

Unit 35: Marketing in the Hair and Beauty Sector

Unit code:	J/601/4463
QCF Level 3:	BTEC National
Credit value:	6
Guided learning hours:	32

● Aim and purpose

This is a preparation for work unit, which is based on capability and knowledge. This unit is about developing the knowledge, understanding and skills to conduct and analyse market research and carry out marketing and promotional activities in the hair and beauty sector.

● Unit introduction

Marketing has an increasingly important role in the success of businesses in the hair and beauty sector. Consumers are changing their habits and their attitudes towards the hair and beauty sector, which is constantly expanding. It is important for those working in the sector to understand how to manage this change to ensure they retain their existing clients and attract new ones. This unit gives learners the knowledge, understanding and skills required to carry out marketing activities in the hair and beauty sector.

Learners will carry out market research and explore the principles of marketing. They will be required to create a marketing plan to help promote and enhance a business in the hair and beauty sector, which may be their local salon/Realistic Learning Environment.

Learners will then implement their marketing plan, through the promotion of a hair and beauty product/service. To do this, learners will explore the role of advertising and public relations, as well as the different promotional methods and activities used in the sector.

● Learning outcomes

On completion of this unit a learner should:

- 1 Be able to carry out market research in the hair and beauty sector
- 2 Be able to promote hair and beauty products, services and treatments.

Unit content

1 Be able to carry out market research in the hair and beauty sector

Market research: role and importance of market research and data analysis; research process (planning, organising, analysis of data); information sources (primary, secondary); market research methods (face to face, telephone/postal, electronic, focus groups, interviews, surveys, mystery shoppers, sales); customer segmentation (age, lifestyle, socio-economic, geographic, purchasing habits); competitor analysis; data analysis (strengths, weaknesses, opportunities, threats)

Marketing plan: objectives (business growth, extend product range, increase market share, increase profitability, image); timescale; cost; monitoring; evaluation; importance of producing a marketing plan

Marketing principles: marketing mix (price, place, promotion, product); external influences on marketing environment (political, economic, social, technological, legal, environmental (PESTLE))

2 Be able to promote hair and beauty products, services and treatments

Promotion: role and importance of promotion; direct marketing promotional methods (mailings, telemarketing, TV shopping, catalogues, radio, magazines, newspapers, samples, special offers, point-of-purchase (POP) displays); effective communication and its importance (clarity of message, identification with target group), creating awareness; effectiveness of promotional activity and plan; evaluating effectiveness of promotional methods/activities and marketing plan

Role of advertising: advertising methods; campaigns; budgets; measurement techniques; displays (setting, design, atmosphere, display space)

Role of public relations (PR): coverage; frequency; PR networks; trade press; national press contacts

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 carry out market research in the hair and beauty sector [IE2, SM3, CT1, TW3]	M1 explain the benefits of market research in the hair and beauty sector	D1 analyse the effectiveness of market research carried out
P2 analyse data collected from market research carried out in the hair and beauty sector [IE4]		
P3 produce a marketing plan to promote and enhance a business in the hair and beauty sector [CT1]	M2 explain the ideas in a marketing plan to promote and enhance a business in the hair and beauty sector	D2 justify ideas in a marketing plan to promote and enhance a business in the hair and beauty sector
P4 describe the principles of marketing [IE2]		
P5 describe how to carry out market research		
P6 explain the importance of analysing data collected from market research		
P7 explain the importance of producing a marketing plan that will promote and enhance the business		
P8 promote a hair and beauty product, service and/or treatment based on a marketing plan [CT1, TW3]	M3 explain the benefits of conducting promotional activities in a hair and beauty-related business	D3 evaluate the benefits of conducting promotional activities in a hair and beauty-related business
P9 communicate effectively when promoting a hair and beauty product, service and/or treatment [RL6, SM3]		

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 evaluate the effectiveness of the promotional activity and marketing plan [IE4, RL5]	M4 recommend improvements to the promotional activity and marketing plan	D4 justify improvements to the promotional activity and marketing plan
P11 explain the important role of advertising and PR in promoting a hair and beauty product, service and/or treatment		
P12 describe the different promotional methods and activities [CT2]	M5 compare the different promotional methods and activities.	D5 evaluate the suitability of different promotional methods and activities.
P13 explain the importance of effective communication when promoting a hair and beauty product, service and/or treatment		
P14 explain the importance of evaluating the effectiveness of promotional methods and activities and marketing plan. [IE6]		

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
------------	--	---	--

Essential guidance for tutors

Delivery

Clients can be friends and peers and does not mean treatment needs to be carried out on paying clients or within commercial timescales. Learners should become acquainted with the various techniques used in market research to help them understand the dynamics of the marketplace (including competitors and external influences) and the customer. Tutors should emphasise the importance of applying marketing principles to the workplace and to business.

