



Higher National unit specification

General information

Unit title: Lifestyle Advice for Clients (SCQF level 8)

Unit code: HL8Y 35

Superclass: HJ

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Version: 2

Unit purpose

This unit is designed to give a learner the skills to develop a holistic approach to advising clients on a balanced lifestyle, for improvement and maintenance of health and wellbeing.

Learners should on completion of this unit be able to consult with, assess and provide clients with accurate information, on a non-medical level, on what constitutes a healthy balanced diet — eating and drinking, with reference to government guidelines; advise on a safe approach to either increase or reduce weight; give advice on the benefits of physical exercise and techniques for relaxation.

This unit will be beneficial for those who wish to pursue a career within the beauty therapy and complementary therapy industries broadening their knowledge and skills.

Outcomes

On successful completion of the unit the learner will be able to:

- 1 Describe what constitutes a healthy balanced diet.
- 2 Understand the effects of caffeine, smoking, alcohol/drug misuse, environmental and Ultra Violet damage on the human body.
- 3 Consult with, prepare, discuss, agree and evaluate a lifestyle advice plan for a client.

Credit points and level

1 Higher National unit credit at SCQF level 8: (8 SCQF credit points at SCQF level 8)

Higher National unit Specification: General information (cont)

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Recommended entry to the unit

It is recommended that learners have an appropriate level of Anatomy and Physiology preferably a National Qualification at Higher, Higher National unit or equivalent.

Core Skills

Achievement of this Unit gives automatic certification of the following:

Complete Core Skill Problem Solving at SCQF level 5

Core Skill component None

There are also opportunities to develop aspects of Core Skills which are highlighted in the support notes of the unit specification.

Context for delivery

If this unit is delivered as part of a Group Award, it is recommended that it should be taught and assessed within the subject area of the Group Award to which it contributes.

Equality and inclusion

This unit specification has been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners should be taken into account when planning learning experiences, selecting assessment methods or considering alternative evidence.

Further advice can be found on our website www.sqa.org.uk/assessmentarrangements.

Higher National unit specification: Statement of standards

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

Where evidence for Outcomes is assessed on a sample basis, the whole of the content listed in the Knowledge and/or Skills section must be taught and available for assessment. Learners should not know in advance the items on which they will be assessed and different items should be sampled on each assessment occasion.

Outcome 1

Describe what constitutes a healthy balanced diet.

Knowledge and/or Skills

- ◆ Government guidelines on diet and nutrition
- ◆ Healthy balanced diet
- ◆ Importance of sufficient water intake
- ◆ Safe approach to reduce/increase weight

Outcome 2

Understand the effects of caffeine, smoking, alcohol/drug misuse, environmental pollution and UV damage on the human body.

Knowledge and/or Skills

- ◆ Effects of smoking
- ◆ Effects of alcohol/drug misuse
- ◆ Effects of environmental pollution on the respiratory and integumentary systems
- ◆ Effects of UV damage to the integumentary system
- ◆ Recommended daily allowance (RDA) for alcohol
- ◆ Self-help techniques for detoxification

Higher National unit specification: Statement of standards (cont)

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Outcome 3

Consult with, prepare, discuss, agree and evaluate a lifestyle advice plan for a client.

Knowledge and/or Skills

- ◆ Client consultation techniques — observation, questioning and listening (use of open, closed and probing questions)
- ◆ Treatment record — personal details; medical history; general health; normal pattern of activity and methods of relaxation; aims, objectives and expectations; client's lifestyle; client's diet; face and body assessment
- ◆ Ability to obtain accurate information from the client without causing embarrassment or distress Treating the client with sensitivity and respect at all times
- ◆ Healthy approach to eating and drinking
- ◆ Benefits of physical activity following Government guidelines
- ◆ Safe methods of exercise including contra-indications to and precautions relating to exercise especially for those under 16 years of age and over 60 years of age with regard to fitness and range of mobility
- ◆ Techniques for relaxation
- ◆ Advice on a healthy approach to eating and drinking
- ◆ Advice on appropriate Beauty and/or complementary therapy treatments to support lifestyle improvement

Evidence Requirements for this unit

Learners will need to provide evidence to demonstrate their Knowledge and/or Skills across all Outcomes by showing that they can:

Outcome 1 and 2

Produce a report in open-book conditions. The report must include:

- ◆ a description of what constitutes a healthy balanced diet
- ◆ explain the importance of sufficient water intake
- ◆ describe a safe approach to reduce and increase weight
- ◆ describe the effects of environmental pollution and UV damage on the human body
- ◆ describe Government recommendations regarding caffeine, smoking, alcohol/drugs, and environmental pollution and UV rays
- ◆ describe self-help techniques used for detoxification

Higher National unit specification: Statement of standards (cont)

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Outcome 3

Consult with, prepare, discuss and agree a lifestyle plan for one client. Follow up to review and evaluate the clients' progress on 3 occasions at a minimum of fortnightly intervals.

