

# Unit 31: Working with Colleagues within Beauty-related Industries

<b>Unit code:</b>	<b>L/601/3993</b>
<b>QCF Level 3:</b>	<b>BTEC Nationals</b>
<b>Credit value:</b>	<b>2</b>
<b>Guided learning hours:</b>	<b>14</b>

## ● Aim and purpose

This is a preparation for work unit, which is based on capability and knowledge. The unit is about the particular skills involved in working with colleagues. Colleagues can be internal or external. The knowledge and skills gained in this unit includes methods of communication, the ways of forming good relationships and working effectively with colleagues.

## ● Unit introduction

In this unit learners will develop team work skills. The ability to work as part of a team is an essential skill in beauty-related industries, and is a transferable skill that is highly valued in many other sectors and industries.

Employees within beauty-related industries need to be able to communicate with colleagues and clients effectively, including providing clear instructions and feedback to colleagues and adapting communication techniques for different situations.

Learners will also be taught how to provide support to colleagues, including helping others to resolve problems and providing guidance to others.

It is essential that employees within beauty-related industries know the roles and responsibilities of team members in a salon, so that they are aware of the limitations of their authority and responsibility. Learners will explore the benefits of effective team working, as well as the effects on others of negative attitude and behaviour.

## ● Learning outcomes

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

- 1 Be able to work with colleagues within beauty-related industries.

# Unit content

---

## 1 Be able to work with colleagues within beauty-related industries

*Communicate effectively with colleagues/clients:* clear instructions to colleagues; clear and timely feedback to colleagues; methods of communication (speaking, listening, body language, written); ways of adapting communication techniques for different situations eg dealing with clients, internal colleagues, external colleagues such as suppliers

*Behave in a professional manner:* providing support and guidance to colleagues; assisting others to resolve problems; when and whom to refer problems to; safe and hygienic working practices

*Teamwork:* roles and responsibilities of team members in salon (owner, manager, senior therapist/stylist, junior therapist/stylist, trainee/apprentice, receptionist); benefits of effective teamwork eg higher productivity, staff retention, client retention, enhanced reputation, improved business success; effects on others of negative attitude and behaviour eg demotivating, demoralising, poor team/working relationships

## 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> communicate effectively with colleagues and clients [IE1, IE4, RL4, TW1, TW2, TW3, TW4, SM7, EP1]	<b>M1</b> explain how to communicate effectively with colleagues and clients	<b>D1</b> evaluate own ability to communicate effectively with colleagues and clients
<b>P2</b> behave in a professional manner [IE5, RL4, TW1, TW2, TW3, TW4, TW6, SM7]	<b>M2</b> explain how to behave in a professional manner	<b>D2</b> evaluate own ability to behave in a professional manner
<b>P3</b> assist others to resolve problems [IE1, IE4, IE6, CT1, CT4, CT5, TW1, TW2, TW3, TW4, TW5, TW6, SM7, EP1, EP4, EP5, EP6]		
<b>P4</b> give clear instructions to colleagues [TW1, TW3, EP3]		
<b>P5</b> provide support and guidance to colleagues [TW4, TW6]	<b>M3</b> create good working relationships with others	
<b>P6</b> provide clear and timely feedback to colleagues [RL1, RL3, SM7]		
<b>P7</b> follow safe and hygienic working practices		
<b>P8</b> describe roles and responsibilities of team members in a salon		
<b>P9</b> describe the benefits of effective teamworking and working with colleagues		
<b>P10</b> describe the different methods of communication	<b>M4</b> compare the different methods of communication.	<b>D3</b> assess the suitability of different methods of communication for different situations.

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>P11</b> describe how to adapt communication techniques for different situations [IE4, RL6, TW3]		
<b>P12</b> explain the importance of giving instruction, support and guidance and timely feedback		
<b>P13</b> describe the processes of giving instruction, support and guidance and timely feedback		
<b>P14</b> describe the effects of negative attitude and behaviour on others		
<b>P15</b> state when and whom to refer problems to. [IE1, IE4, SM7]		

**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	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), as detailed in *Annexe F*. Clients can be friends and peers and does not mean treatment needs to be carried out on paying clients or within commercial timescales.

Delivery of this unit should be as practical as possible to engage and motivate learners. Tutors are advised to use a variety of delivery methods to enable learners to develop the skills and techniques required for effective working relationships. This unit is suitable for co-delivery with practical units and therefore is suitable for delivery early within the programme.

