



OTHM LEVEL 4 DIPLOMA IN SALON MANAGEMENT

Qualification Number: 610/2879/4

Specification | 2023

TABLE OF CONTENTS

QUALIFICATION OBJECTIVES	3
QUALITY, STANDARDS AND RECOGNITIONS.....	3
REGULATORY INFORMATION	3
EQUIVALENCES.....	3
QUALIFICATION STRUCTURE.....	4
DEFINITIONS	4
ENTRY REQUIREMENTS.....	5
PROGRESSION.....	5
DELIVERY OF OTHM QUALIFICATIONS	5
CENTRE RESOURCE REQUIREMENTS	7
DELIVERY METHOD.....	8
CENTRE REQUIREMENTS	8
ASSESSMENT AND VERIFICATION.....	9
PORTFOLIO OF EVIDENCE.....	11
OPPORTUNITIES FOR LEARNERS TO PASS.....	11
RECOGNITION OF PRIOR LEARNING AND ACHIEVEMENT.....	11
EQUALITY AND DIVERSITY	12
UNIT SPECIFICATIONS.....	13
Management of Health, Safety and Security in the Salon	14
Management of Client Care in the Hair and Beauty Sector.....	22
Sales Management in the Hair and Beauty Sector.....	29
Public Relations (PR) in the Hair and Beauty Sector	40
Finance in Business	54
Salon Management	59
IMPORTANT NOTE	70

QUALIFICATION OBJECTIVES

The OTHM Level Diploma in Salon Management is an advanced qualification that has been specifically designed for existing or aspiring salon managers.

Successful completion of this qualification will equip learners with the underpinning knowledge and skills required to succeed in employment or further studies.

QUALITY, STANDARDS AND RECOGNITIONS

OTHM Qualifications are approved and regulated by Ofqual (Office of Qualifications and Examinations Regulation). Visit the [Register of Regulated Qualifications](#).

OTHM has progression arrangements with several UK universities that acknowledges the ability of learners after studying level 7 qualifications to be considered for advanced entry into corresponding Master's programmes.

REGULATORY INFORMATION

Qualification Title	OTHM Level 4 Diploma in Salon Management
Qualification Ref. Number	610/2879/4
Regulation Start Date	22/06/2023
Operational Start Date	26/06/2023
Total Credit Value	60 Credits
Total Qualification Time (TQT)	600
Guided Learning Hours (GLH)	240
Sector Subject Area (SSA)	7.3 - Service enterprises
Overall Grading Type	Pass / Fail
Assessment Methods	Coursework
Language of Assessment	English

EQUIVALENCES

OTHM qualifications at Level 4 represent practical knowledge, skills, capabilities and competences that are assessed in academic terms as being equivalent to Higher National Certificates (HNC) and Year 1 of a three-year UK Bachelor's degree programme.

QUALIFICATION STRUCTURE

The OTHM Level 4 Diploma in Salon Management consists of 6 mandatory units for a combined total of 60 credits, 600 hours Total Qualification Time (TQT) and 240 Guided Learning Hours (GLH) for the completed qualification. Five units are at level 4 and one unit is at level 3.

Unit Ref.	Mandatory units	Level	Credits	GLH	TQT
T/650/7567	Management of Health, Safety and Security in the Salon	4	10	40	100
Y/650/7568	Management of Client Care in the Hair and Beauty Sector	4	10	40	100
A/650/7569	Sales Management in the Hair and Beauty Sector	4	10	40	100
H/650/7570	Public Relations (PR) in the Hair and Beauty Sector	4	10	40	100
Y/618/8196	Finance in Business	3	10	40	100
J/650/7571	Salon Management	4	10	40	100

DEFINITIONS

Total Qualification Time (TQT) is the number of notional hours which represents an estimate of the total amount of time that could reasonably be expected to be required in order for a Learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of a qualification.

Total Qualification Time is comprised of the following two elements –

- a) *the number of hours which an awarding organisation has assigned to a qualification for Guided Learning, and*
- b) *an estimate of the number of hours a Learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed by – but, unlike Guided Learning, not under the Immediate Guidance or Supervision of – a lecturer, supervisor, tutor or other appropriate provider of education or training.*

(Ofqual 15/5775 September 2015)

Guided Learning Hours (GLH) is defined as the hours that a teacher, lecturer or other member of staff is available to provide immediate teaching support or supervision to a learner working towards a qualification.

Credit value is defined as being the number of credits that may be awarded to a Learner for the successful achievement of the learning outcomes of a unit. One credit is equal to 10 hours of TQT.

ENTRY REQUIREMENTS

These qualifications are designed for learners who are typically aged 18 and above.

The entry profile for learners is likely to include at least one of the following:

- Relevant Level 3 Diploma or equivalent qualification
- GCE Advanced level in 2 subjects or equivalent qualification
- Mature learners (over 21) with relevant management experience (learners must check with the delivery centre regarding this experience prior to registering for the programme)

English requirements: If a learner is not from a majority English-speaking country, they must provide evidence of English language competency. For more information visit the English Language Expectations page on the OTHM website.

English requirements: If a learner is not from a majority English-speaking country must provide evidence of English language competency. For more information visit [English Language Expectations](#) page.

PROGRESSION

Successful completion of the OTHM Level 4 Diploma in Salon Management provides learners with the opportunity for workplace and academic progressions to a wide range of relevant undergraduate programmes including OTHM Level 3 and 4 beauty diplomas.

For more information visit [University Progressions](#) page www.othm.org.uk.

DELIVERY OF OTHM QUALIFICATIONS

Teaching staff

This includes those who develop and/or deliver the course content.

This may be undertaken by a team who must demonstrate that within the team, provision is made for subject-specific knowledge.

OTHM recommend it is standard best practice for the qualification to be delivery by qualified teachers. Additionally, in the interest of best practice, teachers should themselves have an accredited academic qualification relating to the core and modality specific knowledge/competence.

Centres must demonstrate that the teaching team possess the required subject knowledge and have achieved academic qualifications of the relevant level to inform, develop and deliver high quality program content in the specific subject, at the required level.

The currency of their practice should also be verified in the application, through explanation of how teachers/educators maintain and update their knowledge skills and competence, through for revalidation, peer review, appraisal or application for recognition from a relevant authority.

In order to deliver this qualification, it is standard best practice teaching staff:

- hold a postgraduate teaching qualification, e.g. Post Graduate Certificate in Education (PGCE) or equivalent
- be occupational experts and have qualifications, knowledge and understanding in the area relevant to the qualification content. This knowledge must be at the same level as or higher than the training being delivered.
- understand the qualification's structure and content, and the learning outcomes they are delivering.
- have recent and relevant industry experience in the specific area they are delivering.
- undertake activities which contribute to their Continuing Professional Development (CPD)

All those delivering units and/or observing and assessing practice for the OHTM Beauty Therapy qualifications must have all of the following:

- access to appropriate guidance and support; and
- on-going participation in related programme quality assurance processes.

Centre staffing will be checked as part of the centre approval process, in which we will ask for copies of CV's and teaching certificates. Centres are required as part of their signed centre agreement to inform OTHM if there are any changes. The external quality assurer will also review and confirm this at the time of EQA.

Centre staff may undertake more than one role, e.g., tutor and assessor or internal quality assurer but cannot internally verify their own assessments.

Assessors and Internal Quality Assurers

Assessor/Internal Quality Assurer TAQA qualifications are valued as qualifications for centre staff, but they are not currently a requirement for the qualification.

Assessors

To be approved as an assessor, the individual must provide evidence to show they meet the occupational competence criteria specified for the qualification(s) they will be assessing. Internal assessment includes the synoptic assignment and clinical case studies.

In order to assess learners working towards this qualification, it is standard best practice assessors:

- hold a suitable, relevant assessor qualification or be working towards one.
- be occupational experts and have qualifications, knowledge and understanding in the area relevant to the qualification content. This knowledge must be at the same level as or higher than the training being delivered.
- understanding of the assessment process
- undertake activities which contribute to their Continuing Professional Development (CPD)
- have recent and relevant industry experience in the specific area they are assessing.
- have credible experience of assessment within a teaching and/or training environment.
- Assessors must assess learners' work in accordance with the assessment and grading requirements set out in this specification.

Internal Quality Assurers (IQA)

Centres must have a rigorous internal quality assurance system in place.

Centres must have an IQA to ensure assessment decisions are consistently applied between assessors, and that learner's work meets the required standard. Each assessor's work must

be checked and confirmed by the IQA. Assessment decisions must be standardised to ensure that all learners' work has been assessed to the same standard and is fair, valid and reliable.

The IQA must observe assessors carrying out assessments, review assessment decisions from the evidence provided and hold standardisation meetings with the assessment team to ensure consistency in the use of documentation and interpretation of the qualification requirements. Evidence of internal quality assurance must be recorded, retained and made available for the External Quality Assurer (EQA)

Continuing Professional Development (CPD)

Centres must support their staff to ensure that they have current knowledge of the occupational area, that delivery, mentoring, training, assessment and verification is in line with best practice, and that it takes account of any national or legislative developments. CPD records of all staff members must be available for external quality assurance.

