

Unit 2: Client Care and Communication in Beauty-related Industries

Unit code:	T/601/4457
QCF Level 3:	BTEC Nationals
Credit value:	3
Guided learning hours:	28

● Aim and purpose

This is a preparation for work unit, which is based on capability and knowledge. This unit is about client care and communication in beauty-related industries. Learners will develop the ability to adapt their provision of client care and their communication skills to the needs of different clients, as well as how to manage client expectations.

● Unit introduction

This unit will allow learners to investigate client care and communication. The hair and beauty sector is a diverse area to work in and effective communication skills are essential for business success.

Learners will understand the methods and forms of communication that can be used and how to adapt them to suit any given client and situation. They will investigate the importance of client confidentiality and behaving in a professional manner as well as understand the techniques required to carry out consultations. This will enable them to identify client requirements, manage client expectations and provide suitable advice and recommendations to enhance the client experience and increase business revenue.

Learners will investigate the types of complaints clients make and understand how to resolve them. This unit will encourage learners to improve their working practices by gathering feedback and reviewing their own performance.

● Learning outcomes

On completion of this unit a learner should:

- 1 Be able to communicate and behave in a professional manner when dealing with clients
- 2 Be able to manage client expectations.

Unit content

1 Be able to communicate and behave in a professional manner when dealing with clients

Professional behaviour: personal hygiene/appearance; behaviour eg polite, tactful, client rapport; awareness of limits of own authority/responsibility; professionalism

Communication methods and techniques: verbal communication (speaking, listening, open/closed questions); non-verbal communication (body language); written communication eg email, letters; methods of communication (face to face, telephone, email/internet, reading); adapting methods of communication to suit the client and their needs eg nervous, non-nervous, new, regular, gender; advantages and disadvantages of different types of communication

Consultation techniques: questioning; visual; manual examination; reference to client records; respecting clients' personal space; use of support materials eg diagrams, pictures; identification of treatment objectives; contraindications to treatment; clear recommendations and importance (benefits to business, therapist, client); agree treatment plan

2 Be able to manage client expectations

Maintain client confidentiality: comply with Data Protection Act 1998; measures used to maintain client confidentiality (storage of paper based and electronic records and not sharing information)

Retail sales techniques: identifying client requirements; matching client requirements to products and services; sales techniques (consultation, demonstration, recommendation, use of samples, closing the sale, overcoming concerns such as suitability and results); adapting sales techniques to suit individual client needs (increase likelihood of sale, increase business revenue, client retention)

Client expectations: client feedback; ways of improving client experience eg level of care received, managing client expectations so they are realistic; methods of improving working practices eg review performance, training

Client complaints: types of complaint (poor quality service, financial disputes, unprofessional attitude); ways of resolving complaint eg referral, offer solution (money back, alternative treatment, free/discounted service), adhering to salon policy and current and relevant legislation eg Sale of Goods Act 1979, Consumer Protection Act 1987

Assessment and grading criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria for a pass grade describe the level of achievement required to pass this unit.

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P1 behave in a professional manner within the workplace [TW3, TW4, SM5, SM7]		
P2 use effective communication techniques when dealing with clients [IE1, TW2, SM7]	M1 evaluate the communication and consultation techniques used with different clients	D1 justify the suitability of communication and consultation techniques used with different clients
P3 adapt methods of communication to suit different situations and client needs [TW3]		
P4 use effective consultation techniques to identify treatment objectives [IE1, IE2, IE5]	M2 use effective consultation techniques to identify different treatment objectives	
P5 provide clear recommendations to the client [EP2, EP4, EP5]		
P6 assess the advantages and disadvantages of different types of communication used with clients [IE3]		
P7 describe how to adapt methods of communication to suit the client and their needs		
P8 explain what is meant by the term 'professionalism' within beauty-related industries		
P9 explain the importance of respecting a client's 'personal space'		

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P10 describe how to use suitable consultation techniques to identify treatment objectives		
P11 explain the importance of providing clear recommendations to the client		
P12 maintain client confidentiality in line with legislation [TW4]	M3 recommend ways to manage client expectations	D2 justify ways of managing client expectations.
P13 use retail sales techniques to meet client requirements [TW2, TW3, EP4]		
P14 evaluate client feedback [IE4, RL5]		
P15 evaluate measures used to maintain client confidentiality		
P16 explain the importance of adapting retail sales techniques to meet client requirements		
P17 identify methods of improving own working practices [EP4]		
P18 describe how to resolve client complaints. [IE1, SM6, EP1]	M4 explain how to resolve client complaints.	