Learners must:

- ◆ carry out a consultation and assessment with the client.
- ◆ prepare a lifestyle plan.
- ◆ discuss and agree the lifestyle plan with the client.
- ◆ demonstrate high levels of communication skills — observation, questioning, listening, the use of open, closed and probing questions, confirming statements, appropriate eye contact and show empathy and sensitivity when responding to verbal and non- verbal responses from the client.
- ◆ confirm dates for follow up and review with the client.
- ◆ discuss, evaluate, record progress and amend lifestyle plan as/if required at each follow up session.
- ◆ evaluate the overall success of the lifestyle plan.

Plans must clearly reflect they have been tailored to the clients individual needs and propose/incorporate advice on healthy balanced diet (eating and drinking), suitable physical and mental activities to promote client wellbeing, relaxation techniques and recommend beauty and/or complementary therapy treatments to support lifestyle improvement.

Performance must be supported by an accurately completed client consultation record, detailed lifestyle plan, evaluation and assessor checklist.

Assessors must observe the initial consultation, assessment and discussion to agree the lifestyle plan.

The initial client consultation, assessment, discussion and agreement of the lifestyle plan and follow up sessions should be integrated with other relevant beauty and/or complementary therapy treatments.



Higher National unit Support Notes

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Unit Support Notes are offered as guidance and are not mandatory.

While the exact time allocated to this unit is at the discretion of the centre, the notional design length is 40 hours.

Guidance on the content and context for this unit

This unit is primarily intended to equip learners with the essential knowledge and understanding of Lifestyle Advice required for employment within the beauty/complementary therapy sector.

Outcome 1: The main objective of this Outcome is to provide learners with knowledge which will enable them to provide the client with accurate information, on a non-medical level, on what constitutes a healthy balanced diet with reference to government guidelines on diet and nutrition. This knowledge will enable learners to assess the client's current eating plan and advise on any necessary improvements. Learners must be aware of the importance of sufficient water intake to promote health and wellbeing. Learners must be able to advise the client on a safe approach to either increase or reduce weight.

- ◆ Healthy diet — pieces of fresh fruit/vegetables per day; limitation of convenience foods; detrimental effects of refined sugar and high fat the salt intake
- ◆ The importance of sufficient water intake; the effects of water intake on the fluid balance of the body
- ◆ A safe approach to reduce and increase weight; safe regular intake of appropriate healthy food to control and stabilise weight; relate to the Body Mass Index (BMI) scale

Outcome 2: Learners are expected to carry out research into the effects of caffeine, smoking, drug/alcohol misuse, environmental pollution, and UV damage, and produce a report on their findings. Underpinning knowledge of Anatomy and Physiology is required for this Outcome. Research into self-help detoxification techniques is also required; as is knowledge of suitable referral agencies should a problem be identified.

- ◆ The effects of caffeine on the human body — include effects of excess caffeine on lifestyle: dehydration, sleeplessness, mood and anxiety.
- ◆ The effects of smoking — include the detrimental effects on the integumentary system, circulatory system, respiration and odour.
- ◆ The effects of alcohol/drug misuse — awareness of Government recommendations for weekly consumption of alcohol, and the effects of drug misuse.
- ◆ The effects of environmental pollution on the respiratory and integumentary systems — include the detrimental effects on exposure to environmental pollutants, ie city streets, work and home environments.

Higher National unit Support Notes (cont)

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- ◆ The effects of UV damage to the integumentary system — negative results of over exposure to sunlight, sun beds refer to BMA recommendations on use of sun beds.
- ◆ Procedures for self-help detoxification techniques:
 - increased water intake, body brushing, self-massage, healthy eating (discuss detox diet plans), exercise
 - advice on how clients can reduce or eliminate toxins, ie caffeine, nicotine, alcohol
 - include information on relevant organisations, for client referral where appropriate

Outcome 3: This Outcome should be predominantly practical exercises, ie establish client's current lifestyle and provide advice on a homecare programme. Learners are required to understand the benefits of undertaking a moderate level of physical activity following Government Guidelines and taking time out to relax. It is recommended that learners attain knowledge of contra-indications to and precautions relating to undertaking physical activity, especially for those under 16 years of age and over 60 years of age. Learners are expected to understand the benefits of relaxation techniques including breathing exercises and be able to make recommendations, as appropriate, to clients having beauty and/or complementary therapy treatments.

