

Unit 4: Promote and Sell Products and Services to Clients

Unit code:	J/601/5337
QCF Level 3:	BTEC Nationals
Credit value:	4
Guided learning hours:	34

● Aim and purpose

This is a preparation for work unit, which is based on capability and knowledge. This unit is about promoting and selling products to clients, in order to give advice on services and products.

● Unit introduction

This unit will give the learners the knowledge, understanding and skills required to promote and sell products and services to clients. Learners will understand how to sell beauty products and services and how to identify and implement effective sales strategies. They will be able to promote and sell products with confidence and certainty.

Retail skills are essential in the hair and beauty sector, especially when a large percentage of a salon's revenue is made up of the sale of products and additional services.

In this unit, learners will develop the skills needed to promote and sell hair and beauty-related products. Learners will engage in reflective practice, reviewing and evaluating the promotion of products and services to improve their skills and understanding.

This unit can be co-delivered with any of the practical units, for example *Unit 5: Provide Facial Skincare*.

● Learning outcomes

On completion of this unit a learner should:

- 1 Be able to promote and sell hair and beauty products
- 2 Understand how to evaluate the promotion of products and services.

Unit content

1 Be able to promote and sell hair and beauty products

Selling: selling opportunities eg promotional events; before, during and after treatments; during enquiries

Communication techniques: verbal including use of open questions; non-verbal; written

Buying signals: client asking questions; client looking at product displays; during/following services

Client expectations: client needs; realism of expectations; product/service does what it says; value for money; matches disposable income; client satisfaction

Introduce products and services to clients: how and when to introduce services, products and/or equipment; identifying selling opportunities; how to outline benefits and suitability; overcoming client reservations; differences in benefits and suitability

Selling techniques: product and services knowledge (features, benefits, unique selling points explained); skills in opening and closing a sale; personal skills eg empathy, persuasion, encouragement; offer incentives; management of timing; stages of sale process (initial contact; sale presentation, securing agreement, closing the sale, after-sales service)

Promotion: benefits to salon eg client retention; boosts salon income; develops staff knowledge; raises awareness

Legislation: current and relevant legislation eg 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

2 Understand how to evaluate the promotion of products and services

Review and evaluation: effectiveness of selling techniques; suitability of selling techniques (for client/target audience); importance of reviewing selling techniques; methods of evaluating sales techniques (asking for feedback from clients and others, reviewing sales against targets, SWOT analysis); implement improvements; effectiveness of advertising to target audience; sales targets/objectives

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 identify selling opportunities [IE1]		
P2 use effective communication techniques [EP4, EP5]	M1 use effective selling and communication techniques to close sales of different products and/or services	D1 use effective selling and communication techniques to close sales of different products and/or services to different clients
P3 interpret buying signals and the client's intentions [EP5]		
P4 manage client's expectations to achieve a realistic objective [EP4, EP5, EP6]		
P5 introduce products and/or services to clients [CT3]	M2 compare the suitability of products and/or services for clients	D2 justify the suitability of products and/or services for clients
P6 use effective selling techniques to close a sale [EP1, EP2]		
P7 explain the benefits to the salon of promoting services and products to the client [IE1, IE2, IE4, IE5]	M3 assess the benefits to the salon of promoting services and products to the client	
P8 explain the importance of product and service knowledge when selling [IE1, IE2, IE4]		
P9 explain communication techniques used to promote products and services [IE1, IE2, IE4]		
P10 explain the differences between the terms 'features' and 'benefits' [IE1, IE2, IE4]		

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:
P11 describe the stages of the sale process		
P12 describe how to manage client expectations		
P13 explain how to interpret buying signals [IE1, IE2, IE4]		
P14 explain the legislation that affects the selling of services or products [IE1, IE4]		
P15 review effectiveness of selling techniques [RL1, RL3]	M4 compare the suitability of different selling techniques for different clients	D3 justify the suitability of different selling techniques for different clients
P16 explain the importance of reviewing selling techniques [RL3]		
P17 explain different methods of evaluating selling techniques [RL3]		
P18 describe how to implement improvements in their own selling techniques [RL5]	M5 explain how to improve own selling techniques.	D4 justify recommendations on improving selling techniques.
P19 evaluate the effectiveness of advertising services and products to a target audience [RL5]		
P20 explain the importance of how to set and agree sales target/objectives. [RL1, RL2]		

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	RL – reflective learners	SM – self-managers
	CT – creative thinkers	TW – team workers	EP – effective participators

Essential guidance for tutors

Delivery

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

Tutors should use a variety of delivery methods to motivate and stimulate learners' thinking. The focus should be on developing learners' skills in promoting and selling products and services in the hair and beauty sector.