Record Keeping

Centres must produce and retain records that include:

- learners on programme, including learner name, date of birth, contact details, assessor's name, IQA's name, and registration date with
- assessment plans and IQA sampling plans
- learner assessment records detailing who assessed what and when, the assessment methods used, the location of the supporting evidence, and the assessment decision/grade awarded with supporting evidence
- records of internal quality assurance activity detailing who internally quality assured what and when, the sample selected and its rationale, records of IQA standardisation meetings, assessor and IQA competence records, monitoring records of assessor/IQA progress towards achievement of the relevant assessor/internal quality assurance qualifications and requirements for the retention of learner evidence.

CENTRE RESOURCE REQUIREMENTS

Tutor / Assessor Requirements

- Tutors/Assessors must be appropriately qualified and occupationally competent in the areas in which they are training.
- They must hold a Level 6 qualification or equivalent
- They should hold or be working towards a Level 3 qualification in Assessing Vocationally Related Achievement such as the OTHM Level 3 Award in Assessing Vocationally Related Achievement.

Internal Verifier Requirements

- Internal quality assurers or verifiers must be appropriately qualified and occupationally competent in the areas in which they are moderating.
- They must hold or be working towards a Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice and/or a Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice such as the OTHM Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice.
- They must demonstrate that they have undertaken Continued Professional Development (CPD) activities relating to occupational health and safety or auditing

quality assurance to maintain and update their skills and knowledge within the last year.

OTHM will request to see copies of relevant qualifications from assessors and verifiers.

DELIVERY METHOD

Before learners are permitted to undertake **ANY** salon practice, Management of Health, Safety and Security in the Salon

The knowledge gained unit underpin the whole qualification and should be referred to throughout the delivery of the whole qualification.

The remaining units can be delivered according to the delivery mode of the delivery centre.

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

OTHM Centres should consider the learners' complete learning experience when designing the delivery of the qualification.

OTHM Centres must ensure that the chosen mode of delivery does not unlawfully or unfairly discriminate, whether directly or indirectly, and that equality of opportunity is promoted. Where it is reasonable and practicable to do so, it will take steps to address identified inequalities or barriers that may arise.

Guided Learning Hours (GLH) which are listed in each unit gives the centres the number of hours of teacher-supervised or direct study time likely to be required to teach that unit.

CENTRE REQUIREMENTS

Staff delivering programmes and conducting the assessments must be familiar with current practice and standards in the sector.

Physical resources

Centres must have access to the range of services, professional products, tools, materials and equipment in the centre or workplace to needed to support the delivery of the programme. The range of services, professional products, tools, materials, and equipment must be up to date and available for use. They must enable learners to meet the requirements of the relevant preparation for work qualification.

- All tasks must be undertaken in a safe place of work with adequate space, heating, lighting and ventilation and access to both washing and first aid facilities.
- The professional products, tools, materials, and equipment must meet industry standards and be capable of being used under normal working conditions.
- The space per working area must conform to health and safety legislation and commercial practice.
- Personal Protective Equipment (PPE) must be provided. Examples include gloves, aprons and uniforms.

- Standardised data collection sheets, consent and consultation forms should be made available to record all treatments.

General Resource Requirements

- Centres must have appropriate physical resources (for example equipment, IT, learning materials, teaching rooms) to support the delivery and assessment of the qualification.
- Staff involved in the delivery and assessment process must have relevant expertise and occupational experience.
- There must be systems in place to make sure that there is continuing professional development for staff delivering the qualification.
- Centres must have appropriate health and safety policies in place relating to the use of equipment by learners.
- Centres must deliver the qualifications in accordance with current equality legislation.
- Centres must have a sufficiently rigorous internal quality assurance system in place.

OTHM Centres must ensure that the chosen mode of delivery does not unlawfully or unfairly discriminate, whether direct or indirect, and that equality of opportunity is promoted. Where it is reasonable and practical to do so, it will take steps to address identified inequalities or barriers that may arise.

Health and Safety

The requirement to follow safe working practices is an integral part of all OTHM assessments, and it is the responsibility of centres to ensure that all relevant health and safety requirements are in place before learners start practical assessments and meet national requirements.

Risk Assessment

You should carefully consider if a learner is at a stage where they can complete assessment safely. You should use and apply your centre's risk assessment policy prior to allowing learners to carry out summative assessment from the workplace or educational site.

ASSESSMENT AND VERIFICATION

OTHM will include a clear outline of the assessment method required for each unit within the qualification specification. Where a particular assessment method can be delivered across a range of units this will be highlighted.

The qualifications are criterion referenced, based on the achievement of all the specified learning outcomes and assessment criteria. Quality assured assessment material are made available to centres by OTHM.

Delivery of this qualification should be a combination of practical and theory activities. Tutors are advised to use a variety of different delivery methods to engage and motivate learners.

Centres are required to undertake standardisation activities between assessors, internal quality assurance staff and evidence made available to OTHM at the time of external quality assurance or upon request.

To achieve a 'pass' for this qualification a learner must have successfully achieved **all** the assessment criteria for each unit of the qualification.

Award will be confirmed following confirmation by OTHM that all assessment has been undertaken appropriately and internal quality assurance has confirmed application of all required reliability and validity of quality procedures.

At this point, OTHM will undertake external quality assurance to confirm that award can be recommended in accordance with the published OTHM Quality Assurance Policy .

Specific assessment guidance and relevant marking criteria for each unit are made available in the Assignment Brief document. These are made available to centres immediately after registration of one or more learners.

Assessment will be both formative and summative and will be recorded in a learner logbook to provide a dynamic learning account.

Formative Assessment

A range of skills must be assessed formatively and summatively. The purpose of formative assessment is to provide opportunities for learners to practice their skills to a level where they are deemed 'ready' to be assessed summatively. This is crucially important to minimise the risk of poor practice on real people that will also form part of the learner's summative assessment.

Centres must provide clear evidence that each learner has practiced **all** required skills in a suitable environment.

The centre will use an internal assessor to observe the learner's performance and to sign off learners' performance.

Learners will receive feedback at each formative opportunity to provide learning opportunities in keeping with the principles of formative assessment.

Formative assessment will also be recorded in a learner logbook to provide a dynamic learning account.

Summative Assessment

Summative assessment is used to evaluate learner competence and progression at the end of a unit or component. Summative assessment should take place when the assessor deems that the learner is at a stage where competence can be demonstrated.

The purpose of summative assessment is to evaluate learners' competencies and capabilities at the end of a course of study.

This can be achieved using a variety of assessment methods, as follows:

- **Observation of Skills** – learners will demonstrate their competencies and capabilities across a range of units bringing together their knowledge and skills in order to provide safe and effective consultations, treatments and post-treatment follow up.
- **Learner Logbook** – learners will record all aspects of consultations, treatments and post-treatment follow up which are observed and supervised. The logbook will also provide a reflective element on practice to demonstrate development and learning. The learner logbook should include learner reflections using images, forms, contemporaneous notes etc. The logbook is mapped to the qualification assessment criteria and will be assessed by centre assessors against these. Feedback will be provided to learners following each activity to provide dynamic and on-going learning from which the learner can benefit.

- **Written assignments** – these will be used to measure the learner’s knowledge and understanding of the supporting theory and include tasks on health and safety, risk management, client consultations, beauty treatment knowledge and evaluation of performance.
- **Unit Packs** – these are questions set to assess knowledge components in the units. The completion of the packs is a compulsory assessment task to be set under centre-controlled conditions. The Packs are internally marked and verified by the centre assessor and internal verifier and externally quality assured by OTHM. Learners will be allowed a maximum of three attempts to meet these requirements. Centres have overall responsibility for the administration of the A&P controlled assessment tasks and must follow the guidance in the OTHM [Assessment Policy](#).

PORTFOLIO OF EVIDENCE

As part of this qualification, learners are required to produce a portfolio of evidence. The portfolio will confirm the knowledge, understanding and skills that they have learnt. It may be in electronic or paper format. The assessor will provide guidance on how to prepare the portfolio of evidence and how to show practical achievement and understanding of the knowledge required to successfully complete this qualification. It is this logbook along with the portfolio of evidence that will serve as the prime source of evidence for this qualification.

Evidence in the portfolio may take the following forms:

- Observed work
- Witness statements
- Audio-visual media
- Evidence of prior learning or attainment
- Written questions
- Oral questions
- Assignments
- Case studies

All evidence should be documented in the portfolio and cross referenced to unit outcomes. Constructing the portfolio of evidence should not be left to the end of the course.

OPPORTUNITIES FOR LEARNERS TO PASS

Centres are responsible for managing learners who have not achieved a Pass for the qualification having completed the assessment. However, OTHM expects at a minimum that centres must have in place a clear feedback mechanism to learners by which they can effectively retrain the learner in all the areas required before re-assessing the learner.

RECOGNITION OF PRIOR LEARNING AND ACHIEVEMENT

Recognition of Prior Learning (RPL) is a method of assessment that considers whether learners can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and do not need to develop through a course of learning.