To understand the buying behaviour of customers/clients, learners could conduct a survey to find out about other people's hair and beauty experiences and expectations. This will start learners thinking about customers' motivations for hair and beauty purchases (products, services and treatments) and how different they may be from their own. Learners could consider their own experience as a consumer and how products/services/treatments are promoted and sold to them, looking at the product journey from design to retail sale of their favourite hair and beauty-related product.

It may be particularly beneficial for learners to conduct primary research (the 'fun' element can be introduced when researching beauty habits, examples could include a visit to a high street salon, a visit to a trade exhibition, a guest speaker from a beauty therapy business) and secondary research (website, brochures, leaflets, magazines), so they fully appreciate the important role that market research plays in running a successful hairdressing/beauty therapy business.

Promotions play a huge role within the hair and beauty sector. The marketplace is saturated with hair and beauty products, services and treatments and is led by a number of multinational companies.

Learners should develop with the skills and techniques needed for successful promoting and understand the role it plays in a marketing plan. Tutors could divide learners into small groups to explore the different promotional activities these companies use by looking at the brochures, leaflets and websites of different organisations within each category (products, treatments and services). Each group could disseminate their information using a variety of different methods, to meet all learning styles. With this information, learners will produce their own promotional activity using any method to get their message across. Methods could include adverts for TV (with the use of video), newspaper or radio (with the use of a tape recording).

Learners can then gauge and measure the success of their promotion based on feedback from their peers. The promotional activity could be used throughout the RLE or workplace to promote a particular aspect of the hair and beauty department. Learners will get first hand feedback from a mass market. Guest speakers with a sales background would add variety to the learning process, discussing the various marketing and promotional activities they use for their organisations. A visit to see promotional activities in action, for example a visit to a salon or hair/beauty counter, would enable learners to gain knowledge of the role of promotion and also to find out how it can relate to the selling process and buyer behaviour and purchasing decisions.

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 and overview of unit.
Assignment 1: Market Research in the Hair and Beauty Sector (P1, P2, P3, P4, P5, P6, P7, M1, M2, D1, D2) – Tutor introduction to assignment brief.
Marketing principles – tutor led, learners research marketing mix, external influences.
The importance of producing a marketing plan – tutor led, learners to produce a marketing plan to promote and enhance a business in the hair and beauty sector.
The role of market research in the hair and beauty sector, learner activity to explore different types of market research used in the hair and beauty sector. Learners conduct market research in the hair and beauty sector – feedback discussed
The importance of data collection following market research – tutor led, learners to analysis data following market research activities.
Assignment 2: Promoting Hair/Beauty Products, Services and Treatments (P8, P9, P10, P11, P12, P13, P14, M3, M4, M5, D3, D4, D5) – Tutor introduction to assignment brief.
Promotional activities used in the hair and beauty sector – tutor led, learners promote a hair and beauty product, service and/or treatment based on the marketing plan.
Communication – the importance of effective communication when promoting a hair and beauty product, service and/or treatment – tutor led.
The role of advertising and PR when promoting a hair and beauty product, service and/or treatment – learners to research.

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.

For P1, P2, and P3 learners need to carry out market research, analyse the data from the research and produce a marketing plan to promote and enhance a hair/beauty-related business. Market research activities could focus around customer surveys on an aspect of hair or beauty, from which a promotional marketing plan can be formed. For M1 learners need to explain the benefits of market research. D1 offers the opportunity for learners to analyse the effectiveness of their market research. M2 and D2, respectively, require learners to explain and justify the ideas that they put forward in their marketing plan.

For P4, learners must describe the principles of marketing. This will include the need to consider the marketing mix (consisting of the '4 Ps' – price, place, promotion and product) and external influences on the market environment (PESTLE). For P5, P6 and P7, learners need to describe how to conduct market research, explain the importance of analysing data collected from market research and, finally, explain the importance of producing a marketing plan that will promote and enhance the business.

P8, P9, P10, M4 and D4 can be achieved by promoting a hair and beauty product, service and/or treatment based on the marketing plan, communicating effectively throughout the promotional activity, and evaluating the effectiveness of the promotional activity, recommending and justifying improvements.

For M2 and D2 learners need to explain and evaluate the benefits of carrying out promotional activities in a hair/beauty-related business. For P11, learners will explain the important role of advertising and PR in promoting. For P12, learners will describe the different promotional methods and activities. For M5 and D5, learners need to compare and evaluate the suitability of different promotional methods. P13 and P14 can be achieved by explaining the importance of effective communication when promoting and the importance of evaluating the effectiveness of promotional methods and activities and the marketing plan.

Evidence could be a combination of written questions, case studies and observation supported by relevant tutor signed documentation. However, holistic assignments can be designed to cover all assessment criteria. For example, theoretical preliminary research into market research, promotions, PR and advertising in the hair and beauty sector, its importance, purpose, benefits and the different methods used or applied secondary activities that centre around learners carrying out market research and producing a marketing plan, accompanied by data collection, for an aspect of hair and/or beauty.

