

# Unit 32: Human Resource Management within the Hair and Beauty Sector

<b>Unit code:</b>	<b>M/601/2481</b>
<b>QCF Level 3:</b>	<b>BTEC Nationals</b>
<b>Credit value:</b>	<b>7</b>
<b>Guided learning hours:</b>	<b>60</b>

## ● Aim and purpose

This is a preparation for work unit, which is based on capability and knowledge. The aim of this unit is allow the learner to develop an understanding of human resources management in relation to the hair and beauty sector, covering: relevant employment legislation, modes of employment and legislation relevant to these employment options, employment rights and responsibilities, recruitment methods, job description, contracts of employment, appraisal systems, Continual Professional Development (CPD) and training opportunities.

## ● Unit introduction

This unit introduces learners to human resource management in the hair and beauty sector. Human resource management is essential in any business, including those in the hair and beauty sector.

Learners will explore the different elements of recruitment including job descriptions, contracts of employment and employment options. Learners will learn about current and relevant legislation, including employment legislation, rights and responsibilities.

The unit introduces learners to the cost implications of staff, ways of ensuring staff retention and the function of industry associations.

Learners will be able to present their research on human resource management using ICT skills and communicating and behaving in a professional manner.

## ● Learning outcomes

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

- 1 Be able to research human resource management
- 2 Be able to carry out a practical presentation.

# Unit content

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## 1 Be able to research human resource management

*Human resource management:* recruitment (job descriptions, contacts of employment, methods of employment including self-employment, full or part time, permanent or temporary, sub-contracted); appraisal systems, Continuous Professional Development (CPD) and training opportunities

*Employment legislation, rights and responsibilities:* current and relevant legislation eg Sex Discrimination Act (1975), Race Relations Act (1976), Equal Pay Act (1970), Disability Discrimination Act (1995), The National Minimum Wage Act (1998), The Employment Relations Act (1999), The Working Time Directive (1999), Employment Rights Act (2008), statutory rights

## 2 Be able to carry out a practical presentation

*Presentation:* in-house training programme; presentation methods eg PowerPoint, oral presentation

*ICT applications:* internet searches; word processing; spreadsheets; databases; presentations

*Communication and behaviour:* professional manner; communication (speaking, listening, body language, written); behaviour eg polite, tactful, client rapport; awareness of limits of own authority/responsibility eg follow instructions

*Staff cost implications:* recruitment; salary; National Insurance; income tax; insurance; pensions; employee benefits; staff development

*Staff retention:* psychology of team behaviour; effective communication; motivation; conflict resolution; incentives; skills training and personal development

*Functions of industry associations:* Advisory Conciliation and Arbitration Services (ACAS); Standards Setting Body (Hair and Beauty Industry Association (Habia); National Hairdressers' Federation (NHF); Federation of Holistic Therapists (FHT); Guild of Holistic Therapists; Guild of Beauty Therapists; Guild of Nail Technicians; British International Spa Associations (BISA); Hairdressing Council; Guild of Hairdressers; Fellowship of British Hairdressing; Spa Business Association

## 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> research into human resource management [IE2]		
<b>P2</b> describe the purpose of job descriptions	<b>M1</b> compare the suitability of different recruitment methodologies	<b>D1</b> evaluate the suitability of different recruitment methodologies
<b>P3</b> describe the purpose of contracts of employment		
<b>P4</b> state methods of employment options		
<b>P5</b> explain relevant employment legislation, rights and responsibilities [IE4]	<b>M2</b> assess the implications of employment legislation, rights and responsibilities in the hair and beauty sector	<b>D2</b> evaluate the implications of employment legislation, rights and responsibilities in the hair and beauty sector
<b>P6</b> use a variety of presentation methods including ICT		
<b>P7</b> identify a range of ICT applications that can be used in the hair and beauty sector [IE4]	<b>M3</b> compare a range of ICT applications that can be used in the hair and beauty sector for human resource management functions	
<b>P8</b> communicate and behave in a professional manner [TW3, TW4, TW5]		
<b>P9</b> explain how to communicate in a professional manner		
<b>P10</b> present a practical demonstration [CT1, RL6]	<b>M4</b> assess the practical demonstration of an in-house training programme	<b>D3</b> evaluate the practical demonstration of an in-house training programme.
<b>P11</b> state the cost implications of staff		

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> describe the methodology of retaining staff	<b>M5</b> explain the benefits of retaining staff in the hair and beauty sector.	
<b>P13</b> describe the function of industry associations.		