RPL policies and procedures have been developed over time, which has led to the use of a number of terms to describe the process. Among the most common are:

- Accreditation of Prior Learning (APL)
- Accreditation of Prior Experiential Learning (APEL)
- Accreditation of Prior Achievement (APA)
- Accreditation of Prior Learning and Achievement (APLA).

All evidence must be evaluated with reference to the stipulated learning outcomes and assessment criteria against the respective unit(s). The assessor must be satisfied that the evidence produced by the learner meets the assessment standard established by the learning outcome and its related assessment criteria at that particular level.

Most often RPL will be used for units. It is not acceptable to claim for an entire qualification through RPL. Where evidence is assessed to be only sufficient to cover one or more learning outcomes, or to partly meet the need of a learning outcome, then additional assessment methods should be used to generate sufficient evidence to be able to award the learning outcome(s) for the whole unit. This may include a combination of units where applicable.

Centres will find that learners may require to RPL level 3 Health and Safety Practice in the Salon and Client Care and Communication units when wanting to expand their portfolio of qualifications. These under pinning Level 3 units will appear in most of the level 3 beauty qualifications. Learners will only need to complete them once.

EQUALITY AND DIVERSITY

OTHM provides equality and diversity training to staff and consultants. This makes clear that staff and consultants must comply with the requirements of the Equality Act 2010, and all other related equality and diversity legislation, in relation to our qualifications.

We develop and revise our qualifications to avoid, where possible, any feature that might disadvantage learners because of their age, disability, gender, pregnancy or maternity, race, religion or belief, and sexual orientation.

If a specific qualification requires a feature that might disadvantage a particular group (e.g. a legal requirement regarding health and safety in the workplace), we will clarify this explicitly in the qualification specification.

UNIT SPECIFICATIONS

Management of Health, Safety and Security in the Salon

Unit Reference Number	T/650/7567
Unit Title	Management of Health, Safety and Security in the Salon
Unit Level	4
Number of Credits	10
Total Qualification Time (TQT)	40
Guided Learning Hours (GLH)	100
Mandatory / Optional	Mandatory
Sector Subject Area (SSA)	7.3 - Service enterprises
Unit Grading type	Pass / Fail

Unit Aims

This unit will develop your management skills around the implementation and management of health, safety, and security practices in the salon. You will evaluate the reliability and effectiveness of risk assessments, justify, and monitor newly implemented and existing health, safety and security practices, comply with health and safety legislation and regulations, and manage the improvements through monitoring staff.

The knowledge gained in this unit underpins the entire qualification.

Essential Requirements

Learners will need access to a salon environment that meets the requirements of a Realistic Learning Environment. Tasks must be undertaken in a safe workplace with adequate heating, lighting, ventilation, and access to both washing and first aid facilities.

Delivery Guidance

This unit should be delivered in a Realistic Learning Environment (RLE). The word ‘client’ can be related to friends and peers and does not mean that treatments need to be carried out on paying clients or within commercial timescales. Delivery should focus on the development of safe practice in all aspects of working in the salon. Learners should understand the purpose of associated legislation and be able to identify the hazards and potential risks to everyone in the salon.

Learning Outcomes, Assessment Criteria, and Indicative Content

Learning Outcomes – the learner will:	Assessment Criteria – the learner can:	Indicative content
1.Be able to apply health, safety, and security practices in the salon	1.1 Define the main health and safety legislation, policies, and procedures for working in a salon. 1.2 Conduct a risk assessment of health, safety and security practices 1.3 Recommend modifications to existing health, safety and security practices 1.4 Implement new health, safety and security practices based on outcomes of the assessments	<p>Legislation and responsibilities, codes of practice and workplace policies.</p> <ul style="list-style-type: none"> • Current regulations relating to the hair and beauty industry eg Health and Safety at Work Act 1974; Control of Substances Hazardous to Health (COSHH) Regulations 2002, Electricity at Work Regulations 1989, Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) 1995, Workplace (Health, Safety and Welfare) Regulations 1992, Manual Handling Operations 1992, Provision and Use of Work Equipment Regulations 1998, Personal Protective Equipment (PPE) at Work Regulations 1992, Health and Safety (First Aid) Regulations 1981, Cosmetic Products (Safety) Regulations 1989, Coronavirus Act 2020 (legislation.gov.uk) <p>Compliance:</p>

		<ul style="list-style-type: none"> • Reporting of Injuries, Diseases and Dangerous Occurrence Regulations (RIDDOR) • Awareness of Coronavirus disease 2019 (COVID-19) legislation and responsibility. • Employer’s and employees’ responsibilities: ie insurance, staff training and development, provision of Personal Protective Equipment (PPE) • Carrying out safe working practices with good standards of hygiene and maintenance • Effective Risk assessment, management, and evaluation strategies • Awareness of electrical safety, emergency and fire procedures, and health and safety policies and procedures. • Implementing an effective health and safety policy that sets standards and is well managed. • Positive attitudes towards health and safety from all members of staff • Well informed and trained managers and staff who communicate with each other. • Positive attitudes towards health and safety from all members of staff • Efficient reporting system for accidents, ill health, and safety defects • Continuous professional development is maintained to keep up to date with changes or new product usage information.
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		<p>Employee welfare: misuse of Alcohol/Drugs, stress management.</p> <p>Insurance and licence:</p> <p>Public indemnity Insurance, Employers Liability insurance, Local liability insurance, Occupiers liability insurance, Special treatment license from the local authority.</p> <p>Risk assessment:</p> <ul style="list-style-type: none"> • Identify the hazards. • Identify the risks by deciding who might be harmed and how. • Evaluate the risks and decide on precautions. • Record your findings and identify who should implement them. • Review your assessment and update if necessary. • Level of risk • Changes to salon environment- ensure up to date risk assessment is completed. <p>Assessment – types, procedures, processes, why risk assessments must be completed, conduct and interpret results, amendments and modifications to be made where appropriate to existing assessments, updating records, legal reasons.</p>
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		<p>Space – utilisation, working area, heating, lighting, ventilation, layout and design of the salon.</p> <p>Chemicals – procedures, storage, handling, safe usage, safe disposal, records.</p> <p>Equipment – selection, safe usage, handling, lifting, repairs, maintenance.</p> <p>Security (stock) – control systems, procedures, ordering, handling, storage.</p> <p>Security (cash) – staff training, point of sale, in transit.</p> <p>Security (people) – staff clients, visitors, personal belongings, systems, security, emergency evacuation, storage/use of confidential staff/client records, business information, data protection.</p> <p>Buildings – maintenance of internal and external security, commercially available systems.</p> <p>Emergency procedures – accidents, first aid, fire evacuation, incidents, personnel, records, belongings, systems, security, emergency evacuation, storage and use of confidential staff and client records, business information, data protection.</p>
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		<p>Management – recording, implementing, updating processes and procedures, staff training.</p> <p>Security breaches – stock levels control and monitoring, inventory of equipment, manual and computerised records.</p>
<p>2. Be able to manage health, safety and security practices in the salon</p>	<p>2.1 Explain the importance of compliance with legislation and regulations relating to health, safety, and security practices.</p> <p>2.2 Describe how to manage improvements to increase compliance with health, safety and security practices.</p> <p>2.3 Evaluate the effectiveness of health, safety and security practices.</p>	<p>Regularly reviewing health, safety, and security practices in the salon along with updated legislation helps to keep you, your business, your staff and visitors safe.</p> <p>In addition, any updates and changes could affect the validity of personal or business insurance policies and in the event of a claim there are no reasons on why an insurer will avoid paying as steps have been taken to be due-diligent and follow recommended regulations.</p> <ul style="list-style-type: none"> • Regular meetings and training and risk assessment re-evaluation, ensure any changes or risks are made aware of and update our compliance of the H & S security practices. • Staff and client feedback • Reviewing and recording feedback • Maintaining records for accurate comparisons • Compliance with Data Protection and current legislation ensure good practice is maintained.

		<p>Evaluate compliance with new and existing health, safety and security practices:</p> <ul style="list-style-type: none"> • Collate information from existing and new practices – reason why health, safety and security must be reviewed, time-controlled review period • Seek feedback from staff/clients/visitors, review records, use the same format, problem solving, causes of action, synthesis, summarise, judge, compare and contrast results, modify, justify, what worked/what did not, draw conclusions, record findings. <p>The importance of compliance with legislation and regulations:</p> <ul style="list-style-type: none"> • Legislation • It establishes rules • Industry code of practice • Safer working environments • professional reputation • Licence to practice • Helps to avoid accidents – legal claims • Happy staff • Healthy business environment • Regular reviews- avoids complacency. <p>Manage, monitor, and support others to ensure compliance of Health and Safety:</p> <ul style="list-style-type: none"> • Revision of health and safety statement and policy • Accurate records
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		<ul style="list-style-type: none"> • Update processes and procedures • Evaluate effectiveness of procedures • Staff training and appraisal • Spot checks • Monitoring changes in law and legislation • CPD • Staff and own responsibilities in salon for H&S • Staff training and support as required • Suggestion box • Leaflets and posters
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Assessment

To achieve a 'pass' for this unit, learners must provide evidence to demonstrate that they have fulfilled all the learning outcomes and meet the standards specified by all assessment criteria.

