

# Reception

## Introduction to Module 1

Customer service is at the heart of the hairdressing industry and it is good customer service that will bring clients back again and again. Clients want to feel that their custom is valued and that staff will respond to their needs and problems with efficiency and empathy.

People working as hairdressers will need excellent communication and literacy skills in order to greet clients, answer the phone and promote services to clients. In addition to this, they need sound numeracy skills in order to handle money transactions accurately.

Making appointments is a complex and integrated task requiring both literacy and numeracy skills as well as a range of vocational knowledge.

This module gives learners the opportunity to develop a range of skills required for reception work. It includes:

- making clients welcome and dealing with enquiries face to face
- using the phone
- handling money, in both cash and non-cash transactions
- balancing the till
- stock control
- working within the law.

The scenarios used in this module may not be familiar to all learners. However, the skills practised are transferable to many settings. Teachers should support learners to apply the skills they learn to their own work environment and encourage learners to bring their own experiences to bear when taking part in discussions and group work.

Hairdressing – Module 1: Reception					
Theme	Page reference	NOS/NVQ	Literacy	Numeracy	Key Skills
Meeting and greeting	Ha 1:1–1:2	Unit G2; Unit G4; Unit G5	SLc/L1.1		
Using the telephone	Ha 1:3–1:4	Unit G2; Unit G4	SLlr/L1.1; SLlr/L1.3; SLlr/L1.4; SLc/L1.1; SLc/L1.2		
Dealing with enquiries	Ha 1:5–1:6	Unit G2; Unit G4	SLlr/L1.6; SLc/L1.3; Rt/L1.4; Rt/L1.5		
Legal requirements in the salon	Ha 1:7–1:9	Unit G4; Unit G5; Unit G7; Unit H9; Unit H12; Unit H13; Unit H15	Rt/L1.4; Rt/L2.1; Rt/L2.2; Rt/L2.3; Rt/L2.7; Rt/L2.8; Rw/L1.1		C1.2
Making appointments	Ha 1:10–1:16	Unit G2; Unit G4	SLlr/E3.2; SLlr/L1.3; SLlr/L2.1; SLc/E3.4; Rt/E3.5; Rt/L1.5; Rw/E3.1	MSS1/E2.3; MSS1/E3.3; MSS1/L1.2; MSS1/L1.3; HD1/E3.4	C1.1; C1.2; C1.3
Handling cash	Ha 1:17–1:18	Unit G4		MSS1/E3.1; MSS1/E3.2; MSS1/L1.1	
Non-cash payments	Ha 1:19–1:20	Unit G4	Ws/E3.1; Rw/E3.1; Rw/E3.2; Ww/E3.1	N1/E3.1; N2/E3.3	
Tills and floats	Ha 1:21–1:22	Unit G4		N1/E3.5; N1/L1.1; N1/L1.4; N2/L1.11; MSS1/E3.1	
Stock control	Ha 1:23–1:24	Unit G4		N1/E3.1; N1/E3.3; N1/E3.4; N1/E3.5; N2/E3.4	

# Skills checklist

Your job in reception is to receive clients and to make them feel welcome, which means greeting them properly, responding to their needs and dealing with them in a professional and friendly way.

You need good communication skills for this type of work, as you will have to deal with a wide range of people who expect the best from you. You also need to know about the services you can offer so that you can explain these to clients and promote your business.

You may also be responsible for making sure that there is enough stock and for accepting payments from clients and giving change. In addition, you may have to check that the money in the till is correct at the end of the day.

All this has to be done within the law, so you need to know which laws apply to you when you are at work.

The skills listed below will help you to give good service to your clients at the reception desk and make them feel valued. The 'feel good' factor you create will make them want to return again and again, and that's good for business! Tick the skills you feel confident about now. Complete the activities in this module to help you improve on the skills you have not ticked. Return to the list later to check any areas where you still need some practice.



Skills for reception	Now	Later
Welcoming clients		
Dealing with enquiries face to face		
Dealing with clients on the phone		
Making appointments		
Handling cash		
Dealing with non-cash payments		
Tills and floats		
Stock control		
Hairdressing and the law		



## PAGES 1:1–1:2

# Meeting and greeting

### Occupational setting

Communicating with clients is a fundamental and vital part of reception duties in a salon. It may well provide a new or potential client's first impression of the salon when they come in to make an appointment or an enquiry. Similarly, existing clients will return if they get a positive impression of the whole service, starting from the moment they walk through the door. This theme concentrates on meeting and greeting clients at reception and has applications for use with the *Habia Learning Support Pack for Hairdressing: Level 2*, Unit G4 – 'Fulfil salon reception duties' and Unit G2 'Assist with reception duties'. It can also be applied to Unit G5 'Give clients a positive impression of yourself and your organisation'.

### Materials

Workplace policies or procedures on meeting and greeting clients

Reception photographs from the Source material (0:01)

Audio equipment

### Learning outcomes

- 1 To recognise the importance of first impressions (Introduction, focus page)
- 2 To recognise positive body language and tone (focus page, Tasks 1 and 2)
- 3 To understand what constitutes appropriate greetings (focus page, Task 1)
- 4 To know how to react appropriately to clients (focus page, Tasks 1 and 2)

### Suggested teaching activities

#### Introduction

- Ask learners what happens when they first enter their doctor's or dentist's surgery. How are they greeted by the receptionist? *Is there anything that annoys you? Do you think anything could be done better? Does the receptionist use your first or last name?*

- Discuss why it is important to greet clients at reception.

#### Focus page

- Read the introduction and explain to learners that they will be looking at ways of greeting clients to create a good impression.
- Read through and discuss steps 1 and 2, making sure learners understand words such as 'acknowledge', 'eye contact' in these contexts.
- Talk about situations when it may not be possible or appropriate to stop what you are doing immediately (e.g. for safety reasons or because you are serving another client).
- Read step 3 and explain the meaning of open body language and why this is better for greetings than closed body language. Discuss examples of suitable open or positive gestures, facial expressions and body language. List learners' ideas about positive and negative body language to be used for the task page. Discuss each idea in terms of the positive or negative message it might give a client.
- Look at the picture on the page and refer to the body language list. Pick out aspects of positive body language, including facial expression.
- Ask learners what they would say if a friend walked into the salon. Write up some of the ideas on the board/flipchart. Ask what they would say if a stranger walked in. Compare the language. Ask how the stranger might react if they were greeted in the same way as a friend. Discuss how greetings may be different for a regular client.
- Read step 4 and, if appropriate, discuss any standard greetings that might be applicable to the workplace.
- Discuss the meaning of tone of voice – how the way you say something can give messages about your mood or attitude.

- Ask learners to practise saying the standard salon greeting or 'good morning' to each other in pairs, using a variety of tones, such as sadly, angrily, happily, in a bored way. Ask learners about the effect of the different tones on the listener. Did their facial expression change? Refer back to step 2 and remind learners that smiling helps to produce the appropriate tone of voice.
- Discuss what other offers of help you might give, apart from the standard phrase, 'Can I help you?'. For example, offering to take a coat, help with heavy bags, make a drink, etc.
- Read step 5 and discuss and write down reasons clients may have for coming into the salon. Discuss how the receptionist would react to these different needs. If the client has come for an appointment, remind learners of the importance of informing the stylist that their client is waiting.
- Read through the information about finding out what to say, and the tip. Discuss any work procedures. Emphasise the importance of using the client's surname and why it is impolite to use the first name unless the client has given permission.
- Discuss steps 1–5 in relation to the two situations given in the box, including picking out language and body language that might be most suitable in each instance.

Curric. refs	NOS/NVQ	Key Skills
SLc/L1.1	Unit G2 Unit G4 Unit G5	

### Task 1 1

Recognise appropriate verbal and non-verbal language for meeting and greeting clients  
SLc/L1.1

- Explain to learners that there are three parts to this task and that they will be looking at the language, the tone of voice and the non-verbal signals that might be used for meeting and greeting.
  - Read through the instructions and check learners understand what they have to do.
  - Point out the tips, reminding learners to use these to help them in each part of the task.
  - Encourage learners to work in pairs.
- For question 2, play the audio clips through one at a time.
  - Make sure learners have the Reception photographs from the Source material for question 3. Point out to learners that here they need to look for six *different* examples of positive body language (three from each of the two pictures they choose).

#### *If the learner has difficulty*

- **Question 1** ESOL learners may need support with understanding the spoken idiom (e.g. 'sec' is short for second).
- Read the speeches aloud so that learners can 'hear' the language rather than just read it. After each speech ask learners whether it included any of the things shown in the second and third bullet points in step 4 on the focus page.
- Give learners an opportunity to practise verbally.
- **Question 2** Make sure learners understand the concept of tone of voice and recognise a bored tone. Give an example and encourage learners to give some more examples. Demonstrate how the same sentence can sound very different using different tones. This can also be demonstrated using a foreign language.
- Play the audio clips one at a time and discuss each one using direct questioning: *Did that sound like the person was happy to see the client? Does she sound fed up and bored?*
- Dyslexic learners may have trouble recognising or understanding the sarcasm in the last audio clip and you may need to provide further explanation.
- **Question 3** Recognition of body language is at a sub-conscious level. Learners may need support with interpreting the pictures. Remind them of the list of positive and negative aspects of body language made earlier and suggest they look out for these, perhaps one at a time. For example, they might look to see which receptionists are smiling.
- Ask learners direct questions about what they see in the pictures. Encourage them to point things out and talk about the thing they notice.

**Extension**

Ask learners to list the negative body language shown by the receptionists in the other pictures and explain to the rest of the group what 'message' they are giving to the client.

**Task 2**

Discuss how to react to clients in different situations

SLc/L1.1

- Read through the instructions and the scenarios. Remind learners that this is similar to the way they discussed the situations given on the focus page.
- Point out the tip and remind learners of the five-step approach on the focus page and accompanying information.
- If there are any, give learners workplace guidelines to help.
- If practical, share ideas as a whole group at the end of the activity. Learners may want to note down their ideas in preparation for this.
- You may prefer to divide the situations between small groups, getting each group to discuss just one or two situations and report ideas back to the rest of the group.

**If the learner has difficulty**

- Go through each situation, asking direct questions relating to each step on the focus page: *Would you stop what you are doing straight away? How would you let the client know you have noticed her? What would you say?* etc.
- If there are more confident learners in the group, role-play the situations for other learners to observe and discuss. Show both good and bad practice for comparison.
- Note that the last scenario involves confidentiality. Make sure learners discuss why it is important that a client doesn't see another client's details. (This is covered in more detail in 'Legal requirements in the salon' on pages 1:7–1:9.)

**Extension**

- Find out and discuss what you should do and say to a client who has come in for an appointment for a cut and blow dry but the stylist is running 10 minutes late.

- Ask learners to observe different people working on reception in their own workplace and to share their observations (in terms of both good and bad practice [diplomatically!]) with the group.

**Theme assessment**

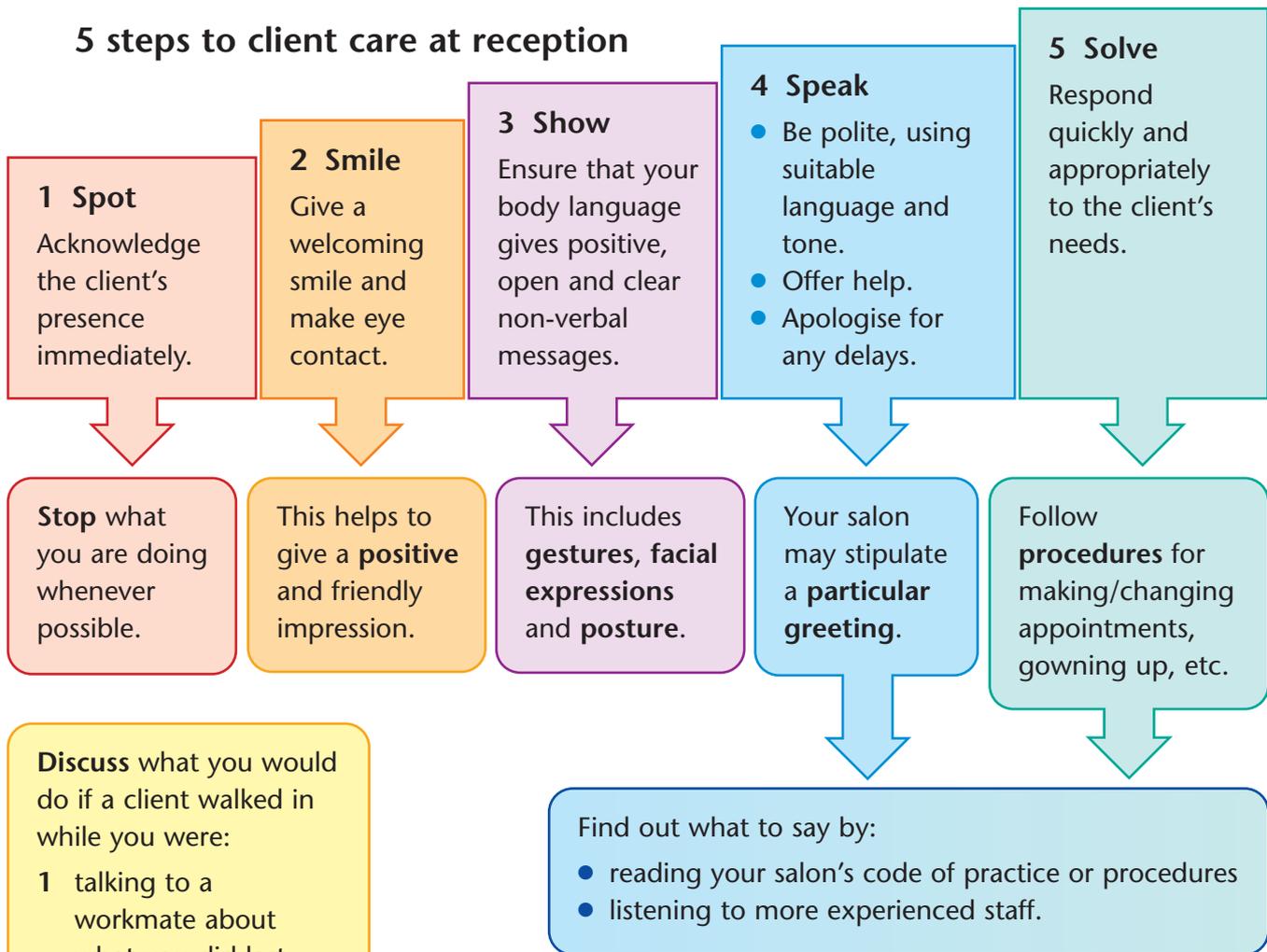
Ask learners to design an information leaflet or poster for new staff members to give them advice on meeting and greeting a new client who has come in to book an appointment for a colour treatment. Suggest that they find information from their own workplace policies, induction materials or from staff members, writing the information in their own words. They can then use the five-step approach outlined on the focus page to organise the information. They may want to add digital images to support the text.

