: manufacturers, distributors, trade purchasing organisations, suppliers of second-hand equipment, energy suppliers

Price and contract information: assessment of price, operating costs, leasing, discounts, lease/buy, rental, loan

Source checklist: installation, supply needs, delivery, training, service agreements, energy consumption, safety and working area

3 **Care and maintenance systems**

Equipment: efficient and effective use, training requirements, cleaning methods, eg washing, sterilisation, deep cleaning regimes, required standards, frequency, use of chemicals, materials and tools, safety, insurance cover

Maintenance: planned, preventative, emergency, optimum maintenance frequency, schedule, cost implications, documentation, equipment log

Security and inventory: stock levels, control and monitoring, inventory of equipment, methods, eg manual, computerised

4 **Energy and utilities**

Current usage: gas, electricity, water, communication systems, control systems, costs, alternative sources

Energy audits: consumption and cost data, meter reading, inventory of energy-consuming equipment

Outcomes and assessment criteria

Outcomes	Assessment criteria
	To achieve each outcome a student must demonstrate the ability to:
1 Evaluate **physical resources** needed for salon operations	• categorise physical resources according to type • analyse the implications of operational characteristics for a range of physical resources for salon operations • recognise and interpret signage and safety instructions for a range of physical resources for salon operations.
2 Assess **strategies for acquisition** of equipment and resources	• determine a range of purchasing strategies highlighting options and limitations • correlate requirements for a range of equipment in the light of performance and life span predictions • determine sources of supply for a given inventory of salon equipment and resources • analyse the best price and contract conditions for at least two items of equipment from a range of alternative sources.
3 Demonstrate appropriate **care and maintenance systems**	• summarise appropriate cleaning methods for a range of equipment, specifying use of a range of chemical and cleaning equipment and materials • demonstrate correct cleaning methods for a range of equipment • devise a maintenance schedule for a range of equipment with appropriate documentation and describe the contribution this would make to efficient and effective use of the equipment.
4 Analyse use of **energy and utilities**	• analyse the use of energy and utilities for a salon operation • carry out an energy audit for a range of equipment.

Guidance

Generating evidence

Evidence of outcomes may be in the form of assignments, seminar papers, case studies and/or projects. These may be set during periods of work within a salon environment. Evidence may be accumulated by students building a portfolio of activities.

Learning and assessment can be across units, at unit level or at outcome level.

Links

This unit will link closely with the following *Health, Safety & Security (Unit 5), Law (Unit 6), Management Accounting for Salons (Unit 7)* and *Small Business Management (Unit 11)*.

This unit offers opportunities for demonstrating Common Skills in *Working with and Relating to Others*, *Communicating* and *Managing Tasks & Solving Problems*.

Delivery

A practical approach should be adopted using simulated or real exercises, research-driven assignments or case studies, identifying the relevance and impact of the material.

This unit will be more relevant if it can be linked to a work situation, real or simulated.

Suggested resources

Text books

Simmons J – *The Beauty Salon and its Equipment* – 2nd Ed (Macmillan Press, 1995)
ISBN 0-333-63805-0

Magazines and journals

- *Hairdressers Journal International* (Reed International)

- *Commerce Business Magazine* (Commerce Publications)

- *The Cutting Edge* (Estetica UK)

- *Hair and Beauty* (Style Publishing Ltd)

Websites

The following Internet websites can be useful in providing information:

www.habia.org.uk	The Hairdressing and Beauty Industry Authority (National Training Organisation)
www.beautynet.com	virtual salon for hair, skin, nailcare and tanning
www.beautytech.com	virtual beauty community with links to other sites
www.the-nhf.org.uk	National Hairdressers Federation

www.bbsi.org	The Beauty and Barber Supply Institute, Inc (BBSI) is the international association of the professional salon industry comprising distributors, manufacturers and manufacturers' representatives
www.vidalsassoon.co.uk	commercial site
www.wella.co.uk	commercial site
www.dfee.gov.uk	Department for Education and Employment
www.bized.ac.uk	a business and economics service for students, teachers and lecturers

Unit 5: Health, Safety & Security

Unit value: 1.0

Unit level: H1

Unit code: 1131S

Description of unit

The aim of this unit is to introduce the student to the framework of health and safety legislation and requirements necessary for salon operations. It will also enable a student to develop the knowledge and skills required to achieve and maintain a high degree of security in the workplace.

Summary of outcomes

To achieve this unit a student must:

1   Describe the role of the salon manager in implementing current **legislation and regulations** in a salon environment

2   Carry out **risk assessment** procedures to a salon environment

3   Evaluate **security** procedures and systems in a salon environment

4   Apply appropriate **emergency procedures**.

Content

1 Legislation and regulations

Salon manager: role, policy and procedures, supervision, monitoring, compliance, training, administration and documentation

Regulatory authorities: eg Health and Safety Executive Inspectorate, Fire Officer, Environmental Health Officer

Legislation: students must have an understanding of current legislation and the effect it will have on salon management. Examples include:

- Data Protection Act 1998

- Electricity at Work Act 1989

- Employers' Liability (Compulsory Insurance) Act 1969

- Fire Precautions Act 1971

- First Aid at Work Act 1981

- Health and Safety at Work Act 1974

- Local Government Miscellaneous Provisions Act 1982

- Occupiers' Liability Act 1957 and 1984

- local by-laws.

Regulations:

- compulsory insurance requirements

- Control of Substances Hazardous to Health Regulations 1992

- Electricity at Work Regulations 1989

- Management of Health and Safety at Work Regulations 1992

- Manual Handling Operations Regulations 1992

- Personal Protective Equipment at Work Regulations 1992

- Provision and Use of Work Equipment Regulations 1992

- Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 1985

- Workplace (Health Safety and Welfare) Regulations 1992

2 Risk assessment

Assessment: type, procedures, processes

Space: utilisation, working areas, heating, lighting, ventilation, layout and design of salon

Chemicals: procedures, eg storage, handling, safe usage, eg on clients, by staff, safe disposal

Equipment: selection, safe usage, handling, lifting, repairs, maintenance

3   **Security**

Stock: control systems, procedures, eg ordering, handling, storage

Cash and equivalents: procedures, eg point of sale, in transit, training staff

People: staff, clients, visitors, personal belongings, systems, eg security, emergency evacuation, storage and use of confidential client/staff information, business information, data protection

Buildings: maintenance of internal and external security, commercially available systems, relevant legislation

4   **Emergency procedures**

Procedures: accidents, first aid, fire evacuation, incidents, personnel, documentation

Outcomes and assessment criteria

Outcomes	Assessment criteria
	To achieve each outcome a student must demonstrate the ability to:
1 Describe the role of the salon manager in implementing current **legislation and regulations** in a salon environment	• describe the role of the salon manager in implementing legislation and regulations • describe the role and powers of a range of regulatory authorities • apply and monitor legislation and regulations within a given salon operation.
2 Carry out **risk assessment** procedures to a salon environment	• conduct a risk assessment relating to the use, storage, handling and disposal of chemicals and equipment in a salon environment • interpret the conclusions of the risk assessment • evaluate procedures as required by law for chemicals that are harmful.
3 Evaluate **security** procedures and systems in a salon environment	• evaluate procedures and systems used for the control of stock, cash and cash equivalents • monitor security systems relating to staff, clients and visitors to the workplace • evaluate at least two commercially available buildings security systems.
4 Apply appropriate **emergency procedures**	• explain the procedures for dealing with emergency situations • apply emergency procedures to at least two simulated situations.

Guidance

Generating evidence

Evidence of outcomes may be in the form of assignments, case studies, projects and/or reports. Evidence generated in the candidate's own salon or place of work, or during a period of work experience, will add currency and vocational relevance to the unit. Learning and assessments can be across units at unit level or at outcome level.

Links

This unit may be linked with a number of other units, including *Physical Resources for Salons (Unit 4), Quality Management (Unit 8)* and *Training & Development (Unit 13).*

This unit offers opportunities for demonstrating Common Skills in *Working With & Relating to Others*, *Communicating* and *Managing Tasks & Solving Problems*.

Delivery

Students must be made aware that health and safety is the responsibility of all those involved in the provision of hairdressing or beauty therapy services. They should have a sound knowledge of the management and supervision of health and safety at work.

Students need to understand the important responsibilities associated with the maintenance of health, safety and security in a salon environment, including the implications of risk assessment and the need for constant vigilance, supported by training and guidance for new and existing members of salon staff.

A flexible approach should be adopted with some formal input, but with the emphasis on research, assignments, case studies and reports prepared by the candidate.

Suggested resources

There are extensive publications available relating to health, safety and security in salon operations. Some examples are listed below.