Learning Outcomes to be met	Assessment criteria to be covered	Type of assessment	Word count (approx. length)
All 1 to 2	All AC under LO1 & LO2	<p>Practical Activity –</p> <p>Your assessor will observe your performance on at least 2 occasions.</p> <p>Essay/Report</p>	<p>Assessor observation record: A formal record of an assessor's observation to test the learner's knowledge and understanding of Health and Safety practices.</p> <p>Learner Logbook: References all Health and Safety tasks carried out by the learner.</p> <p>Management of Health, Safety, and Security in the Salon assignment</p>

Management of Client Care in the Hair and Beauty Sector

Unit Reference Number	Y/650/7568
Unit Title	Management of Client Care in the Hair and Beauty Sector
Unit Level	4
Number of Credits	10
Total Qualification Time (TQT)	40
Guided Learning Hours (GLH)	100
Mandatory / Optional	Mandatory
Sector Subject Area (SSA)	7.3 - Service enterprises
Unit Grading type	Pass / Fail

Unit Aims

You will analyse the client service experience that is on offer in your salon as part of your quality assurance process. You will carry out planned and spot checks, use various methods to gather feedback, recommend improvements, engage your staff with the new improvements and follow through with a monitoring process. The foundation of a successful business is great client care and if your salon meets your client's expectations you will have a winning combination. Part of being a good manager is to continually evaluate your own practice and lead by example.

The knowledge gained in this unit underpins the entire qualification and should be referred to throughout the delivery of the whole qualification.

Learning Outcomes, Assessment Criteria, and Indicative Content

Learning Outcomes – the learner will:	Assessment Criteria – the learner can:	Indicative content
1. Be able to review the complete client service experience as part of quality assurance	1.1 Evaluate client care procedures, using quality assurance and inspection processes.	<ul style="list-style-type: none"> Verbal communication: (speaking) manner and tone, professional, supportive, respectful, sensitive to client, open

	<p>1.2 Conduct a client satisfaction survey</p>	<p>questioning related to treatment. Advantages – quick, instant response, client body language. Disadvantages – no written record, no time to consider, no paper trail. Non-verbal communication: eye contact, body language, listening. Advantages – written communication, detailed, recorded, clear, specific, opportunity to consider, paper trail. Body language – expression of feelings, easily identify anger, happiness, confusion. Disadvantages – written communication, cannot see reaction, cannot change mind, no opportunity for discussion. Body language – cannot hide feelings, can be a barrier.</p> <ul style="list-style-type: none"> • Professional manner: Use positive body language, abide by salon regulations and codes of conduct, encourage clients to ask questions, be supportive and respectful, be sensitive to client’s privacy and personal details, professional appearance, avoid inappropriate conversations. • Professional appearance: Clean, professional uniform, discreet jewellery or piercings, hair neatly tied back (fringe secured), closed-in footwear, personal hygiene, and cleanliness (shower/bath, cover cuts and abrasions, deodorant or antiperspirant), oral hygiene (clean teeth, fresh breath), nails (good condition and maintained, short, no nail varnish, no nail extensions). • Professional ethical conduct: Polite, cheerful
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		<p>and friendly manner; friendly facial expressions, positive attitude, eye contact, open body language, client relations (not argumentative, confidentiality), respect for colleagues and competitors, avoid gossip, pride in work, honesty, integrity, punctuality, employer and client loyalty.</p> <ul style="list-style-type: none"> • Consultation communications: Establish client requirements and therapist recommendations, give appropriate advice if client is contra-indicated, client satisfaction, client expectations, suitability and aftercare, prevent contra-actions, courteous, eye contact, verbal communication, non-verbal communication, signatures of client and therapist (legal document; insurance claims, acknowledgement of recommendations), avoid conflict between a client and therapist, visual, manual, question, listen, client card reference, use a range of related terminology linked to treatment being performed. • Client requirements: Age, cultural background, special needs, satisfied clients, dealing with dissatisfied clients, all clients treated equally, clear, direct, action taken where necessary, written record. Client treatment needs: Assess client needs and suitability, client agreement, realistic outcome, cost, duration and frequency of treatments, additional services. • Recommendations to client: Explain treatment (the process, expected
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		<p>sensations, skin reaction, outcomes), advise client of most suitable treatment, further treatments, aftercare advice, lifestyle changes, seek agreement from client, retail recommendations, prevent contra-actions, improve results, maintain treatment longer, client care, client satisfaction, client expectations, profits (link sales, insurance reasons, completion of consultation process, returning/repeat clients, new business). Personal space: Space between client and therapist, positioning of client, covering of client, suitable location for consultation, client comfort, client privacy, unobtrusive.</p>
<p>2. Be able to implement and monitor procedures to improve the overall client service experience</p>	<p>2.1 Recommend approaches to or ways of improving the client service experience 2.2 Engage staff in consultation necessary for effective implementation of a quality scheme</p>	<ul style="list-style-type: none"> • Client experience: establish an effective communication system, always deliver on your commitment, offer complimentary services, keep up with your client's details, promote services and clients on social media, ensure staff are trained correctly, professional behaviour. • Client confidentiality: Data protection - GDPR, professional, use of sensitive information, type of information, client access to their own records, maintain client's confidence, storage of client's personal details, record cards, method of destroying sensitive data, access available to authorised persons, time limit of storage of data, secured storage facility. Client care feedback: Client consultation form, comments box, verbal and non-verbal methods, professional, target setting, relate

		<p>to feedback constructively, professional manner, polite, courteous, personal development, improves client satisfaction, client care, salon profits, career development, teamwork, employee training, reputation, repeat business, additional treatments.</p> <ul style="list-style-type: none"> • Client complaints: Professional manner, polite, courteous, good client care, senior therapist, senior receptionist, or manager, dealt with appropriately, resolve situation, effective communication techniques, good client care, good eye contact, good facial expressions, good body language, deal with situation calmly, methods of recording complaints, prompt response verbally/ written. • Client records are an effective resource within a salon and provide accurate information. regarding client treatments and services, history of clients, the products used, the dates of treatments and services and any tests carried out. • importance of making records available prior to the treatment or service • complete client records in accordance with the organisation • importance of gaining client consent • importance of accurate completion of records
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		<ul style="list-style-type: none">• importance of secure storage and security of client records• Retail opportunities: Completion of consultation, record on record card, profit, linking of retail/sales, selling products and other services, promotional offers, samples, retail displays, repeat business, course of treatments, demonstrations, open events, existing client offers.• Sales techniques: Body language, verbal, non-verbal, testers, samples, linked to treatment, product knowledge, benefits, listen to client's needs, record card, lifestyle factors.• Improve working practices: SWOT analysis (strengths, weaknesses, opportunities, and threats to business), sales, productivity, analysis, questionnaires, feedback from clients (verbal/non-verbal), repeat business, monitor trends, peer assessment, observation, mystery shopper, appraisal.
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Assessment

To achieve a 'pass' for this unit, learners must provide evidence to demonstrate that they have fulfilled all the learning outcomes and meet the standards specified by all assessment criteria.

Learning Outcomes to be met	Assessment criteria to be covered	Type of assessment	Word count (approx. length)
All 1 to 2	All AC under LO 1 to LO 2	Practical Activity – Your assessor will observe your performance on at least 1 occasion. Essay/Report	<p>Assessor observation record: A formal record of an assessor's observation to test the learner's communication skills.</p> <p>Learner Logbook: Records all tasks carried out by the learner.</p> <p>Management of Client Care in the Health and Beauty Sector Assignment</p>

Sales Management in the Hair and Beauty Sector

Unit Reference Number	A/650/7569
Unit Title	Sales Management in the Hair and Beauty Sector
Unit Level	4
Number of Credits	10
Total Qualification Time (TQT)	40
Guided Learning Hours (GLH)	100
Mandatory / Optional	Mandatory
Sector Subject Area (SSA)	7.3 - Service enterprises
Unit Grading type	Pass / Fail

Unit Aims

The aim of this unit is to help you extend your knowledge on how to improve the sales of your businesses along with the selling skills of your employees. You will review and evaluate your salon's selling methods, research consumer behaviour, set targets, produce a sales forecast, and implement training whilst ensuring ethical legal requirements.