PLTS: This summary references where applicable, in the square brackets, the elements of the personal, learning and thinking skills applicable in the pass criteria. It identifies opportunities for learners to demonstrate effective application of the referenced elements of the skills.

Key	IE – independent enquirers CT – creative thinkers	RL – reflective learners TW – team workers	SM – self-managers EP – effective participators
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Essential guidance for tutors

Delivery

This unit should be delivered in a Realistic Learning Environment (RLE), as detailed in *Annexe F*. Clients can be friends and peers and does not mean treatment needs to be carried out on paying clients or within commercial timescales.

Delivery of this unit should be as practical as possible to engage and motivate learners. Tutors are advised to use a variety of delivery methods to enable learners to develop the skills and techniques required when dealing with all aspects of client care. This unit is suitable for co-delivery with any of the units which involve interacting with clients, for example, *Unit 5: Provide Facial Skincare*.

Tutors can use a variety of delivery methods when exploring the different forms of communication and client care, including observation of reception areas via webcams or inviting guest speakers from the beauty therapy industry to talk about the methods they use within their establishment to promote best practice in communication with clients.

Demonstration and comparisons of ineffective communication can provide a basis for role play and group discussions, enabling learners to draw on their personal experiences. This allows learners assess the impact of positive and negative from the client's perspective. Tutors should set activities that develop learners' experience, both as consumers and therapists, in identifying examples of good and bad client service.

The wide range of possible client scenarios provides scope for discussion, including how these scenarios need adapting for situation, client and purpose. This could include, for example, interaction in a reception area, in a room during one-to-one treatment, on the telephone, or during a potential client complaint.

The variety of ways in which professional relationships are built on positive communication is vital to the success of any business as these are transferable and valuable skills for career success.

Learners should also be taught the advantages and disadvantages of different forms of communication. Learners must be taught how to identify client needs and expectations through the consultation process, the importance of body language and its role in effective communication, building relationships and client care, including the importance of respecting clients' personal space.

Tutors should explore with learners the reasons for providing advice to and recommendations, for clients. Learners should be taught the techniques used to identify retail opportunities and should be able to practise using these techniques. They should understand that poor communication and consultation adversely affects the success of a business. Mock-ups of retail displays where learners can practise their skills in recommending products and services are invaluable. Organised visits to department stores to observe professional retail skills in action on cosmetic counters are beneficial. Often, clients can have unrealistic expectations of beauty products and/or treatments and their effects. Learners need to be able to inform clients of features and benefits of products and services without misleading them.

Learners are expected to be able to demonstrate a professional approach throughout this unit in terms of behaviour, maintaining client confidentiality, using retail sales techniques, managing client expectations, dealing with client complaints and adhering to current, relevant legislation.

Learners must understand that when complaints have been made, they need to act on them in the right manner to retain the client and maintain business reputation. Role play of clients complaining will develop learners' skills in managing this very difficult area.

Looking at how to improve working practices presents an opportunity for learners to gather and evaluate feedback on their own performance and identify areas for personal development and improvement, these are skills that will serve them well when they start work in the industry.

Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way in planning the delivery and assessment of this unit.

Topic and suggested assignments/activities and/assessment
Tutor introduction to the unit
Assignment 1: Client Consultation (P1, P2, P3, P4, P5, P12, P13, M2, M3). Tutor introduction to assignment brief.
Assignment 2: Communicating with Clients (P6, P7, P8, P9, P10, P11, P16, P18, M4, D2). Tutor introduction to assignment brief. Research the communication and consultation techniques and the importance of professional behaviour using the internet, libraries, videos, role play and group discussions. Forms of communication. Adapting communication techniques. Consultation techniques. Identifying treatment objectives. Personal space. Professional behaviour. Importance of providing clear recommendations. Benefits to the business. Use effective communication and consultation techniques and provide clear recommendations. Research ways of managing client expectations using video, internet, libraries, observation, role play and group discussions. Client confidentiality. Identifying and matching client requirements to products and services. Sales techniques. Retaining clients. Types of client complaints. Referring complaints. Relevant legislation. Resolving complaints. Use of retail sales techniques.
Assignment workshop(s).
Assignment 3: Reflective Practice in the Hair and Beauty Sector (P14, P15, P17, M1, D1). Tutor introduction to assignment brief. Client expectations – client feedback. Ways of improving client experience eg level of client care received, managing client expectations so they are realistic. Methods of improving working practices eg review performance, training. Reflective practice. Evaluating client care. Good and bad practice.
Assignment workshop(s).
Tutor recap of unit, using games and quizzes as memory aids.

