

Unit 30: Research in the Hair and Beauty Sector

Unit code:	R/601/5342
QCF Level 3:	BTEC National
Credit value:	7
Guided learning hours:	44

● Aim and purpose

This is a preparation for work unit, which is based on capability and knowledge. This unit provides the opportunity for learners to investigate an aspect relating to the hair and beauty sector, and develop their research skills.

● Unit introduction

This unit provides opportunities for learners to plan and carry out research on an aspect of the hair and beauty sector.

Learners will plan the research investigation, identifying the focus of the investigation and research sources. This unit introduces learners to different research methodologies and the principles of planning a research investigation.

Learners will then carry out their research into an aspect of the hair and beauty sector, processing and evaluating the data collected. Learners will be given the opportunity to present their research findings.

This unit could be co-delivered with any other unit in the qualification and enables learners to focus their research on an area of the hair and beauty sector they are interested in. Learners could, for example, conduct a case study as part of their investigation and research the effects of facial treatments over a period of time.

This unit is recommended for learners who wish to go onto higher education.

● Learning outcomes

On completion of this unit a learner should:

- 1 Be able to plan a research investigation concerning the hair and beauty sector
- 2 Be able to carry out research relating to the hair and beauty sector.

Unit content

1 Be able to plan a research investigation concerning the hair and beauty sector

Research proposal: focus eg within beauty therapy, nail services, hairdressing, barbering, African-Caribbean type hairdressing/barbering, spa therapy; type of research investigation (quantitative eg surveys, information taken from data collection and statistical analysis; qualitative eg case study, observational study, cohort study, clinical trial); research objectives eg perceptions, concepts, roles and influences, results, client preferences

Principles of planning: stages of development (idea, concept, formulation of a hypothesis, background knowledge of subject undertaken, preparation of documentation to evidence knowledge, data collection and analysis, bibliography, presentation of research) research sources (primary, secondary, reliability/validity); research methodologies (qualitative, quantitative, scope, limitations)

2 Be able to carry out research relating to the hair and beauty sector

Research implementation: carry out research; collect data; obtain information from different sources eg case studies, surveys, questionnaires, use of secondary sources such as books/internet; use of bibliography; process collected data

Evaluation: evaluate collected data and research; draw conclusions; justify conclusions; effectiveness of research investigation (suitability of research methodologies, possible improvements/future considerations)

Presentation: suitable format eg title page, contents page, acknowledgements, abstract, introduction, review of literature, methodology, hypothesis, results, discussion, conclusions, references/bibliography (Harvard referencing system) and appendices

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 identify the focus and type of research investigation proposed [IE1, CT1, SM1, SM2]	M1 explain the focus and type of research investigation proposed	
P2 plan the research investigation to include research objectives and stages of development [IE2, CT2, CT3, RL2, SM3, EP1, EP2, EP3]	M2 evaluate the strengths and weaknesses of the plan for the research investigation	D1 justify improvements to the plan for the research investigation
P3 identify research sources [IE1, CT1, SM1, SM2]	M3 compare the suitability of different research methodologies involved in the investigation	D2 evaluate the suitability of different research methodologies involved in the research investigation
P4 describe different research methodologies involved in the investigation [CT1, CT2, CT3]		
P5 explain the principles of planning a research investigation [IE1, IE2, IE3, CT1, CT2, CT3, CT4, SM1, SM2, SM3]		
P6 carry out research to collect data according to the investigation plan [CT1, CT2, CT3, CT4, CT5, CT6, TW1, TW2, TW3, SM1, SM2, SM3, SM4, SM5, SM6, EP1, EP2, EP3, EP4]		
P7 obtain information from different sources [IE1, IE3, IE4, CT5, CT6, TW1, TW2, TW3, TW5]	M4 compare information from different sources	D3 assess the reliability of different sources
P8 process the data collected [SM1, SM2, SM3, SM4, SM5, SM6]		

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 evaluate data and research collected [IE4, IE5, IE6, CT1, CT2, CT3, CT4, CT5, CT6]	M5 draw conclusions from the data and research collected.	D4 justify conclusions drawn from the data and research collected.
P10 present the results from the research collected [IE6, RL5, RL6]		
P11 explain how to carry out research to gather data for the investigation plan [EP1, EP2, EP3]		
P12 explain ways of obtaining information from different sources [IE3, CT3, CT4, CT6, EP1, EP2, EP3]		
P13 explain how to use and process data [IE3, IE4, IE6, CT1, CT2, CT3, CT4, CT5, CT6]		
P14 describe methods of evaluating data and research collected [IE1, IE3, CT1, CT2, CT3]		
P15 explain the importance of including a bibliography when presenting research findings. [IE4, IE6, EP1, EP2, EP5]		

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 is a theoretical unit based on the research of a chosen aspect within the hair and beauty sector. Learners should be introduced to potential topics or aspects through class discussions, workshops or initial research on sector-specific websites, such as hairdressing, beauty and nails, complementary therapies, spa, aromatherapy, reflexology, sport and fitness and electrical epilation.