# Meeting and greeting

Focus

To make sure that clients come back to the salon time and time again, it is important to make them feel welcome when they first arrive.

## 5 steps to client care at reception



**Tip**  
Always use the client's name if you know it.



**Discuss**  
Look at the picture. Discuss the positive body language shown by the receptionist.

# Meeting and greeting

## Task

### Task 1

1 Which of these phrases are appropriate for greeting an adult client? Tick your choices.

a

*Hang on, I'll be there in a sec.*

b

*Good afternoon. How may I help you?*

c

*Hello. Can I help you?*

d

*Sorry to keep you waiting. What can I do for you?*

e

*Hi. Judy isn't it? Here again then?*

f

*D'you have an appointment then?*

#### Tip

Look back at step 4 on the focus page.



2 Listen to the phrases above. Discuss the following with a partner.

- Which phrase is said in a bored tone of voice?
- What message would it give to the client?

3 Work with a partner. Look at the Reception pictures from the Source material.

- Discuss which two pictures are examples of good practice.
- Note down three different positive things the receptionist is doing in each of the pictures you chose.

#### Tip

Think about the message given by both the language and tone.

#### Tip

Look out for things that make the receptionist seem welcoming, friendly, helpful or interested.

### Task 2

Work with a partner. Imagine that you are in charge of reception. You are carrying out the following jobs when you spot a new client waiting at the reception desk.

Discuss what you would do.

- sweeping up hair
- cleaning the reception area
- taking a telephone call from a client
- sitting at the computer updating another client's record

#### Tip

Use steps 1–5 on the focus page as a guide.

## PAGES 1:3–1:4

## Using the telephone

## Occupational setting

Good telephone manner, like all forms of verbal communication, is essential in hairdressing to give a good impression. This might be the first impression that potential clients get of the salon when they ring for an appointment or make an enquiry. This theme concentrates on the essentials of taking a telephone call, encouraging learners to think about how they answer and end the call, as well as what they say in-between to get, check and confirm information. It is mostly concerned with speaking on the telephone, but also includes listening for and noting down key information. This theme supports the *Habia Learning Support Pack for Hairdressing*: Level 1, Unit G2 'Assist with salon reception duties' and Level 2, Unit G4 'Fulfil salon reception duties'.

## Materials

Source material:

- Speech bubbles (0:02)
- Telephone call summary sheet (0:03)
- Blank telephone message sheet (0:04) (or one from the workplace)
- Client cards (0:05)

Audio equipment

## Learning outcomes

- 1 To listen for key details (focus page, Task 1)
- 2 To ask questions for more information (focus page, Task 1)
- 3 To clarify and confirm information (focus page, Task 2)
- 4 To speak clearly and appropriately (focus page, Task 2)
- 5 To provide feedback when listening to others (focus page, Task 2)

## Suggested teaching activities

## Introduction

- Ask learners about the main differences between speaking to people face to face and speaking to them on the phone. Do they generally find one more difficult than the other? Why?
- Ask learners why people might phone the salon – to make appointments, leave messages, make enquiries about products, and so on.
- Discuss the sort of information you might need from the caller in each situation.
- Discuss what learners need to know before making appointments. This includes which services and treatments are available and how long each takes.

Focus page  2–3

- Discuss the first numbered point (Take the call) and accompanying bullet points, asking learners to think of phrases that could be used as an appropriate greeting. Write their ideas on the board/flipchart under the heading 'Taking the call'. (Leave space to add a column for 'finishing the call' later.)
- Make a note of inappropriate language (e.g. 'Hi') as a comparison. Explain that 'Good morning' is more formal and polite and creates a professional impression.
- Write down an example phrase that learners could use in their own salon. For example, 'Good morning, (name of salon), how can I help?' (or any existing workplace format for this).
- Explain that different salons may have standard phrases that staff are expected to use; learners should check this wherever they work.
- Read through the points on 'Listening carefully'. Give learners common scenarios and ask them to think about the key details they would be listening for in each. Write down the points they mention.

- Discuss how people show they are listening when talking to others (this includes face to face). List learners' ideas. Read through the list, crossing out any that you cannot use over the telephone. This should emphasise the fact that body language is lost on the telephone so verbal responses are all the more important. However, this is only if the caller has a lot to say, otherwise there is no need to speak until the caller has finished.
- Discuss abbreviations used for noting services without having to write them in full, such as C/B/D for cut and blow dry, H/L for highlights and so on. Point out how these are made (e.g. by using the first letter of each word). Explain to learners that they should use these when filling in the appointment book. These abbreviations are also covered in the theme 'Making appointments'.
- Have a look at the Blank telephone message sheet from the Source material or one from the workplace. Explain that this is a useful way of jotting down information to pass on to another person. Discuss what kind of information is written where. Discuss scenarios where you might use this sheet to make notes.
- Think about things that make it difficult to hear: background noise, strong accents, speech disorders, etc. It is particularly important to check and confirm information in these situations. Read through the points in step 3 'Check details'. Ask learners to think of example phrases for these ('Could you just repeat that?' 'Did you say Saturday?' etc.). Write the ideas on the board/flipchart.
- Give some scenarios where alternatives might be required, for example if a stylist is fully booked, or the required date is not available. Discuss what alternatives could be offered and how you would explain this to a client.
- Read through the points in step 4 'Confirm details'. Use scenarios from the workplace to illustrate the first point where you might need to give the client further information. Give an example of summarising the information given for an appointment. Discuss phrases you could use for checking the caller has understood. For example, 'Is that okay?'
- Read and discuss the points in step 5 'Close the conversation'. Explain that it is polite to use the caller's surname and makes the call more personal. Emphasise that it is *not* polite or professional to use a client's first name unless the client has given permission to do so.
- Ask learners to think of some suitable closing phrases for a call and write these under the title 'Closing the call' on the board/flipchart.
- Point out the tips and ask learners to practise the opening and closing phrases on the board/flipchart, with and without smiling to see what difference it makes to the tone of voice.
- Give learners the Speech-bubbles from the Source material. Either ask learners to cut out the speech-bubbles or provide them already cut out and laminated. Ask learners to match each speech-bubble to the numbered steps on the focus page. Use the speech-bubbles to confirm that learners can apply the points to the spoken idiom.
- Use the audio clips to give learners practice at listening to clients, checking and confirming information and making notes. Go through the activities given on the page, playing the audio clips as many times as necessary.
- Role-play the phone calls. Learners could ask for information to be repeated in a role-play situation.
- Give learners a copy of the Telephone call summary sheet from the Source material to keep as a reminder. This sets out the information on the focus page in a more formal layout.
- Taking notes is covered in more detail in the theme 'Science and hair' in Module 2. 'Making appointments' in this module includes some work on abbreviations.

Curric. refs	NOS/NVQ	Key Skills
SLlr/L1.1	Unit G2	
SLlr/L1.3	Unit G4	
SLlr/L1.4		
SLc/L1.1		
SLc/L1.2		

**Task 1**  **4**

Listen for details and ask questions for more information

SLlr/L1.1

SLc/L1.1

SLc/L1.2

- **Question 1** Explain to learners that they are going to listen to a short section of a call; point out the key details they are to listen for.
- Remind learners about abbreviations for note taking.
- Play the audio clip through once for gist.
- Play the audio clip again and ask learners to write down the information.
- Point out to learners that it is acceptable to ask a client to spell their name. In this scenario, encourage learners to ask you to spell out the client's name for practice.
- Play the audio again for learners to check the information.
- **Question 2** Make sure learners are clear that they are required to write the actual questions they would ask the client.
- Point out the tip.
- Learners might like to write their questions in rough off the page first before writing the final version in the speech-bubbles.

**If the learner has difficulty**

- **Question 1** Learners may find it difficult to listen and write at the same time. They could work in pairs with one responsible for listening and the other for writing down information.
- Read the audio script one sentence at a time, pausing to question learners about what they heard.
- Remind learners of the abbreviation for cut and blow dry (C/B/D) once they have recognised this information.
- Play the audio clip again to allow learners to check their notes.
- Learners could write a list of abbreviations and their meanings on cue cards for future reference.
- **Question 2** Learners may need support to word questions appropriately. Make sure they are clear about what information they need to ask for, then encourage them to practise on each other first using appropriate tone and intonation.

- Encourage learners to write each question in rough first, discussing or experimenting with the language to see if they can make it more polite or suitable. Make sure learners understand that certain language is more polite, such as the difference between 'D'you want morning or afternoon?' and 'Would you prefer morning or afternoon?'
- Encourage any learners who struggle with this task to make a list of the questions they should ask clients on a cue card that could be kept near to the telephone.

**Extension**

- Ask learners to think of questions they would use to check and confirm information with the client, writing these down as they would ask them.
- Ask learners what they would ask if the date, time or stylist the client requires is not available.

**Task 2**

Answer a call

SLlr/L1.1

SLlr/L1.3

SLlr/L1.4

SLc/L1.1

SLc/L1.2

- Read through the instructions, checking that learners understand what they are being asked to do.
- Introduce the three situations on the Client cards from the Source material so that learners know that the call might be about making or changing an appointment or leaving a message.
- Put learners into pairs and ask each pair to decide which situation they are going to role-play.
- Make sure the 'caller' has a card from the Source material and has time to read and prepare the information. Encourage them to make notes as a reminder.
- Make sure the 'receptionist' has time to read through the Telephone call summary sheet from the Source material to guide them through the call. They may want to make notes to act as reminders.
- Point out the tips for all learners.

- Note: ensure that learners taking the part of the 'receptionist' do not see the information on the cards before the role-play is conducted, to make the role-play more realistic.
- Ask learners to swop roles, choosing a new card to role-play.

#### *If the learner has difficulty*

- Model a role-play with a confident learner for the group.
- Make sure that the more confident of each pair plays the receptionist first, as this person will lead the conversation.
- While the 'receptionists' are reading through the Telephone call summary sheet, go through the information on the client card with the 'callers' and check that they have prepared the information required. Encourage learners to note down the information on the card if this helps.
- While the 'callers' are reading through the prepared information, go through the Telephone call summary sheet and check whether learners need to clarify any aspect of their role. Make sure they realise that they have to lead the conversation by asking appropriate questions.
- Less confident learners will need further support or prompts for the questions to ask. If necessary, allow the 'receptionists' to see the information on the client cards so that they are better prepared and not expected to think of questions spontaneously.
- ESOL learners may need more controlled practice of the language used at different stages of the conversation.

#### *Extension*

- Ask learners to design a sheet that could be used in the salon for making notes quickly for one of the following types of calls:
  - making an appointment
  - changing an appointment
  - making an enquiry.
- Remind them to think about what key information would need to be noted and use this for headings like those used in the message sheet.