Assessment

The unit is assessed by the centre and will be subject to external verification by Edexcel.

Achievement of the assessment and grading criteria should be evidenced through contextualised, vocationally-related experiences, with tasks specifically designed with the assessment and grading criteria in mind. The theoretical aspects of assessment for this unit can be achieved through learners completing centre-devised assignments, a portfolio of evidence or through adaptation of Edexcel assignments where available. Practical assessment criteria will require observation and completion of relevant documentary evidence by the assessor.

Assessment should be as holistic as possible, with assignments designed to cover multiple assessment criteria, even across units, where appropriate. Reference to grading criteria should be made in the assessment documentation, to ensure the criteria have been met.

P1, P2, P3, P4, P5, P12, P13, M2 and M3 are practical and require learners to communicate and behave in a professional manner when carrying out a client consultation and when providing aftercare advice, taking advantage of retail opportunities. This unit must be assessed through observation, evidenced with a signed witness testimony and/or observational documentation.

P6, P7, P8, P9, P10, P11, P16, P18, M4 and D2 assess learners' knowledge and understanding of communicating with clients. This could be assessed in a variety of ways, such as written questions, short-answer questions delivered orally (recorded in a written transcript), a client care induction pack for new employees or a training pack.

P14, P15, P17, M1 and D1 require the learner to engage in reflective practice of their own work and of the practices in the salon. Learners should do this towards the end of the course. This could be evidenced and assessed in a variety of forms, such as:

- written questions
- short-answer questions delivered orally (accompanied by a written transcript)
- a written report reflecting on their practices and those in the salon/RLE
- a reflective journal detailing their progress and improvements in client care and communication
- an evaluative survey completed by clients that gives learners feedback on their work and communication, including a section detailing their strengths and weaknesses.

It is essential that learners are given opportunities to achieve all the assessment and grading criteria through the assignments. This unit is embedded in all practical units so it is possible, and encouraged, to cross-unit assess.

It is recommended good practice for tutors to hold regular assignment workshops where learners bring in their assignment work and work on it, consulting with the tutor when necessary. Signed witness testimonies and observation records must be retained for verification purposes, including written transcripts of oral evidence. Supplementary evidence in the form of photographs and consultation record cards could also be provided.

Programme of suggested assignments

The table below shows a programme of suggested assignments that cover the pass, merit and distinction criteria in the assessment and grading grid. This is for guidance and it is recommended that centres either write their own assignments or adapt any Edexcel assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
P1, P2, P3, P4, P5, P12, P13, M2, M3	Client Consultation	Communicate and behave in a professional manner when performing a client consultation and when providing aftercare advice, taking advantage of retail opportunities.	Practical observation, with signed witness testimony.
P6, P7, P8, P9, P10, P11, P16, P18, M4, D2	Communicating with Clients	Create a training pack for new starters on client communication and consultations.	Training pack, with text and pictures marked and authenticated by the assessor.

Criteria covered	Assignment title	Scenario	Assessment method
PI4, PI5, PI7, MI, DI	Reflective Practice	Create a learner journal to track and evaluate their own work and practices relating to communication and client care.	Learner journal marked and authenticated by the assessor.

Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the BTEC hair and beauty sector suite. This unit has particular links with the following unit titles in the hair and beauty suite:

Level 1	Level 2	Level 3
Presenting a Professional Image in a Salon	Client Care and Communication in Beauty-related Industries	Promote and Sell Products and Services to Clients
	Promote Products and Services to Clients in a Salon	

Essential resources

Learners will need access to a salon environment that meets the requirements of a Realistic Learning Environment, as outlined in *Annexe F*. To prepare them for the world of work, learners would also benefit from having exposure to a range of clients, with different treatment objectives.

Employer engagement and vocational contexts

Centres are encouraged to develop links with professionals in the hair and beauty sector, for example salon managers and retailers.

Guest talks by industry professionals from the hair and beauty sector on the importance of effective communication and client care would also benefit learners.