This could culminate in:

- a marketing pitch
- a mini-advertisement
- a simple website or weblog targeted at consumers or customers.

It is essential that learners are given opportunities to achieve all the assessment and grading criteria through the assignments. Theoretical aspects of this unit lend themselves to cross-unit assessment.

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. Supplementary evidence in the form of photographs 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, P6, P7, M1, M2, D1, D2	Market Research in the Hair and Beauty Sector	Conduct market research in the hair and beauty sector, presenting and reflecting on findings and produce a marketing plan.	Written report, including market research and marketing plan marked and authenticated by the assessor.
P8, P9, P10, P11, P12, P13, P14, M3, M4, M5, D3, D4, D5	Promoting Hair and Beauty Products, Services and/or Treatments	Following market research, promote a hair/beauty-related product/service as part of the marketing plan.	Written report, including promotional materials, 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 2	Level 3
Client Care and Communication in Beauty-related Industries	Client Care and Communication in Beauty-related Industries
Promote and Sell Products and Services to Clients	Promote and Sell Products and Services to Clients

Essential resources

Learners will need access to research information when investigating all areas within this unit. Information could be sought from a range of sources, including trade Journals and magazines, books, newspapers and websites.

Employer engagement and vocational contexts

Centres are encouraged to develop links with professional companies, local universities and professionals working in the hair and beauty sector. This could be through talks, demonstrations, workshops, courses, visits to salons/spas and educational resources that are available to centres.

Indicative reading for learners

Textbooks

Cressy S – *Business Management for Hairdressers and Therapists* (Heinemann, 2003) ISBN 9780435456412

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

Penn B – *Be Your Own PR Expert 2nd Edition* (Thomson Learning, 2004) ISBN 9781844800735

Green M (2001) – *Salon Management* (Thomson Learning, 2000) ISBN 9781861526601

Langley R – *Beautiful Selling – The Complete Guide to Sales Success in the Salon* (Thomson Learning, 2007) ISBN 9781844807482

Stokes D – *Small Business Management and Entrepreneurship, Fifth Edition* (Thomson, 2006) ISBN 9781844802241

The Essential Business Guide for Therapists, Seventh Edition (Federation of Holistic Therapists, 2005) ISBN 9781899848089

Journals and magazines

Habia News (Seed Publishing Limited)

Health and Beauty Salon Magazine (Reed Business Information)

International Therapist (Federation of Holistic Therapists)

Websites

www.businesslink.gov.uk

www.beauty-salon-marketing.co.uk

www.habia.org

www.professionalbeauty.co.uk

www.spamanagement.com

Business link – practical advice for business

Beauty Salon Marketing

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

Professional Beauty

Spa Management Journal

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	researching and evaluating information on marketing, role of market research, types of communication, advertising and PR methods, carrying out market research in the hair and beauty sector and analysing the data [IE2, IE4, IE6]
Creative thinkers	carrying out market research and promotional activities in the hair and beauty sector, producing a marketing plan, reviewing different promotional methods and activities [CT1, CT2]
Reflective learners	communicating effectively when promoting a hair and beauty product, service and/or treatment [RL6] evaluating the effectiveness of the promotional activity and marketing plan [RL5]
Team workers	adapting behaviour to carry out market research in the hair and beauty sector and to promote a hair and beauty product, service and/or treatment [TW3]
Self-managers	organising time and resources carry out market research in the hair and beauty sector and communicating effectively when promoting a hair and beauty product, service and/or treatment. [SM3]

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	researching information for their assignments [IE2]
Reflective learners	communicating their learning through producing presentations [RL6]
Team workers	working collaboratively with others to conduct market research [TW1]
Self-managers	organising time and resources, submitting assignment work to meet deadlines. [SM3]

● 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	researching information for assignments
Manage information storage to enable efficient retrieval	saving information correctly in suitable files
ICT – finding and selecting information	
Use appropriate search techniques to locate and select relevant information	collecting information from suitable websites and judging its relevance
Select information from a variety of sources to meet requirements of a complex task	researching information for assignments
ICT – developing, presenting and communicating information	
Enter, develop and refine information using appropriate software to meet requirements of a complex task	producing presentations and analysing data from market research
Combine and present information in ways that are fit for purpose and audience	creating assignments with all the necessary information producing assignments
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	presenting their presentation, market research and promotional activity
English – Reading	
Select, read, understand and compare texts and use them to gather information, ideas, arguments and opinions	researching information from a wide range of sources (eg journals and magazines, websites, leaflets and newspapers) to develop knowledge and understanding
English – Writing	
Write a range of texts, including extended written documents, communicating information, ideas and opinions, effectively and persuasively	producing assignments.