

# iUCO77 – Salon reception duties

URN – D/617/4381

**Guided Learning Hours: 22**

Learning outcome	Assessment criteria	Taught content to include
LO1 Be able to carry out salon reception duties	1.1. Present a positive image of self and the salon	<ul style="list-style-type: none"> <li>• Dress code</li> <li>• Company policy</li> <li>• Maintaining reception area clean and tidy</li> </ul>
	1.2. Communicate and behave in a professional manner	<ul style="list-style-type: none"> <li>• Being polite</li> <li>• Being honest</li> <li>• Speaking clearly</li> <li>• Listening attentively</li> <li>• Demonstrating positive body language and facial expressions</li> </ul>
	1.3. Record and pass on information accurately and clearly	<ul style="list-style-type: none"> <li>• Face to face contact</li> <li>• Telephone enquiries and messages</li> <li>• Time scale</li> </ul>
	1.4. Maintain client confidentiality	<ul style="list-style-type: none"> <li>• Data Protection Act/GDPR</li> <li>• Electronic storage</li> <li>• Paper storage</li> <li>• Record and store in line with current data protection legislation and professional codes of conduct</li> </ul>
	1.5. Outline the need to present a positive image	<ul style="list-style-type: none"> <li>• Client satisfaction</li> <li>• Repeat business</li> <li>• Additional sales</li> </ul>
	1.6. Outline typical salon reception duties	<ul style="list-style-type: none"> <li>• Maintaining the reception area, including retail displays</li> <li>• Making appointments</li> <li>• Dealing with enquiries</li> <li>• Taking messages</li> </ul>

	1.7. List features of a well-run reception service	<ul style="list-style-type: none"> <li>• Being polite</li> <li>• Being honest</li> <li>• Speaking clearly</li> <li>• Listening attentively</li> <li>• Clear recording of information, appointments etc.</li> <li>• Dealing promptly with clients requests</li> <li>• Answering the telephone promptly</li> </ul>
	1.8. State the importance of maintaining client confidentiality	<ul style="list-style-type: none"> <li>• Client satisfaction</li> <li>• Legal implications</li> <li>• Compliance with current data protection regulations</li> </ul>
	1.9. Identify payment methods used for salon services	<ul style="list-style-type: none"> <li>• Cash</li> <li>• Credit and debit cards</li> <li>• Cheques</li> <li>• Vouchers</li> </ul>
	1.10. State how to communicate and behave within a salon environment	<ul style="list-style-type: none"> <li>• Being polite</li> <li>• Being honest</li> <li>• Speaking clearly</li> <li>• Listening attentively</li> <li>• Demonstrating positive body language and facial expressions</li> </ul>

LO2 Be able to record salon appointments	2.1. Record salon appointments for a variety of services	<ul style="list-style-type: none"> <li>• Hairdressing services</li> <li>• Beauty services</li> <li>• Nail services</li> </ul>
	2.2. Outline how to record appointments for a variety of services	<ul style="list-style-type: none"> <li>• Computerised systems</li> <li>• Hard back appointment books</li> <li>• Timings</li> </ul>
	2.3. List the basic information required from the client	<ul style="list-style-type: none"> <li>• Name</li> <li>• Contact details</li> <li>• Services required</li> <li>• Times</li> </ul>
	2.4. Identify the different systems for recording appointments	<ul style="list-style-type: none"> <li>• Paper records</li> <li>• Electronic records</li> </ul>
	2.5. Outline factors to consider when agreeing appointments	<ul style="list-style-type: none"> <li>• Clients requests</li> <li>• Type of service(s)</li> <li>• Length of service</li> </ul>

		<ul style="list-style-type: none"> <li>• Availability of staff</li> <li>• Cost</li> </ul>
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Assessment	
Portfolio of evidence containing: <ul style="list-style-type: none"> <li>• Performance evidence x 3</li> </ul> MCQ	

Guide to taught content
<p>The content contained within the unit specification is not prescriptive or exhaustive but is intended to provide helpful guidance to teachers and learners with the key areas that will be covered within the unit, and, relating to the kinds of evidence that should be provided for each assessment objective specific to the unit learning outcomes.</p>

**Document History**

Version	Issue Date	Changes	Role
v1	17/09/2019	First published	Qualifications and Regulation Co-ordinator