Leaflets and booklets are also available free of charge from the Health and Safety Executive. For a catalogue, contact:

HSE Books
PO Box 1999
Sudbury
Suffolk
CO10 2WA

Tel: 01787-881165
Fax: 01787-313995

Text books

Almond E – *Safety in the Salon* (Macmillan Press, 1998) ISBN 0333730062

Hairdressing and Beauty Industry Authority – *Health and Safety for Hairdressers/Beauty Therapists* (Implementation Pack)

Hatton P – *Hygiene for Hairdressers and Beauty Therapists* – 3rd Ed (Addison Wesley Longman, 1998) ISBN 058232260X

Simmons J – *The Beauty Salon and Its Equipment* – 2nd Ed (Macmillan Press, 1995) ISBN 0333638050

Magazines and journals

- *Hairdressers Journal International* (Reed International)
- *Commerce Business Magazine* (Commerce Publications)
- *The Cutting Edge* (Estetica UK)
- *Hair and Beauty* (Style Publishing Ltd)

Websites

The following Internet websites can be useful in providing information:

www.habia.org.uk	The Hairdressing and Beauty Industry Authority (National Training Organisation)
www.the-nhf.org.uk	National Hairdressers Federation
www.vidalsassoon.co.uk	commercial site
www.wella.co.uk	commercial site
www.lawnewsnetwork.com	the most complete legal news presence on the Internet
www.cbi.org.uk	The UK's leading employers' organisation
www.enterprisezone.org.uk	a list of web-based resources for small firms in the United Kingdom
www.entrepreneur.com	the on-line Small Business Authority
www.bizcoach.org	common questions asked by small-business owners
www.business-franchise.org.uk	The British Franchise Association (the regulatory body for franchising in the UK)
www.information-now.com	an information mall offering sales and marketing how-to and reference information
www.dfee.gov.uk	Department for Education and Employment
www.bized.ac.uk	a business and economics service for students, teachers and lecturers.

Unit 6: Law

Unit value: 1.0

Unit level: H2

Unit code: 1132S

Description of unit

This unit provides an introduction to the basic principles of law relating to salon operations. It develops students' knowledge of general principles of contract law and the more specific statutory provisions relating to consumer protection. The student is encouraged to analyse and evaluate legal provisions and to adopt a practical approach to problem solving.

Summary of outcomes

To achieve this unit a student must:

1   Discuss the **principles of law** relating to the formation and discharge of customer contracts

2   Identify key provisions contained in **consumer protection legislation**

3   Explain the legal provisions concerned with the **formation, management and dissolution** of salon operations.

Content

1 **Principles of law**

Contracts: definition, validity, essential components, invitation to treat, rules of offer/acceptance, misrepresentation, specialist terms, eg exclusion, price variation

Terms: classification, eg express/implied, conditions/warranties

Discharge of contract: performance, agreement, breach, frustration

Tort: negligence, occupier's/vicarious liability, nuisance, slander/defamation, damages and non-monetary remedies

Sale of goods: transfer of property, title, risk, delivery

Disputes: resolution, courts, tribunals, arbitration

2 **Consumer protection legislation**

Legislation: students must have an understanding of the key provisions relating to consumer protection and the effect they will have on salon management. Examples include:

- Sale of Goods Act 1979

- Supply of Goods and Services Act 1982

- Unfair Contract Terms Act 1977

- Consumer Credit Act 1974

- Consumer Protection Act 1987

- Data Protection Act 1998

- relevant European Directives and domestic regulations

- role of the main regulatory agencies concerned with consumer protection, eg Ombudsman, Office of Fair Trading

3 **Formation, management and dissolution**

Formation: types of operation, eg sole trader, partnerships, registered companies, legal considerations influencing choice of operation, legal requirements relating to the formation of different types of operation

Management: regulatory controls, eg statutory and common-law rights/duties of partners, shareholders, directors, creditors

Dissolution: voluntary, compulsory, procedures

Outcomes and assessment criteria

Outcomes	Assessment criteria
	To achieve each outcome a student must demonstrate the ability to:
1 Discuss the **principles of law** relating to the formation and discharge of customer contracts	• identify on what basis a contract can be made • explain the significance of specialist terms contained in a specimen contract • analyse the impact of the law of tort on salon operations.
2 Identify key provisions contained in **consumer protection legislation**	• identify the source and content of the key statutory provisions relating to consumer protection • assess the effectiveness of at least two statutory provisions found in different Acts • apply relevant legislation on consumer protection to a case study and present findings.
3 Explain the legal provisions concerned with the **formation, management and dissolution** of salon operations	• identify the relevant legal considerations and requirements which can influence choice of type of operation • explain the differences in the regulatory approach adopted for partnerships and registered companies with regard to their management • describe the procedures for the dissolution of a salon operation.

Guidance

Generating evidence

Evidence of outcomes may be in the form of:

- group work examining a case study on the contracted provision of salon services, analysing terms and conditions to decide rights and duties

- case studies which evaluate the effectiveness of at least two statutory provisions found in different Acts

- a group research assignment which considers the legal implications relating to the choice of a type of salon operation.

Links

This unit does not include employment, discrimination or health and safety legislation. These topics are addressed in Unit 3: *Human Resource Management for Salons* and Unit 5: *Health, Safety & Security*.

There are links with some content in other units, including *Human Resource Management for Salons (Unit 3), Physical Resources for Salons (Unit 4), The External Business Environment (Unit 10)* and *Small Business Management* (Unit 11).

This unit offers opportunities for demonstrating Common Skills in *Communicating* and *Managing Tasks & Solving Problems*.

Delivery

It is anticipated that much of the material in this unit lends itself to active methods of learning and delivery. Extensive use of case studies and specimen examples is to be encouraged both as a means of assessment and as part of the normal learning process.

Suggested resources

Students need access to a library with the key texts and to case studies. The Internet will also be a source of useful information.

Text books

There are a large number of textbooks available covering the areas contained within the unit. Examples are:

Baker C – *Baker*: *Tort* – 6th Ed (Sweet and Maxwell, 1996) ISBN 0-421-55480-0

Dobson P and Schmitthoff C – *Charlesworth's Business Law* (Sweet and Maxwell, 1997) ISBN 0-421-60400-X

Kelly D and Holmes A – *Principles of Business Law* (Cavendish Publishing, 1997) ISBN 1-859-41371-4

Keenan D – *Smith and Keenan's Advanced Business Law* (Pitman Publishing, 1997) ISBN 0-273-64601-X

Magazines and journals

- *Hairdressers Journal International* (Reed International)

- *Commerce Business Magazine* (Commerce Publications)

- *The Cutting Edge* (Estetica UK)

- *Hair and Beauty* (Style Publishing Ltd)

Websites

The following Internet websites can be useful in providing information:

www.habia.org.uk	The Hairdressing and Beauty Industry Authority (National Training Organisation)
www.beautynet.com	virtual salon for hair, skin, nailcare and tanning
www.beautytech.com	virtual beauty community with links to other sites
www.the-nhf.org.uk	National Hairdressers Federation
www.bbsi.org	The Beauty and Barber Supply Institute, Inc (BBSI) is the international association of the professional salon industry comprising distributors, manufacturers and manufacturers' representatives
www.vidalsassoon.co.uk	commercial site
www.wella.co.uk	commercial site
www.lawnewsnetwork.com	the most complete legal news presence on the Internet
www.cbi.org.uk	The UK's leading employers' organisation
www.enterprisezone.org.uk	a list of web-based resources for small firms in the United Kingdom
www.entrepreneur.com	the on-line Small Business Authority
www.bizcoach.org	common questions asked by small-business owners
www.business-franchise.org.uk	The British Franchise Association (the regulatory body for franchising in the UK)
www.dfee.gov.uk	Department for Education and Employment
www.bized.ac.uk	a business and economics service for students, teachers and lecturers.

Option
Units

BTEC Higher National Certificate in Salon Management

Option units

Unit 7:   Management Accounting for Salons

Unit value: 1.0

Unit level: H2

Unit code: 1133S

Description of unit

This unit will allow the student to develop a practical understanding of the accounting techniques used to control costs and profits and to support the manager in making effective short-term decisions. Students will have the opportunity to investigate control systems, income generation and methods of measuring and analysing performance.

Summary of outcomes

To achieve this unit a student must:

1   Describe sources of **funding and income generation** for a salon

2   Describe business in terms of the **elements of cost**

3   Evaluate a set of **business accounts**

4   Analyse **business performance** by the application of ratios

5   Apply the concept of **marginal costing**.

Content

1 **Funding and income generation**

Funding: sources, eg retained profits, loans, banks, investors, small business schemes, franchise, hire purchase, sponsorship, lease schemes, creditors, debt factoring

Income generation: methods, eg sales, commission, sub-letting, renting chairs, sponsorship, grants, tracking mechanisms

2 **Elements of cost**

Elements of cost: sales, materials, consumables, labour, overheads, capital, gross and net profits, discount costing

Selling prices: product and service costing, formula to achieve a specific gross profit percentage, differential gross/net profit margins, marginal costing, effect of competition, freelance, commission, peak/off-peak trading

Control of stock and cash: methods, eg storage, purchasing, cash, security, reconciliation, stock-taking

Taxation: income tax, VAT, corporation tax, schedules, rates, personal/capital allowances, post-tax profits, implications

3 **Business accounts**

Trial balance: source, structure, eg summary of accounts from sales, purchase and nominal ledgers

Final accounts: types, eg sole trader, partnerships, limited company, trading account, profit and loss account, balance sheet, adjustments for depreciation, accruals, prepayments, bad debt provision, format, eg vertical, double-entry, appropriation account, assets/liabilities, eg capital, fixed, current, notes to accounts

