

# Unit 29: IT and Data Handling in the Hair and Beauty Sector

<b>Unit code:</b>	<b>A/601/4461</b>
<b>QCF Level 3:</b>	<b>BTEC National</b>
<b>Credit value:</b>	<b>5</b>
<b>Guided learning hours:</b>	<b>41</b>

## ● Aim and purpose

This is a preparation for work unit, which is based on capability and knowledge. This unit is about the use of information technology in the hair and beauty sector. It includes the use of word-processing, spreadsheet, database and electronic presentation software, as well as the internet and email, within a vocational context.

## ● Unit introduction

The hair and beauty sector is increasingly reliant on the use of information technology (IT), from client databases to stock control management systems to managing finances. Practical skills in IT and data handling are invaluable tools in this sector and others.

This unit introduces learners to IT and data handling skills, with an emphasis on using them within the hair and beauty sector. Learners will learn how to use word processing software to produce documents and simple publications related to the hair and beauty sector, for example advertising leaflets, health and safety guides for new starters.

Learners will also use spreadsheet and database packages to handle data, for example relating to clients or stock. This unit will also introduce learners to how to produce electronic presentations relating to the hair and beauty sector, which may involve presenting research regarding an aspect of the sector to others. Learners will also explore how to use email and the internet to find and communicate information about the sector.

## ● Learning outcomes

**On completion of this unit a learner should:**

- 1 Be able to use word processing software to produce documents and simple publications concerning the hair and beauty sector
- 2 Be able to use spreadsheet and database packages to handle data in the hair and beauty sector
- 3 Be able to produce electronic presentations concerning the hair and beauty sector
- 4 Be able to use email and the internet to find, receive and disseminate information concerning the hair and beauty sector.

# Unit content

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## 1 Be able to use word processing software to produce documents and simple publications concerning the hair and beauty sector

*Types of documents:* booklets; leaflets/pamphlets; letters; CVs; posters; effectiveness of documents; effect of using word processing to convey information

*Word processing software:* page layout; formatting and styling; headers and footers; bullets and numbering; automatic page numbering; spell checker and word-count facility; inserting and formatting tables; macros; performing a mail merge; inserting information from another software package (graphics, hyperlinks and charts)

*Managing files:* saving documents in a logical filing structure; searching for files; printing

## 2 Be able to use spreadsheet and database packages to handle data in the hair and beauty sector

*Spreadsheets:* designing a spreadsheet; inputting and amending data; formatting data; sorting and filtering; using simple functions; creating and displaying formulae; producing charts and graphs; headers and footers; purpose; advantages and disadvantages for handling data

*Databases:* inputting and amending data; using forms; designing and running simple queries and reports; purpose; advantages and disadvantages for handling data

## 3 Be able to produce electronic presentations concerning the hair and beauty sector

*Creating slides:* selecting and organising information; using master slides and templates; inserting graphics and charts; using animations; use of action button; insertion of hyperlink

*Putting together a presentation:* ordering slides; timings and transitions; producing handouts; using notes pages

*Presentations:* effectiveness; uses; suitable for audience and purpose

## 4 Be able to use email and the internet to find, receive and disseminate information concerning the hair and beauty sector

*Electronic mail:* creating and replaying; sending; receiving; opening and saving emails; sending and opening attachments; using an electronic address book; use of electronic calendar

*Searching on the internet:* using search engines effectively; using multiple search criteria; quoting sources and checking reliability; saving favourites or book marking useful sites

*Internet safety:* need for virus protection; current and relevant data protection legislation eg Data Protection Act; internet safety

## Assessment and grading criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria for a pass grade describe the level of achievement required to pass this unit.