## Theme assessment

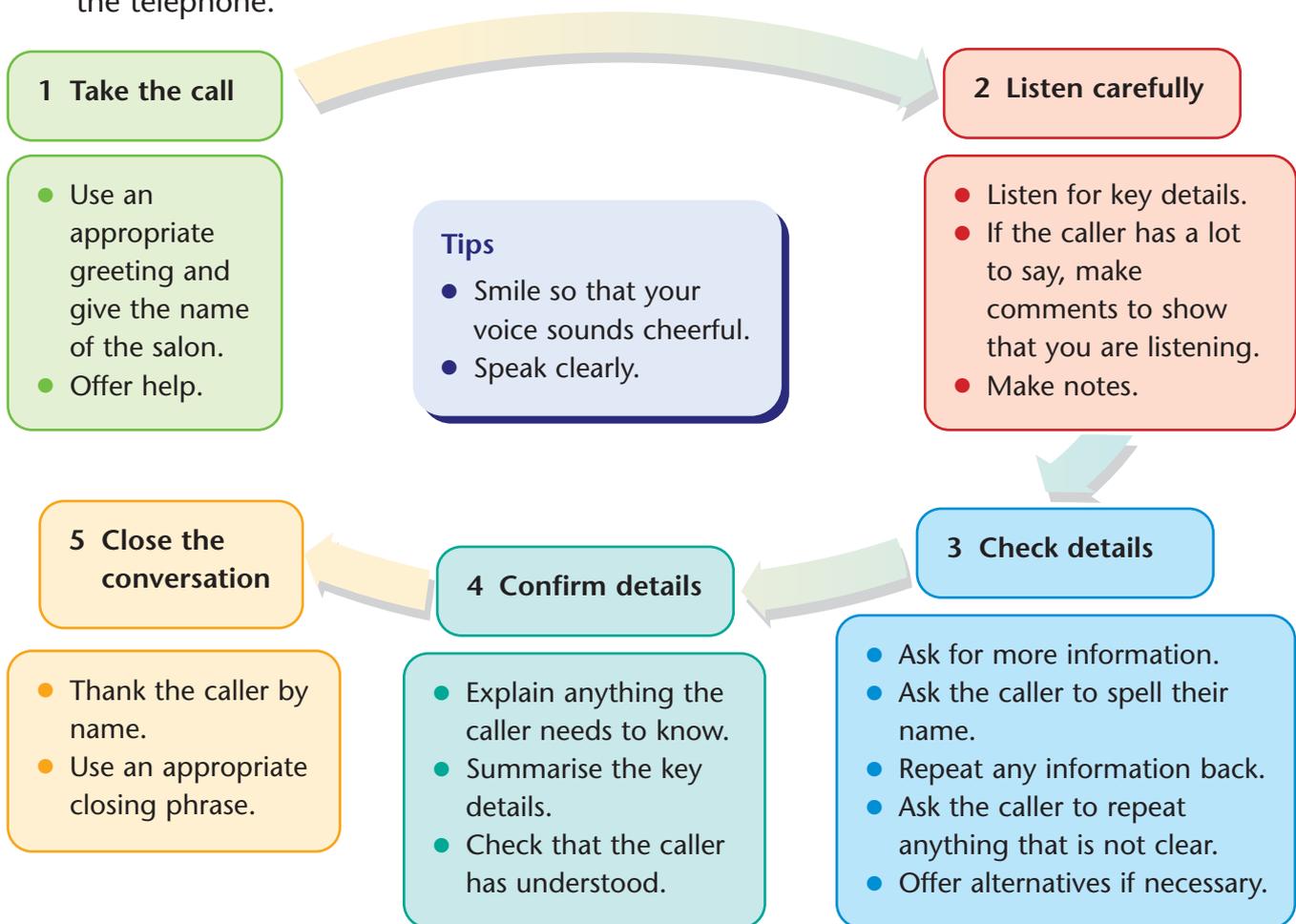
- Ask learners to listen to different people answering the telephone at work to compare the way they speak and deal with the call. Note down good practice.
- Design and make a 'dos and don'ts' poster for answering telephone calls that would be useful to trainees.

# Using the telephone

Focus

Good telephone skills are important to give a good impression and deal with clients effectively. You will be judged by what you say, so you should be polite, cheerful and helpful from the moment you pick up the telephone to the moment you replace the receiver.

Here is an example of how you might respond to a client on the telephone.



2

- 1** Listen to the client. Write down:
- the name of the stylist the client requests
  - when the client wants to come in.

- 2 a** What further information would you need from the client?
- b** What would you do if the stylist is not working on the day the client requests?



3

- 3** Listen to the caller. Use the Blank telephone message sheet from the Source material to make a note of the message you need to pass on.

# Using the telephone

## Task



### Task 1

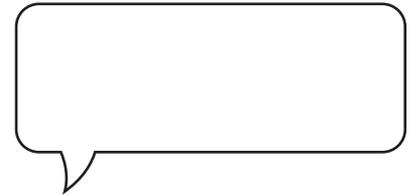
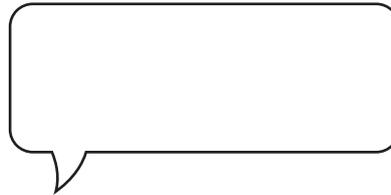
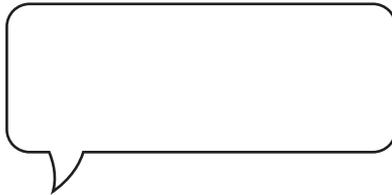
4

- 1 Listen to the telephone call from a client. On the notepad below write the client's name and the service he requires.



- 2 You also need to know the date and time of day the client wants to book for and whether he wants a particular stylist.

Write the questions you would ask to get this information in the speech-bubbles.



#### Tips

- Listen carefully for the key details.
- Use abbreviations.

#### Tip

Use clear and appropriate language.

### Task 2

- 1 Work with a partner. Role-play a conversation between a receptionist and a client using the Client cards from the Source material.
  - One person is the client and the other is the receptionist.
  - The receptionist should have a copy of the Telephone call summary sheet from the Source material, to use as a reminder of how the call might be handled.
  - The client should choose one Client card. Use the information to respond to questions from the receptionist.
  - Sit back to back. Role-play the conversation from the moment the receptionist answers the telephone.
  - At the end of the call, check that the correct key details have been written down.
- 2 Swop roles and repeat the role-play using another Client card.

#### Tips for the receptionist

- Ask questions to check and confirm information.
- Make notes.

#### Tips for the client

- Prepare the information suggested on the card.
- Only answer the questions you are asked.

## PAGES 1:5–1:6

## Dealing with enquiries

## Occupational setting

Clients will make enquiries about things like treatments and prices. Ideally salon staff will know much of this information and will keep up-to-date with changes. However, there will be times when staff need to look up or check information. This theme concentrates on finding information from sources such as price lists in order to prepare for and answer clients' enquiries. This theme has applications for use with the *Habia Learning Support Pack for Hairdressing*: Level 1 Unit G2 – 'Assist with salon reception duties' and Level 2, Unit G4 'Fulfil salon reception duties'.

## Materials

Source material:

- *Hair by Rhia* price list (0:06)
- Types of service list (0:07) and on overhead transparency (OHT)
- Hair care products price list (0:08) and on OHT
- Enquiry cards (0:09)

Learners will need copies of these in colour for Task 2

Workplace examples of price lists, times for treatments or other relevant lists

Activity Sheet G4.1.1f from the *Habia Learning Support Pack for Hairdressing*

Stop-watches or access to a clock with a second hand

Telephone book or directory (extension task)

Audio equipment

## Learning outcomes

- 1 To understand elements of format in order to navigate written information (focus page, Tasks 1 and 2)
- 2 To use skimming and scanning skills to find information quickly (focus page, Tasks 1 and 2)
- 3 To listen for information from clients (focus page, Task 2)
- 4 To give accurate and clear responses to questions (focus page, Tasks 1 and 2)

## Suggested teaching activities

## Introduction

- Ask learners to list as many services offered by their own salon as they can remember. Give a limited time for this activity. Also ask them to list the time required for each service and its cost. (Activity sheet G4.1.1f from the *Habia Learning Support Pack for Hairdressing* can be used for this activity.)
- Ask learners *where* they would find information for specific client enquiries (e.g. the cost of a cut and blow dry).
- Look at the lists from the workplace and ask learners what they notice about the way the information is laid out. Write their ideas on the board.
- Point out that although price lists and service booklets will differ from salon to salon, there are certain features in the way the information is set out that you can use to find information quickly.

Focus page  **5**

- Give learners large copies of the Hair care products price list and *Hair by Rhia* price list from the Source material. Read through the point on the focus page about subheadings and ask learners to find the list that includes a lot of subheadings (Hair care products price list). Read these aloud to help learners with the pronunciation. Ask learners what the subheadings are (product names).
- Ask learners to see how quickly they can find a product using the product name subheading to help them.
- Discuss with learners how they found the information. Did they look for the product name then look underneath it for the product? Did this make it quicker?
- Read the information on alphabetical order. Ask learners if the product names are written in alphabetical order. Ask learners if the products below the product names are in alphabetical order. Ask them to arrange the three *Frazzle Dazzle* products into alphabetical order.

- Explain the meaning of ‘chunks’ of information. Ask learners to find the list that is chunked. Discuss how the chunks are organised – how the information in each chunk is related. Explain that this also helps you to find information quickly if you find out and remember how your price list is ‘chunked’.
- Compare and contrast the format of these two price lists with any workplace price lists for services and products. Discuss the similarities and differences.
- Give learners large copies of the Types of service list from the Source material. Ask them to count the number of columns. Look at the column headings and explain how these tell you the sort of information to be found in each section (column). Make sure learners understand the word ‘maximum’, as this occurs in the tasks.
- Display the OHT of the Types of service list and demonstrate how to scan down the column and across the row to find out how long a particular service may take. Ask learners some questions relating to this, for example: *How long does a cut and blow dry for long hair take?*
- Read the extra information and ask learners to find an example in any of the lists of information that is in brackets, italics, smaller writing and has an asterisk. Discuss what sort of information the latter gives and point out which product the asterisk relates to.
- Discuss what extra information the brackets give in the Hair care products price list.
- Remind learners of the tips for finding information quickly.
- Read the bullet points about passing information on to the client and discuss the meaning of ‘accurate’ and ‘positive’. Remind learners that this also means keeping up to date with services and products. Illustrate with an example of giving a client extra information that is not on the price list, and explain how this is good sales pitch and is also useful to the client.
- Explain that you may also need more information from the client. Look at the example question on the left of the focus page and ask learners to find the information the client needs on the *Hair by Rhia* price list. Point out that this applies to children aged between 12 and 16 years. Ask what they would need to find out from the client. Discuss what they

would do if the child is below this age (there may be a separate child’s price list or they may need to check with a colleague).

- Play the audio clip of the client’s enquiry through once for gist. Play it again, asking learners to listen carefully and then to find the answer to the client’s enquiry.
- Using the Hair care products price list on OHT, demonstrate the scanning process they probably used to find the answer to the enquiry. Discuss how you would relay the information to the client, including advice you might give about which products are suitable.
- Explain to learners that they will probably get to the point where they can remember information, but it is always better to check than to give the wrong information. Making a note of things that are asked often may help speed up the learning process.

Curric. refs	NOS/NVQ	Key Skills
SLlr/L1.6	Unit G2	
SLc/L1.3	Unit G4	
Rt/L1.4		
Rt/L1.5		

### Task 1

Scan to find information on written lists to answer client enquiries

SLlr/L1.6

SLc/L1.3

Rt/L1.4

Rt/L1.5

- Make sure learners have copies of the three lists from the Source material.
- Read through the instructions and make sure learners understand what they have to do. Point out where learners record the times.
- Read the questions in the speech-bubbles aloud so that learners can hear as well as read them.
- Point out the tip.
- For question 2, make sure learners are clear that they are adding information related to **b** in question 1. They need to find all the information from the relevant list.
- Point out the tip.

- Pick out a card from the Enquiry cards from the Source material and use it to give an example of a full answer. Explain that repeating the information not only sounds more polite, but also helps to check and confirm the client's request.
- Make sure learners know that they need to write the *actual* words they would use to explain to the client.

#### *If the learner has difficulty*

- Learners may have problems finding the correct list from which to take the information, or they may not be sure which key words to look for. Encourage learners to underline the key words for each question (e.g. dry trim). Put the words on cards or sticky notes to help with scanning, and suggest that they use a finger or straight edge.
- Ask learners questions about where they might find this information – in which list. If necessary, remind learners about the sort of information each list contains.
- Encourage learners to search for the key words they have underlined first. When learners have located the information, read the question to remind them of what they are being asked for.
- Encourage learners to use a ruler or finger to track down and across the columns and rows.
- Support learners in practising the answers in full and in the spoken idiom. For example, 'a dry trim takes up to 30 minutes' rather than just '30 minutes'. You may need to remind learners of the meaning of words such as 'maximum'. They may also need support to find the information required before relaying it to the client.
- Be aware that dyslexic learners will take longer to complete this task, as it includes a variety of skills.
- For question 2, make sure learners find the correct information first.
- Ask direct questions about the other information it gives about the product.
- Ask learners to identify which piece of information might persuade the client to try the product without spending too much money.

#### *Extension*

Give learners a telephone book to practise using alphabetical order. They can race with a partner to see who can find the information the quickest, for example:

- the telephone number of the nearest shop to the workplace
- the page where your own home telephone number is recorded.

#### **Task 2**

Listen and respond accurately to client enquiries

SLlr/L1.6

SLc/L1.3

Rt/L1.4

Rt/L1.5

- Make sure learners have the three lists from the Source material from Task 1 plus the Enquiry cards, face down on the table.
- Read through the instructions, clarifying anything learners don't understand.
- Read through the tips and check that learners are clear about the meaning of 'full answers' and what sort of information they might add. Discuss some examples.

#### *If the learner has difficulty*

- Learners may not understand the process they are being asked to follow. Go through one of the enquiries with learners as an example, including asking the question, finding the matching coloured list, tracking down the key information and answering the enquiry, and adding any information.
- Learners may have difficulty remembering what they are looking for. Encourage them to jot down the key words and remind them that they can ask for the question to be repeated as many times as necessary.
- Remind learners to find the list that matches the colour of the question card.
- Point out that the items on the Hair care products price list are in alphabetical order. Provide alphabet strips for learners who find alphabetic sequencing difficult.
- Support learners to scan the lists. Suggest using a ruler or inverted-L-shaped piece of card to scan down the lists. Learners could also highlight every other line in the list or table to help them track the right line.

**Extension**

- Ask learners to choose a treatment or service carried out in their salon and to describe briefly what happens, in the way you would describe it to a client.
- This can be done as a quiz whereby the other learners have to guess which treatment the learner is describing from the description, time taken and price.
- It can also be completed with cards that need to be made into matching sets.

**Theme assessment**

- Ask learners to use the information from the Types of service list and the price list in their own salon to find out the time required and the price of the following services:
  - cut and blow dry – short hair
  - cut and blow dry – long hair
  - dry trim
  - shampoo and set
  - corn row
  - full-head colour (not highlights).
- Learners can then test each other by asking questions about the time these services take and the cost.