**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 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

Clients can be friends and peers and does not mean treatment needs to be carried out on paying clients or within commercial timescales. This unit is designed to enable learners to gain an insight into human resource management within the hair and beauty sector. Tutors delivering this unit have the opportunity to use a wide range of teaching methods: such as lectures, group discussions, seminar presentations, role-play, practical work, and research methods using the internet and library resources.

Human resource management is extremely important in any business. Its main function is to deal with issues related to people for example, recruitment appraisals, staff problems, Continuous Professional Development (CPD) and training opportunities.

Writing job descriptions and person specifications for potential job vacancies will help learners recognise the level of experience and skills required in the different beauty-related industries. Learners could be divided into groups to research jobs via the internet, newspapers or journals and magazines and develop their own job descriptions for a hair- or beauty-related job. It is important that learners appreciate the purpose of these descriptions and why each detail of a job description or person specification must be accurate, relevant, up to date and appropriate with regard to equality and diversity.

Learners should be introduced to relevant employment legislation, modes of employment and employment rights and responsibilities relevant to the chosen job. There is an opportunity for learners to present their research and findings to the rest of class, to help them develop their communication and presentation skills.

Learners should be introduced to a range of ICT applications that can be used in the hair and beauty sector and be able to use them when carrying out their practical demonstration, this can be co-delivered with *Unit 29: IT and Data Handling in the Hair and Beauty Sector*.

It is important that learners are taught how to successfully present a practical demonstration of, an in-house training programme. Learners will need to be given the opportunity to practise. Learners should be encouraged to adopt a professional manner when communicating with colleagues and potential job applicants, leading by example.

The most important aspect of any business is its staff. It is vital that learners understand the cost implications of employing staff. Retaining staff is extremely important in the hair and beauty sector. The learners need to be taught procedures that can be employed to retain them.

In gaining an understanding of the function of industry associations, learners will become familiar with the integral role they play within the hair and beauty sector and the inter-relationships and influence that industry associations have on employment within the sector.

Human resource managers from large- and medium-sized hair and beauty businesses could talk about their recruitment strategies, the impact of staff cutbacks and increases as well as how they encourage staff to stay so that they avoid an increased staff turnover. They could also talk about their pay structure for a range of staff from trainees through to managers, including any performance-related pay that they use to increase revenue and motivate staff.

## 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 and overview of unit.
<b>Assignment 1: Human Resource Management and Employment (P1, P2, P3, P4, P5, M1, M2, D1, D2).</b>
Tutor introduction to assignment brief.
Human resource management – tutor led, learners research HRM.
Recruitment – tutor led – learners research job descriptions and their purpose in the hair and beauty business.
Employment contracts, employment options and employment legislation, rights and responsibilities – learner activity to explore the above and relate them to a hair and beauty business – feedback discussed.
<b>Assignment 2: ICT in the Hair and Beauty Sector (P7, M3).</b>
Tutor introduction to assignment brief.
ICT applications – learner activity to research a range of ICT applications that can be used in the hair and beauty sector.
<b>Assignment 3: Practical Demonstration (P6, P8, P9, P10, M4, D3).</b>
Tutor introduction to assignment brief.
Presentation methods – tutor led – learners to work in groups to research and use different presentation methods including ICT– feedback discussed.
Communication – tutor led explaining how to communicate in a professional manner, learner activity, role play, feedback discussed.
Practical demonstrations – tutor led – benefits of conducting demonstrations, learners research different topics to conduct their presentation.
<b>Assignment 4: Staffing (P11, P12, M5).</b>
Tutor introduction to assignment brief.
The cost implications of staff and ways of retaining staff – tutor led, learner research.
<b>Assignment 5: Industry Associations in the Hair and Beauty Sector (P13).</b>
Tutor introduction to assignment brief.
Functions of industry associations in the hair and beauty sector, learner research.

## 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.

Learners can achieve P1, P2, and P3 by researching human resource management, describing the purpose of job descriptions and contracts of employment when recruiting staff. For M1 and D1, a comparison and an evaluation respectively, of different recruitment methodologies will be expected. For P4, learners must state methods of employment options. For P5, an explanation of employment legislation, rights and responsibilities related to the hair and beauty sector expected and assessment of the implications of these is needed for M2. D2 requires learners to evaluate the implications of employment legislation, rights and responsibilities in the hair and beauty sector, which could be achieved by examining a business in the hair and beauty sector as a case study. Learners will need to identify and compare a range of ICT applications that can be used in the hair and beauty sector to achieve P7 and M3.

