

Unit 3: Workplace Practices and Procedures in Beauty-related Industries

Unit code:	M/601/4456
QCF Level 3:	BTEC Nationals
Credit value:	5
Guided learning hours:	37

● Aim and purpose

This is a preparation for work unit, which is based on knowledge and understanding. This unit is about developing the knowledge and understanding needed to manage a beauty therapy business.

● Unit introduction

This unit will help learners to understand the different types of beauty-related businesses and the workplace practices and procedures which affect them.

Learners will explore the legal status of beauty-related businesses, for example sole trader, partnership, limited company, franchise, and the different organisational structures.

Learners will study the relevant acts and regulations and appreciate how they affect beauty-related businesses, including the possible effects of non-compliance with acts and regulations.

Learners will gain an understanding of operational workplace practices and procedures, such as choosing and establishing relationships with suppliers. They will also explore the use of ICT systems within the business, with an emphasis on how computers manage financial records, stock control and help on a day-to-day basis.

This unit will also focus on recruitment and human resource management. The most important aspect of many businesses is staff so it is vital that learners understand the best methods of recruiting and selecting of the right staff, as well as the importance of monitoring and improving staff performance.

Learners will also study aspects of monetary and financial controls, which are essential to managing a successful business.

● Learning outcomes

On completion of this unit a learner should:

- 1 Understand the relevant acts, regulations and legislation and how they affect the beauty-related business
- 2 Understand the workplace practices and procedures related to managing a beauty-related business.

Unit content

1 Understand the relevant acts, regulations and legislation and how they affect the beauty-related business

Acts, regulations and legislation: current and relevant legislation (health and safety, employer responsibilities, affecting start-up of businesses) eg Health and Safety at Work Act 1974, Control of Substances Hazardous to Health (COSHH) Regulations 2002, The Personal Protective Equipment (PPE) at Work Regulations 1992, Management of Health and Safety at Work Regulations 1999 (2003 amendment), The Workplace (Health, Safety and Welfare) Regulations 1992, The Manual Handling Operations Regulations 1992, Electricity at Work Regulations 1989, Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) 1995, Provision and Use of Work Equipment Regulations 1998, Health and Safety (First Aid) Regulations 1981, Cosmetic Products (Safety) Regulations 2004, Environmental Protection Act 1990, Health and Safety (Display Screen Equipment) Regulations 1992 (amended 2002), The Controlled Waste Regulations 1992 (as amended in 1993), The Special Waste Regulations 1996 (as amended), Health Act 2006, The Health and Safety (Display Screen Equipment) Regulations 1992, Employers' Liability (Compulsory Insurance) Act 1969, Consumer Protection Act 1987, Cosmetic Products (Safety) Regulations 2004, Trade Descriptions Act 1968, Disability Discrimination Act 1995, Data Protection Act 1998, Sale of Goods Act 1979

Legal status of business: sole trader; partnership (including sleeping partner); limited company; franchise

Effects of non-compliance: effects eg health and safety accidents, risk of being fined/sued for negligence

2 Understand the workplace practices and procedures related to managing a beauty-related business

Organisational structure: organisation; aims; number and types of employees/clients; number of salons; location; environment

Operational workplace practices and procedures: suppliers (choosing, contracts); ICT (uses, benefits); human resources (recruitment and selection, staff performance, staff development, current and relevant legislation, ethical and non-discriminatory practices); stock control management

Monetary and financial: costs; prices; cost effectiveness; cost benefit analysis; HM revenue and customs (PAYE and NI); tax and VAT; cash transaction procedures (debit/credit cards, refunds)