Profit and cash budgets: purpose, types, eg profit, cash flow, operating, master, variance analysis, eg sales (volume and average spend), cost variances (raw material, labour, overhead), profit variances (gross and net)

4 **Business performance**

Sales profitability ratios: gross and net profit, Return On Capital Employed (ROCE)

Liquidity ratios: current, acid test

Efficiency ratios: debtors and creditors payment periods, stock turnover

Financial ratios: interest earned, gearing

5 **Marginal costing**

Costs categorisation and contribution: fixed and variable costs, contribution calculation, eg product/customers, cost/profit/volume relationship

Application: break-even, profit/loss potentials, setting selling price and discounting

Outcomes and assessment criteria

Outcomes	Assessment criteria
	To achieve each outcome a student must demonstrate the ability to:
1 Describe sources of **funding and income generation** for a salon	• describe sources of funding available to a salon • evaluate the contribution made by a range of methods of generating income within a given salon operation.
2 Describe business in terms of the **elements of cost**	• control elements of cost, gross profit percentages and selling prices for products and services • explain methods of controlling stock and cash in a salon environment.
3 Evaluate a set of **business accounts**	• describe the source and structure of the trial balance • evaluate a range of business accounts, adjustments and notes • explain the process and purpose of budgetary control • calculate and analyse variances from budgeted and actual figures, offering suggestions for appropriate future management action.
4 Analyse **business performance** by the application of ratios	• calculate and analyse all ratios to offer a consistent interpretation of historical business performance • recommend appropriate future management strategies for a given salon operation.
5 Apply the concept of **marginal costing**	• classify costs as fixed, variable and semi-variable • use a case study to calculate contribution per product/customer and define the cost/profit/volume relationship • make short-term management decisions based on profit/loss potentials and risk (break-even) calculations for a given salon operation.

Guidance

Generating evidence

Evidence of outcomes may be in the form of financial reports, in-class tests, completed class exercises/activities. Evidence may be accumulated by students building a portfolio of exercises or activities. Case studies of financial data should be a key element. A comprehensive case study would generate evidence for all learning outcomes.

Links

This unit may be linked to other units, including *The Salon Manager (Unit 1), Physical Resources for Salons (Unit 4), Marketing for Salons (Unit 9), The External Business Environment (Unit 10)* and *Small Business Management (Unit 11).*

It should be made clear to the student that all units have financial components.

This unit offers opportunities for demonstrating Common Skills in *Managing & Developing Self*, *Communicating*, *Applying Numeracy* and *Applying Technology*.

Delivery

This unit should have a strong emphasis on the use of practical, working exercises and should seek every opportunity to use appropriate financial software.

To ensure maximum realism and relevance, all examples and case study material should be in the context of the hairdressing or beauty therapy industry. Students should recognise that all activities in the workplace have an effect on revenue, cost and profit.

For Outcome 2, students should be able to control any two of the three aspects to calculate the third. For example, an identified group of costs together with a pre-determined gross profit percentage will generate a selling price. Similarly, a given selling price with an identified group of costs will determine the gross profit percentage.

Suggested resources

Adequate access to computer and appropriate software, particularly spreadsheets, is essential.

Text books

Drury C – *Management and Cost Accounting* – 4th Ed (Thomson Business Press, 1996) ISBN 1861522304

Dyson J – *Accounting for Non-Accounting Students* (Pitman, 1997) ISBN 0273625756

Mott G – *Management Accounting for Decision Makers* (Financial Times, Prentice Hall, 1991) ISBN 0273033182

Magazines and journals

- *Hairdressers Journal International* (Reed International)
- *Commerce Business Magazine* (Commerce Publications)
- *The Cutting Edge* (Estetica UK)
- *Hair and Beauty* (Style Publishing Ltd)

Websites

The following Internet websites can be useful in providing information:

www.habia.org.uk	The Hairdressing and Beauty Industry Authority (National Training Organisation)
www.the-nhf.org.uk	National Hairdressers Federation
www.vidalsassoon.co.uk	commercial site
www.wella.co.uk	commercial site
www.cbi.org.uk	The UK's leading employers' organisation
www.dfee.gov.uk	Department for Education and Employment
www.bized.ac.uk	a business and economics service for students, teachers and lecturers.

Unit 8:   Quality Management

Unit value: 1.0

Unit level: H2

Unit code: 1134S

Description of unit

The hairdressing and beauty therapy industries are becoming increasingly competitive, with each company or organisation seeking ways of maintaining or increasing its competitive advantage.

One of the most popular strategies for gaining this advantage is to pursue a policy of quality management and assurance. The aim of this unit is raise awareness of both the function and value of quality, when specifically applied as a management tool. It will introduce the student to the role of the salon manager in the adoption, introduction and maintenance of a quality system.

Summary of outcomes

To achieve this unit a student must:

1   Define agreed **terms of quality** and assess their relevance to the hairdressing and/or beauty therapy industries

2   Explain the need for internally and externally accredited **quality systems**

3   Apply **benchmarking techniques** for quality improvement

4   Describe the **embedding of quality systems**.

Content

1 **Terms of quality**

   Quality: definitions, attributes, development of quality theory, the work of management 'gurus', evolution

   Application: hairdressing/beauty therapy salon operations

2 **Quality systems**

   Systems: aims and objectives, accredited/informal systems, impact of ISO 9000 series, IiP, TQM, business excellence, long-term and short-term financial considerations, auditing systems, eg policy, performance, procedures, suppliers, documentation

   External accreditation: competitive and trading advantages

   Personnel: role of the salon manager, preparation and training of staff, implementation

   Barriers: exceptional lack of commitment, fear of change/failure, immediacy of pay-off, cost, audit results

3 **Benchmarking techniques**

   Techniques: key performance parameters, quality health checks, assessing the need for specific quality applications within the hairdressing and/or beauty therapy industries, monitoring and recording quality improvements

   Benchmarking: benefits, costs, value and relevance of benchmarking against industry standards and sector competitors

4 **Embedding of quality systems**

   Effect on organisation: Specific Performance Objectives (SPO), approach to and problems of implementation

   Applications: customer services and relationships, composition and purpose of quality circles, purpose and training needs, reduction of failure rate

   Monitoring and evaluation: against aims and objectives, dates, sources of information, eg feedback from customers, colleagues and line manager

Outcomes and assessment criteria

Outcomes	Assessment criteria
	To achieve each outcome a student must demonstrate the ability to:
1 Define agreed **terms of quality** and assess their relevance to the hairdressing and/or beauty therapy industries	• identify at least two different definitions of quality and assess their differences • outline the development and evolution of quality assurance theory • apply appropriate definitions of quality to given salon operations • specify relevant quality attributes required by the hairdressing and/or beauty therapy industries.
2 Explain the need for internally and externally accredited **quality systems**	• critically evaluate the aims and objectives of one accredited quality system and identify the competitive trading advantages that may be gained • compare informal and accredited systems of quality management and analyse relevant differences between the systems • describe the role of the salon manager in implementing a quality assurance system.
3 Apply **benchmarking techniques** for quality improvement	• describe at least two techniques used in benchmarking and summarise their benefits and costs • suggest a suitable methodology for monitoring and recording quality improvements • analyse the benefits and costs of implementing a quality management system in a salon environment.
4 Describe the **embedding of quality systems**	• outline the effect on the organisation of embedding quality management into the salon operation • explain the SPO approach to quality and identify potential problems • state the appropriate composition and purpose of quality circles and evaluate their contribution to a quality system • suggest a suitable system to minimise quality failure rates in either a real or simulated salon environment.

Guidance

Generating evidence

Evidence of the outcomes will be in the form of assignments, projects or class tests, all of which will require the student to deal with 'real' problems encountered within quality management. Such issues will include devising quality systems, measuring quality and quality assurance. Students should be encouraged to research evidence in the workplace.

Case studies could be used to assess the students' understanding of the techniques which organisations can employ to improve quality. Presentations and role-plays can provide a context for conveying understanding of the different definitions and importance of quality.

Links

There are links between this unit and most other units, particularly *Customer Service (Unit 2), Health, Safety & Security (Unit 5), Marketing for Salons (Unit 9)* and *Small Business Management (Unit 11)*.

This unit offers opportunities for demonstrating Common Skills in *Managing & Developing Self*, *Communicating* and *Managing Tasks & Solving Problems*.

Delivery

The intention is to raise the students' awareness of how quality processes and procedures are used as a management tool within the hairdressing and/or beauty therapy industries.

This unit requires a practical understanding of the salon management environment and adopts a student-centred, research-based approach. Students are encouraged to consider quality management issues within salon management operations and question why different organisations employ different approaches in the delivery and measurement of quality. As such the unit adopts a practical, individualised approach to learning.

This unit offers the opportunity for students to view various salon management quality management systems from both an internal (member of staff) and external (customer) perspective.

Students should be encouraged to visit a variety of different salon management operations. The use of external speakers with opinions on the current issues affecting quality management will greatly enhance the delivery of this unit.