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
<b>P1</b> produce professional-looking documents and simple publications, using word processing software [CT3]	<b>M1</b> recommend improvements to the word processed documents and simple publications	<b>D1</b> justify improvements to the word processed documents and simple publications
<b>P2</b> insert information from another software package into a document or publication produced using word processing software		
<b>P3</b> manage electronic files in a logical order		
<b>P4</b> evaluate the effectiveness of produced documents and simple publications [RL5]		
<b>P5</b> describe the effect of using word processing software to convey information		
<b>P6</b> create a spreadsheet to collate and process data [CT1]	<b>M2</b> evaluate spreadsheets produced	<b>D2</b> recommend improvements to the spreadsheet
<b>P7</b> input, edit and format data in a spreadsheet		
<b>P8</b> use at least three different functions in the spreadsheet		
<b>P9</b> create and display simple formulae in a spreadsheet		
<b>P10</b> produce a chart or graph from a spreadsheet, using suitable titles and labels		
<b>P11</b> input information into a database containing data	<b>M3</b> analyse the use of databases in the hair and beauty sector	

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
<b>P12</b> design and run a simple query on a database containing data		
<b>P13</b> produce a report from a query on a database containing data		
<b>P14</b> explain how the spreadsheet and database meets their intended purpose		
<b>P15</b> compare the advantages and disadvantages of using spreadsheets and databases for handling data		
<b>P16</b> select and organise information for inclusion in a presentation	<b>M4</b> recommend improvements to the presentation	<b>D3</b> justify improvements to the presentation
<b>P17</b> create and use an electronic presentation [CT1, CT3]		
<b>P18</b> insert and handle graphics, animations and transitions in a presentation		
<b>P19</b> use the notes function in a presentation		
<b>P20</b> insert an action button and a hyperlink in a presentation		
<b>P21</b> evaluate the effectiveness of the presentation [RL5]		
<b>P22</b> describe the uses of electronic presentations		
<b>P23</b> open, sort, delete and save emails and attachments	<b>M5</b> explain benefits of using emails in the hair and beauty sector	
<b>P24</b> create and reply to emails, using the attachment function		
<b>P25</b> manage and use an electronic address book		
<b>P26</b> use an electronic calendar		

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
<b>P27</b> carry out research using the internet, using multiple criteria [IE2]	<b>M6</b> explain methods of conducting research using the internet	<b>D4</b> recommend ways of improving how research was conducted using the internet.
<b>P28</b> quote sources of information and check reliability		
<b>P29</b> save favourites or create bookmarks		
<b>P30</b> explain the importance of virus protection	<b>M7</b> assess how legislation and current guidelines contribute to the safe use of the internet.	
<b>P31</b> outline current data protection legislation		
<b>P32</b> explain the meaning and importance of e-safety.		

**PLTS:** This summary references where applicable, in the square brackets, the elements of the personal, learning and thinking skills applicable in the pass criteria. It identifies opportunities for learners to demonstrate effective application of the referenced elements of the skills.

<b>Key</b>	IE – independent enquirers CT – creative thinkers	RL – reflective learners TW – team workers	SM – self-managers EP – effective participators
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# Essential guidance for tutors

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## Delivery

This unit is about learning to use IT as a tool in the hair and beauty sector, and most learner work should be carried out in practical hands-on sessions. Learners will need to develop skills in using a range of software, including word-processing, spreadsheet, database and electronic presentation software. Learners will require access to the internet and email.

This unit would complement co-delivery in part with *Unit 3: Workplace Practices and Procedures in Beauty-related Industries*.

Skills can be developed through short exercises, some of which may be generic exercises designed to practise IT skills but, where possible, should be set in a context within the hair and beauty sector.

Once learners have been taught the basic skills, they will need time to practise and develop them and then produce the material required for assessment.

Most beauty businesses require for staff to be able to demonstrate the use of IT and data handling skills from creating leaflets, client information, staff memos and emails through to ordering online with suppliers.

Learners are likely to have to produce written assignments as part of their assessment for other units and this gives an incentive to learn word processing skills, as well as an opportunity to practise for learning outcome 1. It will therefore be useful to teach the skills needed to produce written assignments, for example inserting headers and footers, using automatic page numbering using spellcheck, at the earliest opportunity. The first sessions should include learning how to create and organise files and folders, so that work can be stored and located easily and securely. Learners could then progress to producing special documents such as client and supplier letters and curriculum vitae for future job hunting within the sector. Special events in the salon could be used as an opportunity to produce eye-catching posters, flyers and price lists, which could actually be used.

