



National Unit specification: general information

Unit title: Salon Skills: The Essentials

Unit code: H1WT 11

Superclass: HL

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Summary

This Unit is a mandatory Unit in the NPA for Long Hair Design with Make-Up and NPA Beauty Massage.

This Unit introduces candidates to customer care skills. They will communicate with clients, develop consultation techniques, provide a relevant client service and develop selling techniques.

On successful completion of this Unit candidates will be able to identify clients' needs, provide a relevant client service and conclude by providing effective recommendations specific to individual needs.

Outcomes

- 1 Provide skills in customer care in a salon environment.
- 2 Demonstrate effective consultation techniques.
- 3 Provide effective selling skills.

Recommended entry

Access to this Unit is at the discretion of the Centre. It would be beneficial if the candidates had an appropriate level of Communication, ICT and Numeracy skills.

Credit points and level

1 National Unit credit(s) at SCQF level 5: (6 SCQF credit points at SCQF level 5*)

**SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

General information (cont)

Unit title: Salon Skills: The Essentials

Core Skills

Opportunities to develop aspects of Core Skills are highlighted in the support notes of this Unit specification.

National Unit specification: statement of standards

Unit title: Salon Skills: The Essentials

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

Provide skills in customer care in a salon environment.

Performance Criteria

- (a) Identify how to create a positive first impression to clients.
- (b) Identify effective communication techniques.
- (c) Develop positive interpersonal skills.

Outcome 2

Demonstrate effective consultation techniques.

Performance Criteria

- (a) Display positive communication techniques.
- (b) Consult with client effectively to build a rapport.
- (c) Identify client needs.
- (d) Provide relevant client service.

Outcome 3

Provide effective selling techniques.

Performance Criteria

- (a) Display positive selling skills.
- (b) Consult to identify relevant client requirements.
- (c) Conclude effective recommendations.

National Unit specification: statement of standards (cont)

Unit title: Salon Skills: The Essentials

Evidence Requirements for this Unit

Evidence is required to demonstrate that candidates have achieved all Outcomes and Performance Criteria.

Outcome 1 Assignment

An assignment will be set which should be carried out in open-book conditions. This should be completed early in the Unit.

The assignment must enable candidates to demonstrate their knowledge of the following —

- ◆ Good communication skills
- ◆ Positive body language
- ◆ Polite manner
- ◆ Courteous behaviour
- ◆ Positive attitude

Evidence for Outcome 1 (c) must be gathered by practical performance. Candidates must be assessed on two occasions with different customers. One performance must be face to face, one must be telephone or e-mail.

An observation checklist must be used to provide evidence of performance.

Performance evidence must show that the candidate can:

- ◆ develop positive interpersonal skills
- ◆ greet and interact with customers in a professional manner using appropriate conduct and behaviour
- ◆ demonstrate courteous behaviour and remain polite during telephone and/or face to face communication with customers
- ◆ provide and gain relevant information accurately and promptly

National Unit specification: statement of standards (cont)

Unit title: Salon Skills: The Essentials

Outcome 2 Performance Evidence

Candidates must demonstrate effective consultation techniques on two occasions using two differing clients. One performance must be face to face, one must be telephone or e-mail.

An observation checklist must be used to provide evidence of performance.

Candidates must provide evidence that demonstrates their knowledge of effective client consultation skills by showing they can:

- ◆ display positive communication techniques
 - demonstrate good communication skills
 - demonstrate positive body language
- ◆ consult with client effectively to build rapport
 - adopt an empathic approach
 - adopt appropriate consultation techniques when dealing with clients
 - discuss and establish client needs and requirements
- ◆ provide relevant client service

Outcome 3 Performance Evidence

Candidates must demonstrate effective selling techniques on two occasions using two differing customers.

An observation checklist must be used to provide evidence of performance.

- ◆ display positive selling skills
 - product knowledge
- ◆ good communication skills
 - positive language
 - appropriate questioning techniques
- ◆ discuss to identify relevant client requirements
 - discuss services and/or product
 - identify service and/or product
- ◆ conclude effective recommendations
 - provide the client with service and /or product recommendation that will effectively meet their needs

National Unit specification: support notes

Unit title: Salon Skills: The Essentials

This part of the Unit specification is offered as guidance. The support notes 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 intended to prepare candidates for industry by providing them with the essential underpinning skills to enable them to deal effectively with client care needs. This Unit will enable candidates to gain the knowledge and skills required to operate effectively within a salon environment to attend to client care needs and requirements

Candidates should be provided with access to a salon reception area to practice the use of the telephone and or e-mail.