Learning Outcomes, Assessment Criteria, and Indicative Content

Learning Outcomes – the learner will:	Assessment Criteria – the learner can:	Indicative content
1. Be able to evaluate how to improve selling skills of employees in the hair and beauty sector	1.1 Evaluate the use of different sales and communication techniques 1.2 Evaluate the ability to identify selling situations and opportunities and review the use of sales communication techniques 1.3 Explain and evaluate the importance of client care skills following a sale	Identify opportunities for selling: consumers, promotions, discounts, offers, giving free samples, potential sell from every client entering the salon, recommendation, knowledge of product or treatment, clients' confidence and trust, honesty, features, and benefits explained,

	<p>1.4 Explain how to select the most appropriate sales techniques for the situation</p> <p>1.5 Explain the importance of having product/treatment knowledge when selling</p> <p>1.6 Analyse the importance of managing clients when selling</p> <p>1.7 Explain the ethical and legal requirements when selling</p>	<p>demonstration, the clients' need, desire, urgency and affordability.</p> <p>Two groups of clients – those who have made up their mind and want to make a purchase or require treatment and those making an enquiry or asking questions as they are not sure.</p> <p>Professional communication in a salon environment: Try to avoid technical language, always respond, consider client confidentiality.</p> <p>Verbal – speaking (tone of voice, the language you use, how quickly and clearly), questioning (open, closed, probing).</p> <p>Non-verbal – body language, positive attitude (your posture, facial expressions, hand gestures, the distance you stand), listening (be patience, try to understand).</p> <p>Written – visual aids, magazines, client records.</p> <p>Adapting communication to suit different people: Two-way communication, understand a client's needs, gather information about them, make assessments and evaluations, use a level of vocabulary to suit your clients, avoid technical language/jargon, keep to the subject matter, pronounce words clearly, vary pitch of voice for client, adapt language style to suit the audience,</p>
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		<p>allow opportunities for others to express their views.</p> <p>New clients – informative, verbally, leaflets.</p> <p>Regular clients – avoid over familiarity.</p> <p>Hearing impaired – visual aid, clear speech, face client, allow for lip reading.</p> <p>Visual impaired – clear speech, descriptive language.</p> <p>Physical disability – sits at client level, communicate normally.</p> <p>Happy client – remain professional.</p> <p>Angry/confused client – controlled manner, avoid inflaming problem.</p> <p>Evaluate communication techniques: What worked well/what did not? benefits, compare against original brief, result, client satisfaction, draw conclusions, analysis, feedback from clients, colleagues, employer, manager, ability to sell, meet clients’ needs, meet targets, increase clientele, increase turnover, motivation, enthusiasm, self-evaluation.</p> <p>Methods of negotiating: Bartering, knowledge of opposition/client, suppress discomfort when negotiating, fluent communication, confidence in prices of products and treatments in yours and</p>
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		<p>other salons, offer additional incentives, discuss affordable amount.</p> <p>Negotiation techniques: Prepare – research, needs, strengths, weaknesses, enlist help from experts.</p> <p>Attention to timing – what, when, press ahead, wait, don't push too hard as could damage relationship.</p> <p>Leave behind your ego – good negotiators don't care or don't show that they care who gets the credit.</p> <p>Listening skills – quiet listeners, patience, never interrupt, who talks first, don't mention numbers, ask what they are thinking.</p> <p>If you don't ask, you don't get – define your highest justifiable price, argue convincingly, aim high, no ultimatums.</p> <p>Anticipate compromise – concessions, planning, never take their first offer (decline).</p> <p>Offer and expect commitment – commitment to deliver, offer this.</p> <p>Don't absorb their problems – deal with each as they come up and try to solve them.</p>
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		<p>Stick to your principles – don't compromise values.</p> <p>Close with confirmation – recap the points covered, areas of agreement, confirmation, do not leave behind loose ends.</p> <p>Evaluating negotiating techniques: What worked well/what did not, benefits, compare against original brief, result, client satisfaction, draw conclusions, impact on business, the sales, profit, loss, stock levels, meeting targets. The importance of client care skills: Client perception of your selling skills, build trust, rapport and confidence, be professional, be a good listener, make client feel good, be attentive, make the client feel wanted and appreciated, be non-judgmental, be sensitive, allow clients time and space, encourage client to express their concerns, affirm the client's feelings, show respect and value – increases clientele, salary, self-esteem, career progression.</p> <p>Methods of evaluating the use of client care skills: What worked well/what did not? benefits, compare against original brief, result, written or verbal feedback from clients, questionnaires, surveys, reputation, word of mouth, suggestion box, review takings.</p>
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		<p>A selection of appropriate sales techniques:</p> <p>Attention – personalise their needs to suit lifestyle, personality, emotional needs, objective.</p> <p>Need – what you are offering is what the client needs.</p> <p>Interest – what is aroused and maintained by facts put in front of the client to support argument.</p> <p>Desire – client needs to have a desire for the treatment or product before they buy.</p> <p>Urgency – create a sense of urgency e.g., limited time for an offer.</p> <p>Action – client agrees to the recommended product or treatment.</p> <p>Affordability – the price is right for the client, and it is affordable, offer discount, promotion, loyalty scheme.</p> <p>Summarise – remind client of main points discussed.</p> <p>Concession – offer a concession to an indecisive buyer.</p> <p>Offer an alternative – give clients a choice, e.g., large or small size, choice of colours.</p>
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		<p>Elimination – allow clients to eliminate the number of products or treatments you are offering.</p> <p>Professional recommendation – use professional expertise to promote products or treatments to clients.</p> <p>The importance of knowledge when selling: Understand the products and treatments available, know the features, attributes and benefits of products or treatments, self and client confidence, enhances persuasive skills, know when, why and how to use product or carry out treatment, provide accurate information.</p> <p>Strategies to improve sale skills and performance:</p> <p>Set targets – daily, weekly, monthly. Incentives – rewards, prizes, bonuses, commission on retail sales, commission on treatment sales.</p> <p>The importance of managing clients: Retain existing clients, encourage new clients, introduce new treatments and products to clients, retain interest, commitment to salon, keep purchase relevant to service, make clients feel good, enhance salon image, promote self-image.</p> <p>The ethics of selling: always remain professional, follow salon code of conduct,</p>
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		<p>maintain standards, good attitude, self-belief, respect yourself, commit to succeed, be ahead of the game/ competitors, be energetic, passionate, genuine, knowledgeable.</p> <p>The laws and legal requirements when selling: Sale and supply of goods, trade description, consumer credit, re-sale price, consumer safety, consumer protection, sales of goods, cosmetic products (safety).</p>
<p>2. Be able to evaluate how to improve sales within businesses in the hair and beauty sector</p>	<p>1.1 Investigate consumer behaviour and the impact this has on selling</p> <p>1.2 Analyse the importance of knowing the target clients and their typical consumer behaviour</p> <p>1.3 Evaluate training methods used to improve selling</p> <p>1.4 Evaluate the use of sales forecasts</p> <p>1.5 Explain the importance of producing sales targets</p>	<p>Consumer behaviour: Study of when, why, how, and where people do or do not buy a product, psychology, sociology, buyer's decision making process, people's wants and needs, influences (from family, friends, reference groups, society in general), consumer retention, customer relationship management, personalise service, customise to individual, one-to-one marketing, client is either an existing user or potential buyer.</p> <p>Methods of analysing competitors: Comparative chart, rate criteria on scale, patterns, trends, was it what the client wanted, the knowledge and advice they were given, rate competitors against a set criterion, consumer research, secret shopper, compare results, make improvements.</p> <p>Sales forecast: Quantity of treatments and products you are going to sell, sales targets,</p>

		<p>retail targets, a set of figures, compile the cash flow, profit, loss and balance sheet, the capital needed, the predicted profit, long term viability of the business, timescale, business plan, set and running costs, marketing costs, resources needed.</p> <p>Sales targets: The number of treatments and products you wish to sell, itemised on the sales forecast, business plan, timescale (weekly, monthly, 6 monthly, annually), review periods, recommendations.</p> <p>Evaluate training methods used to improve selling: Set review timescale, gather information, comparable data, business target figures, profit, loss, client/ staff feedback, treatments and products sold, results of individual targets, retail targets, treatment targets, questionnaires, surveys, consumer research.</p> <p>Analysis of the client and their consumer behaviour: Carry out confidential survey, rate satisfaction on a scale, analysis results, carry out on a regular basis e.g., every 6 months, deal with negative complaints/feedback, make improvements, word of mouth, reputation.</p> <p>Methods of promoting competitiveness within the business: Sales, targets, sales forecasts, individual targets, commission on</p>
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		<p>retail and/or treatment sales, self-employment, rent-a-chair, rewards, prizes, productivity charts.</p> <p>Sales forecast: Month by month prediction of level of sales you expect to achieve, annual event, identify problems opportunities and solutions, manage your business/staff/financing needs, avoid cash flow problems, responsive not reactive business.</p> <p>Evaluate the sales forecast: Analysis and interpretation of information, judging its effectiveness and efficiency, regular basis (monthly, bi-annually, annually), in line with inflation, growth of the economy, surrounding competition, predict trends, fashion, style, needs.</p> <p>Importance of producing sales: Targets to increase salon revenue, increase earnings, commission, motivation, growth, financially healthy business, job security.</p> <p>Training methods to improve sales: In-house training – Identify top salesperson characteristics, share findings, set targets, one-to-one coaching, mentor support, review meetings. External training – workshops, training, seminars, days, sessions.</p>
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Assessment

To achieve a 'pass' for this unit, learners must provide evidence to demonstrate that they have fulfilled all the learning outcomes and meet the standards specified by all assessment criteria.