For learning outcome 2, tutors could use general spreadsheet and database exercises, but wherever possible the data used should be relevant to the hair and beauty sector. Prices of hair/beauty products, numbers of clients having different services/treatments weekly takings in the salon could all be used. Wherever learners encounter numerical data in their work, the opportunity can be taken to use spreadsheets and produce relevant charts. Since learners are not required to create a database themselves, they will need to be given suitable simple databases to practise on and achieve the associated assessment and grading criteria.

The timing of the delivery of learning outcome 3 could be dictated by other units if learners have been given the option of producing an electronic presentation as part of an assessment for another unit. Learners will need to have developed basic skills before they are able to produce a presentation. The presentation could then be used as a joint assessment for this unit and others, or as valuable practice. There may be other opportunities for creating presentations, for example at parent or student evenings.

Many learners will already be competent in sending emails, but others will need to practise. For learning outcome 4, learners could be encouraged to send emails to their tutor and submit work electronically as attachments where possible or email clients, attaching promotional flyers. Searching on the internet is a valuable way of obtaining information of relevance to many units. It is desirable for the tutor to be aware of the subjects learners may need to research for other units, so that both the practice and the assessment may be purposeful and useful for other units.

## Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way in planning the delivery and assessment of this unit.

Topic and suggested assignments/activities and/assessment
Introduction. General induction to IT at the beginning, covering health and safety, access to a local network and passwords. Depending on learners' prior knowledge, teaching may also be needed on basic file handling.
<b>Assignment 1: Word processing in the Hair and Beauty Sector (P1, P2, P3, P4, P5, M1, D1).</b> Tutor introduction to assignment brief.
Word processing software. Learners could develop their skills by working through a series of short exercises, and then producing a range of documents to present for assessment. Since their prior learning may be variable, learners may need to be taught in small groups or work at their own pace.
<b>Assignment 2: Spreadsheet and Database software in the Hair and Beauty Sector (P16, P17, P18, P19, P20, P21, P22, M4, D3).</b> Tutor introduction to assignment brief.
Spreadsheet and database software. The tutor could demonstrate new skills which learners could practise before producing their own documents to present for assessment. Learners are not expected to create databases, and therefore they will need to be given suitable databases to practise on and demonstrate editing data, and creating queries and reports.
<b>Assignment 3: Presentation (P16, P17, P18, P19, P20, P21, P22, M4, D3).</b> Tutor introduction to assignment brief.
Presentation software. Learners could learn new skills through copying tutor demonstrations and/or by working through structured exercises. They could then produce a presentation of their own.
<b>Assignment 4: internet and Email (P23, P24, P25, P26, P27, P28, P29, P30, P31, P32, M5, M6, M7, D4).</b> Tutor introduction to assignment brief.
Electronic communication and the internet. Learners should practise their skills. Some of this could be done using generic exercises, but wherever possible the opportunity should be taken to use their work in other units or in the salon. As well as using the internet for research, learners could be encouraged to use electronic calendars to keep track of classes, assessments and hand-in dates, and submit work by email. This may be better addressed as a continuous process throughout the entire unit, rather than by delivery as a discrete topic.
Assignment workshop(s).
Unit review.

## Assessment

This unit is assessed by the centre and will be subject to external verification by Edexcel.

Achievement of the assessment and grading criteria should be evidenced through contextualised, vocationally-related experiences, with tasks specifically designed with the assessment and grading criteria in mind.

The theoretical aspects of assessment for this unit can be achieved through learners completing centre-devised assignments, a portfolio of evidence or through adaptation of Edexcel assignments where available. Practical assessment criteria will require observation and completion of relevant documentary evidence by the assessor.

Assessment should be as holistic as possible, with assignments designed to cover multiple assessment criteria, even across units, where appropriate. Reference to grading criteria should be made in the assessment documentation, to ensure the criteria have been met.

Assessment for learning outcomes 1, 2 and 3 should be based on the production of documents which are vocationally relevant fit for purpose and may also be used in the assessment of other units. In order to meet the first three learning outcomes, learners need to use word processing, spreadsheet, database and presentation software used in the context of the hair and beauty sector.