Guest speakers that are key figures in the particular industry talking about the changes and advancements that have occurred since they first started in the sector would give learners an insight into the development and growth of the sector.

Learners could focus on issues at a national level, or consider local issues. Alternatively, learners could choose to specialise in an interest they have already developed while undertaking another unit or one that they want to research in more depth.

Potential areas for research include:

- history of a treatment or therapy
- review of the efficacy of a therapy
- popularity analysis of a selected treatment, service or product within the hair and beauty sector
- the future of a treatment or therapy.

Learners could focus on all or any of the industries within the hair and beauty sector: hairdressing, barbering, Afro-Caribbean hairdressing, beauty therapy, spa therapy, nail services.

Learners should be allowed to develop their independent research skills to explore their topic but should be supported by the tutor through the research investigation process and to ensure accuracy of information. The tutor does not need to be a specialist in these topics, but they should be aware of current research areas and be familiar with where learners may be able to source relevant information.

Learners' investigation proposals should be checked by the tutor initially for suitability and manageability. At this stage, it is important to determine that learners can fulfil the requirements of this unit by considering the focus and type of investigation, the objectives of the research and the stages for development. If during their initial research the learners cannot find suitable sources of information to fulfil these requirements, the tutor should be able to guide them to suitable resources. Assisting with learners organisation of their research investigation is also advised; within group sessions tutors could focus on the importance of organisation as well as strategies to use when planning out research.

Preliminary investigations could also be checked by the tutor and guidance given, if necessary, for both the content the form of further sources of information. These stages are not exclusive and further individual tutorial time should be given to each learner at other key stages as identified by the tutor for that learner.

On completion of the planning part of the investigation learners should be guided through the investigation implementation and the processing and evaluation requirements of the unit.

This unit could be delivered with another unit, such as *Unit 36: Explore Technological Developments within the Hair, Beauty and Associated Areas* or *Unit 24: Research in Complementary Therapies for the Beauty Industry*.

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.
Assignment 1: Research Investigation within the Hair and Beauty Sector (P1, P2, P3, P4, P5, P6, P7, P8, P9, P10, P11, P12, P13, P14, P15, M1, M2, M3, M4, M5, D1, D2, D3, D4). Tutor introduction to assignment brief.
Initial exposure to potential topics or aspects of the hair and beauty sector.
Research into chosen topic/aspect of the hair and beauty sector of interest to the learner. Determine focus and type of research investigation to undertake. Plan objectives and stages of development. Determine sources of information. Review information of the investigation process. Write draft proposal.
Individual tutorial on drafting a research investigation proposal.
Further research as a result of the tutorial. Collate information to validate research investigation proposal.
Assignment workshop(s).
Carry out investigation. Process data using appropriate methods. Evaluate data. Present results of the investigation. Further processing/evaluating as required.
Assignment workshop(s).
Unit review.

Assessment

The 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.

P1, P2, P3, P4 and M2 require learners to plan their research investigation. This should be assessed through the production of a research plan, detailing the focus and type of research investigation proposed, research objectives, stages of development, research sources and research methodologies to be used.

P5, M2 and D2 require learners to reflect on the principles of planning and they have plan produced. M2, M3, D1, D2 and D3 require learners to engage in reflective practice regarding their research plan and investigation. This includes examining strengths and weaknesses of their plan, improvements to the plan, the suitability of research methodologies, and reliability of sources. This could be assessed via a written report, short-answer questions, or oral questions (accompanied by a written transcript).

P6 and P7 require learners to carry out their research, obtaining information. Evidence could be in the form of a bibliography or written summary of research carried out supported by a witness testimony, signed by the tutor.