Learning Outcomes to be met	Assessment criteria to be covered	Type of assessment	Word count (approx. length)
LO1 LO23	All AC under LO1 & LO2	Knowledge Practical Activity – Your assessor will observe your performance on at least 1 occasion.	<p>Assessor observation record: A formal record of an assessor's observation to test the learner's knowledge.</p> <p>Learner Logbook: References all tasks carried out by the learner.</p> <p>Sales Management Assignment</p>

Public Relations (PR) in the Hair and Beauty Sector

Unit Reference Number	H/650/7570
Unit Title	Public Relations (PR) in the Hair and Beauty Sector
Unit Level	4
Number of Credits	10
Total Qualification Time (TQT)	40
Guided Learning Hours (GLH)	100
Mandatory / Optional	Mandatory
Sector Subject Area (SSA)	7.3 - Service enterprises
Unit Grading type	Pass / Fail

Unit Aims

This unit is about public relations (PR) and the impact it has on the hair and beauty sector. Throughout this unit you will develop your PR skills by, conducting a campaign, investigating the role of a PR officer, exploring the advantages and disadvantages of activities, researching into current trends, and evaluating the link between a successful PR event with benefits to your business.

Delivery Guidance

This unit should be delivered in a Realistic Learning Environment (RLE). The word 'client' can be related to friends and peers and does not mean that treatments need to be carried out on paying clients or within commercial timescales. Delivery should focus on the development of safe practice in all aspects of working in the salon. Learners should understand the purpose of associated legislation and be able to identify the hazards and potential risks to everyone in the salon.

Learning Outcomes, Assessment Criteria, and Indicative Content

Learning Outcomes – the learner will:	Assessment Criteria – the learner can:	Indicative content
<p>1. Be able to carry out PR activities in the hair and beauty sector</p>	<p>1.1 Define the main roles and responsibilities of a PR officer 1.2 Explain the typical work activities a PR officer will complete 1.3 Discuss the advantages and disadvantages of different PR activities 1.4 Identify the current trends in PR 1.5 Evaluate how PR objectives can benefit a business</p>	<p>Advocate- The public relations manager is the chief advocate for the company. They must focus all energy on building an organisation that will be deemed a good corporate citizen. They are the mouthpiece for management and in political circles known as the press secretary.</p> <p>Communicator- The public relations manager crafts communications policies and oversees the development of all statements and news releases for the company. Sociology, psychology, and good journalism are requisite talents for the manager and staff. Communication must be clear, concise, and relevant to the audience.</p> <p>Problem Solver- The public relations manager is the ultimate spin doctor. It is her job to put the best face on news and information that could embarrass or malign the company's reputation. Often, she will be called upon to polish mundane information into platinum data that gives the company more credit than would ordinarily be due for routine accomplishments.</p> <p>Opinion Maestro- The public relations manager</p>

		<p>directs all outreach efforts. They are responsible for media placements and coordinating organisational functions and the efforts of executives. It is his responsibility to determine the executive appropriate for each situation and ensure that person has approved information and statements in hand.</p> <p>Typical PR work activities:</p> <ul style="list-style-type: none"> • Planning, developing and implementing PR strategies; • Liaising with colleagues and key spokespeople; • Liaising with and answering enquiries from media, individuals and other organisations, often via telephone and email; • Researching, writing and distributing press releases to targeted media; • Collating and analysing media coverage; • Writing and editing in-house magazines, case studies, speeches, articles and annual reports; • Preparing and supervising the production of publicity brochures, handouts, direct mail, leaflets, promotional videos, photographs, films and multimedia programs; • Devising and coordinating photo opportunities- organising events including press conferences, exhibitions,
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		<p>open days and presstours;</p> <ul style="list-style-type: none"> • Maintaining and updating information on the organisation's website; • Managing and updating information and engaging with users on social media sites such as Twitter, Instagram and Facebook; • Sourcing and managing speaking and sponsorship opportunities; • Commissioning market research; • Fostering community relations through events such as open days and through involvement in community initiatives; • Managing the PR aspect of a potential crisis <p>Advantages-</p> <p>There are a variety of advantages of PR and its power appeal to a large audience.</p> <p>The cost to carry out the PR activity always occurs, but you can control the expense if you compare it to the other ways of advertising.</p> <p>Creating a PR campaign is the most economical way to reach mass audiences and it helps stimulates awareness of and demand for your business's products and services.</p> <p>PR develops a stronger, more controlled image for your business and creates the perception that the business is actively moving forward.</p>
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		<p>Public relations offer several advantages not found with other promotional options. PR is often considered a highly credible form of promotion. One of PR's key points of power rests with helping to establish credibility for a product, company or person (e.g., CEO) in the minds of targeted customer groups by capitalising on the influence of a third-party, i.e. the media.</p> <p>Audiences view many media outlets as independent-party sources that are unbiased in their coverage, meaning that the decision to include the name of the company and the views expressed about the company is not based on payment (i.e., advertisement) but on the media outlet's judgment of what is important.</p> <p>A well-structured PR campaign can result in the target market being exposed to more detailed information than they receive with other forms of promotion. That is, media sources often provide more space and time for explanation of a product.</p> <p>Objectives can be achieved at very low cost when compared to other promotional efforts. This is not to suggest public relations is not costly, it may be, especially when a marketer hires PR professionals to handle the work. But when compared to the direct cost of other promotions, in particular advertising, the return</p>
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		<p>on promotional expense can be quite high.</p> <p>Disadvantages-</p> <p>A strategy supported by the professional knowledge of the media will be needed if you want to get into the media where you can get high responses to your promotions.</p> <p>Predication of the market response.</p> <p>The PR may end up with a result that gives the opposite effect- risk management must be included.</p> <p>No direct control over whether a message is delivered and where it is placed for delivery.</p> <p>While other promotional messages are carefully crafted and distributed as written through a predetermined placement in a media vehicle, public relations generally convey information to a member of the news media (e.g., reporter) who then recrafts the information as part of a news story or feature. Thus, the final message may not be precisely what the marketer planned.</p> <p>While a PR campaign has the potential to yield a high return on promotional expense, it also has the potential to produce the opposite if the news media feels there is little value in running a story pitched.</p>
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		<p>Current trends-</p> <p>Investigating current trends in PR:</p> <p>Public relations campaign, media capability, media tools, brand message, target audiences, online tools, blogs, social networking platforms, integration, news releases, press conferences, speaking engagements, community service programs, advertising and promotion of programs, social/economic/political trends, corporate image.</p> <p>Social media</p> <p>News feeds — Twitter, Facebook, Instagram etc</p> <p>Social media trends that are driving engagement and which are becoming parts of our everyday lives in our practice, to reach out to the upcoming generation.</p> <p>Social media has blurred the boundaries between PR and marketing. Companies are distributing both press releases and marketing campaigns through social media networks, and PR posts on social media to manage public relations crises.</p> <p>Using customers as brand advocates.</p> <p>Use of followers on Twitter, Instagram, and Facebook</p>
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		<p>Sharing posts that are relevant and intriguing to them.</p> <p>Social listening Or Engagement</p> <p>Interacting with followers as well as monitoring posts.</p> <p>Audience research</p> <p>Reviewing data and content i.e., Reach and frequency.</p> <p>Using #hash tags to either attract or join in conversations related to companies and brands.</p> <p>Quality content not quantity</p> <p>Paid posts and adverts.</p> <p>Purpose of Evaluation</p> <p>The most critical reason for evaluating public relations campaigns is to measure a company's return on-investment (ROI). Public relations campaign evaluations are also performed to:</p> <ul style="list-style-type: none"> • Determine accountability • Demonstrate value of communications expenditure • Assess or establish a baseline • Assess goals or objectives • Determine event or program outcomes • Improve quality • Ascertain success or failure
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		<ul style="list-style-type: none"> • Determine future direction • Comply with external standards <p>Outputs, Outtakes and Outcomes-</p> <p>Outputs are the activities that have been undertaken in the PR campaign.</p> <p>Outtakes are the result of these activities. An example would be your PR campaign resulting in an increased awareness of your company, this is an outtake.</p> <p>Outcomes are the resulting change in behaviour of your target groups, e.g., an increase in purchases from customers.</p> <p>Evaluation as a PR Marketing tool</p> <p>Evaluation is a tool to plan, reduce waste, improve effectiveness, and save money by monitoring and testing inputs, outputs and outcomes in a continuous, integrated process from the earliest stages of planning, using a range of formal and informal methods.</p> <p>Evaluation tools used in measuring effective PR:</p> <p>Secondary Data: Gathered from sources other than primary research. It uncovers statistics that are already available and compiled by others</p>
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		<p>regarding similar results of activities.</p> <p>Case Studies: Ascertains the effects of other organisations on the specific strategies of your public relations program. Used as accountability tools to monitor best practices and to establish</p> <p>Key Performance Indicators (KPI's): for each stage of the campaign so that PR activities support management strategies and expectations.</p> <p>Audience and Reader Surveys: These response tracking surveys allow benchmarking (what effect do campaign vehicle strategies modify/change perceptions/behaviour in targeted publics).</p> <p>Focus Groups: These informal, small groups of selected participants can pre-test ideas.</p> <p>Advertising Value Equivalents (AVE): Calculates the AVE to space or time. Editorial and advertising value are not equal. Editorial is often more credible than advertising because it appears as an independent objective comment. However, it can contain criticism, refer to competitors, and contain errors of fact or messages. So, it is important to craft messages carefully. (A 300% value on editorial over advertising is often used as the rule of thumb basis for this practice.)</p>
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		<p>Media Monitoring: Evaluates media placement. If your messages are not printed verbatim as you submit, disadvantages of this method include:</p> <ul style="list-style-type: none"> • Do not show quality of coverage. • Negative or neutral coverage included with positive coverage. • Coverage in unimportant/low circulation media. • “Passing mention” or competitors mentioned. • Articles discuss peripheral issues or key messages not included. <p>Media Content Analysis: Computer-aided median content analysis systems produce numeric data, charts and graphs and evaluation qualitative criteria such as whether media coverage reaches key target audience, whether it focuses on the main issues and whether it contains the organisation’s messages. It can also measure share of voice compared with competitors and identify and track issues.</p> <p>Qualitative and quantitative data</p> <p>Market research</p> <p>USP- unique selling proposition</p>
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<p>2.Understand how to manage a PR crisis in the hair and beauty sector</p>	<p>2.1 Analyse PR ethics and the code of practice 2.2 Evaluate the importance of communication in a crisis 2.3 Analyse the legal issues resulting from a crisis 2.4 Examine issue management and the impact this has on PR activities</p>	<p>PR ethics and the code of practice Developing and following a code of ethics for your salon business</p> <p>THE CHARTERED INSTITUTE OF PUBLIC RELATIONS REGULATIONS (Made under authority contained in By-Law 47) Chartered Institute of Public Relations Code of Conduct As approved in March 2012 Note: The CIPR code of Conduct and regulations governing the complaints procedure can be accessed in one document via the CIPR website at: http://www.cipr.co.uk/content/about-us/aboutcipr/codeconduct</p> <p>Key points:</p> <ul style="list-style-type: none"> • Integrity and Honesty • Capacity, capability, and competence • Transparency and avoiding conflicts of interest • Confidentiality <p>Communication in crisis- Planning- Regardless of the size of your business, ask yourself these simple questions. It's good to make a list of some of the things that 'could' go wrong so you are organised 'If' they do.</p> <ul style="list-style-type: none"> • Who's in charge and who are the spokespeople? Who is going to be making the decisions, and who is going
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		<p>to oversee speaking to the media and public if necessary?</p> <ul style="list-style-type: none"> • What's the strategy? This one will require some last-minute adjustments in times of need, but in most instances, it's best to be fully transparent and to try to get ahead of the problem. Be sure you know who you want to communicate with and how. Traditional media (TV and newspapers) will always be important, but don't forget the speed of information flow in social media. • Does this crisis uncover any opportunities? Keep an entrepreneurial eye on your crisis and look for ways to maximise opportunities that arise from your difficulties and most of all, learn from them. <p>The importance of communication in a crisis Determining your goals Understanding your stakeholders Legal issues: Defamation, changes in status, company legal documents, regulatory compliance.</p>
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Assessment

