

**-SQA-SCOTTISH QUALIFICATIONS AUTHORITY**

**HIGHER NATIONAL UNIT SPECIFICATION**

**GENERAL INFORMATION**

**-Unit Number-**        **7471487**  
**-Superclass-**        **PK**  
**-Title-**                **CLIENT PSYCHOLOGY AND COMMUNICATION**

-----

**-DESCRIPTION-**

**GENERAL COMPETENCE FOR UNIT:** Applying psychological approaches and reasoning to enhance the quality of the interpersonal-relationship between the therapist and client.

**OUTCOMES**

1. identify the psychological processes which may affect interpersonal relationships in the beauty salon;
2. analyse the various modes of communication used in the beauty salon;
3. examine the influence of advertising and other mass media on beauty therapy practices;
4. identify ways in which the recognition and control of stress can enhance the professional relationship.

**CREDIT VALUE:**     1 HN Credit

**ACCESS STATEMENT:** Access to this unit is at the discretion of the centre. However, it would be beneficial if the candidate had competence in communication skills and experience of client handling.

This may be evidenced by possession of NC Module 7110055 Communication 4 or Higher English along with appropriate Beauty Therapy Units.

-----

For further information contact: Administrative Services Unit, SQA, Hanover House, 24 Douglas Street, Glasgow G2 7NQ.

Additional copies of this unit may be purchased from SQA (Publications Unit). At the time of publication, the cost is £1.50 (minimum order £5.00).

**HIGHER NATIONAL UNIT SPECIFICATION**

**STATEMENT OF STANDARDS**

**UNIT NUMBER:** 7471487

**UNIT TITLE:** CLIENT PSYCHOLOGY AND COMMUNICATION

Acceptable performance in this unit will be the satisfactory achievement of the standards set out in this part of the specification. All sections of the statement of standards are mandatory and cannot be altered without reference to SQA.

**OUTCOME**

1. IDENTIFY THE PSYCHOLOGICAL PROCESSES WHICH MAY AFFECT INTERPERSONAL RELATIONSHIPS IN THE BEAUTY SALON

**PERFORMANCE CRITERIA**

- (a) Physical factors which may inhibit communication are identified correctly.
- (b) Psychological factors which may inhibit communication are identified correctly.
- (c) The definition of the relative psychological processes which may create communication barriers in the beauty salon is accurate.

**RANGE STATEMENT**

Clients: new; existing.

Physical factors: environment; personal space.

Psychological factors: social; cultural; perceptual.

**EVIDENCE REQUIREMENTS**

Observation of the candidate communicating with clients supported by supplementary evidence in the form of case studies or written and/or oral questions to ensure that the candidate has knowledge of:

- classical conditioning and operant conditioning in relation to salon environment and promotion of a positive client relationship;
- environmental stress in the salon;
- social and cultural norms associated with proximity and body contact, prejudices, attitudes, stereotypes and regulations in social discourse;
- components of the self.

**OUTCOME**

2. ANALYSE THE VARIOUS MODES OF COMMUNICATION USED IN THE BEAUTY SALON

**PERFORMANCE CRITERIA**

- (a) The various modes of communication used in the beauty salon are identified correctly.
- (b) Common examples of non verbal communication which indicate negative or positive responses are identified accurately.
- (c) The effects of different modes and styles of communication are described accurately within the context of professional relationships.
- (d) Topics of conversation are identified which may be regarded as emotive or liable to cause discord during professional practice.

**RANGE STATEMENT**

Modes of communication: verbal; non-verbal; written; telephone.

Styles of communication: empathic; professional; unprofessional.

**EVIDENCE REQUIREMENTS**

Observation of the candidate communicating with clients supported by supplementary evidence in the form of case studies or questions to ensure that the candidate has knowledge of:

- modes of communication;
- styles of communication;
- components of verbal and non-verbal interaction;
- use of open questions to establish client needs and expectations;
- listening skills;
- topics of conversation: suitable; unsuitable.

**OUTCOME**

3. EXAMINE THE INFLUENCE OF ADVERTISING AND OTHER MASS MEDIA ON BEAUTY THERAPY PRACTICES

**PERFORMANCE CRITERIA**

- (a) The roles of the media in social behaviour are identified in relation to beauty therapy.
- (b) The persuasive and influencing processes in advertising are defined in relation to beauty products.

- (c) The influence of advertising and other mass media on the individual's expectations is defined in relation to treatment aims and client satisfaction.

### **RANGE STATEMENT**

Media influences: social attitudes; individual differences; stereotyping; gender issues.

### **EVIDENCE REQUIREMENTS**

Written and/or oral evidence to ensure that the candidate has knowledge of:

- examples of beauty advertisements from press, radio, TV, films;
- role of the media in social behaviour;
- social attitudes/individual differences;
- advertising strategies/influence;
- effect of advertising on client demand and expectations.

### **OUTCOME**

4. IDENTIFY WAYS IN WHICH THE RECOGNITION AND CONTROL OF STRESS CAN ENHANCE THE PROFESSIONAL RELATIONSHIP

### **PERFORMANCE CRITERIA**

- (a) Causes and symptoms of stress are identified correctly.  
(b) Methods of reducing stress in both client and therapist are applied as appropriate to influence behaviour in the beauty salon.  
(c) Benefits of stress reduction are evaluated in relation to client satisfaction and quality of treatment.

### **RANGE STATEMENT**

Causes and symptoms: physical; physiological; psychological;

Methods: environmental; physical; psychological.

Benefits: client; treatment.