They also have to reflect on what they have carried out. The documents used for assessment could either be produced according to specific instructions for this unit, or could be documents produced by learners in their work for other units or in the salon. Wherever possible, use of these actual skills should be made, rather than simulated, although it may be necessary to include a few specific tasks in order to achieve all the grading criteria.

For learning outcome 4, learners need to demonstrate that they can use email and the internet safely and effectively. Some of the criteria could be assessed by observing learners, or by asking them to make screen prints as they handle emails.

Where criteria require learners to describe, explain or evaluate (ie reflect on their work or use of IT), could be a short written report, a presentation, or through oral questions and answers (which are recorded in a written format).

Holistic assessment of all four learning outcomes is possible, and encouraged, so that it gives the assessment meaning and learners begin to understand how they all work together to provide valuable sector relevant tools and skills. For example, learners could be given a scenario requiring them to propose a new treatment or service to their manager. A proposal needs to be written using word processing skills, accompanied by costings presented on a spreadsheet. The proposal needs to be electronically presented and accompanying promotional literature created and emailed as attachments sent ahead of the formal presentation.

It is essential that learners are given opportunities to achieve all the assessment and grading criteria through the assignments. Cross-unit assessment is encouraged where possible.

It is recommended good practice for tutors to hold regular assignment workshops where learners bring in their assignment work and work on it, consulting with the tutor when necessary. Signed witness testimonies and observation records must be retained for verification purposes including written transcripts of oral evidence. Supplementary evidence in the form of photographs and consultation record cards could also be provided.

### Programme of suggested assignments

The table below shows a programme of suggested assignments that cover the pass, merit and distinction criteria in the assessment and grading grid. This is for guidance and it is recommended that centres either write their own assignments or adapt any Edexcel assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
P1, P2, P3, P4, P5, M1, D1	Word processing in the Hair and Beauty Sector	Use word processing skills to produce simple publications related to the hair and beauty sector, for example price lists, marketing flyers, posters, homecare leaflets. Recommend and justify improvements to them.	Word-processed documents. Written reports marked and authenticated by the assessor.
P6, P7, P8, P9, P10, P11, P12, P13, P14, P15, M2, M3, D2	Spreadsheets and Databases in the Hair and Beauty Sector	Use spreadsheets and databases related to the hair and beauty sector, for example client databases. Evaluate and recommend improvements to them.	Spreadsheets and print-outs of database use. Written report marked and authenticated by the assessor.

Criteria covered	Assignment title	Scenario	Assessment method
P16, P17, P18, P19, P20, P21, P22, M4, D3	Presentations in the Hair and Beauty Sector	Create a PowerPoint presentation about an aspect of the hair and beauty sector, which could be related to another unit. Reflect on the use of presentations.	Electronic presentation. Written report marked and authenticated by the assessor.
P23, P24, P25, P26, P27, P28, P29, P30, P31, P32, M5, M6, M7, D4	Email and internet in the Hair and Beauty Sector	Research and create a handbook about email and internet use in the hair and beauty sector.	Handbook, printouts of emails marked and authenticated by the assessor.

## Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the BTEC hair and beauty sector suite. This unit has particular links with the following unit titles in the hair and beauty suite:

Level 3
Research in the Hair and Beauty Sector
Marketing in the Hair and Beauty Sector

## Essential resources

Learners will need access to computers with internet access and printers and software which will enable them to use word-processors, spreadsheets, graphs and charts, databases, email and electronic presentations. This unit does not require the use of any particular software suite and any software can be used provided that it has the appropriate facilities.

## Employer engagement and vocational contexts

It will be useful for learners to have an opportunity to examine a variety of commercially produced publicity materials, together with sales figures and graphs and charts, and to experience professional electronic presentations. It would be beneficial if learners for guest speakers from the hair and beauty sector came in to discuss the use of IT and its importance.

## Indicative reading for learners

Textbooks should be specific to the software version learners use, examples are given below.