To achieve a 'pass' for this unit, learners must provide evidence to demonstrate that they have fulfilled all the learning outcomes and meet the standards specified by all assessment criteria.

Learning Outcomes to be met	Assessment criteria to be covered	Type of assessment	Word count (approx. length)
LO1 LO2	All All All	Essay/Report	Learner Logbook: References all PR work carried out by the learner. PR Assignment

Finance in Business

Unit Reference Number	Y/618/8196
Unit Title	Finance in Business
Unit Level	3
Number of Credits	10
Total Qualification Time (TQT)	40
Guided Learning Hours (GLH)	100
Mandatory / Optional	Mandatory
Sector Subject Area (SSA)	15.3 – Business management
Unit Grading type	Pass / Fail

Unit Aims

The aim of this unit is to provide learners with the fundamental knowledge required to record financial transactions and produce financial statements. Learners will develop an awareness of different finance and accounting techniques such as the double entry accounting system, budgeting, and investment appraisal. This will enable learners to effectively record financial transactions and produce accounting statements.

Delivery Guidance

This unit should be delivered in a Realistic Learning Environment (RLE). The word 'client' can be related to friends and peers and does not mean that treatments need to be carried out on paying clients or within commercial timescales. Delivery should focus on the development of safe practice in all aspects of working in the salon. Learners should understand the purpose of associated legislation and be able to identify the hazards and potential risks to everyone in the salon.

Learning Outcomes, Assessment Criteria, and Indicative Content

Learning Outcomes – the learner will:	Assessment Criteria – the learner can:	Indicative content
<p>1. Know about business finance.</p>	<p>1.1 Explain why a business would keep financial records. 1.2 Explain the purpose of business accounting. 1.3 Explain the accounting requirements of different types of business. 1.4 State different types of business finance at different stages in the growth of a business. 1.5 Explain the different types of accounting and financial statements.</p>	<p>Reasons why include;</p> <ul style="list-style-type: none"> ● it is a legal requirement ● for business planning ● to support a loan application ● to prepare budgets <p>Purpose includes to;</p> <ul style="list-style-type: none"> ● provide information ● monitor financial performance ● monitor business performance ● make decisions <p>Different types of business includes;</p> <ul style="list-style-type: none"> ● sole traders ● partnerships ● private limited companies ● public limited companies <p>Types of business finance includes;</p> <ul style="list-style-type: none"> ● own capital ● retained profit ● bank loans ● venture capitalists ● crowd funding

		<p>Different types of accounting and financial statements include</p> <ul style="list-style-type: none"> ● balance sheet ● profit loss account ● cash flow <p>budget</p>
<p>2. Be able to record financial transactions.</p>	<p>2.1 Demonstrate accurate use of the double entry accounting system. 2.2 Demonstrate accurate bank reconciliation. 2.3 Develop control accounts for accounts receivable and accounts payable. 2.4 Demonstrate how to correct errors in accounting records.</p>	<p>Features of the double entry accounting system include;</p> <ul style="list-style-type: none"> ● purchase ● sales ● returns ● cash and bank ● trial balance <p>Features of bank reconciliation include;</p> <ul style="list-style-type: none"> ● receipts credited by the bank ● payments debited by the bank ● transaction errors ● balancing errors <p>Features of control accounts include;</p> <ul style="list-style-type: none"> ● balances brought down ● sales and purchases ● irrecoverable debts ● refunds <p>Correcting errors;</p> <ul style="list-style-type: none"> ● identify then update control accounts ● preparation of a reconciliation statement
<p>3. Know about cost and management accounting.</p>	<p>3.1 Explain how absorption and marginal costing is used for decision-making.</p>	<p>Features of absorption and marginal costing includes;</p>

	<p>3.2 Explain how budgeting is used for financial planning and control.</p> <p>3.3 Explain how to undertake investment appraisal.</p>	<ul style="list-style-type: none"> ● allocation of variable and fixed costs ● stepped costs ● cost centres ● absorption costing ● marginal costing <p>Features of budgets include;</p> <ul style="list-style-type: none"> ● fixed budgets ● flexible budgets ● master budgets ● budget allocation to cost centres <p>Appraisal techniques include;</p> <ul style="list-style-type: none"> ● nett cashflow ● payback period ● net present value <p>return on investment</p>
<p>4. Be able to produce accounting statements.</p>	<p>4.1 Produce accurate absorption and marginal cost statements.</p> <p>4.2 Calculate sub and overall variances.</p> <p>4.3 Prepare accurate and subsidiary budgets.</p> <p>4.4 Apply investment appraisal methods to alternative capital investment options.</p>	<p>Using techniques introduced in other learning outcomes to produce different accounting statements:</p> <ul style="list-style-type: none"> ● absorption and marginal cost statements. ● sub and overall variances ● accurate and subsidiary budgets <p>investment appraisal methods</p>

Assessment

To achieve a 'pass' for this unit, learners must provide evidence to demonstrate that they have fulfilled all the learning outcomes and meet the standards specified by all assessment criteria.

Learning Outcomes to be met	Assessment criteria to be covered	Type of assessment	Word count (approx. length)
All 1 to 4	All AC under LO1 to LO4	Portfolio of evidence	3000 words

Salon Management

Unit Reference Number	J/650/7571
Unit Title	Salon Management
Unit Level	4
Number of Credits	10
Total Qualification Time (TQT)	40
Guided Learning Hours (GLH)	100
Mandatory / Optional	Mandatory
Sector Subject Area (SSA)	7.3 - Service enterprises
Unit Grading type	Pass / Fail

Unit Aims

The unit will enable you will develop management skills.
You will be able to:

- provide clear recommendations for the improvement of working practices
- assess employee requirements
- conform with legislation
- allocate staff to meet operational objectives
- review and/or produce salon policies and procedures
- monitor work practices
- manage the salon in a professional manner.

Part of being a good manager is to regularly evaluate your own communication and management style.

