



Higher National Unit Specification

General information

Unit title: Beauty Therapy: Promotional and Selling Skills
(SCQF level 8)

Unit code: HY27 35

Superclass: BE

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Version: 02

Unit purpose

This unit will develop skills when promoting or introducing new products and treatments. The unit will enhance the learners selling process and selling techniques, developing skills in effective methods of communication, interpreting buying signals and managing client expectation. The emphasis of the unit is to equip the learner/therapist to become more effective, teaching them how to educate the client on their homecare routine to enable them to get the full benefits from a product or treatment and how to close a sale successfully.

Outcomes

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

- 1 Explain the role of marketing and promotion within the beauty industry.
- 2 Plan a promotional activity and sales presentation for a salon treatment.
- 3 Demonstrate effective sales techniques.

Credit points and level

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

Recommended entry to the unit

Entry is at the discretion of the centre. It is recommended that this unit is delivered after the learner has achieved or be working towards an HN Unit in *Beauty Therapy: Product Knowledge*.

Higher National Unit Specification: General information (cont)

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Core Skills

Achievement of this Unit gives automatic certification of the following Core Skills component:

Complete Core Skill	None
Core Skill component	Critical Thinking at SCQF level 5 Planning and Organising at SCQF level 5

There are also opportunities to develop aspects of Core Skills which are highlighted in the Support Notes of this 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.

Outcome 1

Explain the role of marketing and promotion within the beauty industry.

Knowledge and/or skills

- ◆ Marketing theory
- ◆ Marketing mix
- ◆ Marketing research
- ◆ Promotional mix
- ◆ Sales techniques
- ◆ Legislation

Outcome 2

Plan a promotional activity and sales presentation for a salon treatment.

Knowledge and/or skills

- ◆ Target audience
- ◆ Products and treatment services
- ◆ Promotional activity
- ◆ Sales support materials
- ◆ Relevant legislation
- ◆ Sales process
- ◆ Sales presentation planning

Outcome 3

Demonstrate effective sales techniques.

Knowledge and/or skills

- ◆ Product knowledge
- ◆ Sales techniques
- ◆ Sales opportunities
- ◆ Communication skills
- ◆ Buying signals and the client's expectations
- ◆ Closing the sale
- ◆ Self-reflection and evaluation

Higher National Unit Specification: Statement of standards (cont)

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Evidence requirements for Outcomes 1 and 2

Learners will need to provide evidence to demonstrate their knowledge and/or skills across all outcomes by showing that they can:

Outcome 1 — Explain the role of marketing and promotion within the beauty industry.

- ◆ explain the role of marketing within the beauty industry and why marketing is important.
- ◆ describe the seven Ps of the marketing mix, providing examples relating to the beauty industry.
- ◆ explain why market research is important to organisations and provide one example of how market research information is collected.
- ◆ describe the promotional mix providing specific examples of elements that could be used to promote beauty products and/or treatments.
- ◆ describe sales techniques that could be used for beauty products or client treatments.
- ◆ provide an overview of legislation governing the sale of beauty therapy products and services.

Outcome 2 — Plan a promotional activity and sales presentation for a salon treatment.

Learners will need to provide evidence to demonstrate their knowledge and/or skills across all outcomes by showing that they can:

- ◆ identify and justify choice of target audience for the chosen product and treatment.
- ◆ provide an overview of the features and benefits of the product and treatment service.
- ◆ outline the objectives of the promotional activity and sales presentation.
- ◆ plan a promotional activity and a sales Presentation for a particular product and treatment.
- ◆ create sales support material.
- ◆ adhere to legislation relevant to the planned promotional activity for the product and treatment.
- ◆ include an outline of the sales process.

Higher National Unit Specification: Statement of standards (cont)

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Outcome 3

Deliver a sales presentation. The sales presentation should be no less than 10 minutes long and learners must demonstrate in a professional way the selling process which includes product knowledge, professional sales techniques and how to set up and close a sale for a chosen product or treatment.

The evidence provided must:

- ◆ include suitable sales support material for a successful sales presentation.
- ◆ establish the needs of the client(s) and relate these needs to the product or treatment being sold.
- ◆ clearly identify the features and benefits of the product/treatment being sold.
- ◆ demonstrate effective communication with the client(s).
- ◆ identify sales opportunities.
- ◆ demonstrate effective sales techniques being used including positive soft sales and cross selling techniques.
- ◆ deal effectively with any objections.
- ◆ manage client(s) expectations.
- ◆ close the sale and provide sale/homecare advice appropriate to client'(s) needs.
- ◆ Demonstrate self-reflection and evaluation of their presentation skills.