Suggested resources

Text books

Cole G – *Management Theory & Practice* – 5th Ed (Letts Educational, 1996)
ISBN 1-85805-166-5

Dawson S – *Analysing Organisations* – 3rd Ed (Macmillan Press, 1996) ISBN 0-333-66095-1

Wilson G, McBridge P, Cairns N, and Bell D – *Managing Quality* (Butterworth-Heinemann, 1994) ISBN 0-756-1823-X

Magazines and journals

- *Total Quality Management* (MCB University Press)

- *Hairdressers Journal International* (Reed International)

- *Commerce Business Magazine* (Commerce Publications)

- *The Cutting Edge* (Estetica UK)

- *Hair and Beauty* (Style Publishing Ltd)

Websites

The following Internet websites can be useful in providing information and case study materials:

www.habia.org.uk	The Hairdressing and Beauty Industry Authority (National Training Organisation)
www.beautynet.com	virtual salon for hair, skin, nailcare and tanning
www.beautytech.com	virtual beauty community with links to other sites
www.the-nhf.org.uk	National Hairdressers Federation
www.bbsi.org	The Beauty and Barber Supply Institute, Inc (BBSI) is the international association of the professional salon industry comprising distributors, manufacturers and manufacturers' representatives
www.vidalsassoon.co.uk	commercial site
www.wella.co.uk	commercial site
www.cbi.org.uk	The UK's leading employers' organisation
www.enterprisezone.org.uk	a list of web-based resources for small firms in the United Kingdom
www.entrepreneur.com	the on-line Small Business Authority
www.bizcoach.org	common questions asked by small-business owners
www.dfee.gov.uk	Department for Education and Employment
www.bized.ac.uk	a business and economics service for students, teachers and lecturers.

Unit 9: Marketing for Salons

Unit value: 1.0

Unit level: H2

Unit code: 1135S

Description of unit

The aim of this unit is to introduce students to the key concepts and functions of marketing as they apply to the hairdressing and/or beauty therapy industries. The unit aims to equip students with knowledge and understanding of the key factors affecting marketing environments within the hairdressing and/or beauty therapy industry.

The focus of this unit is initially on the concepts of marketing, moving on to the functional and operational aspects of marketing as the unit progresses.

Summary of outcomes

To achieve this unit a student must:

1   Investigate the **concepts of marketing**

2   Analyse the role of the **marketing mix**

3   Evaluate the components of the **promotional mix**

4   Analyse the **marketing cycle** in a hairdressing or beauty therapy environment.

Content

1 **Concepts of marketing**

Core concepts: customer needs, wants and demands, product and services markets, value, customer satisfaction, reasons for growth

Marketing environment: micro environment (the company, suppliers, intermediaries, customers, competitors), macro environment (demographics, economy, society, technology, politics, culture), strengths, weaknesses, opportunities and threats (SWOT) analysis, political, economic, social, technical (PEST) analysis

Consumer markets: central role of the customer, customer culture, models and types of behaviour, consumer orientation (internal and external), decision process, value chain, value and satisfaction, long-term relationships

Market segmentation: principles of segmentation, targeting and positioning, segmentation bases, eg geographic, demographic, behavioural, life-cycle stage, income, gender

Ethics and social responsibility: social audit, green issues, pressure groups, public relations, regulations and public policy

2 **Marketing mix**

Product: life-cycle, development processes, test-marketing (simulated and controlled), concept development and testing, product mix, distribution

Service industry: nature and characteristics of services, service quality, people, partnerships, programming, packaging

Pricing: strategies (eg skimming, penetration, product and service mix, price adjustments, competitor analysis), policy, eg cost-plus, break-even, value-based, competition-based, price setting considerations, factors affecting decisions

3 **Promotional mix**

Promotional mix: role, eg public relations, selling, advertising and sales promotions, effective communications, communication channels, promotional mix decisions, budgetary considerations, monitoring and evaluating promotions

Advertising: objectives, methods, reach, frequency, impact, creating copy, costs and budgeting

Campaign: format, objectives, target market, evaluation

Sales promotion and public relations: role, aims and objectives, methods, tools, limitations, branding and merchandising, evaluation

4   **Marketing cycle**

Research and information: relevance, new and existing products, services and markets, market information systems, defining the market, measuring current demand, the marketing research process, forecasting and demand measurement, positioning of products and services, quality as an influence on customer perceptions

Data collection and analysis: needs, wants, location, focus group, primary research, (eg questionnaires, surveys, interviews, samples), secondary research (eg internal records, statistics, published information, government publications, industry journals), qualitative/quantitative data, analysis, evaluation

Communications: range of media (eg television, newspapers, magazines, radio, billboards, posters), suitability for specific products, services and markets

Marketing plan: implementation, timescales, costs, evaluation (eg objectives, revisions, outcomes)

Outcomes and assessment criteria

Outcomes	Assessment criteria
	To achieve each outcome a student must demonstrate the ability to:
1 Investigate the **concepts of marketing**	• explain the core concepts of marketing for the hairdressing and/or beauty therapy industry • assess the impact of the marketing environment on salon operations • discuss the relevance of consumer markets to the hairdressing and/or beauty therapy industry • identify and explain the rationale for at least three market segments for a given salon operation scenario.
2 Analyse the role of the **marketing mix**	• explain the key issues in the marketing mix and assess its importance to salon management • analyse and evaluate a range of pricing strategies and policies in relation to salon management.
3 Evaluate the components of the **promotional mix**	• assess the application of the promotional mix to salon management • plan an advertising campaign for a hairdressing or beauty therapy salon • analyse the role that sales promotion and public relations play in promotional efforts.
4 Analyse the **marketing cycle** in a hairdressing or beauty therapy environment	• explain the relevance of market research to salon management • undertake market research for a hairdressing or beauty therapy product or service using primary and secondary research methods and analyse and evaluate the resulting data • analyse the suitability of a range of media for marketing a hairdressing or beauty therapy product or service • evaluate the implementation of the marketing plan for a hairdressing or beauty therapy product or service.

Guidance

Generating evidence

Evidence of outcomes may be in the form of assignments, projects, accounts of practical activities, presentations, case studies and completed tests or examinations.

Learning and assessment may be across different units, at unit level or at outcome level. It is anticipated that the majority of evidence for this unit is likely to be at outcome level, thereby providing opportunities for flexibility of delivery.

Links

This unit may be linked to other units, depending on the style of delivery and learning, including *Customer Service (Unit 2), Quality Management (Unit 8)* and *Small Business Management (Unit 11).*

This unit offers opportunities for demonstrating Common Skills in *Managing & Developing Self*, *Communicating* and *Managing Tasks & Solving Problems*.

Delivery

This unit may be delivered as a stand-alone package, but the recommendation is that centres plan to integrate this unit with others. As marketing underpins business operations, this should be achievable without undue difficulty.

Care should be taken in the tracking of evidence to ensure all outcomes are effectively achieved.

Effort should be made to ensure that a practical, industry-related approach is taken in the delivery of the unit. This may be achieved by a combination of visiting speakers and visits to salon operations to underpin currency and vocational relevance.

Suggested resources

Specialist marketing resources such as appropriate software packages, access to the Internet and recent marketing publications will be essential for the successful completion of this unit.

Text books

Christopher M, Payne A and Ballantyne D – *Relationship Marketing* (Butterworth-Heinemann, 1993) ISBN 0750609788

Kotler P – *Marketing Management* – 10th Ed (Prentice-Hall International, 1999)
ISBN 0130156841

Lovelock C, Lewis B and Vandermerwe S – *Services Marketing* (Prentice-Hall International, 1999) ISBN 013095991X

Woodruffe H – *Services Marketing* (Pitman, 1998) ISBN 0273634216

Zeithaml V and Bitner M – *Service Marketing* – 2nd Ed (Mcgraw Hill, 2000)
ISBN 0071169946

Videos

- *The Marketing Mix* – Videos by Yorkshire Television

Magazines and journals

- *Event marketing*
- *European Journal of Marketing*
- *Journal of Consumer Marketing*
- *Key Note Reports*
- *Marketing*
- *Marketing Business*
- *Marketing Week*

Websites

The following Internet websites can be useful in providing information:

www.habia.org.uk	The Hairdressing and Beauty Industry Authority (National Training Organisation)
www.beautynet.com	virtual salon for hair, skin, nailcare and tanning
www.beautytech.com	virtual beauty community with links to other sites
www.the-nhf.org.uk	National Hairdressers Federation
www.bbsi.org	The Beauty and Barber Supply Institute, Inc (BBSI) is the international association of the professional salon industry comprising distributors, manufacturers and manufacturers' representatives
www.vidalsassoon.co.uk	commercial site
www.wella.co.uk	commercial site
www.enterprisezone.org.uk	a list of web-based resources for small firms in the United Kingdom
www.entrepreneur.com	the on-line Small Business Authority
www.business-franchise.org.uk	The British Franchise Association (the regulatory body for franchising in the UK)
www.information-now.com	an information mall offering sales and marketing how-to and reference information
www.dfee.gov.uk	Department for Education and Employment
www.bized.ac.uk	a business and economics service for students, teachers and lecturers.

Unit 10: The External Business Environment

Unit value: 1.0

Unit level: H2

Unit code: 1136S

Description of unit

The aim of this unit is to investigate the external factors which affect the operation and strategic development of the hairdressing and/or beauty therapy industries. It is a broad-based unit covering a diverse range of external influences which affect business development.