Delivery Guidance

This unit should be delivered in a Realistic Learning Environment (RLE). The word ‘client’ can be related to friends and peers and does not mean that treatments need to be carried out on paying clients or within commercial timescales. Delivery should focus on the development of safe practice in all aspects of working in the salon. Learners should understand the purpose of associated legislation and be able to identify the hazards and potential risks to everyone in the salon.

Learning Outcomes, Assessment Criteria, and Indicative Content

Learning Outcomes – the learner will:	Assessment Criteria – the learner can:	Indicative content
<p>1.Be able to undertake salon management duties</p>	<p>1.1 Demonstrate how to manage the salon in a professional manner 1.2 Implement health and safety working practices in line with relevant legislation 1.3 Apply workforce planning to assess employee requirements 1.4 Provide clear recommendations for the improvement of working practices</p>	<p>Management of a professional salon: Strategic management, delegation skills, professional manner, leadership qualities, motivation skills, communication skills, numeracy skills, human resources management, interpersonal skills, comprehensive report drafting, business acumen, logistics, accounting, set salon standards, led by example, professional delivery of services, provide safe working environment, compliance with health and safety legislation.</p> <p>Hazards and risks in a salon: Hazards refer to a source of potential harm or danger.</p> <ul style="list-style-type: none"> • Chemical hazards are hazardous substances that can cause harm. These hazards can result in both health and physical impacts, such as skin irritation, respiratory system

		<p>irritation, blindness, corrosion, and explosions.</p> <ul style="list-style-type: none"> • Physical hazards are environmental factors that can harm an employee without necessarily touching them, including heights, noise, radiation, and pressure. • Safety hazards. These are hazards that create unsafe working conditions. For example, exposed wires or a damaged carpet might result in a tripping hazard. These are sometimes included under the category of physical hazards. • Ergonomic hazards are a result of physical factors that can result in musculoskeletal injuries. For example, a poor workstation setup in an office, poor posture, and manual handling. • Psychosocial hazards include those that can have an adverse effect on an employee's mental health or wellbeing. For example, sexual harassment, victimisation, stress, and workplace violence. • Risk refers to the possibility that harm or injury might occur when exposed to a hazard. • Salon procedure for risk assessments: Identify hazard, judgement of salon hazards,
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		<p>nominated risk assessment person/team, who/what, determine the level of risk, preventative measures, reduce a potentially harmful situation, notify staff, interpret results, conclusions, record findings, regular reviews.</p> <ul style="list-style-type: none"> • Potential salon hazards requiring regular risk assessment: Space – utilisation, working area, heating, lighting, ventilation, layout, and design of the salon. Chemicals – procedures, storage, handling, safe usage, safe disposal, records. Equipment – selection, safe usage, handling, lifting, repairs, maintenance. Security (stock) – control systems, procedures, ordering, handling, storage. • Reasons for risk assessment: Legal requirement, provide a safe environment for staff/visitor/clients, identification of hazards, minimising hazards and risks, emergency procedures, staff training, implication of more than five members of staff, new staff in the workplace, new equipment and products, review systems, amendments and modifications to existing assessments, update records. • Salon health and safety legislation and regulations: Health and safety at
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		<p>work, control of substances hazardous to health, reporting of injuries diseases and dangerous occurrences, personal protective equipment, electricity at work, manual handling, supply of goods and services, trade description, data protection, employers' liability (compulsory insurance), occupiers' liability, local by-laws (set by council), salon rules, code of conduct, observance by all staff.</p> <p>Training requirements – Health and Safety, Hazards, Safety, Salon policies</p> <p>Workforce planning: Appraisals, staff 1-1 meetings, induction courses, on the job training, off the job training, standard setting bodies and professional organisations, appraisal interviews, recruitment and selection, person specification, job description, application form/CV, references, organisational chart, roles and responsibilities, internal/external sources of recruiting staff, advertising job vacancy, trade/selection tests, contract of employment, equal opportunities and discrimination, obligations of an employer under the terms of health and safety at work legislation, working hours and holiday entitlements, sickness absence and sick pay.</p> <p>Provide clear recommendations for the</p>
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		<p>improvement of working practices: Clear job descriptions/duties, ability to delegate, instil teamwork ethos, ensure consistency of working methods, enforce policy and practice, follow through on non-compliance, reward incentive recommendations, behaviour, acceptance, without prejudice, ability to respond, staff needs, non-discriminatory work environment, foster staff development.</p>
<p>2.Be able to plan the management of products and services in the salon</p>	<p>2.1 Understand operational business plans for products and services in the salon</p> <p>2.2 Define the salon requirements when managing products and services</p>	<p>An operational business plan for products and services must include:</p> <ul style="list-style-type: none"> • Nature of business • Business aim for products and services • Products and services provided • Marketing plan • Operational plan <p>An operational plan is a detailed plan used to provide a clear picture of how a team, section or department will contribute to the achievement of the organisation's strategic goals. The Operational Plan does present highly detailed information specifically to direct people to perform the day-to-day tasks required in the running the business.</p> <p>The Operational Plan provides what, who, when and how much:</p> <ol style="list-style-type: none"> a) What - the strategies and tasks that must be undertaken b) Who - the persons who have responsibility of each of the strategies/tasks? c) When - the timelines in which strategies/tasks must be completed d) How much - the number of financial resources

		<p>provided to complete each strategy/task</p> <p>Financial forecasts- financial forecasts should run for the next three to five years and their level of difficulties should reflect on business. However, the first 12 months' forecasts should have the most detail associated with them. Forecast should include;</p> <ul style="list-style-type: none"> • Sales forecast - the amount of money that is expected to raise from sales • Cash flow statements - cash balance and monthly cash flow patterns for at least the first 12 to 18 months. • Profit and loss forecast - a statement of the trading position of the business; the level of profit is expected to make, given business projected sales and the costs of providing goods and services and business overheads. <p>Financial requirements: small businesses must obtain sufficient capital for startup requirements and operating expenses until the business starts generating a profit. Financing may be obtained from personal savings, loans or from investors. The business will need a financial management or accounting system to record all transactions, a bank account, and a method of paying bills and buying supplies.</p> <p>Cost benefit analysis of different equipment: A cost-benefit analysis finds, quantifies, and adds all the positive factors. Then it identifies, quantifies, and subtracts all the negatives, the</p>
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		<p>costs. The difference between the two indicates whether the planned action is advisable. The real trick to doing a cost-benefit analysis well is making sure you include all the costs and all the benefits and properly quantify them. For an e.g. A salon is considering whether to buy new IPL and Laser machine for hair removal treatments, might put on the cost side things like the price of the machine and train staffs to use them. Alternatively, from the benefits like greater speed in carrying out in the treatment, greater efficiency of therapist and increase sales and profits.</p> <p>Salon tools and products and Selection of suppliers Expected profit margins and price: Hidden expenses Capital and turnover Skills audit, training needs analysis, CPD providers: salon owner needs to organise either on job training or off job training to develop skilled therapist. By competing an employee skill analysis survey, the owner can decide who can go for further training and contribute positive output for the business. Any CPD can help to improve employees work efficiency and client satisfaction.</p> <p>Ensuring plans are SMART Salon inventory is a key element to the profitability of a salon. You must maintain the following:</p> <ul style="list-style-type: none"> • Correct levels of stock
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		<ul style="list-style-type: none"> • Tracking of stock • Budgets • Storage • Stock rotation • Appearance • Hygiene in the salon • Seasonal stock • Invoicing • Report of breakages and loss • Security systems • Record of sales • Logging In and out systems • Expiration dates
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Assessment

To achieve a 'pass' for this unit, learners must provide evidence to demonstrate that they have fulfilled all the learning outcomes and meet the standards specified by all assessment criteria.

Learning Outcomes to be met	Assessment criteria to be covered	Type of assessment	Word count (approx. length)
LO1 LO2	All All	<p>Practical Activity – Perform salon management activities.</p> <p>Your assessor will observe your performance on at least 3 occasions, each involving a different client.</p> <p>Knowledge questions</p>	<p>Assessor observation record: A formal record of an assessor’s observation of a learners practice and technique.</p> <p>Learner Logbook: References all salon management carried out by the learner which are observed and supervised.</p> <p>Salon Manager knowledge pack</p>

Indicative Reading List

- McLaney, E. and Atrill, P. (2020) Accounting and Finance: an introduction 10th edition, Pearson Harlow ISBN 978-1-2923-12262

- McLaney, E. and Atrill, P. (2018) Accounting and Finance for Non-specialists 11th edition, Pearson Harlow ISBN 978-1-2922-44068
- Journal of Business Finance and Accounting
- Association of Accounting Technicians
- Green, M. (2000) Salon Management: The Official Guide to NVQ/SVQ Level 4, Cengage Learning EMEA ISBN 9781408060292

IMPORTANT NOTE

Whilst we make every effort to keep the information contained in programme specification up to date, some changes to procedures, regulations, fees matter, timetables, etc may occur during the course of your studies. You should, therefore, recognise that this booklet serves only as a useful guide to your learning experience.

For updated information please visit our website www.othm.org.uk