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:
P1 state current acts, regulations and legislation that affect beauty-related businesses [IE2]	M1 assess how current acts, regulations and legislation affect beauty-related businesses	D1 evaluate, using examples, the effect of current acts, regulations and legislation on beauty-related businesses
P2 describe the relevant regulations to consider when starting up a beauty-related business [IE2]		
P3 describe the legal status of a beauty-related business		
P4 explain how non-compliance can affect beauty-related businesses [IE5]		
P5 compare different organisational structures in beauty-related businesses [CT3]	M2 assess the organisational structure and operational workplace practices and procedures in beauty-related businesses	D2 evaluate the organisational structure and workplace practices and procedures in beauty-related businesses.
P6 explain how to choose suppliers and the importance of establishing a contract		
P7 explain the uses and benefits of ICT in a beauty-related business, including specialist related software		
P8 identify the relevant regulations to consider when managing a beauty-related business [IE2]		

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:
P9 explain the importance of recruitment and selection procedures when employing staff [IE3]	M3 assess the importance of resource practices and procedures in beauty-related businesses	
P10 explain ways of improving staff performance [CT1, EP4]		
P11 explain the importance of staff development		
P12 describe legal requirements associated with employing staff [IE2]		
P13 explain the importance of ethical and non-discriminatory practices in beauty-related industries		
P14 describe the monetary and financial aspects to be considered when managing a beauty-related business	M4 explain the importance of considering monetary and financial aspects when managing a beauty-related business	
P15 describe stock control management and the importance of storing stock correctly.	M5 explain the importance of stock control management.	

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.

Key	IE – independent enquirers	RL – reflective learners	SM – self-managers
	CT – creative thinkers	TW – team workers	EP – effective participators

Essential guidance for tutors

Delivery

This unit should be delivered in a Realistic Learning Environment (RLE), see *Annexe F*. The word 'client' can be friends or peers and does not mean that treatments need to be carried out on paying clients or within commercial timescales.

Tutors should use a variety of delivery methods to stimulate learners' thinking. Research, group work and presentations relating to statutory and voluntary controls, acts and regulations would benefit learners. Tutors should encourage learners to investigate relevant acts and report back their findings through group work and presentations. Tutors should lead group discussions on the importance of acts and regulations in ensuring the safe running of a beauty therapy business and of compliance with statutory and voluntary controls.

Guest speakers, for example owners of beauty-related businesses, could inspire learners who may aspire to run their own businesses at some stage in their careers. Visits to different types of beauty-related businesses, such as salons and manufacturers, will help learners to appreciate the different organisational structures.

Learners need to be taught about building positive relationships with suppliers. Learners could research potential suppliers to identify characteristics of a good supplier to help them make informed choices. Learners will need to understand ICT specialist software and to develop their knowledge and understanding of organisational workplace practices and procedures, such as stock control management.

When teaching about the use of ICT, learners should have the opportunity to research the available specialist software including client details, stock taking and appointment software. Representatives from salon software systems could demonstrate their software products, with learners having the opportunity to try them out.

Learners should be taught the importance of recruitment and selecting the right staff. Learners should develop their knowledge of employment law, which could be achieved through a variety of methods, including research, group work and presentations. Learners need to investigate the use of motivational tools and incentives to improve staff performance and the importance of continuous professional development. Learners could carry out studies of iconic managers from famous beauty businesses, to explore why they think they are successful and the strategies they use to motivate their staff.

Learners need to know the importance of keeping and maintaining financial records and payment procedures when managing a beauty-related business. The most efficient delivery methods would be research tasks, presentations and role play of different cash transactions in the RLE.

To bring a real-life perspective to this unit, a visit from a representative from the local tax office or Business Link could advise learners business start-up and the implications and legalities of wages and tax, as well as contracts of employment, employment law and ethical and non-discriminatory practices. Samples of contracts of employment could be shown to learners in preparation for them to design a job description in a beauty-related business, whereby they would then create the relevant legal and employment documentation that would accompany it.

Role play situations of business partners meeting with a supplier or delivering their business plan to a bank manager would bring this subject to life. The voluntary services of an actual business/bank manager would add more meaning to the assessment and feedback could be received in the form of a witness testimony.