# Dealing with enquiries

Focus

Type of service	Time (maximum)
1. Shampoo and set	35 minutes
2. Blow dry only	30 minutes
3. Cut and blow dry – short hair	30 minutes
4. Cut and blow dry – long hair	45 minutes
5. Dry trim or wet cut	30 minutes
6. Colour – full head, permanent colour or bleach	45 minutes
7. Colour – regrowth, permanent colour or bleach	25 minutes
8.	
9.	
10.	
11.	
12.	
13.	
14.	
15.	

Hair Care Products PRICE LIST	
<i>(Prices given for 100 ml unless otherwise stated)</i>	
<b>ALLASTA</b>	
Shampoo (greasy, dry, coloured and normal hair)	\$7.50
Conditioner (greasy, dry, coloured and normal hair)	\$7.50
Intensive scalp treatment (all hair types)	\$9.50
<b>CERI CHERRY (for red hair)</b>	
Shampoo*	\$9.00
Conditioner	\$9.99
Shampoo – 200 ml	\$17.50
Conditioner – 200 ml	\$18.99
<i>(*Special offer – buy 2 get 1 free)</i>	
<b>DOCTOR 4 HAIR</b>	
Intensive hair serum (normal/dry hair) (trial size – 1 application)	\$2.00
Intensive hair serum (normal/dry hair) (12 applications)	\$24.00

Hair by Rhia

PRICE LIST	
	Prices from
Re-style & blow dry – long hair	£40.00
– short hair	£35.00
Cut & blow dry – long hair	£35.00
– short hair	£30.00
Blow dry only – long hair	£18.00
– short hair	£13.00
Children's cut & blow dry*	£20.00
Men's cut & blow dry	£18.00–25.00
Full-head high/lowlights, cut & blow dry	£70.00
Full-head high/lowlights & blow dry	£58.00
Half-head high/lowlights, cut & blow dry	£60.00

In order to answer clients' questions, you need to be able to find information quickly and pass it on accurately.

**Finding information**

- Look at how the information is set out.
- Use the format to find information quickly.

**Subheadings** are often written in a different size, colour, font or are in bold to make them stand out.

**Alphabetical order** helps you to find information quickly by tracking down the list for the correct first letter.

**Columns** go down ↓.  
**Rows** go across →.

Sometimes information is 'chunked' into sections.

- Extra information** might be in: *italics* (brackets) smaller writing.
- It might be marked by an asterisk \*.

**Passing information on to the client**

- Ask for further details if necessary.
- Give clear and accurate information.
- Include further information where helpful.
- Be positive.

- Tips**
- Scan **down** a column or list for a key word.
  - Trace **across** a row to match up the information.
  - Use your finger or a straight edge to help you.
  - Try to remember as much information as you can.



- What would you need to ask the client before answering the question?
- Listen to the client's question. How would you answer her?



# Dealing with enquiries

## Task

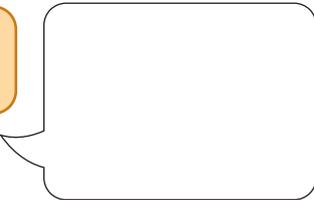
You will need three lists from the Source material for these tasks:

- *Hair by Rhia* price list
- Type of service list
- Hair care products price list

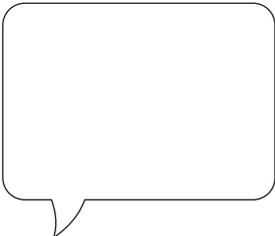
## Task 1

1 Time how long it takes you to find the answer to each client's question. Write your answers in the empty speech-bubbles.

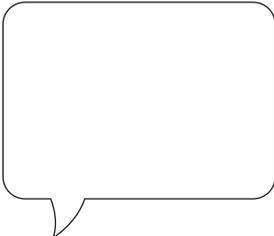
**a** *How long does a dry trim take?*



**b** *Is that Doctor 4 Hair intensive hair serum just for dry hair?*



**c** *How much will it be to have just my roots re-growth done?*



**Times**

a

b

c

**Tip**  
Give clear and accurate answers to the questions.

2 What extra information could you give the client about the *Doctor 4 Hair* intensive hair serum? Write the information in the speech-bubble as you would say it to the client.



**Tip**  
Think about the best way for the client to try the product to see if she likes it.

## Task 2

Work with a partner. You will also need the Enquiry cards from the Source material.

- Give each person two cards of each colour (six cards altogether). Place the cards face down.
- Take turns to ask the questions on the cards. Find the answers using the information on the list of the same colour.

### Tips

- Match the colour of the list to the card.
- Use the format to find the information quickly.
- Give full answers, and add extra information where helpful.

## PAGES 1:7–1:9

# Legal requirements in the salon

## Occupational setting

Salon staff must work according to the information laid down in several Acts of Parliament. They must know about these Acts and their own responsibilities in relation to them. This theme focuses on the Data Protection Act and the Consumer Protection Act, but the methods described to access these can be applied to any of the other Acts relevant to hairdressing. *The Habia Learning Support Pack for Hairdressing* provides references to a range of legislation; the learning in this theme supports competence in these units.

Any organisation that records information about staff or clients, whether on a card index system or a computer, must register with the Data Protection Registrar, keep the information accurate and up-to-date and let the person whose information it is see the information if they ask to. In salons, this means that information about clients must be kept confidential, as must any information held about the staff. All staff have a responsibility to maintain this confidentiality at all times.

This theme demonstrates ways of accessing the information in a complicated text such as an Act of Parliament and encourages learners to relate this information to their own situation at work. The reading level required for this theme is quite high; learners whose reading skills are below Level 1 should not be asked to tackle reading at this level until they have built confidence using less difficult text.

## Materials

Data Protection Act from the Source material (0:10)

Consumer legislation information from the Source material (0:11)

[www.informationcommissioner.gov.uk](http://www.informationcommissioner.gov.uk) gives information about the Data Protection Act

## Learning outcomes

- 1 To use a specific technique to read and understand longer documents (focus page, Tasks 1 and 2)
- 2 To relate what has been read to real situations (focus page, Task 3)

## Suggested teaching activities

### Introduction

- Ask learners what they understand by the words 'law' and 'legislation'. Can they name some examples? This may be a good opportunity to talk about the role of the law in hairdressing and learners' role in this.
- Discuss learners' involvement in interpreting the law and any difficulties that occur. Is it easy or difficult to understand? What might be the impact of not having a clear understanding of the law?
- Discuss confidentiality, if not already considered. Relate it to records that other people might have about learners (hospital, doctor, dentist, etc.). How do learners feel about personal information being revealed to other parties? Also discuss information that is given verbally by clients during consultation. What responsibility does the hairdresser have in revealing/not revealing this information? Suggest some scenarios.
- Discuss consumer rights legislation. How does it affect learners as consumers? How does it affect them as the sellers of the goods and services involved in hairdressing? Give a range of examples of cases, including those in which consumers do and don't have a legitimate complaint, and ask learners to contribute their own experiences relating to shopping or at work. Emphasise the need to understand for yourself exactly what the law says so that you can deal with incidents or problems independently and with confidence.

- Discuss with learners how they tackle reading tasks where there is a lot of text to read. You will probably find that learners use a range of approaches, ranging from no particular strategy to someone who has been taught how to use a particular approach. Write up any issues and difficulties and discuss how they could be tackled. Make sure all strategies are valued and explored.

### Focus page

- Look at the example on the focus page and consider some of the issues arising: unfamiliar vocabulary, interpreting information that may not be expressed clearly, format. What can be done about each of these? It is useful to acknowledge that these are also issues for experienced readers (most people need to check meanings of words).
- Introduce and discuss the technique exemplified on the page. Test this out using the summary of the Data Protection Act from the Source material. You could run this as a group activity, all looking at the same text.
  - *What is it about?*
  - *What do you expect to find in it?*
  - *Read the first paragraph. What is it about?*
  - *Think about the first paragraph. Read it again to make sure you understand it.*
  - *Can you explain what it's about in your own words?*
  - *Is it about what you thought it was about?*
  - Repeat the technique for the rest of the synopsis.
- Confirm that, if text is difficult to understand, using this reading technique can help. It is not necessary to use this technique for all reading, however.
- Discuss the scenarios on the page. Are correct actions being taken according to the Data Protection Act? Relate each scenario to the relevant section of the Act. Introduce further scenarios if appropriate.
- **Note:** the strategies outlined above reflect the 'PQ4R' method of reading. This is outlined in *Access for All* Entry 3 page 119. The processes are:
  - preview
  - question
  - read
  - reflect
  - repeat
  - review.

Curric. refs	NOS/NVQ	Key Skills
Rt/L1.4	Unit G4	C1.2
Rw/L1.1	Unit G5	
Rt/L2.1	Unit G7	
Rt/L2.2	Unit H9	
Rt/L2.3	Unit H12	
Rt/L2.7	Unit H13	
Rt/L2.8	Unit H15	

### Task 1

Follow a technique to read a long document

Rt/L1.4

Rw/L1.1

Rt/L2.1

Rt/L2.2

Rt/L2.3

Rt/L2.7

Rt/L2.8

- This task mirrors the technique described on the focus page but uses a different piece of text. The questions and tips act as prompts to explore different aspects of the technique.
- Ensure learners each have a copy of the Consumer legislation information from the Source material.
- Ensure learners realise that although the whole technique may not suit all learners, it is worth trying a method to understand longer texts. Confirm that the technique needs practice. Learners may find they can use parts of the technique and not others – each learner needs to devise a system that works for them.
- Ask learners to make notes as they go through each stage. This will act as a reminder as they work their way through the chunks of text.
- Some learners may prefer to work in pairs.
- Question 4 offers an opportunity for discussion about the rights and responsibilities of both client and hairdresser.

#### *If the learner has difficulty*

- The reading level required for this task is high. Consider the ability of your learners before presenting them with this level of text. If it is inappropriate, build the skills using simpler and more accessible text.
- Work through the text systematically with the learner, making sure they understand all the words.

- Dyslexic or ESOL learners may need more time to take in the message of a piece of text. Try breaking the text into chunks to help with comprehension.
- ESOL learners may also need assistance with the meaning of some terms (e.g. adequate, accurate, secure).

#### Extension

- The PQ4R strategy is useful but needs a lot of practice in order to consolidate skills. Set similar questions on longer pieces of workplace text (e.g. health and safety; policy information).
- Get learners to work in mixed-ability groups to rewrite the Consumer legislation information in their own words. This will enable more able learners to share their ideas with less able learners.
- Remind learners to use these skills when researching for projects.

#### Task 2

Answer some questions about a piece of text

Rt/L2.1

- The questions are based on what the learners have just read.
- Learners can use the text to confirm their answers.
- Check responses carefully and look out for learners who complete this task very quickly – they may be guessing.

#### If the learner has difficulty

- Learners whose reading skills are insecure may find this task difficult and will get stuck trying to read every word. Encourage them to practise glancing at texts (e.g. in magazines or newspapers) and guessing what they are about.
- Talk about key words. *What is the key word in the question? Can you find it in the text? Do you need to read every word to do it?*

#### Extension

Ask learners to make up a quiz for other learners, based on the text.

#### Task 3

Apply what you have read to some real-life situations

Rt/L1.4

Rw/L1.1

Rt/L2.1

Rt/L2.2

Rt/L2.3

Rt/L2.7

Rt/L2.8

Learners may have to read the text again to select the correct answer to these queries. Ensure learners understand that they do not have to read every word, but have to locate the relevant part of the text by scanning the text and then reading in detail.

#### If the learner has difficulty

Discuss each scenario in turn. What does common sense tell them is the correct answer? Help learners to locate the correct part of the text to confirm their answer.

#### Extension

Challenge learners to devise some similar scenarios where their knowledge of the law will help them solve client queries and problems.

#### Theme assessment

- Learners should apply these reading techniques to other difficult but important pieces of text.
- They could develop a leaflet for other learners about the requirements of the law in hairdressing.

# Legal requirements in the salon

Focus

It is important to know about the laws and legislation that affect your work in the salon.

Your knowledge of the law can affect what you do every day.

Clients may have the legal right to take action against you if you reveal information about them to anybody else.



*I'm sorry Mrs Jones, I can't show you your records, they're private.*



*You want Mrs Shaw's phone number? Yes, it's 01234 567890.*



*We keep the record cards on the desk so that anybody can get them out easily.*

You may have to read a long document about some legislation; try these strategies to help you get the information you need.

**1** Look over the text quickly and decide what it is about. *The headings and subheadings are useful here.*

**2** Ask yourself what you want to find out. *Think about the questions you would like answered.*

**3** Read a small section at a time. *Make sure you understand all the words – look up any that puzzle you.*

**4** Think about each section you have read. *You may need to read it more than once or read it aloud to get the sense.*

**5** Repeat what you have read in your own words. *Explain it to a friend to see if it makes sense to them.*

**6** At the end, go back to your questions to see if they have been answered.

## Data Protection Act 1998

The Data Protection Act (DPA) applies to any business that uses computers or paper-based systems for storing personal information about its clients and staff.

It places obligations on the person holding the information (data controller) to deal with it properly.

It gives the person that the information concerns (data subject) rights regarding the data held about them.

### The duties of the data controller

There are eight principles put in place by the DPA to make sure that data is handled correctly. By law, the data controller must keep to these principles. The principles say that the data must be:

1. fairly and lawfully processed
2. processed for limited purposes
3. adequate, relevant and not excessive
4. accurate
5. not kept for longer than is necessary
6. processed in line with your rights
7. secure
8. not transferred to other countries without adequate protection.