This overview is intended to provide the basis for more specific specialist study in, for example, small business management.

Summary of outcomes

To achieve this unit a student must:

1   Investigate the impact of **socio-economic change** on the development of the hairdressing and/or beauty therapy industry

2   Investigate how the **legal and political environments** affect the hairdressing and/or beauty therapy industry

3   Identify the **statutory requirements** for establishing and developing a hairdressing and/or beauty therapy operation

4   Describe the impact of **technological change** on the hairdressing and/or beauty therapy industry.

Content

1 **Socio-economic change**

Structure and operation of UK economy: market structure, perfect competition, imperfect competition, oligopoly, duopoly and monopoly, national and local factors, determinants of free-market economy

Government economic policy: aims and influence, effects on employment policy, inflation, balance of payments, the hairdressing and/or beauty therapy industry and economic growth, current issues

Income, wealth, employment and occupational distribution: structure and composition of hairdressing and/or beauty therapy industry, patterns of demand for hairdressing and/or beauty therapy services, the socio-economic framework of demand, labour needs in the hairdressing and/or beauty therapy industry

Demographic trends: geographical pattern of labour demand, nature of employment in the hairdressing and/or beauty therapy industry, employment profiles in terms of age and sex

Social structures: types of people employed in the hairdressing and/or beauty therapy sector, geographical variations, self-employed, unemployed, labour turnover, levels of pay

2 **Legal and political environments**

Structure, operation and influence of local government: structure, areas of control, limits of authority, interface with national government, powers in relation to the hairdressing and/or beauty therapy industry

Role and influence of the EU: history of the EU, relationship with national and local government, influence of the EU directly/indirectly on the hairdressing and/or beauty therapy industry

Pressure groups: role, types, political influence, why they emerge, reasons for existence, memberships, influence of pressure groups on government, national and local issues, overall impact

Legal framework within the UK: role of legislation within the UK, regional variations, English system versus Scottish system, legal influences directly affecting the hairdressing and/or beauty therapy industry, impact of national parliaments/assemblies

Legislative process: the structure of the legal system, the legislative process in relation to national and local government, the legislative process and the individual

3 **Statutory requirements**

Salon operations: types, eg sole trader, partnership, franchise, companies, public, private, limited by shares, limited by guarantee, unlimited, business names

Registered companies: formation, structure, processes, dissolution, memorandum of association, articles of association, statutory declaration, statutory list, responsibilities and control, eg agents, directors, senior executives, different types of company meetings, voting rights

4   **Technological change**

Developments: fax, e-mail, voice-mail, video conferencing, pagers, mobile and visual phones, personal laptops, the Internet, potential developments, benefits, impact on hairdressing/beauty therapy operations

Effects on hairdressing/beauty therapy operations: reduced staffing, greater reliance on technology, advantages and disadvantages for a service-driven industry

Outcomes and assessment criteria

Outcomes	Assessment criteria
	To achieve each outcome a student must demonstrate the ability to:
1 Investigate the impact of **socio-economic change** on the development of the hairdressing and/or beauty therapy industry	• describe the structure and operation of the UK economy • explain current government economic policy and its effect on the hairdressing and/or beauty therapy industry • explain income, wealth, employment and occupational distribution in relation to the provision of salon services • describe the demographic trends that influence employment patterns in the hairdressing and/or beauty therapy industry • describe the social structures of people employed in the hairdressing and/or beauty therapy industry.
2 Investigate how the **legal and political environments** affect the hairdressing and/or beauty therapy industry	• describe the structure, operation and influence of local government • evaluate the role and influence of the EU and its impact on the hairdressing and/or beauty therapy industry • describe the role of pressure groups and their political influence in relation to national and local issues • summarise the legal framework within the UK, identifying the main differences between the English and Scottish systems • explain the legislative process as it affects the hairdressing and/or beauty therapy industry at both a local and national level.
3 Identify the **statutory requirements** for establishing and developing a hairdressing and/or beauty therapy operation	• describe the different types and characteristics of business that operate within the hairdressing and/or beauty therapy sector • explain the legal processes necessary for formation and dissolution of a registered company • describe the structure and processes which determine the responsibilities and control within a registered company.
4 Describe the impact of **technological change** on the hairdressing and/or beauty therapy industry	• evaluate recent technological developments and how they affect the hairdressing and/or beauty therapy industries • discuss potential technological developments and how these may impact on the hairdressing and/or beauty therapy industry.

Guidance

Generating evidence

Evidence of outcomes may be in the form of assignments, case studies, projects set during periods of work experience in the hairdressing and/or beauty therapy industry and/or completed tests/examinations.

This unit relies heavily on the student investigating the external factors which affect the operation and strategic development of the hairdressing and/or beauty therapy industry. As a result some of the evidence may be accumulated by students building a portfolio, particularly for Outcome 4 which is best achieved through work experience. Other activities can include tutor-led tests, assignments and case studies.

Links

This unit can be linked with other units, including *Customer Service (Unit 2), Law (Unit 6)* and *Small Business Management (Unit 11)*.

The external business environment can be used as a background and a context for other units.

It also offers opportunities for demonstrating Common Skills, particularly in *Managing Tasks & Solving Problems* (if case-study assessment techniques are employed) and *Applying Technology*.

Delivery

This unit can be delivered as a stand-alone package or integrated with others.

Appropriate case study material will greatly enhance the delivery of this unit. The unit will be more relevant if it is delivered following a period of industrial work experience for those students with no previous knowledge of the industry.

Students will benefit from exposure to the hairdressing and/or beauty therapy industry, particularly for Outcome 4. Wherever possible therefore, a practical approach should be adopted with use of appropriate case studies. Visiting speakers will also add currency and vocational relevance to the unit.

Suggested resources

Most clearing banks offer business packs which could serve as a useful teaching resource. Additionally, Learning and Skills Councils and Chambers of Commerce can provide a wealth of information to complement learning activities.

Text books

Cole G – *Management Theory & Practice* – 5th Ed (Letts Educational, 1996)
ISBN 1-85805-166-5

Dawson S – *Analysing Organisations* – 3rd Ed (Macmillan Press, 1996) ISBN 0-333-66095-1

Denham P, Otter R, and Martin J – *Law*: *A Modern Introduction* – 4th Ed (Hodder and Stoughton Educational, 1999) ISBN 0-340-70481-0

Magazines and journals

- *Hairdressers Journal International* (Reed International)

- *Commerce Business Magazine* (Commerce Publications)

- *The Cutting Edge* (Estetica UK)

- *Hair and Beauty* (Style Publishing Ltd)

Websites

The following Internet websites can be useful in providing information and case study materials:

www.habia.org.uk	The Hairdressing and Beauty Industry Authority (National Training Organisation)
www.the-nhf.org.uk	National Hairdressers Federation
www.vidalsassoon.co.uk	commercial site
www.wella.co.uk	commercial site
www.lawnewsnetwork.com	the most complete legal news presence on the Internet
www.cbi.org.uk	The UK's leading employers' organisation
www.business-franchise.org.uk	The British Franchise Association (the regulatory body for franchising in the UK)
www.dfee.gov.uk	Department for Education and Employment
www.bized.ac.uk	a business and economics service for students, teachers and lecturers.

Unit 11: Small Business Management

Unit value: 1.0

Unit level: H2

Unit code: 1137S

Description of unit

This unit is primarily designed for students who are interested in starting their own small business and looks at the development and expansion of such businesses. The unit will be particularly appropriate for students who are already involved in small business enterprises. The unit draws together many of the topics covered in other parts of the course and facilitates the opportunity for students to practise small business skills.

Summary of outcomes

To achieve this unit a student must:

1 **Analyse performance** of a small hairdressing and/or beauty therapy business enterprise

2 Propose changes to improve **management and performance**

3 Revise **business objectives and plans** to incorporate proposed changes

4 Evaluate **impact and management of change** in business operations.

Content

1 **Analyse performance**

Business profile: components, objectives, internal and external factors affecting performance, performance measures, constraints and restrictions, responsibilities and liabilities of owner-manager

Performance analysis: measures of performance, comparisons, eg with other similar-sized businesses in same geographical area, with businesses in same or similar industry, with industry averages

Business information analysis: past and current business information, eg financial, marketing information, sales, production, human resource efficiency, management effectiveness, using ratios, budget information, market research results, strengths, weaknesses, opportunities and threats (SWOT) analysis, business reports

2 **Management and performance**

Maintaining and strengthening existing business: appropriate performance records, market share/position, building on business strengths, good customer/supplier/advisor relationships, identifying niche markets

Overcoming weaknesses: problem-solving strategies, sources and availability of professional advice in appropriate areas, finding solutions and alternatives, availability and use of outsourcing for specific functions eg payroll, debt collection

New projects: research techniques, evaluation, assessing requirements, costing/financing new projects, risk assessment

Evaluation of management and personnel: skills audit, self-evaluation, development of self and associated personnel, assessing costs and benefits of self and staff development

3 **Business objectives and plans**

Objectives: structure, patterns, assessment in the light of current performance, making changes, impact of changes on business plans

Plans: structure (eg financial, sales and marketing, output, personnel), use, integration, forecasting techniques, resource planning, evaluation against business objectives, proposals for change, incorporating changes, budgeting for changes, presentation