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
Tutor introduction to the unit and programme of assignments.
Assignment 1: Workplace Acts, Regulations and Legislation in Beauty-related Businesses (P1, P2, P3, P4, M1, D1). Tutor introduction to assignment brief.
Acts, regulations and legislation – research, group work, presentations, class discussions and guest speakers. Legal status of business. Different business types in the beauty therapy and related industries. Effects of non-compliance – case studies in the press.
Assignment workshop(s).
Assignment 2: Workplace Practices when Managing a Beauty-related Business (P5, P6, P7, P8, P9, P10, P11, P12, P13, P14, P15, M2, M3, M4, M5, D2). Tutor introduction to assignment brief.
Organisational structure – visits to different beauty therapy businesses. Operational workplace practices and procedures – suppliers, human resources, stock control management. Monetary and financial practices and procedures in beauty-related businesses.
Assignment workshop(s).
Review of unit – recap on topics using quizzes, work experience reports on observed salon health and safety practice.

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 from Edexcel assignments where available.

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.

To achieve P1, P2, P3, P4, M1 and D1, learners must demonstrate their understanding by stating the relevant acts, regulations and legislation which would affect the prospective business, including the potential effects of non-compliance with acts, regulations and legislation. Learners must also understand the current and relevant legislation related to each of the main areas in the unit content, ie health and safety, employer responsibilities, start-up of businesses.

As part of a research project, learners could achieve P5, P6, P7, P8, P9, P10, P11, P12, P13, P14, P15, M2, M3, M4, M5 and D2, by researching the workplace practices and procedures related to managing a beauty-related business. The research project could include:

- types of businesses that are available
- choice of supplier

- use of ICT for business processes
- relevant regulations
- details regarding human resources (recruitment, staff performance and development)
- monetary and stock controls.

Learners could present their research as a written report, with details of case studies, statistics and diagrams where appropriate. Alternatively, learners could present their research as a PowerPoint presentation. Learners could conduct research in small groups or individually, recording their findings. If this method of assessment is chosen learners should be encouraged to cross reference their evidence with the relevant grading criteria to ensure sufficiency. Learners could also meet the criteria through short-answer questions. Centres are advised to use an assessment method that best suits learners in that cohort.

To achieve the merit and distinction criteria, learners are expected to use higher-level skills as indicated by the assessment verbs used.

Learners could achieve the grading criteria through holistic assignment, which covers all the grading criteria. This could take the form of a small project, based on a potential beauty-related business they wish to start. Learners could, if they prefer, base the research project on a beauty-related business in their locality, a national beauty therapy-related business, or take a macro view of beauty therapy-related businesses generally.

It is essential that learners are given opportunities to achieve all the assessment and grading criteria through the assignments. This unit is embedded in all practical units so it is possible, and encouraged, to cross-unit assess.

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, M1, D1	Workplace Acts, Regulations and Legislation in Beauty-related Businesses	Research acts, regulations and legislation that affect a beauty-related business, including how non-compliance can affect beauty-related businesses.	Written report, or presentation with PowerPoint slides marked and authenticated by the assessor.
P5, P6, P7, P8, P9, P10, P11, P12, P13, P14, P15, M2, M3, M4, M5, D2	Workplace Practices when Managing a Beauty-related Business	Research the workplace practices and procedures related to managing a beauty-related business.	Written report, or presentation with PowerPoint slides, 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 1	Level 2	Level 3
Introduction to the Hair and Beauty Sector	Follow Health and Safety Practice in the Salon	Monitor and Maintain Health and Safety Practice in the Salon
	Working in Beauty-related Businesses	Working with Colleagues within Beauty-related Businesses
	Business Enterprise	Human Resource Management within the Hair and Beauty Sector
		Starting a Small Business

Essential resources

Learners require access to resources relating to workplace practices and procedures in the hair and beauty sector.

Employer engagement and vocational contexts

Centres are encouraged to develop links with hairdressing, beauty therapy and spa businesses, suppliers, business start-up professionals and other financial industry professionals. Guest speakers, for example owners/founders of beauty-related businesses, would be most beneficial to learners. A work experience placement in a beauty-related business would also benefit learners, giving them first hand experience of workplace practices and procedures.