Outcome 1 focuses on client care skills and aims to provide the candidate with the underpinning knowledge and skills required to operate professionally within a salon environment. Candidates will gain the skills required to interact with clients appropriately within a salon setting.

Key areas of knowledge and skills will be:

- ◆ the importance of personal appearance and client first impressions
- ◆ professional ethics
- ◆ professional image
- ◆ professional conduct
- ◆ reasons for adopting a professional manner
- ◆ the impact of building a good client relationship
- ◆ verbal and non-verbal communication skills
- ◆ the importance of client confidentiality
- ◆ the importance of communicating politely and clearly with clients during all interaction

Outcome 2 focuses on developing consultation techniques and building client trust. Candidates will be encouraged to think about the skills required to build a sound relationship with clients.

Key areas of knowledge and skills will be:

- ◆ good communication skills
- ◆ building a rapport with clients
- ◆ showing empathy towards clients
- ◆ appropriate language
- ◆ positive body language
- ◆ professional image
- ◆ listening skills

National Unit specification: support notes (cont)

Unit title: Salon Skills: The Essentials

Outcome 3 focuses on the underpinning knowledge and skills to enable candidates to sell a suitable product and/or service to clients. This Outcome will introduce candidates to the importance of selling a service and/or product within a realistic workplace environment.

Key areas of knowledge and skills will be:

- ◆ knowledge of the service and/or product
- ◆ understanding client needs and requirements
- ◆ how to focus on client needs
- ◆ linking client needs to service and/or product
- ◆ recommend a service and/or product that meets client needs

Guidance on learning and teaching approaches for this Unit

There should be an introduction to the Unit which allows the candidates to understand fully what is required and the approaches which will be adopted.

It is important to contextualise the content of this Unit to make it as relevant as possible to the candidate's area of study. A various range of delivery techniques can be utilised for this Unit. These could include group discussions when candidates can be encouraged to draw from any previous or personal experience they have had in a salon environment attending to client needs. The use of role play with scenarios will support the candidate to enable them to relate their learning to real situations with customers.

It may be possible to integrate the delivery of this Unit with a work experience Unit that the candidate is undertaking as part of a programme of study

The main approach to learning in this Unit should be experiential, practical and candidate-centred. Candidates should have the opportunity to learn and develop practical skills in a realistic salon environment where they will experience workplace conditions and will learn to work with others.

The use of role play with peers should be used to support candidates to progress and to gain self-confidence before working with real clients. Candidates would benefit from access to a range of products or equipment for retail to clients.

Video evidence could be used to allow candidates to review their performance during role play practice.

Due to the practical nature of this Unit, each part of learning and teaching should incorporate both theory and practical, to facilitate learning. Candidates will therefore understand the relevance of the knowledge and understanding more easily as they experience the practical application. The learning and teaching should arise naturally throughout the practical activities.

Candidates should be provided with a demonstration of practical consultation and any visual, verbal or tactile techniques should be demonstrated to candidates.

National Unit specification: support notes (cont)

Unit title: Salon Skills: The Essentials

Achievement of this Unit will require the candidate to carry out the practical activities either in a realistic salon environment or real workplace setting, which involves working with others.

Guidance on approaches to assessment for this Unit

The Evidence Requirements are fully expressed in the mandatory section of this Unit specification.

Performance evidence for Outcomes 1(c), 2 and 3 could be assessed on the same occasion.

Performance evidence must be supported by an assessor observation checklist.

There are good opportunities for formative assessment in this Unit, including self and peer assessment and for collecting feedback from others.

Opportunities for the use of 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 candidate evidence and that conditions of assessment as specified in the Evidence Requirements are met, regardless of the mode of gathering evidence. Further advice is available in *SQA Guidelines on Online Assessment for Further Education (AA1641, March 2003)*, *SQA Guidelines on e-assessment for Schools (BD2625, June 2005)*.

Opportunities for developing Core Skills

In the Unit candidates will interact with each other and there are good opportunities for developing aspects of the Core Skills of *Communication*, *Working with Others* and *Problem Solving*.

Candidates will use oral communication during the consultation process whilst discussing clients' various needs and expectations and requirements.

Disabled candidates and/or those with additional support needs

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering whether any reasonable adjustments may be required. Further advice can be found on our website www.sqa.org.uk/assessmentarrangements

History of changes to Unit

Version	Description of change	Date

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