### The rights of the data subject

There are seven rights under the DPA.

1. The right to subject access
2. The right to prevent processing

# Legal requirements in the salon

## Task

### Task 1

You will need the Consumer legislation information from the Source material. Use the techniques for reading long documents from the focus page to fully understand what it says.

Answer the questions by ticking (✓) your choices (some questions may have more than one correct answer).

- 1 Look over the whole text quickly. What is consumer legislation about?
  - a what the law says about the rights of people who buy and sell goods or services
  - b how to treat awkward customers
  - c the law regarding eating and drinking
- 2 What are you are expecting to find out as you read?
  - a the rights of the clients in the salon
  - b who to complain to
  - c the responsibilities of the hairdressers to the clients
- 3 Read the section about the Supply of Goods and Services Act. When could a client complain about a salon?
  - a if they did not like the finished result
  - b if the salon charged too much for a trim
  - c if the stylist took too long to do the trim
- 4 Go back to question 2. Does what you have read answer your questions about it?

#### Tip

Use the headings and subheadings to help you decide.

#### Tip

Think about the questions that the text might answer.

#### Tips

- Read the text aloud.
- Read it more than once.
- Underline any words and phrases that puzzle you. Look them up in a dictionary or the glossary.
- Explain the text to yourself or to a friend.

### Task 2

When you have read the whole page, answer these questions. Circle your answers.

- 1 How many days must a product have been on sale before you can advertise it as a sale item at a reduced price?
 

28      68      87
- 2 Who is responsible for the state of the products sold in a salon?
 

the person who made it      the person who sold it      the person who bought it

# Legal requirements in the salon

## Task

### Task 3

You will need the Consumer legislation information from the Source material. Use the techniques on the focus page to read the information. Use the information to decide what the stylist should say to each of these customers.

Circle your answers. Discuss with a partner why you chose your answer.

1



This hairbrush you sold me is plastic. It says on the box it has natural bristles.

- a I'm sorry. The boxes must have got muddled up. I'll find you a real bristle brush.
- b Plastic bristles would be best for your hair.
- c I'm sorry. There's a muddle in the stock room. Somebody needs to sort it out.

2



I bought this hair dryer yesterday and I dropped it this morning. Now it won't work. Could I have a new one please?

- a I'll get a new hairdryer for you now.
- b We'll get it repaired for you.
- c I'm afraid that we are not legally responsible for the damage you caused yourself.

3



I washed my hair with the special shampoo for blonde hair that you sold me. Look at the colour it is now!

- a It's quite a pretty shade.
- b That's happened to everyone who's used it. It's the manufacturer's fault.
- c It seems there's a problem with the shampoo. Would you like to discuss compensation with the manager?

4



That will be £40.50 please.

£40.50! But I thought a perm was £30!

- a Yes, but you've got very difficult hair so we decided to charge more.
- b I'm sorry. You're right. It says £30 on the price list so that's what we'll charge you.
- c You never give tips so we charge you extra.

## PAGES 1:10–1:16

# Making appointments

### Occupational setting

The efficient working of the salon depends on the appointment system being kept accurately, to avoid missed appointments or double booking, and to ensure that all available work time is allocated. The process of booking appointments is complex and includes elements of speaking and listening as well as recording information and calculating with time. Calculating with time is quite a high level skill and this type of activity requires good planning and scheduling skills, as well as accurate record keeping. This theme develops the reading and numeracy skills required to complete appointment records accurately. It assumes that learners will be booking appointments manually and does not deal with using a computer booking system in any great depth, as this requires specialist training. However, some skills practised for manual systems are transferable to electronic systems. There is an Integrated assignment based upon making appointments. The work in this theme will contribute to competence in both Level 1 and Level 2 of the National Occupational Standards (Unit G1 'Ensure your own actions reduce risks to health and safety' and Unit G4 'Fulfil salon reception duties') and reflects content in the *Habia Learning Support Pack for Hairdressing*.

### Materials

Source material:

- Telephone technique checklist (0:12)
- Blank appointments page (0:13)
- *KK's Salon* price list (0:14)
- Abbreviations list (0:15)
- Service times (0:16)
- My salon (0:17)
- Part-completed appointments page (0:18)

Pages of an appointments book from the workplace, both blank and filled in

OHTs of two pages from an appointments book – one filled in and one blank

A calendar

Analogue clock

Examples of price lists from the workplace

Treatment times lists from the workplace

Software for electronic appointments system if it is appropriate to learners

Audio equipment

### Learning outcomes

- 1 To become familiar with the manual appointments diary and how information is entered into it (focus page, Tasks 3–5 and 11)
- 2 To become familiar with the correct way to make appointments on the phone (focus page, Task 1)
- 3 To become familiar with the correct way to make appointments face to face and to be aware of body language (focus page, Task 2)
- 4 To become familiar with the correct way to ask questions for additional information (focus page, Task 3)
- 5 To recognise and write times when represented in different ways (focus page, Tasks 4, 9 and 10)
- 6 To chunk time into 15-minute slots (focus page, Task 5)
- 7 To calculate using time (focus page, Task 7)
- 8 To write the date in different formats (focus page, Tasks 8 and 10)
- 9 To compile a list of treatments, prices, treatment times and abbreviations applicable to the personal workplace (Task 6)

### Suggested teaching activities

#### Introduction

- Note: this theme is highly integrated and covers aspects of learning in literacy, numeracy and communication. Teachers may decide to use all or part of the theme depending on the skills of their learners and the profile of the whole group.
- Ask learners about their experiences of booking in clients. How is this done in their workplace? Note that some workplaces may use electronic booking systems.

- What information is needed for making appointments? (date, time, type of treatment)
- What problems might there be with appointments? (incorrect information in appointment book, client not clear about treatment, can't understand client's name/contact details, etc.) Ask how these problems are dealt with in the learner's workplace.
- How are most appointments made – on the phone or face to face? Are there any particular issues that may need to be remembered when making appointments by phone?
- Ask learners to think of all of the skills they need to book appointments efficiently and share them verbally with the group and write them on the board/flipchart.

### Focus page

- Look at the photograph on the focus page and the surrounding information. Briefly go through the skills identified on the page, ticking them off against the group's ideas on the board/flipchart.
- Go through each point, illustrating it with examples and asking learners to think about their strengths and weaknesses in each area. If there are significant weaknesses in one particular area, give more time to this area – perhaps a whole session so that learners do not get burdened with too much new information. Refer learners with particular difficulties for specialist teaching.
- **The appointments diary.** Make sure learners are familiar with the layout of a typical diary. Where is the day and date written? The times? The names of the stylists? How should information be entered? Capital letters? Pencil? Use the Blank appointments page from the Source material if necessary.
- **The electronic system.** If appropriate, discuss making appointments on a computer-based system, as often used in health centres. Discuss the merits of using an electronic system. Some salons have systems that include billing information, commission calculation, stock ordering, etc. and provide training in how to use these systems. Ensure learners are familiar with the way to listen to training when learning how to use these systems and recognise the importance of asking questions, repeating back information, etc. If a computerised system is available, take learners through the stages of making an appointment and offer opportunities to practise these skills.
- **Communicating on the telephone.** Remind learners of skills covered in the theme 'Using the telephone'; remind them that they must:
  - speak slowly and clearly in an efficient, businesslike manner
  - introduce themselves and the salon correctly
  - listen carefully and let the client know they are listening
  - ask appropriate questions
  - repeat back the treatment the client has asked for and the time and the day of the appointment to confirm it with the client
  - end the conversation politely.
- Role-play telephone conversations where one learner is the client and another learner is the receptionist. A third learner could observe and feed back before roles are reversed.
- **Communicating face to face.** In addition to the skills used on the telephone, learners need to communicate through their body language. Role-play different facial expressions, stances, etc. Can learners guess the feelings expressed in them? How should they deal with clients? (eye contact, smile, etc.)
- **Dates.** Ensure learners know that there are seven days in a week, 24 hours in a day, etc. Learners need to know how dates are written. Exemplify the different methods of writing the date (2/5/05, 2nd May 2005, 02/05/05, May 5th, 2.5.05, 02.05.05, etc.). How is it done in the learner's salon? Mention the difference between spoken and written methods.
- Learners also need to calculate the date when the client wants the next appointment – in 6 weeks' time, for example. Ask learners to explain how they do this. Exemplify using a calendar, and adding a week at a time. Also exemplify working backwards (e.g. 'Your colouring appointment is on the 5th so you'll need to come in 48 hours earlier for your skin test.').
- **Time.** Ensure learners know that there are 60 seconds in a minute, 60 minutes in an hour, 30 minutes in half an hour, 15 minutes in quarter of an hour, 45 minutes in three-quarters of an hour, etc.
- Learners also need to know how much time to allow for different treatments. Using an appointments page on an OHT, exemplify how

times are recorded in an appointments book. Demonstrate shading 'chunks' of time and putting treatments that require longer at the beginning of a morning or afternoon session and fitting other treatments around them. Set questions: *Will a stylist be able to do a cut and blow dry for one client while s/he is waiting for a colour to develop on another? How would this be recorded?* Also work on the correct way to ask a stylist whether s/he can fit in a client. Role-play if necessary.

- **Reading general information.** Learners need to know how to use price lists, treatment times lists, etc. Exemplify how to read information from a list using the lists from the Source material and real situations. Suggest using a straight edge such as a ruler or an inverted-L-shaped piece of card to align information. It is also possible to cover or fold a list in such a way that only the relevant information is visible.
- Ask learners to list all the treatments they can think of and make a note of them on the board/flipchart. How much do salons typically charge for these treatments? Ask learners to list all the treatments available in the salon where they work. They can add which stylists specialise in each treatment and how much the treatment costs with each stylist. (Note that Task 6 offers an opportunity to compile all this information onto one chart.)
- **Writing information.** Use the Abbreviations list from the Source material to explain how abbreviations work. Ask learners about the abbreviations used in the salon where they work. Ask learners to make a list of these abbreviations for future reference.
- **Writing an appointment card.** Learners need to know how to:
  - use the headings to make sure everything is written in the correct place
  - write the date correctly (see above)
  - write the time correctly (12- or 24-hour clock?)
  - spell the name of the stylist and client correctly.
- Exemplify different ways of writing the time on the board/flipchart (e.g. 2 o'clock, 2.00, 2 am, 2 pm, 14:00). Which way is used in the learner's workplace?
- Role-play asking a client to repeat or spell a name, both face to face and on the telephone.

Curric. refs	NOS/NVQ	Key Skills
HD1/E3.4	Unit G2	C1.1
MSS1/E2.3	Unit G4	C1.2
MSS1/E3.3		C1.3
<b>MSS1/L1.2</b>		
SLc/E3.4		
SLlr/L1.3		
SLlr/L2.1		
Rt/L1.5		

### Task 1 6

Listen to a telephone conversation and identify good practice

SLlr/L2.1

Rt/L1.5

- Prepare learners for listening by setting the scene.
- Direct learners to the Telephone technique checklist from the Source material, which describes good speaking and listening skills when using the telephone, and read through it with learners.
- Explain that this task is divided into three parts. In the first part learners listen to a lengthy conversation between a client and a hairdresser. Initially they should just listen carefully and think about the general impression given and the quality of client service.
- Ask learners to discuss any general issues about the conversation. Refer them to the Telephone technique checklist as issues come up. Encourage learners to think about the good points as well as any criticisms they have.
- Play the audio clip again and ask learners to tick items on the list if the hairdresser is doing them correctly. Allow discussion about this within the group or in pairs.
- Listen to the audio clip once more to confirm any items learners are not sure about.

#### *If the learner has difficulty*

- This is a substantial amount for learners to listen to and absorb. Make sure learners are properly prepared for listening by setting the scene and introducing the task thoroughly. Read through the list of points on the Telephone technique checklist first to make sure all learners can read and understand them.

- Break the task down for learners having difficulty. Play the audio clip a bit at a time and assist the learner to go through the checklist. Ask direct questions such as, *Does the hairdresser use an appropriate greeting? Does she confirm the appointment correctly with the client?*
- Provide the checkpoints on cards so that learners can work through one point at a time. This will reduce the amount of text to be accessed.
- Ask ESOL learners to notice the language used and to repeat the key phrases from the audio clip.

#### Extension

- In small groups, ask one learner to be a client making an appointment by phone, another to be the hairdresser and a third to be an observer. Put learners back to back for telephone conversations so that they are not using visual clues to communicate.
- Ask the observer to tick off the items on the checklist as they occur in the role-play and to give honest feedback about the hairdresser's performance.
- Swop roles, making sure everybody has had a turn in each role. Discuss as a whole group.

#### Task 2 7

Use body language to decide who is speaking correctly

SLlr/L1.3

- Ask learners to look at the six photographs.
- Play the audio clip.
- In pairs discuss the photographs and decide which hairdresser is behaving most appropriately towards the client.

#### If the learner has difficulty

- Discuss unacceptable/acceptable body language for a hairdresser. Model this to illustrate the points.
- Go through the illustrations one at a time using question-and-answer techniques to illicit information. *What is happening in this picture? How is the hairdresser behaving? What is she/he doing right/wrong? What should she/he be doing? How can she/he improve her/his client service?*

#### Extension

- Discuss reading the body language of others – the angry client, the impatient supervisor.

- Discuss how others might read the learner's body language – bored, rushed, disinterested.
- Role-play some situations that can be inflamed/defused by body language.