It is essential that learners appreciate how much the financial success of a business relies on the retail skills of its staff. Learners should be made aware of the numerous benefits of promoting and selling products and services to the client, therapist/hairdresser and to the business. In a RLE, where clients may not necessarily be paying clients, it is especially important to emphasise this.

Centres will need to prepare learners for a range of situations and simulations of displaying and selling products in hair and beauty environments. Centres should be creative in devising simulations for selling opportunities. Role play and class discussions could be used to develop learners' skills. Promotional sales events could be held, for example lunchtime mini-treatments offered to staff and other learners or sales of small inexpensive skin and nail care products. Learners should be encouraged to always consider retail opportunities when providing aftercare advice. Learners need to be able to identify selling opportunities and be taught how to interpret buying signals, knowing how to act on them to close a sale. Empty packaging could be used for display purposes. This may be obtained from hair and beauty businesses, department stores, salons and spas, who would normally throw it out.

Learners could also carry out research and informal surveys to find out what attracts people to some displays and not others.

Learners must be taught how to manage client expectations, as clients can often have unrealistic expectations of products and services and, through effective advice and guidance, therapists can educate clients. The ability to promote and sell products and services, informing clients of features and benefits, while also ensuring they are not misled, is a multi-faceted skill and therefore practice via case studies and role play will benefit learners, enabling them to gain confidence.

While the emphasis in this unit is on learners' skills, tutors must introduce learners to the underpinning theory related to these skills. For example, product and service knowledge is vital when promoting and selling products and services. Learners must also be aware of the current and relevant legislation which affects and impacts on the promotion and sale of products and services.

This is an area, which can be reinforced in every practical unit that involves dealing with clients. This will help advance learners' employment prospects.

To improve on their existing promotional and sales skills, learners should be encouraged to engage in reflective practice, reviewing the effectiveness of selling techniques, comparing and justifying the suitability of different selling techniques.

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 unit and programme of assignments.
Assignment 1: Promotional and Sales Skills Guide (P7, P8, P9, P10, P11, P12, P13, P14, P20 and M3). Tutor introduction to assignment brief.
Selling and promotion theory. Benefits to client, therapist and business. Opportunities, product and services knowledge. Techniques/skills. Stages of sale process. Current and relevant legislation.
Assignment 2: Selling Products and Services (P1, P2, P3, P4, P5, P6, M1, D1). Tutor introduction to assignment brief.
Practical application of selling skills in salon/RLE – using role play, with clients, during promotional sales events. Assignment workshop(s).
Assignment 3: Improving Promotional and Selling Skills (P15, P16, P17, P18, P19, M2, M4, M5, D2, D1, D3, D4). Tutor introduction to assignment brief.
Reflective practice – group discussions, case studies, review and evaluation. Assignment workshop(s).
Tutor recap of unit using role play and group discussions.

Assessment

This 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, P6, M1 and D1 are practical and require learners to demonstrate their ability to sell products and/or services to clients in a salon environment/RLE. These criteria must be assessed through observation, evidenced with a signed witness testimony and/or observational documentation. This can be supplemented with details of sales or transactions carried out. Learners could participate in a promotional sales event to achieve these criteria, or take advantage of retail opportunities presented when providing aftercare advice to clients in other practical units. If learners complete work experience during this course, this will give them the ideal opportunity to demonstrate their sales and promotional skills during a work-based learning visit by their tutor, as well as giving the assessment meaning and summative value in bringing their learning to life. To achieve M2, learners must demonstrate the ability to sell different products/services, while to achieve D2, learners must go a step further and demonstrate being able to sell to different clients.

P7, P8, P9, P10, P11, P12, P13, P14, P20 and M3 assess learners' knowledge and understanding of the underpinning theory of promotional and sales skills. This can be assessed in a variety of forms, such as short-answer questions, written report or an instructional manual for new employees.

P15, P16, P17, P18, P19, M2, M4, M5, D2, D3 and D4 require learners to engage in reflective practice, evaluating their own skills and justifying the suitability of techniques used, or products they have recommended. This can be achieved through short-answer questions, written report or an instructional manual for new employees.

It is essential that learners are given opportunities to meet 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, P6, M1, D2	Selling Products and Services	Sell products and/or services to clients in a salon environment/RLE.	Practical observation, with signed witness testimony.
P7, P8, P9, P10, P11, P12, P13, P14, P20, M3	Promotional and Sales Skills Guide	Create an induction manual for new staff on promotional and sales skills in the salon.	Written guide, containing pictures/diagrams, marked and authenticated by the assessor.
P15, P16, P17, P18, P19, M2, M4, M5, D2, D3, D4	Improving Promotional and Selling Skills	Create a learner journal for reflection on promotional and selling activities in the salon environment/RLE.	Written report, using actual examples. Data on sales figures and targets as supplementary evidence 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 links to the following NOS: H32 Contribute to the planning and implementation of promotional activities. 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
Promote Products and Services to Clients in a Salon	Client Care and Communication in Beauty-related Industries
Client Care and Communication in Beauty-related Industries	Marketing in the Hair and Beauty Sector
Display Stock to Promote Sales 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*. Learners would also benefit from having exposure to a range of clients, with different treatment objectives, to prepare them for the world of work.