Action plans: plans to implement changes, systems to manage, monitor and evaluate changes, performance measures, milestones, support from appropriate personnel, setting deadlines

4 **Impact and management of change**

Impact: business operations, eg finance, workloads, morale, job roles, physical aspects (eg office space, production methods), use of technology, anticipating possible obstacles/problems, associated personnel

Management: implementation of change, monitoring improvements to business and management performance, timescale, maintaining systems and records to evaluate impact, appropriate revision of plans in response to actual results

Outcomes and assessment criteria

Outcomes	Assessment criteria
	To achieve each outcome a student must demonstrate the ability to:
1 **Analyse performance** of a small hairdressing and/or beauty therapy business enterprise	• describe the profile of the salon operation • analyse the performance of a given salon operation using case study • identify strengths, weaknesses, opportunities and threats of a given salon operation using case study.
2 Propose changes to improve **management and performance**	• investigate ways in which existing performance could be maintained and strengthened in a given salon operation • recommend appropriate actions required to overcome weaknesses identified in a given salon operation • suggest new areas in which the salon operation could be expanded, justifying suggestions • evaluate the management and personnel skills and development needs for a given salon operation.
3 Revise **business objectives and plans** to incorporate proposed changes	• evaluate existing salon operation objectives and plans • revise business plans to incorporate proposals for change • prepare action plans to implement changes, indicating milestones, performance measures and personnel needed to support the action plan.
4 Evaluate **impact and management of change** in business operations	• assess the impact of changes on the salon operation and associated personnel • explain how the implementation of changes will be managed in the salon operation • monitor improvements in business and management performance over a given timescale.

Guidance

Generating evidence

Evidence of outcomes may be in the form of assignments or investigations of specific small business organisations. Some students may be in a position to use their own employment as a basis for the course. Family businesses may also provide opportunities for generating evidence. Case studies provide an ideal alternative vehicle for generating much of the evidence required for this unit.

Links

The unit is intended to give an understanding of the development processes in established small businesses. The unit links with all core units which provide a useful background to the functions of a business.

This unit may also be linked to most of the other units when delivered in the context of small businesses and with NVQs in Business Start-up.

This unit offers opportunities for demonstrating Common Skills in *Communicating* and *Managing Tasks & Solving Problems*.

Delivery

Students should be exposed to a variety of case studies to gain coverage of different aspects of small business management and development. They will need to be able to identify the specific problems that a smaller business can face and find workable solutions to ensure continuation of the business.

Some students may be able to use their own experience of small business as a basis for work on the course. Realistic case studies will also be an effective method.

Tutors should be aware that comparisons should cover a range of areas:

- financial
- production
- marketing
- sales
- human resources
- use of technology.

Suggested resources

Local government reports and statistics relating to small businesses are available in most public libraries.

The Open University Business School 'Small Business Programme' publications provide a series of titles covering accounting and finance, product development and marketing, human resource management and recruitment. Each publication provides knowledge and case study examples. In some cases a video or audio tape is also available. Contact The Open University for details.

There are open learning packages that have been written to support the NVQs in Owner Management. Contact the Small Firms Enterprise Development Initiative for details of current approved publications.

Text books

Bowman C and Asch D – *Managing Strategy* (Macmillan Press, 1995) ISBN 0333608887

Chattell A – *Managing for the Future* (Macmillan Press, 1995) ISBN 0333624890

Mieske A – *Hair and Beauty Business Management* – 2nd Ed (Addison Wesley Longman, 1996) ISBN 0582294533

National Hairdressers Federation: *Setting up your Own Salon*

Pettinger R – *Introduction to Management* – 2nd Ed (Macmillan Press, 2000)
ISBN 0333687450

Williams S – *Lloyds Bank Small Business Guide* (Penguin Books, published annually, 1997*)*
ISBN 0140268367

Audio tapes

- Shaw B and Associates – *Increasing Turnover*

Websites

The following Internet websites can be useful in providing information:

www.habia.org.uk	The Hairdressing and Beauty Industry Authority (National Training Organisation)
www.the-nhf.org.uk	National Hairdressers Federation
www.vidalsassoon.co.uk	commercial site
www.wella.co.uk	commercial site
www.lawnewsnetwork.com	the most complete legal news presence on the Internet
www.enterprisezone.org.uk	a list of web-based resources for small firms in the United Kingdom
www.entrepreneur.com	the on-line Small Business Authority
www.bizcoach.org	common questions asked by small-business owners
www.business-franchise.org.uk	The British Franchise Association (the regulatory body for franchising in the UK)
www.information-now.com	an information mall offering sales and marketing how-to and reference information
www.dfee.gov.uk	Department for Education and Employment
www.bized.ac.uk	a business and economics service for students, teachers and lecturers
www.richmis.demon.co.uk/business	a links page giving websites with information relating to UK small business.

Unit 12: Research Project

Unit value: 1.0

Unit level: H2

Unit code: 1138S

Description of unit

This unit introduces the student to the techniques, knowledge and skills necessary to undertake a research project. It explores the strategies and methods for tackling different types of research projects and provides students with the opportunity to practise techniques for data analysis and presentation.

Students will be required to produce a project report based on independent research into an area of professional practice.

Summary of outcomes

To achieve this unit a student must:

1 Describe different research **strategies and methods**

2 Explain and evaluate methods for carrying out **primary research**

3 Explain and evaluate methods for carrying out **secondary research**

4 Carry out a **research project** analysing an aspect of professional practice in salon management

5 Produce a research project **report**.

Content

1 **Strategies and methods**

Strategies: empirical, intervention/non-intervention, positivist/non-positivist, action research, quantitative, qualitative, appropriateness

Ethics: issues of reliability, honesty, validity, access, acknowledging sources, confidentiality, anonymity, plagiarism, data protection, copyright, gender, socially and morally unacceptable material

2 **Primary research**

Researcher: role, eg participant/non-participant, intervention/non-intervention

Interviews: types, eg structured/unstructured, in-depth, individual/group, appropriateness, questions, eg open/closed, setting up and managing the interview, recording information

Questionnaires: types (eg researcher/self-administered, postal, telephone, face-to-face), types of questions (eg yes/no, rated, open), size of sample, response time and rate, manual or computer analysis

3 **Secondary research**

Criteria: parameters, key words, relevance, validity, sufficiency, currency

Types: written (eg books, journals, magazine articles, newspapers, reports to shareholders, minutes of meetings, transcripts of speeches, theses), audio-visual (eg video/audio tapes, diagrams, drawings, charts, tables, films, television)

Sources: eg libraries, Internet, CD ROM, government publications, media organisations

Recording data: techniques, index cards, database, specialist computer programs, eg Papyrus, description of content, bibliography

4 **Research project**

Preparation: identifying ideas/topics/area of investigation, research question(s), scope and feasibility, hypothesis, literature search, agreeing the process, action plan, timetable and procedure, monitoring and revision

Methodology: literature search (eg library, Internet, sector data sources), pure and applied research, developmental, longitudinal, survey, case study, action research, research and development, social sciences concepts and theory, terminology, validity and reliability

Qualitative data analysis: interpreting transcripts, coding techniques, categorisation, relationships, trends, use of computers, presentation of data

Quantitative data analysis: coding/values, manual/computer, using specialist software, presentation of data, eg bar/pie charts, graphs, statistical tables, comparing variables, trends, forecasting

5   **Report**

Structure: abstract, introduction, literature review, methodology, analysis and interpretation of findings, conclusions and recommendations, references, bibliography, appendices

Presentation: readership and purpose, academic and writing conventions, standard English (eg spelling, grammar, punctuation), third-person, gender, jargon, anonymity

Review and revision: re-reading materials/text, checking references, dates, acknowledgements, evaluation techniques

Outcomes and assessment criteria

Outcomes	Assessment criteria
	To achieve each outcome a student must demonstrate the ability to:
1 Describe different research **strategies and methods**	• describe at least two different research strategies • identify ethical issues that need to be considered when undertaking research.
2 Explain and evaluate methods for carrying out **primary research**	• describe and evaluate the alternative roles of the researcher in the collection of primary data • evaluate the use of interviews and questionnaires in the collection of primary data.
3 Explain and evaluate methods for carrying out **secondary research**	• explain the criteria for the collection of secondary data • evaluate at least three types of secondary research data from a range of sources • describe techniques to record secondary data.
4 Carry out a **research project** analysing an aspect of professional practice in salon management	• prepare the research project and agree process and action plan with supervisor • monitor and revise schedule when necessary • collect and review data using appropriate methods, including primary and secondary research techniques • analyse and interpret appropriate qualitative and quantitative data.
5 Produce a research project **report**	• analyse and interpret data based on knowledge gained throughout the qualification • draw conclusions relating to the original research questions • follow agreed structure based on academic and writing conventions in the presentation of the research project report • review and revise the presentation of the research project report, making necessary amendments and alterations prior to submission.

Guidance

Generating evidence

Evidence of outcomes will be in the form of a completed research project based on an evaluative study carried out independently by the student.

Students will undertake a piece of research from the initial stage of choosing an appropriate topic to the final stage which will involve writing up the project following established structures and conventions. The focus of the research will reflect the experience and practice of the student and should be presented in an appropriate academic format.