#### Task 3 8

Ask for more information

SLc/E3.4

- Discuss with learners the implications of writing a client's name down incorrectly.
- Ask learners to imagine themselves in the position of a person with an unusual name. How would they prefer to be treated?
- Play the audio clips, with breaks between for learners to consider what they have heard.
- Ask learners to decide who dealt with the situation correctly.
- Play the audio again for confirmation and further discussion if necessary.

#### If the learner has difficulty

Play the scenarios one at a time and discuss, supporting learners to make a decision.

#### Extension

- Role-play asking for unusual spellings and writing them down.
- Practise writing names from dictation.

#### Task 4

Compare the way time is spoken and written

MSS1/E3.3

Illustrate the task by looking at the first example. Explain that there is a lot of difference between the way we say the time to each other and the way we read and record it. Make sure everyone understands that they are to record their answers on a section from an appointment diary. If necessary, enlarge the extract for learners.

#### If the learner has difficulty

- Cover up the parts of the page and the task not being worked on so that learners can concentrate on just the information they need.
- Cut out the speech-bubbles and stick onto individual cards so learners can deal with one at a time.
- Conduct the task as a role-play, speaking the information from each speech-bubble for learners.

- Establish the parts that cause most difficulty. Talk about the ways we say time, particularly with ESOL learners. Using a real clock, ask learners to set it to different times that you suggest verbally or ask them to read off the times that you set. Link these to times written on cards as 8:15, 9:45 etc., making the link with the way the appointment book is set out.
- Provide a range of cards with times written in different formats for learners to match up. Refer learners to *Skills for Life* numeracy materials (Entry 3 Unit 3 and Level 1 Unit 3) for further practice if necessary.

#### Extension

Ask learners to make up two more time 'scenarios' to give to another learner to complete.

#### Task 5

Fill in the correct amount of time for treatments in the appointment book  
MSS1/E3.3

- You may prefer learners to use treatment times and abbreviations from their own workplace for this task. If this is the case, answers must be mediated by the teacher.
- Ensure learners understand that one line represents 15 minutes.
- Ensure learners can chunk periods of time into 15-minute chunks. Practise adding on (e.g. 15 minutes, 30 minutes, 45 minutes, 1 hour, etc.). Practise problems such as how many lines need shading for a 30-minute appointment. Practise more difficult periods of time (e.g. foils and blow dry where the treatment requires 30 minutes, then 45 minutes where the stylist could be doing something else and then 30 minutes to finish the treatment.)
- Go through the first part of the task with learners.
- Ensure learners use pencil and can erase errors.

#### If the learner has difficulty

- Ensure that learners are familiar with the format of the appointment book.
- Some learners may prefer to use different colours for this exercise so that they can differentiate the clients.
- Check learners' understanding of abbreviations. These need to be learned thoroughly, so it is worth spending some time on this. Create cards of treatments and abbreviations for learners to match.

- Suggest that learners write abbreviations on cue cards or in a notebook for reference.
- Use quick questions or quizzes to reinforce learning with the whole group.

#### Extension

- Suggest appointments for learners to complete in the Blank appointments page from the Source material.
- Alternatively, learners can work in pairs, suggesting appointments for each other to complete.

#### Task 6

Complete a table with information about treatments and times  
HD1/E3.4

- Ensure learners each have a copy of the My salon table from the Source materials.
- Check that learners understand how to use the table. Look at the headings. *Which things go in which columns?*

#### If the learner has difficulty

- Suggest that learners use a straight edge such as a ruler or an L-shaped piece of card to keep the information aligned.
- Learners could highlight every other line in the table to help with tracking.
- Additional work on these skills is covered in 'Dealing with enquiries' in this module.

#### Extension

Ask learners to swop their completed 'My salon' pages from the Source material with a partner's. Learners can take turns to ask each other questions about the information they have included.

#### Task 7

Calculate dates for future appointments

#### MSS1/L1.3

- Ensure learners understand the format of the calendar pages. *What do the letters stand for? What are the dates of all the Wednesdays in August?*
- Check learners understand how one month follows on from another. *Why are there blank spaces at the beginning and end of each month? What day of the week would October 1st be? What about the 31st July?*

- Ensure learners understand how to count on a number of weeks (e.g. one week after August 1st is August 8th – count that as one week. Two weeks after the 1st is the 15th. Count that as two weeks, and so on). Practise counting different numbers of weeks from a given start date.
- Set learners to do the task.

#### ***If the learner has difficulty***

- The biggest area of difficulty with this task is understanding that you count on from the present date but not including that date. This may require some additional support and practice using calendars and diaries.
- Suggest that learners use a straight edge such as a ruler or an L-shaped piece of card to keep the information aligned.
- Learners could highlight every other line in the table to help with tracking.

#### ***Extension***

Challenge learners to prepare a quiz for other learners based on the task but with more months involved in the calculation.

#### **Task 8**

Write the date

MSS1/E2.3

- Discuss difficulties that can arise from using different formats to write the date. *What might be the impact of confusion here? What impression is given to the client if it is done incorrectly?*
- Look carefully at the three different conventions shown for writing the date. *Which one is the easiest to understand? Which one is used in the workplace? Are there any other ways of writing the date?* You should mention the US convention here (month/date/year), if not already discussed.
- Before attempting this task, check that learners can:
  - spell the months of the year and know that they all begin with a capital letter
  - relate the months of the year to an equivalent number (i.e. 1 or 01 for January, 2 or 02 for February and so on)
  - know the order to write the numbers – day/month/year
  - understand about the use of dots and slashes to separate the day/month/year (dots must not be confused with decimal points)

- understand ‘st’, ‘nd’, ‘rd’ and ‘th’ suffixes to numbers.

#### ***If the learner has difficulty***

- Refer learner to *Skills for Life* numeracy material for further teaching and practice.
- Learners with dyslexia may put numbers in the wrong sequence. They may not know the order of the months. Carefully checking is needed.
- Make up a mnemonic to remember the order day/month/year.
- Encourage learners to create a list of the months of the year, in order, with their associated abbreviation and number for reference.

#### ***Extension***

Practise writing dates from verbal prompts and in different formats.

#### **Task 9**

Record time in different formats

MSS1/E2.3

- Discuss the ways for recording time, as exemplified at the top of the page.
- Ask learners to find out how time is recorded in their own workplaces.
- Ensure learners have an understanding of am and pm, digital time (the hairdressing industry does not often use the 24-hour clock but learners should be aware that it is another way of recording time), and whether to use a full stop, colon or no punctuation between the hours and the minutes.
- Ensure learners understand how to complete the task.

#### ***If the learner has difficulty***

- Refer learners to the *Skills for Life* numeracy materials for extra practice (Entry 3 and Level 1, unit 3).
- Use matching cards or sticky notes for learners to practise matching times written in different formats.

#### ***Extension***

Ask learners to translate some given 12-hour times into 24-hour times.

**Task 10**

Fill in the date and time on an appointment card

MSS1/E2.3

MSS1/L1.2

- Remind learners of the two previous tasks.
- Ensure learners understand this task, which combines time and date.
- Learners may prefer to fill in appointment cards from their own workplace.

***If the learner has difficulty***

- Read through the speech-bubbles for the learner, to reduce the demands of the task.
- Take each column of the appointment card and ask learners to say what they would put in each space.
- Write the pieces of information from each of the scenarios onto individual cards or sticky notes. Learners can then select the three cards/sticky notes they need to complete the appointment card, and copy the information across.

***Extension***

Give learners practice in completing appointment cards with other times and dates.

**Task 11**  

Listen to a call and book in an appointment

Rw/E3.1

Rt/E3.5

SLlr/E3.2

MSS1/E3.3

- Ensure learners have the Part-completed appointments page and the Service times list from the Source material. They may also need the Abbreviations list.
- Remind learners that they must listen to what the client says. The speech-bubbles have been left blank for the learner to make notes in if necessary.
- Play the audio clip through once for gist. On the second playing, pause after each part of the exchange so learners can make a note of what the client is asking for. At what point in the audio do you have enough information to book the appointment? (Once the client has said she wants highlights.)

- Once learners have noted all the details, play the audio again if necessary. Learners should then decide how to complete the appointments page. Ask learners to consider why the receptionist chooses Sam at 4:30 as the best choice of time and stylist.
- This should be done in pairs initially, comparing answers within the group before making the final decision. If any errors are made, deal with this as a discussion point.
- At the end of the task, stress the importance of repeating the information about the appointment back to the client.

***If the learner has difficulty***

- Pause the audio clip after each exchange and use question-and-answer techniques to make sure learners identify the key point of information about the appointment. Support learners to make a note of the details. Tackle any language difficulties that occur.
- You may need to work through the structure of the appointment book again. Use a process of elimination to reach a decision about where to put the appointment (e.g. when the client says she wants an afternoon appointment, you only need to look at the afternoon; once Sam's name is mentioned, you don't need to look at the other stylists' columns).
- Check learners understand that appointments are set out in quarter-hour blocks and how to track these down the page to find the next free time.
- Check learners understand the abbreviations.
- Encourage learners to cover up areas of the appointments page that do not fulfil the requirements of the client.

***Extension***

- Ask learners to mark the appointment book to show the beginning and end time of each appointment.
- Ask learners to develop a full list of abbreviations for use in their own workplace.
- Develop sets of cards (treatments, client names, days and dates) for learners to practise completing an appointments page. Also have available lists of stylist names, prices, times required for treatments (including breakdown for stages) and a partially completed appointment book. Working in pairs or small groups, learners can pick a card from each set

and, using the additional lists, book the client into the diary. This can be developed into a role-play and include working out the full cost of a treatment.

## Theme assessment

- Set a range of appointments to be completed in the Part-completed appointments page from the Source material, including another stylist, and then using a blank appointments page.
- Ask learners to role-play clients asking for different types of appointments. You could develop some role-play cards for this.

# Making appointments

Focus

Making appointments is an essential part of work in a salon. To do it properly, you need to use lots of different skills – sometimes all at once! And you must remember to be polite to the clients, both on the telephone and face to face.

You need to ask questions to get extra information from clients.

You need to know the system the salon uses for making appointments. Do you write in a diary or use a computer?

You need to know the abbreviations the salon uses for different treatments.

You need good listening skills.

You need to know the prices of the different treatments and products.

You may need to fill in appointment cards.

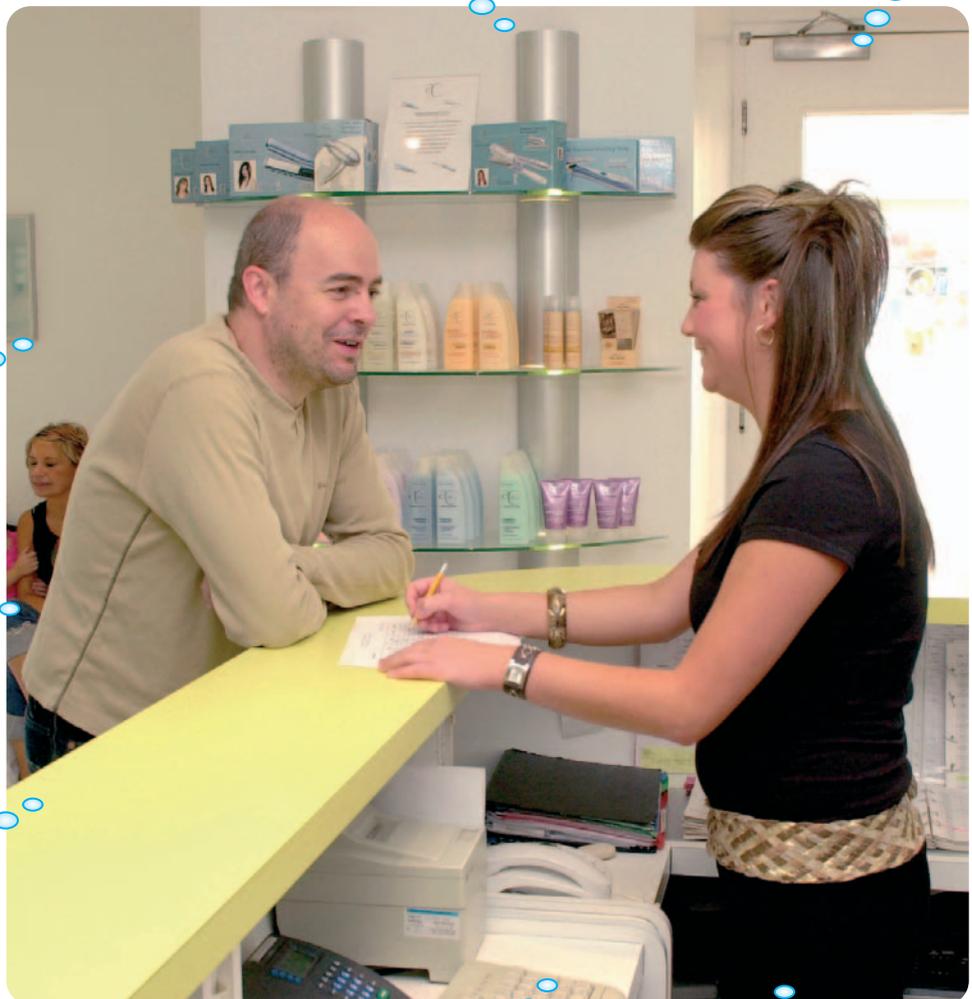
You need to know the days and hours that each stylist works.

You need to know which treatments each stylist specialises in.

You need to spell people's names correctly.

You need to be able to manage time and dates.

You need to know how much time the salon allows for each treatment.



# Making appointments

## Task



### Task 1

6

You will need the Telephone technique checklist from the Source material.