### Textbooks

Edney A – *PowerPoint 2007 in Easy Steps* (Computer Step, 2007) ISBN 9781840783278

Holden G – *Microsoft Excel 2007 in Simple Steps* (Prentice Hall, 2009) ISBN 9780273723547

Jelen B – *Microsoft Office Excel 2007 in Depth* (Prentice Hall, 2008) ISBN 9780273721611

Kinkoph S W – *Teach Yourself Visually Microsoft Office 2007* (John Wiley & Sons, 2007) ISBN 9780470045909

Wempen F – *Using Microsoft Office Word 2007 Special Edition* (QUE, 2009) ISBN 9780789736086

## Journals and magazines

*Guild Gazette* (Guild of Professional Beauty Therapists)

*Habia News* (Seed Publishing Limited)

## Websites

[www.habia.org](http://www.habia.org)

Habia, the Standards Setting Body for the hair and beauty sector

[www.office.microsoft.com/en-gb](http://www.office.microsoft.com/en-gb)

Microsoft Office

[www.professionalbeauty.co.uk](http://www.professionalbeauty.co.uk)

Professional Beauty

[spreadsheets.about.com/od/excel101/a/2007\\_Excel.htm](http://spreadsheets.about.com/od/excel101/a/2007_Excel.htm)

About.com

## Delivery of personal, learning and thinking skills

The table below identifies the opportunities for personal, learning and thinking skills (PLTS) that have been included within the pass assessment criteria of this unit.

Skill	When learners are ...
<b>Independent enquirers</b>	researching using the internet [IE 2]
<b>Creative thinkers</b>	exploring possibilities through creating a spreadsheet to collate and process data [CT 1] exploring possibilities and connecting ideas in innovative ways to create and use an electronic presentation [CT 1, CT3] connecting ideas in producing professional-looking documents and simple publications, using word processing software [CT 3]
<b>Reflective learners</b>	evaluating the effectiveness of produced documents and simple publications [RL 5] evaluating the effectiveness of the presentation. [RL5]

Although PLTS are identified within this unit as an inherent part of the assessment criteria, there are further opportunities to develop a range of PLTS through various approaches to teaching and learning.

Skill	When learners are ...
<b>Team workers</b>	collaborating with others to maintain databases [TW 1]
<b>Self-managers</b>	using an electronic calendar, meeting requests and an electronic address book
<b>Effective participators</b>	proposing improvements for spreadsheets, databases and presentations. [EP 1]

## ● Functional Skills – Level 2

Skill	When learners are ...
<b>ICT – using ICT</b>	
Plan solutions to complex tasks by analysing the necessary stages	producing assignments
Select, interact with and use ICT systems safely and securely for a complex task in non-routine and unfamiliar contexts	producing assignments in which they are asked to evaluate what they have carried out
Manage information storage to enable efficient retrieval	producing assignments
<b>ICT – finding and selecting information</b>	
Use appropriate search techniques to locate and select relevant information	producing assignments
Select information from a variety of sources to meet requirements of a complex task	producing assignments
<b>ICT – developing, presenting and communicating information</b>	
Enter, develop and refine information using appropriate software to meet requirements of a complex task	producing assignments
Combine and present information in ways that are fit for purpose and audience	producing assignments in which information, such as graphics, data and text is obtained from different sources producing electronic presentations, documents and graphs and charts
Evaluate the selection, use and effectiveness of ICT tools and facilities used to present information	producing assignments in which they are asked to evaluate what they have carried out
<b>Mathematics – analysing</b>	
Apply a range of mathematics to find solutions	using formulae and functions on spreadsheets
<b>Mathematics – interpreting</b>	
Draw conclusions and provide mathematical justifications	using graphs produced from spreadsheets
<b>English – Speaking, Listening and Communication</b>	
Make a range of contributions to discussions in a range of contexts, including those that are unfamiliar, and make effective presentations	giving presentations using slides they have produced
<b>English – Writing</b>	
Write a range of texts, including extended written documents, communicating information, ideas and opinions, effectively and persuasively	writing letters, booklets or reports as part of assignment work.