- ◆ Methods to obtain accurate information from the client without causing embarrassment or distress including relevant medical history, normal level of physical activity and diet.
- ◆ How to treat the client with sensitivity and respect at all times.
- ◆ Benefits of increasing physical activity levels — identify safe methods of exercising include advice on correct posture.
- ◆ Suitable activities to encourage client wellbeing — identify client's interests, hobbies and activities.
- ◆ Information on relaxation techniques include breathing exercises — advise on simple relaxation techniques, eg listening to music, and the use of breathing exercises to aid relaxation.
- ◆ Appropriate beauty and/or complementary therapy treatments to support lifestyle improvement.

Guidance on approaches to delivery of this unit

It is recommended that an induction to the unit be given enabling the learner to understand fully what is required and the approaches which will be adopted.

Learners should be made aware that overall, their work should meet SCQF level 8 criteria and have a clear understanding of these. <http://scqf.org.uk/the-framework/scqf-levels/> Delivery should assist learners in adopting an integrated approach to providing lifestyle advice within beauty and or complementary therapy treatment provision. This will provide opportunities for learners to enhance the extent of advice that they are able to give.

Tutorials should be given to cover theoretical aspects of the unit. Research should be encouraged to enhance and give breadth and depth to learning.

It should be highlighted to learners that the knowledge content in Outcomes 1 and 2 will be beneficial when assessing clients' and devising relevant lifestyle plans in Outcome 3.

Higher National unit Support Notes (cont)

Unit title: Lifestyle Advice for Clients (SCQF level 8)

Emphasis should be placed on the importance of communicating with clients in a professional manner and the demonstration of high levels of communication skills — observation, questioning, listening, the use of open, closed and probing questions, confirming statements, appropriate eye contact and show empathy and sensitivity when responding to verbal and non-verbal responses from the client.

It would be beneficial for learners to work in pairs to devise lifestyle plans and follow up as a means of gaining competence and confidence before summative assessment.

Guidance on approaches to assessment of this unit

Evidence can be generated using different types of assessment. The following are suggestions only. There may be other methods that would be more suitable to learners.

Centres are reminded that prior verification of centre-devised assessments would help to ensure that the national standard is being met. Where learners experience a range of assessment methods, this helps them to develop different skills that should be transferable to work or further and higher education.

The Evidence Requirements are fully expressed in the mandatory section of this unit Specification.

Outcome 1 and 2

Compile a report in open-book conditions.

Outcome 3

Consult with, prepare, discuss and agree a lifestyle plan for one client. Follow up to review and evaluate the clients' progress on three occasions at a minimum of fortnightly intervals.

Plans must clearly reflect they have been tailored to the clients individual needs and propose/incorporate advice on healthy balanced diet (eating and drinking), suitable physical and mental activities to promote client wellbeing, relaxation techniques and recommend beauty and/or complementary therapy treatments to support lifestyle improvement.

Performance must be supported by an accurately completed client consultation record, detailed lifestyle plan, evaluation and assessor checklist.

Assessors must observe the initial consultation, assessment and discussion to agree the lifestyle plan.

The initial client consultation, assessment, discussion and agreement of the lifestyle plan and follow up sessions should be integrated with other relevant beauty and/or complementary therapy treatments.

There are opportunities for integration of the assessment for Outcome 3 with other beauty/complementary therapy treatments.

Higher National unit Support Notes (cont)

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Assessor should keep in mind that overall, the work should meet SCQF level 8 criteria.
<http://scqf.org.uk/the-framework/scqf-levels/>

Accurate records should be made of the assessment instruments used showing how evidence is generated for each Outcome. Marking schemes should also be provided.

Learner assessment responses and records of learner achievement should be retained. These records should be available for external verification.

Opportunities for e-assessment

E-assessment may be appropriate for some assessments in this unit. By e-assessment we mean assessment which is supported by Information and Communication Technology (ICT), such as e-testing or the use of e-portfolios or social software. Centres which wish to use E-assessment must ensure that the national standard is applied to all learner evidence and that conditions of assessment as specified in the Evidence Requirements are met, regardless of the mode of gathering evidence. The most up-to-date guidance on the use of E-assessment to support SQA's qualifications is available at www.sqa.org.uk/e-assessment.

Opportunities for developing Core and other essential skills

This Unit has the Core Skill of Problem Solving embedded in it, so when learners achieve this Unit their Core Skills profile will be updated to show that they have achieved Problem Solving at SCQF level 5.