- 1 Listen to the hairdresser talking to a customer on the telephone.
- 2 As you listen, tick all the things on the checklist that the hairdresser does.
- 3 Compare your checklist with a partner's. Discuss any ways in which the hairdresser could improve her telephone technique.



### Task 2

7

Work with a partner.

- 1 Listen to the hairdresser making an appointment with a client after she had paid for her treatment.
- 2 Discuss these photographs. Which of these hairdressers do you think is responding to the client appropriately? Tick your choice.

a



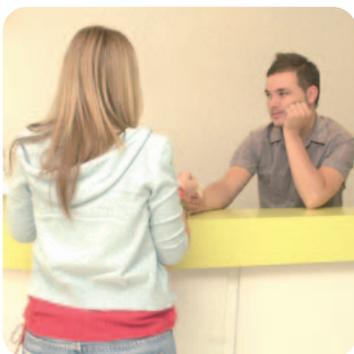

b




c




d




e




f

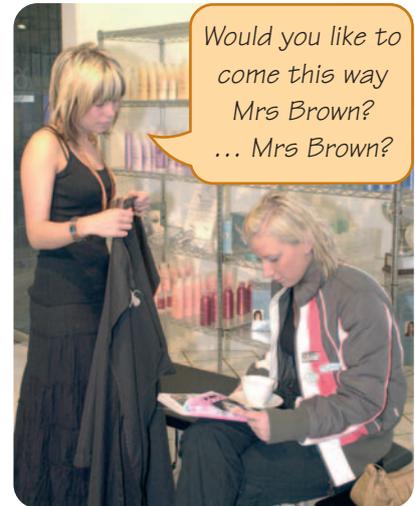


# Making appointments

**Task**

Sometimes you need to ask the client for extra information, such as how to spell their name.

What can happen if the name is written in the appointment book incorrectly?



The space you have to write in is very small, and other people need to read what you have written.

- Make sure the pencil is sharp.
- Write as small as you can.
- Use capital letters if it makes your writing clearer.
- Think of a way to shorten the name if it is a long one.

Write Mrs Lucinda Higgingsbottom's name in this space.

**Hint:** do you need a first name or title?



### Task 3

Listen to the stylists making appointments with clients. Decide which stylist deals with the situation best. Tick your choice.

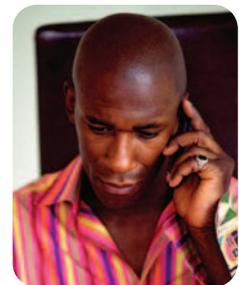
1




2




3




### Task 4

Time can be written and spoken in different ways. Complete the appointment sheet using the information given.

*I'm Mrs Jones. I'd like an appointment at a quarter past nine.*

*I'm Mrs Smith. I'd like an appointment at a quarter to 10.*

*I'm Mr Brown. I'd like an appointment at half past ten.*

*I'm Mrs Singh. I'd like an appointment at eleven o'clock.*

*I'm Mr Price. I'd like an appointment at a quarter to twelve.*

	00	
9	15	Mrs Jones
	30	
	45	
10	00	
	15	
	30	
11	45	
	00	
	15	
	30	
	45	

# Making appointments

## Task

### Task 5

You will need the Service times list and the Abbreviations list from the Source material. For each customer:

- 1 shade in the chunk of time that the stylist needs to complete the treatment
- 2 write in the treatment that each client requires using the correct abbreviation.

*I'm Miss Green. I'd like a blow dry at 2 o'clock.*

Miss Green's appointment is at 2 o'clock (2:00).  
The salon allows 30 minutes for a standard blow dry.  
30 minutes is two chunks of 15 minutes, so two spaces need to be shaded in.

*Mrs Havers here. Have you got time to do my roots and a blow dry for me at a quarter past 4?*

*I'm Emma Winston. I've got long hair. I'd like a blow dry to finish at a quarter to 4.*

*Hi. Chris Slater here. Can you fit me in for a gent's cut at 5:00?*

*Hello I'm Mr Ling. I'd like a beard trim. Can I come at 3:45?*

2	00	Miss Green
	15	b/d
	30	
3	45	
	00	
	15	
4	30	
	45	
	00	
5	15	
	30	
	45	

- 3 When can the stylist have a tea break?

### Task 6

You will need the table called 'My Salon' from the Source material. Fill in the information about your salon in the appropriate columns.

#### Tips

Keep a list of the services your salon offers. Add the abbreviations for the services, as well as which stylists specialise in which services.

My salon				
Service or treatment	Abbreviation	Time taken	Cost	Specialist stylist
Gent's cut	g/c	30 mins	£13	Maira

# Making appointments

## Task

When you write down an appointment for a client, you need to think about:

- how to write the date and the time
- how to spell the name of the stylist
- how to work out when the next appointment should be.

A client wants an appointment in 4 weeks' time. How do you work it out?

Today is Monday August 1st.

For an appointment in 4 weeks' time, count on four Mondays from today (don't include today).

The next appointment should be on August 29th.

Only count the boxes with numbers in them.

**Bubbles** Please retain this card for future appointments

Date	Time	Stylist

If appointments are missed or are cancelled within 24 hours of the appointment, a charge will be made.

AUGUST						
M	T	W	T	F	S	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

### Task 7

Find out the date of the next appointment for these clients.

- 1 4 weeks from Tuesday 2nd August \_\_\_\_\_
- 2 3 weeks from Saturday 6th August \_\_\_\_\_
- 3 6 weeks from Wednesday August 3rd \_\_\_\_\_
- 4 5 weeks from Friday August 19th \_\_\_\_\_

SEPTEMBER						
M	T	W	T	F	S	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

### Task 8

This table shows three different ways of writing the date. Fill in the missing dates. The first row has been done for you.

2nd February 2006	<b>2.2.06</b>	<b>02/02/2006</b>
15th March 2006		
27th April 2006		
30th November 2006		
3rd August 2006		
8th July 2006		
13th June 2006		

#### Tip

Dates can be written in many different ways.

- 02/05/06
- 2.5.06
- May 2nd

Find out if your salon has a way that the date is to be written.

# Making appointments

Task

Time can be written in many different ways. All of these mean 9 o'clock in the morning:

- 9 o'clock
- 9 am
- 09:00

All of these mean 9 o'clock in the evening:

- 9 o'clock
- 9 pm
- 21:00
- 2100

The minutes can be written in different ways too.

- 9.45
- $\frac{1}{4}$  to 10
- a quarter to ten
- 0945
- 09:45

### Tip

Find out how times are written in your salon and practise that way.

## Task 9

The table below shows three different ways of writing the time. Fill in the missing times. The first row has been done for you.

eleven o'clock in the morning	11:00	11:00 am
a quarter past two in the afternoon	14:15	
a quarter to five in the afternoon		
half past nine in the morning		
three o'clock in the afternoon		

## Task 10

Write these appointment times and dates on the cards. Use this year.

1

*So Julie will cut and blow dry your hair on July eighth at half past 2.*

### Bubbles

Please retain this card for future appointments

Date	Time	Stylist

2

*I've made you an appointment with Michael for a quarter past 10 on December the twenty-second.*

### Bubbles

Please retain this card for future appointments

Date	Time	Stylist

3

*Roy will do your perm at a quarter to six on the ninth of April.*

### Bubbles

Please retain this card for future appointments

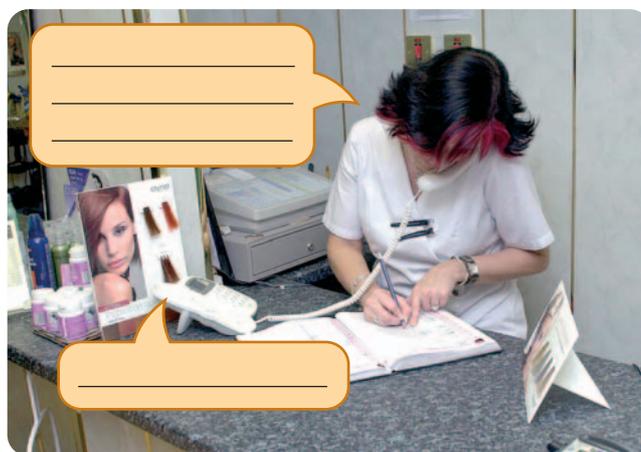
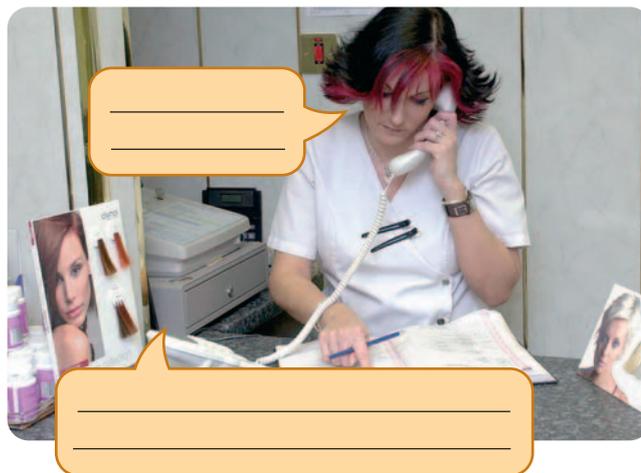
Date	Time	Stylist

# Making appointments

Task

 **Task 11**  
**9**

Use the information from this conversation between a receptionist and a client to add the client's appointment to the Part-completed appointments page from the Source material. You will also need the Service times page from the Source material.



**Tip**  
Remember to use the right abbreviation, and put the appointment under the name of the person who will be doing the client's hair.

## PAGES 1:17–1:18

## Handling cash

## Occupational setting

Handling cash is an essential and daily business for many staff working in hairdressing and particularly those working on reception. It is important that staff can confirm to the client the amount due; handle and count in the money received and count out the correct change if needed. The work in this theme relates to the *Habia Learning Support Pack for Hairdressing*: Unit G4 – ‘Fulfil salon reception duties’.

## Materials

A supply of money – all denominations

Prepared cards with goods and services and their prices

Calculators/tills to practise keying in amounts of money

## Learning outcomes

- 1 To count and record money received for purchases (focus page)
- 2 To count change back to the client (focus page)
- 3 To work out change when the client provides the ‘odd pence’ (Task 1)

## Suggested teaching activities

## Introduction

- Practise money-handling skills – make it as realistic as possible. Actual goods or a set of cards with appropriate goods and services and their prices would be useful for role-play.
- Extend this to consider the realistic amounts that clients are likely to pay with, then into giving change. If possible, use real coins and notes, and key amounts into a real till. Learners who are unsure of money-handling skills can be referred for extra support from *Skills for Life* numeracy materials (Entry 2, unit 2) or from within the college.
- Practise reading amounts from a till display or product label. Discuss different ways of saying money: *How could you say £12.99?* Twelve ninety-nine; twelve pounds ninety-nine; twelve pounds and ninety-nine pence.
- Dyslexic learners may misread the order of the digits (e.g. £23.50 instead of £32.50). Encourage learners to find their own strategies for checking that the correct amount is said and keyed into a till/calculator.
- **Counting cash.** Ask learners to share their existing methods for counting cash, acknowledging successful methods. Ask learners to consider whether they find it useful to have a method that they always follow, in order to be sure that they perform the calculation accurately.
- **Keying amounts into a till or calculator.** Remind learners of the importance of the decimal point in recording and reading money transactions. Demonstrate how a decimal point can make the difference between £1234, £123.4, £12.34.
- Give each person a piece of paper showing four amounts of money written without the decimal point. Call out the amounts in words and ask learners to put in the decimal point (e.g. two hundred and twenty-two pounds and fifty pence).
- Ask learners to key these amounts into a till/calculator.
- **Counting change.** Discuss the importance of giving the correct change. Ask learners to share existing methods for giving change, acknowledging successful methods.
- Include scenarios in which you have run out of a particular coin or note.
- Talk about trying to give the **least** number of coins for change (conserves change in the till). ESOL learners will need additional work on understanding and applying the word **least**. Ask them to make the amount needed in as many different ways as possible and draw their attention to the amounts that are made up of the least number of coins.

## Focus page

- Go through the strategies on the page. Stress that this page offers one method of counting money into a till and one method of giving change. Having tried this strategy, however, learners may prefer to use existing strategies they are secure with.
- Support learners to complete the tasks on the page.
- Point out to learners that cash transactions can be stressful when a client is watching and waiting. Ask for strategies that learners use to combat this.
- The learners' workplace may have procedures for handling cash. Remind learners that they should refer to these.

Curric. refs	NOS/NVQ	Key Skills
MSS1/E3.1	G4	N/A
MSS1/E3.2		
<b>MSS1/L1.1</b>		

## Task 1

Give the correct change

**MSS1/L1.1**

- Discuss the situation represented:
  1. You tell the client the amount to pay.
  2. They hand you an amount of cash.
  3. You key in the amount. The display shows the change.
  4. The client offers the 'odd pence'.
- Ask learners if this has ever happened to them. What did they do? Share strategies for dealing with this situation. For example, counting on from the amount due until reaching the amount paid including the 'extra' pence.
- Discuss the strategy shown in the example. Point out to learners that they can use several different methods to get to the correct answer. Check that learners have an established method or are happy to try more than one.
- Role-play similar situations. Practise calculating and giving the correct change using the least number of coins.

### *If the learner has difficulty*

- Provide a range of opportunities for money handling and counting out change.
- Practise the actual language for dealing with a range of situations.

- Reassure any anxious learners that they don't have to accept additional amounts from the client; it is in OK to politely say something like, 'I have plenty of change, thank you' and pay out the amount shown on the till display.