The research project can encompass several overlapping outcomes from other units. An integrated approach would help students to consolidate their learning in other units. However, the project can also be an independent piece of research specialising in one particular unit.

Links

This unit may be linked to a single unit or several units, depending on the research topic and area chosen.

This unit offers opportunities for demonstrating Common Skills in *Managing & Developing Self*, *Working With & Relating to Others*, *Communicating*, *Managing Tasks & Solving Problems* and *Applying Numeracy*.

Delivery

The delivery will focus on acquiring the skills of analysis, synthesis and scholarly evaluation and using information gathering and research techniques, methodologies from the social sciences and conventions of academic presentation. The work should be student-led, establishing currency and vocational relevance.

However, formal input will be required detailing the key aspects of research techniques at the start of the unit, supported by workshops and individual tutorials building on other units from the qualification and students' personal experience.

Students should be supported by a personal supervisor. They must be made aware that an evaluative study will be required. The supervisor will be responsible for agreeing the topic and research questions, the scope and feasibility of the project and for monitoring progress to an agreed timescale.

Suggested resources

Students will need access to information relating to the areas of study, including relevant policy and legislation, as well as research publications including relevant journals and reports. Visits to libraries, access to other sources of data such as the Internet, and the use of data-handling software packages will support this unit.

Students will need access to ICT when analysing their findings and writing up their reports.

Text books

Bell J – *Doing your research project* (Open University Press, 1993) ISBN 0335203892

Coolican H – *Introduction to Research Methods and Statistics in Psychology* (Hodder and Stoughton, 1995) ISBN 0340679379

Jancowicz A – *Business Research Projects for Students* (Chapman and Hall, 1991) ISBN 041236820X

Kane E – *Doing Your Own Research* (Marion Boyars, 1997) ISBN 0714528439

Piotrowski M – *Effective Business Writing* (Harper Collins, 1996) ISBN 0062733818

Saunders M, Lewis P and Thornhill A – *Research methods for business students* (Financial Times, Pitman Publishing, 1999) ISBN 0273639773

St James D – *Writing and Speaking for Excellence* (Jones and Bartlett Publishing International, 1995) ISBN 0867209356

Magazines and journals

- *Hairdressers Journal International* (Reed International)

- *Commerce Business Magazine* (Commerce Publications)

- *The Cutting Edge* (Estetica UK)

- *Hair and Beauty* (Style Publishing Ltd)

Websites

The following Internet websites can be useful in providing information:

www.habia.org.uk	The Hairdressing and Beauty Industry Authority (National Training Organisation)
www.beautynet.com	virtual salon for hair, skin, nailcare and tanning
www.beautytech.com	virtual beauty community with links to other sites
www.the-nhf.org.uk	National Hairdressers Federation
www.bbsi.org	The Beauty and Barber Supply Institute, Inc (BBSI) is the international association of the professional salon industry comprising distributors, manufacturers and manufacturers' representatives
www.vidalsassoon.co.uk	commercial site
www.wella.co.uk	commercial site
www.cbi.org.uk	The UK's leading employers' organisation
www.enterprisezone.org.uk	a list of web-based resources for small firms in the United Kingdom
www.business-franchise.org.uk	The British Franchise Association (the regulatory body for franchising in the UK)
www.information-now.com	an information mall offering sales and marketing how-to and reference information
www.dfee.gov.uk	Department for Education and Employment
www.bized.ac.uk	a business and economics service for students, teachers and lecturers

Unit 13: Training & Development

Unit value: 1.0

Unit level: H2

Unit code: 1139S

Description of unit

This unit introduces the student to the principles and practices of training and will enable the student to develop the skills required to carry out effective training sessions.

Summary of outcomes

To achieve this unit a student must:

1   Identify and evaluate a training **strategy**

2   Describe the **factors** which contribute to an effective training session

3   Carry out **effective training**

4   Provide trainee with **feedback** on training session.

Content

1 **Strategy**

Individuals: methods, eg current/future training needs, analysis, eg interview, verbal and/or written appraisal, observation, curriculum vitæ, induction

Establishment: current/future required skills, existing workforce skills, type of work carried out in the work place, development plan/policy, contractual requirements, occupational standards

Methods of delivery: in-house, off-/on-the-job, short courses, induction programmes, college attendance, private trainers, informal training, government funded programmes

Benefits of training: to the trainee, eg achievement of nationally recognised qualifications, career and/or personal development, occupational competence, to the establishment, eg improved quality of product/service, improved industrial relations, achievement of national awards for quality standards, staff loyalty

2 **Factors**

Training: purpose, methods, eg role-play, simulation, lecture, seminar, workshop, games, demonstrations, use of audio-visual equipment, self-study techniques, location, timing

Evaluation: feedback to candidates and trainer, observation, effectiveness of training, improved working practices, efficiency in terms of time and money expended

Training records: candidate's training history, evaluations of training sessions, certification documentation and procedures

3 **Effective training**

Candidate: current job role and responsibilities, training needs, aims and objectives, learning outcomes

Resources: training plan, people, equipment, materials, facilities

Delivery: methods, place, timing, justification, relationship of trainer/trainee, checklists, answers to questions, problem-solving

Communication: level of language, presentation skills, tone, non-verbal communication, body language

4 **Feedback**

Feedback: oral, written, evaluation, future training needs

Documentation: types, uses, recording results, certification

Outcomes and assessment criteria

Outcomes	Assessment criteria
	To achieve each outcome a student must demonstrate the ability to:
1 Identify and evaluate a training **strategy**	• explain appropriate methods for identifying individual training needs and the skills required by an establishment • evaluate delivery methods for a training programme and explain the rationale in least two different training situations • describe the benefits of training to a trainee and to an establishment.
2 Describe the **factors** which contribute to an effective training session	• evaluate a range of training methods • select and justify the location and timing of a training session for a given situation • evaluate the effectiveness of a given training situation • describe the use of appropriate training records.
3 Carry out **effective training**	• identify the current job role, responsibilities and training needs of the candidate • identify aims and objectives for the training session • define an effective training plan to meet given learning outcomes and identify the relevance of the plan to the candidate's needs and the work situation • use appropriate resources and methods to deliver a training session • demonstrate communication skills appropriate to the situation and the candidate's needs.
4 Provide trainee with **feedback** on training session	• provide the candidate with constructive feedback from the training session • use appropriate documentation to record accurately the results of the training session • identify appropriate future training needs.

Guidance

Generating evidence

Evidence of outcomes may be in the form of assignments, case studies, role-play exercises, examinations, or practical exercises using peer groups. Further evidence could be in the form of training sessions which the student has planned and delivered. These could include role-play, lecture, simulation, seminar, workshops, games, demonstrations, use of audio-visual techniques and self study techniques.

Such a training session should be of approximately ten minutes duration and be delivered in the context of a realistic working environment, which may be in the centre or in industry.

Links

This unit may be linked to most other units, depending on the focus and context of training which the student chooses to work around.

This unit offers opportunities for demonstrating Common Skills in *Working With & Relating to Others*, *Communicating*, *Managing Tasks & Solving Problems* and *Applying Design & Creativity*.

Delivery

This unit should be delivered with the focus on the type of training that students may be expected to deliver once they are in employment and responsible for the training of staff. It is important therefore that the unit is delivered in the context of an industrial situation. Students might work with trainees who are undertaking non-advanced training.

Suggested resources

There are numerous resources available for training purposes. Examples include:

Text books

Rae L – *Planning and Designing Training Programmes* (Gower Publishing, 1997) ISBN 0566079291

Rae L – *Techniques of Training* – 3rd Ed (Gower Publishing, 1998) ISBN 0566076292

Magazines and journals

- *Hairdressers Journal International* (Reed International)
- *Commerce Business Magazine* (Commerce Publications)
- *The Cutting Edge* (Estetica UK)
- *Hair and Beauty* (Style Publishing Ltd)

Websites

The following Internet websites can be useful in providing information:

www.empnto.co.uk	The Employment National Training Organisation for employment, training and development, personnel and health and safety
www.habia.org.uk	The Hairdressing and Beauty Industry Authority (National Training Organisation)
www.the-nhf.org.uk	National Hairdressers Federation
www.vidalsassoon.co.uk	commercial site
www.wella.co.uk	commercial site
www.cbi.org.uk	The UK's leading employers' organisation
www.enterprisezone.org.uk	a list of web-based resources for small firms in the United Kingdom
www.dfee.gov.uk	Department for Education and Employment
www.bized.ac.uk	a business and economics service for students, teachers and lecturers.
www.cfa.uk.com	Council for Administration (NTO)
www.instcustserv.com	Institute for Customer Service (NTO)
www.nto-nc.org	NTO National Council
www.beauty-guild.co.uk	Guild of Professional Beauty Therapists

Unit 14: Managing Self

Unit value: 1.0

Unit level: H2

Unit code: 1140S

Description of unit

This unit is concerned with personal development and enables students to build on existing skills to enhance current performance and develop new skills for future personal and career development.

The emphasis is on the needs of the individual but within the context of how the development of self-management corresponds with effective team management in meeting objectives.