Employer engagement and vocational contexts

Links to businesses in the hair and beauty sector, for example, retailers, are useful in delivering this unit. Learners could undertake a work experience placement or visit local salons to witness promotional and retail skills being used.

Indicative reading for learners

Textbooks

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

Hiscock J, Stoddart E and Connor J – *Beauty Therapy S/NVQ Level 3* (Heinemann, 2004) ISBN 9780435456405

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

Journals and magazines

Guild Gazette (Guild of Professional Beauty Therapists)

Habia News (Seed Publishing Limited)

Health and Beauty Salon Magazine (Reed Business Information)

Websites

www.beautyguild.com

Guild of Professional Beauty Therapists

www.businesslink.gov.uk

Business link – practical advice for business-

www.habia.org

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

www.professionalbeauty.co.uk

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 selling opportunities [IE1]</p> <p>identifying questions to answer, planning and carrying out research, analysing and evaluating and considering the benefits to the salon of promoting services and products to the client [IE1, IE2, IE4, IE5]</p> <p>identifying questions to answer, planning and carrying out research and analysing the importance of product and service knowledge when selling [IE1, IE2, IE4]</p> <p>identifying questions to answer, planning and carrying out research and analysing communication techniques used to promote products and services [IE1, IE2, IE4]</p> <p>identifying questions to answer, planning and carrying out research and analysing the differences between the terms 'features' and 'benefits' [IE1, IE2, IE4]</p> <p>identifying questions to answer, planning and carrying out research and analysing how to interpret buying signals [IE1, IE2, IE4]</p> <p>identifying questions to answer and analysing and explaining the legislation that affects the selling of services or products [IE1, IE4]</p>
Creative thinkers	<p>connecting own and others' ideas to introduce products and/or services to clients [CT3]</p>
Reflective learners	<p>assessing and reviewing own effectiveness of using selling techniques [RL1, RL3]</p> <p>reviewing own progress of using selling techniques and different methods of evaluating selling techniques [RL3]</p> <p>evaluating own selling techniques and informing future progress [RL5]</p> <p>evaluating the effectiveness of advertising services and products to a target audience [RL5]</p> <p>identifying opportunities and setting goals with success criteria to set and agree sales target/objectives [RL1, RL2]</p>
Effective participators	<p>identifying improvements and trying to influence others, using effective communication techniques [EP4, EP5]</p> <p>influencing others, negotiating and interpreting buying signals and the client's intentions [EP5]</p> <p>identifying improvements, influencing and negotiating and acting as advocates for client expectations to achieve a realistic objective [EP4, EP5, EP6]</p> <p>discussing issues of concern and presenting a persuasive case for action, using effective selling techniques to close a sale. [EP1, EP2]</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	generating ideas and exploring possibilities when promoting products and services to clients [CT1] adapting ideas as circumstances change when using selling techniques to promote products and services [CT5]
Team workers	taking responsibility, showing confidence in themselves, using selling techniques [TW5]
Self-managers	working towards goals, showing initiative, commitment and perseverance when promoting products and services to clients. [SM2]

● 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 services to research information on selling and communication and generating PowerPoint presentations to convey information to others
Manage information storage to enable efficient retrieval	saving researched work with word-processed assignments, reports and written statements on ICT devices
ICT – finding and selecting information	
Select information from a variety of sources to meet requirements of a complex task	preparing for the promotional sales event by generating PowerPoint presentations, leaflets and handouts
ICT – developing, presenting and communicating information	
Combine and present information in ways that are fit for purpose and audience	generating the documentation and information for the promotional sales event using the gathered research to evaluate the event
Mathematics – representing:	
Understand routine and non-routine problems in familiar and unfamiliar contexts and situations	analysing sale targets and achievements
Identify the situation or problems and identify the mathematical methods needed to solve them	comparing the sales targets to the actual achievements
Mathematics – analysing	
Use appropriate checking procedures and evaluate their effectiveness at each stage	recalculating sales to ensure accurate data is calculated
Mathematics – interpreting	
Draw conclusions and provide mathematical justifications	comparing the sales targets to the actual achievements and judging a profit or loss
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	using selling and communication techniques in role play in realistic learning environments
English – Reading	
Select, read, understand and compare texts and use them to gather information, ideas, arguments and opinions	reading the sources of information on selling and evaluating
English – Writing	
Write a range of texts, including extended written documents, communicating information, ideas and opinions, effectively and persuasively	writing, explaining and evaluating selling and communication procedures and techniques.