Tutors can use a variety of delivery methods when exploring the factors that affect working with colleagues, including observations or videos of teams working or inviting managers from the hair and beauty sector as guest speakers to discuss their own team's dynamics and interrelationships, including how they have needed to encourage staff to work through any differences or issues that arose.

Learners must be taught the importance of effective communication when giving instructions, support and guidance to colleagues and the consequences for working relationships when failing to do this.

Demonstrations and observations exploring examples of good and bad working relationships can provide a basis for role play and group discussions, which will allow the learner to draw on their personal experiences. This will enable learners to consider the impact of their own personal behaviour and the importance of harmonious working relationships within beauty-related industries.

Tutors should introduce methods of giving feedback to others in a constructive way and encourage learners to explore and practise giving and receiving feedback while managing their emotions.

Learners must be taught the principles of professional behaviour and what are considered safe and hygienic working practices. Tutors should encourage learners to explore the effects on others of negative attitudes and behaviours and how this can affect personal and professional success.

Learners must be taught the common roles within beauty related industries and the various responsibilities of each role. They should know who to refer problems to and when to do this. Learners should be encouraged to consider how a person's role and responsibilities could impact on their communication and working relationships.

Activities designed to help learners recognise the benefits of effective teamworking and that the ability to work harmoniously with colleagues will benefit both the individuals and the business.

Learners should have an opportunity to practise working with colleagues and within a variety of teams to enable them to gain vital teamworking skills and experience required for 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.
<b>Assignment 1: Working with Colleagues in Beauty-related Industries. (P1, P2, P3, P4, P5, P6, P7, P8, P9, P10, P11, P12, P13, P14, P15, M1, M2, M3, M4, D1, D2, D3).</b>
Tutor introduction to assignment brief.
Research the benefits of teamworking and working effectively with colleagues using internet, libraries, videos and group discussions.
Methods and forms of communication. Adapting communications for different situations. Providing feedback, support and guidance to colleagues.
Professional behaviour. Safe and hygienic working practices. Effects of negative attitude and behaviour.
Roles and responsibilities of team members.
Benefits of working in a team.
Work effectively with colleagues.
Assignment workshop(s).
Tutor recap of unit, using games and quizzes as memory aids.

## 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, P5, P6, P7 and M3 require learners to demonstrate their ability to work with colleagues in beauty-related industries. This could be assessed during the delivery of another unit, which is set within the salon/RLE. This must be assessed via practical observation and evidenced with a signed witness testimony.

P8, P9, P10, M2, P11, P12, P13, P14 and P15 assess learners' knowledge and understanding of working with colleagues in beauty-related industries. This could be assessed using a variety of ways, including:

- short-answer questions (delivered orally and recorded in written format, or a written paper)
- written report
- handbook for new staff members about teamwork and its importance
- creation of a chapter called 'Teamwork and Working with Others' as though it were written for a book
- a training activity or presentation for staff members in a beauty-related industry.

M1, M2, D1, D2 and D3 require learners to reflect on the skills they have used to work with colleagues in beauty-related industries.

It is essential that learners are given opportunities to achieve all the assessment and grading criteria through the assignments. The knowledge gained in 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, P5, P6, P7, P8, P9, P10, P11, P12, P13, P14, P15, M1, M2, M3, M4, D1, D2, D3	Working with Colleagues in Beauty-related Industries	Work with colleagues in the salon/RLE, and reflect on the experience.	Practical observation, with signed witness testimony. Written report.

### 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
Client Care and Communication in Beauty-related Industries	Client Care and Communication in Beauty-related Industries

### Essential resources

Learners will need access to a salon environment that meets the requirements of a Realistic Learning Environment, as outlined in *Annexe F*.

### Employer engagement and vocational contexts

Centres are encouraged to develop links with professionals in the hair and beauty sector, for example beauty therapists, hairdressers and managers.

Guest talks by professionals from the hair and beauty sector the importance of working well with colleagues and developing effective communication skills would also benefit learners.