Indicative reading for learners

Textbooks

Cressy S – *Business Management for Hairdressers and Therapists* (Heinemann, 2003) ISBN 9780435456412

Cressy S – *Beauty Therapy Fact File 5th Edition* (Heinemann, 2010) ISBN 9780435451424

Green M – *Salon Management Level 4: The Official Guide NVQ/SVQ* (Thomson Learning, 2000) ISBN 9781861526601

Jenkins N – *Business Practice for Therapists* (Hodder Education, 2003) ISBN 9780340876794

Journals and magazines

Guild Gazette (Guild of Professional Beauty Therapists)

Habia News (Seed Publishing Limited)

Websites

www.beautyguild.com

Guild of Professional Beauty Therapists

www.connect2beauty.co.uk

Beauty Therapy Online

www.habia.org

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

www.professionalbeauty.co.uk

Professional Beauty

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 ...
Independent enquirers	planning and carrying out research into current acts, regulations and legislation that affect beauty-related businesses and the relevant regulations to consider when starting up a beauty-related business [IE2] considering how non-compliance can affect beauty-related businesses [IE5] planning and carrying out research into the relevant regulations to consider when managing a beauty-related business [IE2] exploring, from different perspectives, the importance of recruitment and selection procedures when employing staff [IE3] planning and carrying out research into legal requirements associated with employing staff [IE2]
Creative thinkers	connecting own and others' ideas, comparing different organisational structures in beauty-related businesses [CT3] generating ideas and exploring possibilities of improving staff performance [CT1]
Effective participators	identifying ways of improving staff performance. [EP4]

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 ...
Team workers	collaborating with others to undertake research [TW1]
Self-managers	organising time and resources during research and production of assessment materials. [SM3]

● Functional Skills – Level 2

Skill	When learners are ...
ICT – using ICT	
Plan solutions to complex tasks by analysing the necessary stages	
Select, interact with and use ICT systems safely and securely for a complex task in non-routine and unfamiliar contexts	using ICT systems to research health and safety legislation, current rules and regulations, suppliers of ICT software and monetary and financial aspects of managing a beauty-related business
Manage information storage to enable efficient retrieval	using ICT systems to research health and safety legislation, current rules and regulations, suppliers of ICT software and monetary and financial aspects of managing a beauty-related business
ICT – finding and selecting information	
Use appropriate search techniques to locate and select relevant information	using ICT systems to research health and safety legislation, current rules and regulations, suppliers of ICT software and monetary and financial aspects of managing a beauty-related business
Select information from a variety of sources to meet requirements of a complex task	creating a report to justify and evaluate considerations for a good supplier
Mathematics – representing:	
Understand routine and non-routine problems in familiar and unfamiliar contexts and situations	researching financial and monetary procedures reporting evidence of reception work and cash transactions with clients
Identify the situation or problems and identify the mathematical methods needed to solve them	researching financial and monetary procedures reporting evidence of reception work and cash transactions with clients
Mathematics – analysing	
Use appropriate checking procedures and evaluate their effectiveness at each stage	researching financial and monetary procedures reporting and evidence of reception work and cash transactions with clients
English – Speaking, Listening and Communication	
Make a range of contributions to discussions in a range of contexts, including those that are unfamiliar, and make effective presentations	reading information from sources on health and safety legislation, employment laws, business and organisational structures, ICT software and staff recruitment and selection procedures
English – Reading	
Select, read, understand and compare texts and use them to gather information, ideas, arguments and opinions	reading information from sources about health and safety legislation, employment laws, business and organisational structures, ICT software and staff recruitment and selection procedures

Skill	When learners are ...
English – Writing	
Write a range of texts, including extended written documents, communicating information, ideas and opinions, effectively and persuasively	writing a report on health and safety acts and non-compliance.