Indicative reading for learners

Textbooks

Cressy S – *Beauty Therapy Fact File 5th Edition* (Heinemann, 2010) ISBN 9780435451424

Ford G and Stewart H – *Level 3 Diploma/NVQ/SVQ Hairdressing 2nd edition* (Heinemann, 2009) ISBN 9780435468606

Hiscock J, Stoddard E and Connor J – *Level 3 NVQ/SVQ Diploma Beauty Therapy Candidate Handbook 2nd Edition* (Heinemann, 2010) ISBN 9780435027018

Journals and magazines

Guild Gazette (Guild of Professional Beauty Therapists)

Habia News (Seed Publishing Limited)

Websites

www.beautyguild.com/

www.businesslink.gov.uk

www.habia.org/

www.professionalbeauty.co.uk

Guild of Professional Beauty Therapists

Business link—practical advice for business

Habia, the Standards Setting Body for the hair and beauty sector

Professional Beauty

Delivery of personal, learning and thinking skills

The table below identifies the opportunities for personal, learning and thinking skills (PLTS) that have been included within the pass assessment criteria of this unit.

Skill	When learners are ...
Independent enquirers	<p>identifying questions and problems to resolve when dealing with clients or using effective consultation techniques to identify treatment objectives [IE1]</p> <p>planning and carrying out research, using effective consultation techniques to identify treatment objectives [IE2]</p> <p>considering the influences of circumstances, beliefs and feelings to identify treatment objectives [IE5]</p> <p>exploring issues, assessing the advantages and disadvantages of different types of communication used with clients [IE3]</p> <p>evaluating client feedback [IE4]</p> <p>identifying problems to resolve when dealing with client complaints [IE1]</p>
Reflective learners	<p>evaluating client feedback [RL5]</p>
Team workers	<p>adapting to behave in a professional manner within the workplace [TW3]</p> <p>showing fairness and consideration to others within the workplace [TW4]</p> <p>reaching agreements, managing discussions and using effective communication techniques when dealing with clients [TW2]</p> <p>adapting methods of communication to suit different situations and client needs [TW3]</p> <p>showing consideration to client confidentiality in line with legislation [TW4]</p> <p>managing retail discussions to meet client requirements [TW2]</p> <p>adapting behaviour when using retail sales techniques to meet client requirements [TW3]</p>
Self-managers	<p>dealing with competitive pressures within the workplace [SM5]</p> <p>managing emotions in a professional manner within the workplace and when dealing with clients [SM7]</p> <p>responding positively to change, resolving client complaints [SM6]</p>
Effective participators	<p>identifying problems, negotiating and presenting a persuasive case for action, providing clear recommendations to clients [EP2, EP4, EP5]</p> <p>identifying improvements to benefit others, using retail sales techniques to meet client requirements [EP4]</p> <p>identifying improvements to own working practices [EP4]</p> <p>seeking resolutions to resolve client complaints. [EP1]</p>

Although PLTS are identified within this unit as an inherent part of the assessment criteria, there are further opportunities to develop a range of PLTS through various approaches to teaching and learning.

Skill	When learners are ...
Creative thinkers	questioning their own and others' assumptions when resolving customer complaints [CT4] asking questions to extend their thinking when undertaking client consultations. [CT2]

● Functional Skills – Level 2

Skill	When learners are ...
ICT – using ICT	
Select, interact with and use ICT systems safely and securely for a complex task in non-routine and unfamiliar contexts	using ICT systems to research managing client expectations
Manage information storage to enable efficient retrieval	researching material on communication and consultation techniques
ICT – finding and selecting information	
Use appropriate search techniques to locate and select relevant information	using a computer to research communication and consultation techniques
ICT – developing, presenting and communicating information	
Enter, develop and refine information using appropriate software to meet requirements of a complex task	creating a report for professional communication and behaviour creating a report for managing client expectations
Use communications software to meet requirements of a complex task	writing a report for managing client expectations
Evaluate the selection, use and effectiveness of ICT tools and facilities used to present information	evaluating the written report for managing client expectations
English – Speaking, Listening and Communication	
Make a range of contributions to discussions in a range of contexts, including those that are unfamiliar, and make effective presentations	communicating and consulting with clients
English – Reading	
Select, read, understand and compare texts and use them to gather information, ideas, arguments and opinions	reading information from sources about forms of communication and types of complaints
English – Writing	
Write a range of texts, including extended written documents, communicating information, ideas and opinions, effectively and persuasively	writing a report for professional communication and behaviour.