Learners must also reflect on their presentation and review the effectiveness of their sales techniques highlighting strengths and weaknesses.



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

Outcome 1 — Explain the role of marketing and promotion within the beauty industry

This outcome should provide learners with the underpinning knowledge required to undertake a promotional activity and sales presentation. It will cover basic marketing theory ie why is marketing important? And the tools and techniques are available for promoting a salon's products and treatments.

Through teaching and research learners will display knowledge of the *Marketing mix (seven Ps — product; price; place; promotion, people; processes and physical environment)*. Learners may find the Chartered Institute of Marketing's (CIM) 7Ps booklet helpful in understanding the marketing mix — <https://www.cim.co.uk/media/4772/7ps.pdf>

Product: Treatment/product name, product range or treatment method, benefits of product or treatment.

Price: Pricing strategies, cost of product or treatment.

Place: Where the client can access or view the product, treatment or promotional event (in store or online via Instagram, Snapchat, twitter, Facebook, website, online streaming, ie YouTube).

Promotion: Promotional mix refer to promotional mix five elements.

Promotional mix is a specific [combination](#) of promotional methods used for one [product](#) or a [family](#) of products. There are *five elements of a promotion mix*, these are: advertising, [direct marketing](#), [personal selling](#), sales promotions and public relations. Examples of promotions may be price reductions, introductory offer/BOGO. Additionally when customers reach a set spend on any products or treatments, they are given a free gift, and promotional activities can encourage repeat purchase and create brand and client loyalty. Learners should also explain how public relations can get result from using sales promotions especially via social media for instance. Sharing of the pictures of competition winners in the media, or a short video to a prize or treatment a client could win if they entered a competition or feedback from clients regarding special offer treatments they received.

Higher National Unit Support Notes (cont)

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People: All staff in the salon who come into contact with the customers will make an impression. Many customers cannot separate the product or service from the staff member who provides it, so your people will have a profound effect — positive or negative — on customer satisfaction.

Process: the process of delivering the product or service, and the behaviour of those who deliver it, are crucial to customers. Many customers no longer buy a product or service but invest in the entire experience.

Physical environment: A clean, tidy and well-decorated reception area is reassuring for customers. If customers haven't used the product or treatment before, they can be apprehensive and if the salon premises aren't up to scratch, this may affect the customers perception of the product and treatments on offer.

Promotional activities: One of the elements of the promotional mix is sales promotion and learners will research the benefits of promoting treatments and products to the client. Examples of benefits include: increases salon turnover/profit, professional image, professional ethics, encourage clients to use quality products, encourage return visits (learners can explore online booking systems especially for the rebooking advantages, examples of these are Ovatu, Phorest, Premier spa, salon lite, booking bus). Rebooking increase client confidence, increase sales in other areas and where applicable staff commission.

Market research: Learners should have a basic understanding of market research and the need to gain feedback on existing (and new) products and services provided by the salon.

Sales: Learners should be provided with an understanding of the following:

Benefits of selling treatments and products to the client- professional image and ethics, improved aftercare and homecare advice, happy customers seeing and feeling the benefits will promote salon and return thus increasing profits. The skills required for sales presentations/pitches, examples of *sales opportunities* — window displays, reception area, display cabinets, new products/treatments, leaflets, posters, free samples, during consultation, during/after service, email/mail/text, advertising promotional events, ie social media, etc. Sales opportunities for the learner can explore ways in which they can promote themselves as a professional. An insight on how to present themselves on online medias can prove vital to their success. The importance of personal and salon accounts should be explored.

Methods to increase revenue can be explored (online booking service, reminder service, joining, online discount sites, using variety of payment methods, ie world pay, Paypal, card, cash). An overview of the selling process and selling techniques, and how to employ and embed these into the clients treatment or use of product using effective, open communication giving examples of selling techniques.

Higher National Unit Support Notes (cont)

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The learner should explore negative hard selling techniques and unprofessional upselling (a [sales technique](#) where a seller induces the [client](#) to purchase more expensive items, upgrades or other add-ons in an attempt to make a more profitable sale rather than to meet the needs of the client) and give examples of how to utilise positive soft selling techniques and cross selling (the action or practice of [selling](#) an additional product or service to an existing customer to with encompass the needs of the client.)