Oral communication skills will also be developed during interaction with clients which must be professional, sensitive and empathic. Learners will be required to demonstrate high levels of communication — observation, questioning, listening, the use of open, closed and probing questions, confirming statements, appropriate eye contact and show empathy and sensitivity when responding to verbal and non-verbal responses from the client.

Written communication skills are not formally assessed however learners will be expected to present written communication to an acceptable professional standard.

In addition to the specific vocational skills developed and assessed learners will have the opportunity to develop generic skills which will enhance their employability skills profile, eg Customer care skills, communication skills, time management.

History of changes to unit

Version	Description of change	Date
2	Core Skill Problem Solving at SCQF level 5 embedded	19/09/17

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General information for learners

Unit title: Lifestyle Advice for Clients (SCQF level 8)

This section will help you decide whether this is the unit for you by explaining what the unit is about, what you should know or be able to do before you start, what you will need to do during the unit and opportunities for further learning and employment.

This unit has been designed to give you the skills to develop a holistic approach to advising clients on a balanced lifestyle, for improvement and maintenance of health and wellbeing. It is primarily intended to equip you with the essential knowledge and understanding of Lifestyle Advice required for employment within the beauty/complementary therapy industries.

You will gain knowledge which will enable you to provide the client with accurate information, on a non-medical level, on what constitutes a healthy balanced diet with reference to government guidelines on diet and nutrition. This knowledge will assist you to assess the client's current eating plan and advise on any necessary improvements. You must be aware of the importance of sufficient water intake to promote health and wellbeing and be able to advise the client on a safe approach to either increase or reduce weight.

You are expected to carry out research into the effects of caffeine, smoking, drug/alcohol misuse, environmental pollution, and UV damage and self-help detoxification techniques. You should have an underpinning knowledge of Anatomy and Physiology to assess the effects on the body systems.

You will establish clients' current lifestyle and provide a lifestyle plan which is tailored to meet individual client needs.

You will be assessed producing a report in open-book conditions for Outcomes 1 and 2. Your report must include:

- ◆ a description of what constitutes a healthy balanced diet
- ◆ explain the importance of sufficient water intake
- ◆ describe a safe approach to reduce and increase weight
- ◆ describe the effects of environmental pollution and UV damage on the human body
- ◆ describe Government recommendations regarding caffeine, smoking, alcohol/drugs, and environmental pollution and UV rays
- ◆ describe self-help techniques used for detoxification

In Outcome 3 you must consult with, prepare, discuss and agree a lifestyle plan for one client. Follow up to review and evaluate the clients' progress on three occasions at a minimum of fortnightly intervals. You must:

- ◆ carry out a consultation and assessment with the client
- ◆ prepare a lifestyle plan
- ◆ discuss and agree the lifestyle plan with the client
- ◆ demonstrate high levels of communication skills – observation, questioning, listening, the use of open, closed and probing questions, confirming statements, appropriate eye contact and show empathy and sensitivity when responding to verbal and non-verbal responses from the client

General information for learners (cont)

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- ◆ confirm dates for follow up and review with the client
- ◆ discuss, evaluate, record progress and amend lifestyle plan as/if required at each follow up session
- ◆ evaluate the overall success of the lifestyle plan

Your Plans must clearly reflect they have been tailored to the clients individual needs and propose/incorporate advice on healthy balanced diet (eating and drinking), suitable physical and mental activities to promote client wellbeing, relaxation techniques and recommend beauty and/or complementary therapy treatments to support lifestyle improvement.

Your Performance will be supported by an accurately completed client consultation record, detailed lifestyle plan, evaluation and assessor checklist.

Your Assessor must observe the initial consultation, assessment and discussion to agree the lifestyle plan.

All the work you submit should meet SCQF level 8 criteria. <http://scqf.org.uk/the-framework/scqf-levels/>

This Unit has the Core Skill of Problem Solving embedded in it, so when you achieve this Unit your Core Skills profile will be updated to show that you have achieved Problem Solving at SCQF level 5.

Oral Communication skills will also be developed during interaction with clients which must be professional, sensitive and empathic. You will be required to demonstrate high levels of communication — observation, questioning, listening, the use of open, closed and probing questions, confirming statements, appropriate eye contact and show empathy and sensitivity when responding to verbal and non-verbal responses from the client.

Written Communication skills are not formally assessed however you will be expected to present written communication to an acceptable professional standard.

In addition to the specific vocational skills developed and assessed you will have the opportunity to develop generic skills which will enhance you employability skills profile, eg Customer care skills, communication skills, time management.