### **EVIDENCE REQUIREMENTS**

Observation of the candidate applying stress reduction techniques in the salon. This may be supported by supplementary evidence in the form of client reports, projects or written and/or oral questions to ensure that the candidate has knowledge of:

- definition of stress;

- physiological physical and psychological causes and symptoms of stress;
- methods of stress reduction in the salon;
- benefits of stress reduction on quality of treatment and client satisfaction.

**MERIT** A candidate who achieves all performance criteria for all outcomes will be awarded a pass in the unit.

Pass with merit may be awarded to a candidate who achieves all outcomes and in doing so consistently demonstrates superior performance when, for example:

- (a) demonstrating clarity of expression and presentation;
- (b) integrating knowledge in completing analytical processes;
- (c) using information from a diverse range of sources;
- (d) demonstrating a greater grasp of concepts or depth of underpinning knowledge;
- (e) demonstrating a high degree of sensitivity through an empathic physical and mental approach.

-----

## **ASSESSMENT**

In order to achieve this unit, candidates are required to present sufficient evidence that they have met all the performance criteria for each outcome within the range specified. Details of these requirements are given for each outcome. The assessment instruments used should follow the general guidance offered by the SQA assessment model and an integrative approach to assessment is encouraged. (See references at the end of support notes).

Accurate records should be made of the assessment instruments used showing how evidence is generated for each outcome and giving marking schemes and/or checklists, etc. Records of candidates' achievements should be kept. These records will be available for external verification.

## **SPECIAL NEEDS**

Proposals to modify outcomes, range statements or agreed assessment arrangements should be discussed in the first place with the external verifier.

© Copyright SQA 1997

Please note that this publication may be reproduced in whole or in part for educational purposes provided that:

- (i) no profit is derived from the reproduction;
- (ii) if reproduced in part, the source is acknowledged.

## HIGHER NATIONAL UNIT SPECIFICATION

### SUPPORT NOTES

**UNIT NUMBER:** 7471487

**UNIT TITLE:** CLIENT PSYCHOLOGY AND COMMUNICATION

**SUPPORT NOTES:** This part of the unit specification is offered as guidance. None of the sections of the support notes is mandatory.

**NOTIONAL DESIGN LENGTH:** SQA allocates a notional design length to a unit on the basis of time estimated for achievement of the stated standards by a candidate whose starting point is as described in the access statement. The notional design length for this unit is 40 hours. The use of notional design length for programme design and timetabling is advisory only.

**PURPOSE** The purpose of this unit is to enhance the quality of the client/therapist interaction in the salon in order to increase the psychological benefits of treatment and ultimate client satisfaction.

#### **CONTENT/CONTEXT.**

While the candidate should understand the psychological principles and theory which relate to each outcome it is the application of the principles and theory to salon relationships which is of paramount importance.

It is therefore envisaged that wherever possible the teaching and practice of each component will be related to the beauty therapy treatment process and the salon environment.

Corresponding to outcomes:

Outcome 1

Candidates should be aware of the importance and relevance of psychology in the beauty salon and the effect of the physical environment on the client.

Knowledge of classical conditioning in the design of the salon to create a particular atmosphere and the role of operant conditioning in promoting a positive client relationship should be delivered in the context of environmental stress relating to layout, decor, privacy, noise, lighting, temperature, odour, orientation, proximity and contact.

The importance of personal space and touch in relation to therapy treatments should be given full consideration in relation to social and cultural norms associated with proximity and body contact.

Social, cultural and perceptual factors which may inhibit communication in the salon should include prejudice, age, gender issues, disfigurement and components of the self, i.e. strengths, weaknesses, self image, self esteem, confidence, personal presentation.

#### Outcome 2

Modes of communication should include written and verbal presentation, telephone skills and good listening skills.

Components of verbal and non-verbal language including paralanguage and surface language. Communication styles to include dominance, submission, aggression, empathy, sympathy and respect.

Use of open questions in order to establish client needs and expectations.

Topics of conversation which should be avoided in the salon eg. emotive, personal, political.

#### Outcome 3

Examples of advertising of beauty products/treatments from press, radio, TV and films should be examined in relation to consumer's demand, perception and expectation.

- advertising strategies/influence;
- role of media in social behaviour;
- stereotyping;
- gender issues

#### Outcome 4

Candidates should be able to define stress and be aware of the physiological changes which bring about the stress response.

Within the salon context causes and symptoms of stress should focus on predominant client categories.

Methods of stress control should also focus on salon environment and client care with definition and strong emphasis on the 'feel good factor' and its influence on client satisfaction.

**APPROACHES TO GENERATING EVIDENCE** Throughout this unit tutor input should focus on the delivery of psychological principles with emphasis on application through role play, case history examples or personal experience in the salon.

Where possible, candidates should be encouraged to demonstrate a range of communication skills through discussion, reporting, negotiation with clients and peers. This will demonstrate ability in oral and written skills, telephone skills, non-verbal language and personal presentation.

Candidates should be encouraged and supported in appraisal of self in relation to salon interaction with a view to maximising personal potential.

Extensive use of video, TV, media articles and books will enhance the candidate's experience and understanding of media influence and will generate material for project work and reports.

## **REFERENCES**

1. Guide to unit writing.
2. For a fuller discussion on assessment issues, please refer to SQA's Guide to Assessment.
3. Information for centres on SQA's operating procedures is contained in SQA's Guide to Procedures.
4. For details of other SQA publications, please consult SQA's publications list.

© Copyright SQA 1997

Please note that this publication may be reproduced in whole or in part for educational purposes provided that:

- (i) no profit is derived from the reproduction;
- (ii) if reproduced in part, the source is acknowledged.