The learner should show evidence of knowledge and understanding of the relevant Legislation — Sales and Supply of Goods Act 1994, Trade Descriptions Act 1978, Data Protection Act 1998, Consumer Protection Act 1987, Sale of Goods Act 1979, Cosmetic Products (Safety) Regulations 2003.

Outcome 2 — Plan a promotional activity and sales presentation for a salon treatment

Evidence for Outcome 2 could be developed from the knowledge gained in Outcome 1. The learner is required to plan the promotional activity and create promotional materials (eg promotional leaflet, samples, point of sale displays, customer reviews, videos) to support the sales presentation. The evidence should show they have considered the details of the treatment selected.

Outcome 3

Using the promotional materials created in Outcome 2, learners could present this to a target audience. (Target audience is a group of people that a promotion is focused on selling to). The tutor or the learner may organise the target audience and agree on the date of the activity.

It is recommended the presentation should be no less than 10 minutes and no longer than 20 minutes long. During this time the learner should demonstrate professional presentation skills (therapist dress code, body language, clear concise voice, positive attitude, posture, facial expressions, eye contact, gestures, proximity); effective communication with the audience (use positive descriptive words, ie amazing, impressive, dramatic).

Learners should be encouraged to believe in the treatment and its benefits; this will come across when selling. Identifying sales opportunities (displays, leaflets, pricelists, gathering of contact details, free samples) and when to employ effective Sales techniques (relationship selling, soft sales, hard sales, cross sales and, upselling) and utilise an effective Sales process. Demonstrating positive soft sales techniques and cross selling. This is a skill that can be reinforced in every practical unit that involves dealing with clients. This will help advance learners' employment prospects.

A practical activity would allow learners to demonstrate professional selling skills. During a skin analysis consultation or facial practical activity the learner could showcase: product knowledge and professional selling skills for the following: opening of a sales dialogue, use effective communication techniques.

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Verbal (open questions, face-to-face, tone of voice, language, pace, clarity, reassurance), Non-verbal (body language, positive attitude, posture, facial expressions, eye contact, gestures, proximity), Identify selling opportunities, advising clients on products and services and describe in an appropriate manner the features and benefits of these products, Learners should manage client(s) expectations (considering if they are realistic and achievable, lifestyle compatible) to achieve a realistic objective.

The learner will blend their sales techniques to suit the individual(s), employing cross-selling where necessary. The therapist has a duty to provide after care/homecare advice appropriate to client needs, this goes in synergy with prescribing and retailing the correct homecare products. The learner must demonstrate effective methods and techniques to close the sale. The learner should establish how the customer wishes to pay for the product or service and conclude the transaction. Not closing a sale sends the wrong signals that the advice given is of no value.

Techniques used for the sales process use different stages: interest, questioning, doubt, knowledge, clarification, need, want, purchase.

A method often employed in therapies is to use the acronym **R.E.T.A.I.L.** to break down the process and link it back to therapies. This is known as relationship selling — this is a type of sales technique that focuses on buyer interaction, a bespoke soft selling process to meet the client's objectives.

Recognise the client's routine during the consultation (effective communication.

Establish the client's objectives (Identify selling opportunities).

Take a break from questions (perform a treatment using the products that meet needs of the client, let the client see, smell, touch product).

Answer the clients objectives (on completion of the treatment using your product knowledge link the products ingredients and benefits to meet the needs of the client, cross selling where appropriate, highlight product success).

Itemise and summarise (itemise the products and educate the client on how to use the products effectively at home, break down costings).

Last chance — close the sale (employs the most suitable method of closing the sale, ie direct question and rebook a treatment)

The assessor may wish to use additional questioning to cover any aspects of the knowledge and skills not observed.

To improve on their existing sales skills, learners should be encouraged to engage in reflective practice, reviewing the effectiveness of sales techniques, comparing and justifying the suitability of different sales techniques and sales process. Client and assessor feedback prove to be invaluable to improving the learners skills.

Higher National Unit Support Notes (cont)

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It is important for self-evaluation that the promotional activity or sales activity is not always about success but entails picking out the details and strategies that work and would successfully work again in a Beauty Salon. Listing the learner's strengths and weaknesses may highlight areas for growth. Areas to consider when evaluating the effectiveness are: promotional plan (did you showcase on the correct techniques, target audience), were they the right potential buyers? Did they achieve what they set out to do? Did they employ effective communication? Did the client(s) results meet their expectations.