P8, P9, M5 and D4 require learners to process, evaluate and justify conclusions regarding research and the data collated. P10 requires learners to present their research. This could be a PowerPoint presentation, written report, or oral presentation (accompanied by a written transcript). Alternatively, this could be done as part of a summative presentation delivered at the end of the unit.

P11, P12, P13, P14 and P15 require learners to reflect on the implementation of the research investigation. This could be assessed via PowerPoint presentation, written report, or oral presentation (accompanied by a written transcript).

It is essential that learners are given opportunities to achieve all the assessment and grading criteria through the assignments. Theoretical aspects of this unit lend themselves to cross-unit assessment.

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. 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, P6, P7, P8, P9, P10, P11, P12, P13, P14, P15, M1, M2, M3, M4, M5, D1, D2, D3, D4	Research Investigation within the Hair and Beauty Sector	Plan and carry out a research investigation into an aspect of the hair and beauty sector.	Written plan. Written report of research findings, including a bibliography, and possibly charts/graphs, marked and authenticated by the assessor. PowerPoint presentation, reflecting on research investigation. Practical observation, with a signed witness testimony as supplementary evidence.

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 2	Level 3
Working in Beauty-related Industries	Explore Technological Developments within the Hair, Beauty and Associated Areas

Essential resources

Learners need access to primary and secondary research sources.

Employer engagement and vocational contexts

It would be beneficial for learners if guest speakers from the hair and beauty sector discussed current issues. It would also help learners if they were able to undertake a work placement within the hair and beauty sector.

Indicative reading for learners

Textbooks

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

Hiscock J, Stoddard E and Connor J – *Level 3 NVQ/SVQ Diploma Beauty Therapy Candidate Handbook 2nd Edition* (Heinemann, 2010) ISBN 9780435027018

Journals and magazines

Guild Gazette (Guild of Professional Beauty Therapists)

Habia News (Seed Publishing Limited)

Hairdressers Journal International (Reed Business Information)

Health and Beauty Salon Magazine (Reed Business Information)

International Therapist (Federation of Holistic Therapists)

Websites

www.aromatherapycouncil.co.uk

www.habia.org

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

www.beautyguild.com/

Guild of Professional Beauty Therapists

www.electrolysis.co.uk

British Institute and Association of electrolysis

www.i-c-m.org.uk

Institute for Complementary and Natural Medicine

www.professionalbeauty.co.uk

Professional Beauty

www.skillsactive.com

Skills Active

www.skillsforhealth.org.uk

Skills for Health

www.spabusinessassociation.co.uk

Spa business association

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	<p>identifying the focus and type of research investigation proposed [IE1]</p> <p>planning the research investigation to include research objectives and stages of development [IE2]</p> <p>identifying research sources [IE1]</p> <p>exploring different research methodologies involved in the investigation [IE3]</p> <p>identifying, researching and exploring the principles of planning a research investigation [IE1, IE2, IE3]</p> <p>identifying, carrying out research and exploring information from different sources [IE1, IE3, IE4]</p> <p>analysing and evaluating data and research collected [IE4, IE5, IE6]</p> <p>using reasoned arguments to present the results from the research collected [IE6]</p> <p>exploring and obtaining information from different sources [IE3]</p> <p>explaining how to use and process data [IE3, IE4, IE6]</p> <p>identifying and exploring methods of evaluating data and research collected [IE1, IE3]</p> <p>judging the relevance and value of resources and explaining the importance of including a bibliography when presenting research findings [IE4, IE6]</p>
Creative thinkers	<p>generating ideas and exploring the type of research investigation proposed [CT1]</p> <p>asking questions and connecting ideas for their research investigation to include research objectives and stages of development [CT2, CT3]</p> <p>generating ideas for research sources [CT1]</p> <p>generating ideas, asking questions and connecting ideas to use different research methodologies involved in the investigation [CT1, CT2, CT3]</p> <p>generating ideas, asking questions, connecting ideas and questioning assumptions in the principles of planning a research investigation [CT1, CT2, CT3, CT4]</p> <p>generating ideas, asking questions, connecting ideas, questioning assumptions, trying out alternatives and adapting ideas to collect data according to the investigation plan [CT1, CT2, CT3, CT4, CT5, CT6]</p> <p>trying new solutions and adapting ideas to obtain information from different sources [CT5, CT6]</p> <p>generating ideas, asking questions, connecting ideas, questioning assumptions, trying out alternatives and adapting ideas to evaluate data and research collected [CT1, CT2, CT3, CT4, CT5, CT6]</p> <p>generating ideas, asking questions, connecting ideas, questioning assumptions, trying out alternatives and adapting ideas to use and process data [CT1, CT2, CT3, CT4, CT5, CT6]</p> <p>generating ideas, asking questions and connecting ideas to evaluate data and research collected [CT1, CT2, CT3]</p>