For P9, learners must explain how to communicate in a professional manner. P8 and P10 can be achieved by communicating in a professional manner while presenting a practical presentation on an aspect of in-house training relating to the hair and beauty sector. M4 can be achieved by assessing the practical demonstration. D3 requires learners to evaluate their practical demonstration. For P11, learners must state the cost implications of staff in a hair and beauty business. P12 can be achieved by describing methodologies of retaining staff in the hair and beauty sector. For M5, learners are expected to explain the benefits of retaining staff in the hair and beauty sector. For P13, learners need to describe the function of industry associations.

An example of holistic assessment that could cover all assessment criteria could be the creation of a human resources manual or booklet with an accompanying practical training DVD or CD ROM, on an aspect of human resource management.

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 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, P11, P12, P13, M1, M2, M3, M5, D1, D2	Human Resource Management in the Hair and Beauty Sector	Research human resource management in the hair and beauty sector, including recruitment, appraisal systems, CPD, relevant legislation, use of ICT, staff cost implications and retention and the functions of industry associations.	Written report marked and authenticated by the tutor.
P8, P9, P10, M4, D3	In-house Training	Give a presentation on in-house training, communicating and behaving in a professional manner. Assess and evaluate the presentation.	Practical observation, with a signed witness testimony. Written report marked and authenticated by the tutor. PowerPoint presentation slides as supplementary evidence marked and authenticated by the tutor.

## 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
Business Enterprise	Workplace Practices and Procedures in Beauty-related Industries
	IT and Data Handling in the Hair and Beauty Sector
	Working with Colleagues within Beauty-related Industries
	Starting a Small Business

### Essential resources

Learners need access to ICT resources.

### Employer engagement and vocational contexts

Centres are encouraged to develop links with companies, local universities and professionals working in the hair and beauty sector. Links could be built up through demonstrations, workshops, courses, visits to salons/spas and educational resources available to centres.

### Indicative reading for learners

#### Textbooks

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

D'Angelo J M – *Spa Business Strategies: A Plan for success 2nd Edition* (Milady, 2009) ISBN 9781435482098

Federation of Holistic Therapists – *The Essential Business Guide for Therapists 7th Edition*  
(Federation of Holistic Therapists, 2005) ISBN 9781899848089

Stokes D and Wilson N – *Small Business Management and Entrepreneurship 5th Revised Edition*  
(Thomson, 2006) ISBN 9781844802241

#### Journals and magazines

*Guild Gazette* (Guild of Professional Beauty Therapists)

*Habia News* (Seed Publishing Limited)

*Health and Beauty Salon Magazine* (Reed Business Information)

## Websites

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

Guild of Professional Beauty Therapists

[www.beauty-salon-marketing.co.uk](http://www.beauty-salon-marketing.co.uk)

Beauty salon marketing

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

Professional Beauty

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

Spa Management Journal

## 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 human resource management [IE2] analysing and evaluating relevant employment legislation, rights and responsibilities [IE4] evaluating ICT applications that can be used in the hair and beauty sector [IE4]
<b>Creative thinkers</b>	generating ideas through presenting a practical demonstration [CT1]
<b>Reflective learners</b>	communicating their learning through presenting a practical demonstration [RL6]
<b>Team workers</b>	adapting their behaviour, showing fairness and taking responsibility by communicating and behaving in a professional manner. [TW3, TW4, TW5]

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>Creative thinkers</b>	asking questions to extend their thinking when researching information for their assignments and presentation [CT1]
<b>Self-managers</b>	organising time, submitting assignment work to meet deadlines [SM3]
<b>Effective participators</b>	identifying improvements that would benefit others. [EP4]

## ● 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	researching information for assignments
Manage information storage to enable efficient retrieval	saving information correctly in suitable files
<b>ICT – finding and selecting information</b>	
Select information from a variety of sources to meet requirements of a complex task	researching information for assignments collecting information from suitable websites and judging its relevance
<b>ICT – developing, presenting and communicating information</b>	
Enter, develop and refine information using appropriate software to meet requirements of a complex task	producing practical demonstration
Combine and present information in ways that are fit for purpose and audience	creating assignments with all the necessary information producing assignments
<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 practical demonstration
<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 human resource management and employment
<b>English – Writing</b>	
Write a range of texts, including extended written documents, communicating information, ideas and opinions, effectively and persuasively	producing assignments.