## Indicative reading for learners

### Textbooks

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

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

Hiscock J, Stoddart E and Connor J – *Beauty Therapy S/NVQ Level 3* (Heinemann, 2004)  
ISBN 9780435456405

### Journals and magazines

*Guild Gazette* (Guild of Professional Beauty Therapists)

*Habia News* (Seed Publishing Limited)

### Websites

[www.beautyguild.com](http://www.beautyguild.com)

Guild of Professional Beauty Therapists

[www.businesslink.gov.uk](http://www.businesslink.gov.uk)

Business Link-practical advice for business

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

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

[www.professionalbeauty.co.uk](http://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 ...
<b>Independent enquirers</b>	<p>communicating effectively by identifying questions to answer and problems to resolve [IE1]</p> <p>analysing and evaluating information, judging its relevance and value to aid effective communication [IE4]</p> <p>behaving in a professional manner by considering the influence of circumstances, beliefs and feelings on decisions and events [IE5]</p> <p>assisting others to resolve problems by identifying questions to answer, [IE1] analysing and evaluating information, judging its relevance and value [IE4] and supporting conclusions using reasoned arguments and evidence</p> <p>state when and whom to refer problems to by identifying questions to answer [IE1] and analysing and evaluating information, judging its relevance and value [IE4]</p>
<b>Creative thinkers</b>	<p>assisting others to resolve problems by generating ideas and exploring possibilities, [CT1] questioning their own and others' assumptions [CT4] and trying out alternatives or new solutions and following ideas through [CT5]</p>
<b>Reflective learners</b>	<p>inviting feedback and dealing positively with praise, setbacks and criticism by behaving in a professional manner [RL4]</p> <p>providing clear and timely feedback to colleagues by assessing themselves and others, identifying opportunities and achievements [RL1] and reviewing progress and acting on the outcomes [RL3]</p> <p>communicating their learning in relevant ways for different audiences by adapting communication techniques for different situations [RL6]</p>
<b>Team workers</b>	<p>communicating effectively with colleagues and clients by collaborating to work towards common goals [TW1] and reach agreements, managing discussions to achieve results [TW2]</p> <p>communicating effectively with colleagues and clients by adapting behaviour to suit different roles and situations, including leadership ones, [TW3] showing fairness and consideration to others [TW4] and providing constructive support and feedback [TW6]</p> <p>assisting others to resolve problems by collaborating to work towards common goals, [TW1] reach agreements, managing discussions to achieve results, [TW2] adapting behaviour to suit different roles and situations, including leadership ones, [TW3] showing fairness and consideration to others, [TW4] taking responsibility, showing confidence in themselves and their contribution [TW5] and providing constructive support and feedback [TW6]</p> <p>collaborating with others to work towards common goals [TW1] and adapting behaviour to suit different roles and situations, including leadership ones [TW3]when giving clear instructions to colleagues</p> <p>providing constructive support and feedback and guidance [TW4] to others showing fairness and consideration [TW6]</p>

Skill	When learners are ...
<b>Self-managers</b>	<p>managing their emotions and building and maintaining relationships when communicating effectively with colleagues [SM7]</p> <p>behaving in a professional manner by managing their emotions and building and maintaining relationships when communicating effectively with colleagues [SM7]</p> <p>managing their emotions and building and maintaining relationships when assisting others to resolve problems [SM7]</p> <p>managing their emotions and building and maintaining relationships when providing clear and timely feedback to colleagues [SM7]</p> <p>managing their emotions and building and maintaining relationships when referring problems [SM7]</p>
<b>Effective participators</b>	<p>discussing issues of concern, seeking resolution where needed, when communicating effectively with colleagues and clients [EP1]</p> <p>assisting others to resolve problems by discussing issues of concern, seeking resolution where needed, [EP1] identifying improvements that would benefit others as well as themselves, [EP4] trying to influence others, negotiating and balancing diverse views to reach workable solutions [EP5] and acting as an advocate for views and beliefs that may differ from their own [EP6]</p> <p>giving clear instructions by proposing practical ways forward, breaking these down into manageable steps. [EP3]</p>

## ● Functional Skills – Level 2

Skill	When learners are ...
<b>ICT – using ICT</b>	
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 the benefits of working effectively with colleagues using a computer to research safe and hygienic working practices
Manage information storage to enable efficient retrieval	researching methods of communication
<b>ICT – developing, presenting and communicating information</b>	
Enter, develop and refine information using appropriate software to meet requirements of a complex task	creating a report for working with colleagues
Use communications software to meet requirements of a complex task	researching methods of communication
Combine and present information in ways that are fit for purpose and audience	writing a report about working with colleagues creating a report about working with colleagues
<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	presenting their findings about the benefits of working with colleagues
<b>English – Reading</b>	
Select, read, understand and compare texts and use them to gather information, ideas, arguments and opinions	reading information from sources about effective team working
<b>English – Writing</b>	
Write a range of texts, including extended written documents, communicating information, ideas and opinions, effectively and persuasively	writing a report about the benefits of working with colleagues.