The unit is designed to encourage learners to create promotional materials and develop selling skills to help their work within a Beauty Salon, with emphasis of improving their own effectiveness within the work environment and contributing effectively to the overall success of the salon.

Guidance on approaches to delivery of this unit

This unit should be delivered in the order of the outcomes although aspects of the outcomes may be holistically assessed.

It is important that learners get feedback on their progress throughout as a mechanism to improve their personal performance.

Emphasis should be placed on the importance of effectively communicating with clients in a professional manner throughout.

The learner should be encouraged to develop good working practise which meet both organisational and current national health and safety policies and procedures.

Guidance on approaches to assessment of this unit

Assessment for this unit could be through:

- Outcome 1 Extended response questions with examples relating to the beauty industry or a research report.
- Outcome 2 Learner's plan for the promotional activity and sales presentation.
- Outcome 3 Observation of sales presentation. Learners self-evaluation.

The use of ICT in sourcing, storing and presenting information may be helpful.

Evidence requirements are fully explained within the unit specification.

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.

Higher National Unit Support Notes (cont)

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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

Aspects of the Core Skill of *Problem Solving*, that is, planning and Organising, Critical Thinking, and Reviewing and Evaluating, will be naturally developed as the Promotional and Selling Activities are planned and safely undertaken. In planning the promotional and selling Activities learners will identify and analyse a range of factors including suitable products, equipment and techniques to ensure their product knowledge and selling skills meets the needs of each individual client. Analytical evaluation of the effectiveness of treatments in relation to identified aims could be enhanced by formative group discussion.

Communication skills are not formally assessed however learners will be expected to present Oral and Written Communication to an acceptable professional standard. Skills in accessing and analysing information on promotional and selling skills should be developed to provide underpinning knowledge on professional issues and resources. Evaluation of information accessed should be encouraged in order to assure that information is accurate and current. Oral Communication skills will be developed in practical work with clients when interaction must be professional, sensitive and empathic. Communicating with the client should be appropriate to provide information to the clients, explaining and reassuring during promotional and selling activities. Learners should be fully aware of a range of active listening techniques in order to relate and respond to others in the most appropriate and effective way, adapting language, register and style to suit their purpose and clientele.

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.

This Unit has the Critical Thinking and Planning and Organising components of Problem Solving embedded in it. This means that when learners achieve the Unit, their Core Skills profile will also be updated to show they have achieved Critical Thinking and Planning and Organising at SCQF level 5.

History of changes to unit

Version	Description of change	Date
02	Core Skills Components Critical Thinking and Planning and Organising at SCQF level 5 embedded.	

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General information for learners

Unit title: Beauty Therapy: Promotional and Selling Skills (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 will help you to develop skills and enhance your selling process and selling techniques, developing skills in effective methods of communication, interpreting buying signals and managing client expectation. The emphasis of the unit is to equip you to become more effective, teaching you how to educate yourself on developing and presenting promotional and sales activities within a salon environment. Knowledge will be developed for your client on their homecare routine to enable them to get the full benefits from a product or treatment and how to close a sale successfully which can then be evaluated as a means of promoting personal improvement.

You will need to provide evidence to demonstrate your knowledge and/or skills by showing that you can:

- ◆ explain the role of marketing and promotion within the beauty industry.
- ◆ plan a promotional activity and sales presentation for a salon treatment.
- ◆ demonstrate effective sales techniques.

You will also complete a review of your effectiveness for each activity to identify areas to develop further to improve your personal performance.

The aspects of the Core Skill of *Problem Solving* will be naturally developed as the key skills are reviewed and the treatments are planned and safely undertaken. In planning the promotional activity, you will identify and analyse a range of factors including suitable products, equipment and techniques to ensure the activity meets the needs of each individual client.

Oral communication skills will be developed in practical work with clients when interaction must be professional, sensitive and empathic. Communicating appropriate information to clients, explaining and reassuring during the practical activities and giving aftercare advice and specific relevant homecare advice and product recommendations will be an essential aspect of competence. You should be fully aware of a range of active listening techniques in order to relate and respond to others in the most appropriate and effective way, adapting language, register and style to suit their purpose and clientele.

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

This Unit has the Critical Thinking and Planning and Organising components of Problem Solving embedded in it. This means that when you achieve the Unit, your Core Skills profile will also be updated to show you have achieved Critical Thinking and Planning and Organising at SCQF level 5.