Summary of outcomes

To achieve this unit a student must:

1   Carry out a personal **skills audit and self-appraisal**

2   Prepare and agree a personal **development plan** with supervisor

3   Manage **self and self-development** to improve performance

4   **Review and monitor progress** in achieving learning objectives and personal targets

5   **Evaluate progress** and achievement of personal development and learning targets and re-set objectives.

Content

1 **Skills audit and self appraisal**

Skills audit: management skills, leadership skills, practical skills, personal development, interpersonal skills

Qualifications: current, planned

Self-appraisal: strengths, weaknesses, opportunities and threats (SWOT) analysis

2 **Development plan**

Career: aspirations, openings/opportunities

Development plan: career development, personal development, current performance, future needs, aims, objectives, targets, review dates, achievement dates, learning programme/activities, action plan

3 **Self and self-development**

Self and self-development: time management, work scheduling SMART objectives, action planning, delegation, decision making, problem solving, management/leadership styles, value awareness, conflict management, giving and receiving feedback, influencing skills, self-confidence, positive thinking, communication, presentation, team building and membership, mentoring, counselling, coaching, facilitation, learning cycle, learning styles, action learning sets, management learning contracts, learning log

4 **Review and monitor progress**

Review and monitor progress: against set aims, objectives, targets, dates, self-assessment, sources of information, eg feedback from colleagues and supervisor

5 **Evaluate progress**

Evaluate progress: against original aims, objectives, targets, responding to feedback, re-setting aims, objectives, targets

Outcomes and assessment criteria

Outcomes	Assessment criteria **To achieve each outcome a student must demonstrate the ability to:**
1 Carry out a personal **skills audit and self-appraisal**	• identify, review and assess own performance of current management skills • identify current and planned qualifications to support self-development • carry out an analysis of personal strengths, weaknesses, opportunities and threats.
2 Prepare and agree a personal **development plan** with supervisor	• set, prioritise and agree personal development targets with supervisor • devise a personal development plan to achieve personal targets and short- and long-term learning objectives.
3 Manage **self and self-development** to improve performance	• manage and utilise the resources available to meet objectives • maintain effective working relationships with subordinates, peers, managers and other stakeholders • design and manage a development plan to improve own current performance and prepare for future changes in job or job role.
4 **Review and monitor progress** in achieving learning objectives and personal targets	• identify relevant sources of information and help • review and monitor progress against set aims and objectives • seek and respond to appropriate feedback.
5 **Evaluate progress** and achievement of personal development and learning targets and re-set objectives	• evaluate learning and development with original aims and objectives set in the development plan • re-set objectives in the light of evaluation and feedback.

Guidance

Generating evidence

Assessment of this unit could be via a personal journal or skills log compiled throughout the programme. It should be based on the student's own personal and career aims and needs. Self-development as part of a period of industrial experience will be a valuable source of evidence.

Links

This unit may be linked to all the units within the HNC in Salon Management. It also links with:

- NVQ units in Management

    Unit C2:   Develop Your Own Resources

    Unit C5:   Develop Productive Working Relationships

- NVQs in Management: personal competencies – acting assertively, behaving ethically, building teams, communicating, focusing on results, influencing others, managing self, thinking and taking decisions.

This unit offers opportunities for demonstrating Common Skills in *Managing & Developing Self*.

Delivery

This unit would benefit from a series of skills-based workshops or a residential period to facilitate personal development.

Tutors should be aware that there are links between this unit and others in the HNC in Salon Management.

Suggested resources

There are a large number of textbooks and other resources available covering the areas contained within the unit. Examples include:

Text books

Adair J – *Effective Leadership* (Pan Books, 1988) ISBN 0330302302

Adair J – *Effective Time Management* (Pan Books, 1989) ISBN 0330302299

Hartley P – *Interpersonal Communication* (Routledge, 1999) ISBN 0415181070

Mullins L – *Management and Organisational Behaviour* (LPBB (Low Priced British Books), 1998) ISBN 0273635522

Videos

Melrose Learning Resources produce a variety of video resources which may be of use for this unit. Resources can normally be purchased or hired. Examples include:

- *The Leadership Experience*

- *Managing Yourself*

- *Dealing with Conflict*

Further details and a catalogue are available from:

Melrose Learning Resources
16 Bromells Road
London SW4 0BL

Telephone: 020 7627 8404

Magazines and journals

- *Hairdressers Journal International* (Reed International)

- *Commerce Business Magazine* (Commerce Publications)

- *The Cutting Edge* (Estetica UK)

- *Hair and Beauty* (Style Publishing Ltd)

Websites

The following Internet websites can be useful in providing information:

www.habia.org.uk	The Hairdressing and Beauty Industry Authority (National Training Organisation)
www.the-nhf.org.uk	National Hairdressers Federation
www.vidalsassoon.co.uk	commercial site
www.wella.co.uk	commercial site
www.cbi.org.uk	The UK's leading employers' organisation
www.enterprisezone.org.uk	a list of web-based resources for small firms in the United Kingdom
www.dfee.gov.uk	Department for Education and Employment
www.bized.ac.uk	a business and economics service for students, teachers and lecturers.

Annex A

Summary of Common Skills outcomes statements

Common Skills	Outcome
Managing & Developing Self	1 Manage own roles and responsibilities 2 Manage own time in achieving objectives 3 Undertake personal and career development 4 Transfer skills gained to new and changing situations and contexts
Working With & Relating to Others	5 Treat others' values, beliefs and opinions with respect 6 Relate to and interact effectively with individuals and groups 7 Work effectively as a team member
Communicating	8 Receive and respond to a variety of information 9 Present information in a variety of visual forms 10 Communicate in writing 11 Participate in oral and non-verbal communication
Managing Tasks & Solving Problems	12 Use information sources 13 Deal with a combination of routine and non-routine tasks 14 Identify and solve routine and non-routine problems
Applying Numeracy	15 Apply numerical skills and techniques
Applying Technology	16 Use a range of technological equipment and systems
Applying Design & Creativity	17 Apply a range of skills and techniques to develop a variety of ideas in the creation of new/modified products, services or situations 18 Use a range of thought processes

Further guidance is available in the following Edexcel publications:

Common Skills and Core Themes – General Guidance (80-037-2)

Common Skills and Core Themes – implementation Guidance (80-040-2)

Annex B

Mapping against NVQ in Management Level 4

NVQ in Management level 4	HNC Salon Management	Unit 1: The Salon Manager	Unit 2: Customer Service	Unit 3: Human resource Management for Salons	Unit 4: Physical Resources for Salons	Unit 5: Health, Safety & Security	Unit 6: Law	Unit 7: Management Accounting for Salons	Unit 8: Quality Management	Unit 9: Marketing for Salons	Unit 10: The External Business Environment	Unit 11: Small Business Management	Unit 12: Research Project	Unit 13: Training & Development	Unit 14: Managing Self
Unit A2: Manage activities to meet requirements		✔	✔	✔	✔	✔			✔	✔			✔	✔	✔
Unit A4: Contribute to improvements at work									✔			✔		✔	
Unit B2: Manage the use of physical resources		✔			✔			✔				✔			
Unit B3: Manage the use of financial resources		✔						✔				✔			
Unit C2: Develop your own resources									✔						✔
Unit C5: Develop productive working relationships				✔											✔
Unit C8: Select personnel for activities		✔		✔											
Unit C10: Develop teams and individuals to enhance performance				✔										✔	
Unit C13: Manage the performance of teams and individuals		✔		✔								✔		✔	

NVQ in Management level 4	HNC Salon Management	Unit 1: The Salon Manager	Unit 2: Customer Service	Unit 3: Human resource Management for Salons	Unit 4: Physical Resources for Salons	Unit 5: Health, Safety & Security	Unit 6: Law	Unit 7: Management Accounting for Salons	Unit 8: Quality Management	Unit 9: Marketing for Salons	Unit 10: The External Business Environment	Unit 11: Small Business Management	Unit 12: Research Project	Unit 13: Training & Development	Unit 14: Managing Self
Unit C15: Respond to poor performance in your team				✔										✔	
Unit D2: Facilitate meetings		✔													
Unit D4: Provide information to support decision making		✔							✔	✔		✔			
Unit E3: Promote energy efficiency				✔											
Unit E5: Identify improvements to energy efficiency				✔											
Unit E6: Provide advice and support for the development of energy efficient practices				✔											
Unit F2: Provide advice and support for the development and implementation of quality policies									✔						
Unit F4: Implement quality assurance systems									✔						
Unit F6: Monitor compliance with quality systems									✔						
Unit F7: Carry out quality audits									✔						

NVQ in Management level 4	HNC Salon Management	Unit 1: The Salon Manager	Unit 2: Customer Service	Unit 3: Human resource Management for Salons	Unit 4: Physical Resources for Salons	Unit 5: Health, Safety & Security	Unit 6: Law	Unit 7: Management Accounting for Salons	Unit 8: Quality Management	Unit 9: Marketing for Salons	Unit 10: The External Business Environment	Unit 11: Small Business Management	Unit 12: Research Project	Unit 13: Training & Development	Unit 14: Managing Self
Unit G1: Contribute to project planning and preparation													✔		✔
Unit G2: Co-ordinate the running of projects													✔		✔
Unit G3: Contribute to project closure													✔		✔

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