Skill	When learners are ...
Reflective learners	<p>setting goals for research objectives and stages of development [RL2]</p> <p>evaluating and communicating the results from the research collected [RL5, RL6]</p>
Team workers	<p>collaborating with others, reaching agreements and adapting behaviour to carry out research to collect data according to the investigation plan [TW1, TW2, TW3]</p> <p>collaborating with others, reaching agreements, adapting behaviour and showing fairness while obtaining information from different sources [TW1, TW2, TW3, TW5]</p>
Self-managers	<p>seeking out challenges and working towards goals in research [SM1, SM2]</p> <p>organising time and resources, planning the research investigation to include research objectives and stages of development [SM3]</p> <p>seeking out challenges and working towards goals in identifying research sources [SM1, SM2]</p> <p>seeking out challenges, working towards goals and organising time and resources in planning a research investigation [SM1, SM2, SM3]</p> <p>seeking out challenges, working towards goals, organising time and resources, managing risks, dealing with pressures and responding positively to change while carrying out research to collect data according to the investigation plan [SM1, SM2, SM3, SM4, SM5, SM6]</p> <p>seeking out challenges, working towards goals, organising time and resources, managing risks, dealing with pressures and responding positively to change while processing the data collected [SM1, SM2, SM3, SM4, SM5, SM6]</p>
Effective participators	<p>discussing issues of concern, presenting a persuasive case and proposing practical ways forward in planning the research investigation to include research objectives and stages of development [EP1, EP2, EP3]</p> <p>discussing issues of concern, presenting a persuasive case, proposing practical ways forward and identifying improvements while carrying out research to collect data according to the investigation plan [EP1, EP2, EP3, EP4]</p> <p>discussing issues of concern, presenting a persuasive case and proposing practical ways forward in carrying out research to gather data for the investigation plan [EP1, EP2, EP3]</p> <p>discussing issues of concern, presenting a persuasive case and proposing practical ways forward in explaining ways of obtaining information from different sources [EP1, EP2, EP3]</p> <p>discussing issues of concern, presenting a persuasive case and trying to influence others in explaining the importance of including a bibliography when presenting research findings. [EP1, EP2, EP5]</p>

● Functional Skills – Level 2

Skill	When learners are ...
ICT – using ICT	
Select, interact with and use ICT systems safely and securely for a complex task in non-routine and unfamiliar contexts	conducting a review of the literature conducting data interpretation (statistical analyses) researching and presenting the research investigation producing a research proposal
Manage information storage to enable efficient retrieval	recording data systematically
ICT – finding and selecting information	
Use appropriate search techniques to locate and select relevant information	conducting a review of the literature producing the research proposal and design
Select information from a variety of sources to meet requirements of a complex task	conducting a review of the literature reviewing information sources in the proposal for the research investigation
ICT – developing, presenting and communicating information	
Enter, develop and refine information using appropriate software to meet requirements of a complex task	producing the research proposal and design
Combine and present information in ways that are fit for purpose and audience	producing the research proposal and design presenting collected data
Evaluate the selection, use and effectiveness of ICT tools and facilities used to present information	conducting data interpretation and presentation
Mathematics – representing:	
Understand routine and non-routine problems in familiar and unfamiliar contexts and situations	interpreting and analysing collected data
Identify the situation or problems and identify the mathematical methods needed to solve them	creating a research proposal
Mathematics – analysing	
Use appropriate checking procedures and evaluate their effectiveness at each stage	checking the accuracy of the data collected
Mathematics – interpreting	
Interpret and communicate solutions to multistage practical problems in familiar and unfamiliar contexts and situations	interpreting the data collected
Draw conclusions and provide mathematical justifications	reviewing the results of the investigation

Skill	When learners are ...
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	discussing data collected in groups or as part of class discussions
English – Reading	
Select, read, understand and compare texts and use them to gather information, ideas, arguments and opinions	reading literature related to the hair and beauty sector
English – Writing	
Write a range of texts, including extended written documents, communicating information, ideas and opinions, effectively and persuasively	writing their research proposal and investigation.