### *Extension*

- Record situations similar to that in Task 1, showing the cost of the purchase, the amount paid by the client, the amount of change due shown on the till display, the 'extra change' found by the client, the amount of change given and how the change is paid using the least number of coins.
- Practise using the least number of coins.
- Ask learners to consider appropriate 'extra' amounts that cashiers might request of clients in order to reduce the number of coins paid out in change.
- Additional activities on calculating client bills can be found in the *Habia Learning Support Pack for Hairdressing*, Activity G4.4.6.

## Theme assessment

- Supply price lists or ask learners to supply price lists from their salon. Ask learners to role-play selecting a range of treatments and/or products for costing and giving change.
- Ask learners to role-play a scenario in which a client offers payment including appropriate 'extra' amounts that reduce the number of coins needed to be paid out as change.

# Handling cash

Focus

## Counting money IN

- **Count the notes first.** Work from the highest value notes to the lowest value notes.
- **Next count the coins.** Work from the highest value coins to the lowest value coins.
- **Tell the customer** the amount you have counted.
- **Accurately key in** the amount of cash.

How much cash has this customer handed over?

Write the amount in words.

\_\_\_\_\_

\_\_\_\_\_

Key in the correct amount.

		.		
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## Counting money OUT

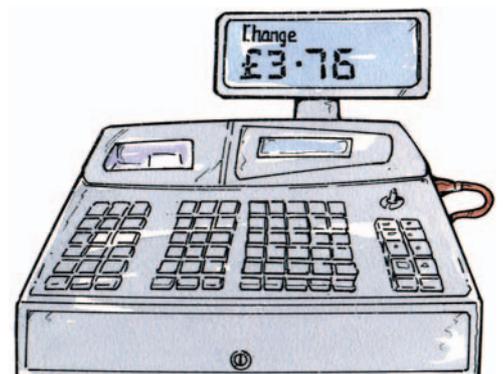
- Always try to use the **least** number of notes or coins.
- **Count the notes first.** Work from the highest value notes to the lowest value notes.
- **Then count the coins.** Work from the highest value coins to the lowest value coins.
- **Tell the customer** the amount of change you have given them.

Which coins will you give to this customer?

How will you say this amount? Write it in words.

\_\_\_\_\_

\_\_\_\_\_



# Handling cash

## Task

What do you do when this happens?



You can think of it like this:

When the customer handed over £20,  
the correct change was £9.25.

Now the customer has handed over **75p more**  
than £20, so the correct change is **75p more**  
than £9.25. The correct change is now £10.00.

OR

The customer has given  
you £20.75.

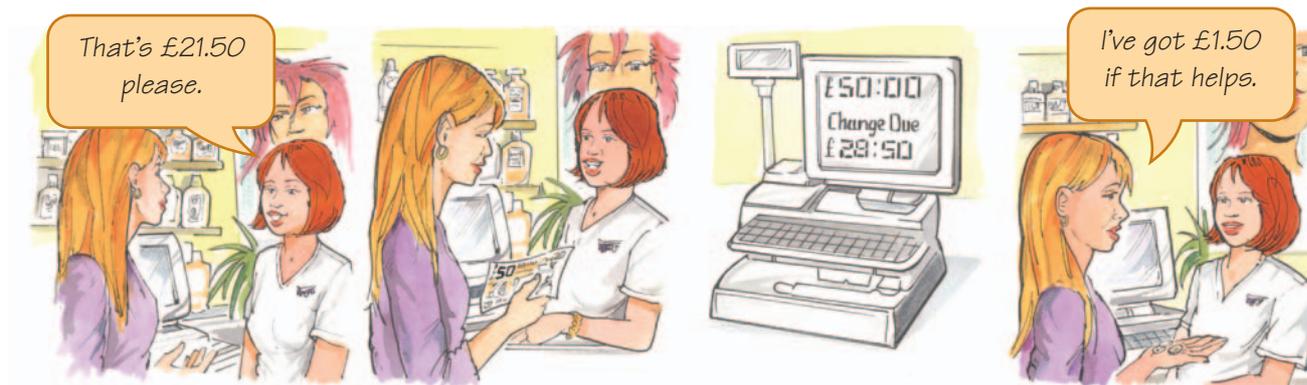
The bill is £10.75  
The correct change is £10.

## Task 1

1 What change will you give to this customer? \_\_\_\_\_



2 What change will you give to this customer? \_\_\_\_\_



## PAGES 1:19–1:20

# Non-cash payments

### Occupational setting

Clients are increasingly paying for services using non-cash methods. Salon staff at point of sale must be able to cope with the increasing range of methods for making payments. Checking details on cheques requires careful observational skills. This theme relates to work in the *Habia Learning Support Pack for Hairdressing* – Unit G4 ‘Fulfil salon reception duties’.

### Materials

Vocabulary referring to non-cash payments

Overhead projector

OHTs of completed and blank cheques

Paper handouts of ‘dummy’ blank cheques and enlarged credit cards (available from the Financial Services Authority or the Basic Skills Agency)

### Learning outcomes

- 1 To understand the information required on cheques (focus page, Task 1)
- 2 To understand the purpose of cheque guarantee cards (focus page)
- 3 To complete blank cheques (Task 1)
- 4 To identify errors and missing information on completed cheques (Task 1)

### Suggested teaching activities

#### Introduction

- As a group, discuss learners’ methods of paying for goods that do not involve handling cash. Encourage learners to think broadly about this – there may be methods of payments that learners know about but do not use themselves.
- Make a list and discuss the differences between the different methods of payment. Check that learners understand the difference between credit cards, debit cards and cheques.
- Discuss the advantages and limitations of the different methods (e.g. ‘card limit’).
- Consider the vocabulary associated with non-cash payments (e.g. chip and PIN, expiry date, ‘valid from’ date, issue number, card number, sort code). It is useful to understand what these mean.
- Ask learners which non-cash methods of payment they are likely to encounter most often.

#### Focus page

- The group will probably have agreed that **debit cards**, **credit cards** and **cheques** are the most common methods of non-cash payments.
- Discuss the purpose of a cheque. *What is the purpose of a cheque guarantee card? How is this different from a debit or credit card?*
- Ensure that learners have included the words/phrases (list 1–7) from the focus page in their non-cash payments vocabulary list. Which of these apply to cheque reading and writing? (See examples on focus page.)
- Remind learners that the pence may be written in digits (e.g. ‘forty-nine pounds and 95p’ and that the word ‘only’ is optional).
- Prepare a range of correctly and incorrectly completed cheques on OHTs for the group to check against the essential list on the focus page.
- Ask the group to consider and highlight which items they would need to examine if they were processing a payment by debit or credit card. Confirm the location of these items on an enlarged card on OHT or on dummy cards.
- Where learners are dealing with clients face to face, they may need to consider appropriate questions to ask in exchanges about non-cash payments. Include situations where card fraud was suspected, or where a cheque exceeds the card guarantee limit and the senior member of staff has instructed the learner to decline it.
- Stress the importance of security and confidentiality at all times when handling cards and cheques.

Curric. refs	NOS	Key Skills
Rw/E3.1	Unit G4	N/A
Rw/E3.2		
Ws/E3.1		
Ww/E3.1		
N1/E3.1		

### Task 1

Identify and record errors on completed cheques

Rw/E3.1

Rw/E3.2

Ws/E3.1

Ww/E3.1

N1/E3.1

N2/E3.3

- All the information required for this task is on the focus page and the task page.
- Skills of identifying and reading key words are essential here. Encourage learners to read for accuracy rather than for speed.

#### *If the learner has difficulty*

- Review the key words with learners.
- Provide similar examples with emphasis on numbers and their word spellings.
- Prepare a 'dummy' cheque with arrows connecting the key words to the correct position on the cheque.
- Encourage reference to the 'dummy' cheque.
- Ensure that learners understand the meanings of key words. It might help to look at root words (e.g. signature/sign, expiry/expire, etc.).
- When listing the problems, encourage learners to use the cheque and focus page for spellings.
- Provide a series of cheques that contain one error each. Allow learners to work together to identify the error.
- Dyslexic learners may find it useful to develop a visual route around a cheque so that it becomes semiautomatic. Use this agreed 'route' in discussions and when giving examples.
- Dyslexic learners may struggle to read amounts written in words. If necessary, provide cue cards.

#### *Extension*

- Stress the importance of security and confidentiality at all times when handling cards and cheques.

- Look at the cheques on OHTs again, along with some with deliberate errors for group analysis.
- Provide opportunities for the group to practise filling in blank cheques – paying attention to the meaning/requirement of each item on the vocabulary list on the focus page.
- Stress that the important point here is to identify the relevant information in the correct place on the cheque – spelling is not critical.
- Pass learners' completed cheques to group members to analyse, emphasising how easy it is to make an error or overlook something on a cheque.

### Theme assessment

- Ask learners to check the procedures for dealing with non-cash payments in their own workplaces and to practise with a full range of non-cash payments. This will probably include chip and PIN systems.
- Role-play a situation in which a client is paying his/her bill with an out-of-date credit card or a sum that is above the credit limit. Ask learners to think about how they would deal with this situation within the guidelines set by their own organisation.

# Non-cash payments

Focus

<b>TCXC BANK</b>		<b>6</b> 40-00-00
		000017 12345678
		<b>1</b> DATE 01/11/2006
PAY <u>Snippets</u> <b>3</b>	A/C PAYEE	£ 49.95 <b>2</b>
<u>Forty-nine pounds and ninety-five pence only</u>		
		MS P PETERSON
		<u>P. Peterson</u> <b>4</b>
Cheque No.	Sort Code	Account No.
000017	40-00-00	12345678



When presented with a cheque and guarantee card, remember to examine the following:

- 1** The **date** – does it show today's date? Are the day, the month and the year correct?
- 2** The **amount** – is it the amount due? Does the amount in numbers match the amount in words?
- 3** **Payable to** – has the salon or company name been shown correctly?
- 4** The **signature** – does the signature on the cheque match the one on the card? Does the spelling match the printed name?
- 5** The **expiry date** – is the card still valid?
- 6** The **sort code** – are the sort code numbers on the card and the cheque the same?
- 7** **Card limit** – does the cheque exceed this amount? If it does, seek authorisation from a senior member of staff before proceeding with the payment.

# Non-cash payments

Task

## Task 1

A customer is paying by cheque for treatment at Sleeks Salon costing £174.95. Look carefully at the cheque and cheque guarantee card. List any problems that you find.



<b>TCXC BANK</b>		<b>38-00-09</b>
		<b>000017 12345678</b>
DATE _____		
PAY <u>Sleeks Salon</u>		<div style="border: 1px solid black; padding: 5px; display: inline-block;">                 £ 174.95             </div> MR J J JACKSON <u>J J Jackson</u>
<u>One hundred and forty-seven pounds</u>	P/C PAYEE	
<u>and ninety-five pence only</u>		
Cheque No.	Sort Code	Account No.
<b>000017</b>	<b>38-00-09</b>	<b>12345678</b>

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## PAGES 1:21–1:22

## Tills and floats

## Occupational setting

Handling money is an important role. Employees may have the responsibility for making sure that the till balances at the end of the day. This theme focuses on cashing up and balancing a till in a straightforward salon environment. It does not take into account the complications of tips and chair rental systems.

## Materials

Sheets similar to that on the task page  
Blank cashing-up slips from the learners' workplace  
Calculators

## Learning outcomes

- 1 To record details on cashing-up slips (focus page, Task 1)
- 2 To count in batches for cashing up till takings (focus page, Task 1)
- 3 To add up amounts of money of various denominations (focus page, Task 1)

## Suggested teaching activities

## Introduction

- Being responsible for tills and floats can cause anxiety for employees. A range of skills is involved. This theme looks at the skills required in completing a cashing-up slip. Ask learners for their experience of cashing up. *What are the problems? Why is it important to be accurate?*
- Ensure learners understand the importance of cashing up in the balancing of a business's finances. It is also important that learners understand their responsibilities for handling cash and the possible consequences of getting it wrong.
- Ask learners about any involvement they have had with cashing-up records and the format of any forms. Ask them to bring in blank samples. Stress that although the layouts differ, the essential content will be the same.

- Ask learners to explain their approaches to cashing up. Relate the process to the way in which they have to balance their own finances.
- Working in pairs or small groups, ask learners to discuss and demonstrate their methods for counting cash takings, calculating the total and checking that the till balances. (e.g. How do they count the change? Which denominations do they count first? Do they start adding at the top or bottom of the list of figures? Which column do they add first? How much money was in the till to start with?)
- Bring the group back together to discuss and confirm methods.

## Focus page

- Establish with learners that the method described on the page should not necessarily replace a method that they are already secure with.
- Look at the information at the top of the page. Ask learners to look at the first section '**Filling in the cashing up slip**' and draw their attention to the '**Remember!**' and '**Tips**' boxes.
- Read through the section together to ensure that learners understand all the details and link it to the sample cashing-up slip.
- Ensure learners understand that the total on each line on the slip is the total amount of the coins or notes of that denomination (e.g. the £120 is made up of  $6 \times \text{£}20$  notes).
- Learners can do the calculations using their preferred methods, but encourage the use of a calculator. You may need to demonstrate how to enter amounts and calculate with money amounts using the calculator. The problems associated with entering money amounts are: remembering to key in the decimal place; remembering that, for example, 90p is keyed in as .90 or 0.90; knowing that some calculators do not show the final zero(s) from an amount (e.g. it might show £67.00 as 67, or £67.80 as 67.8).

- Point out to learners that they do not need to enter 0.90 for 90p and that 0.9 is sufficient. Encourage them to experiment to see what happens. Repeat with 6p, 3p, etc.
- Discuss the purpose of the **float**. Stress the importance of checking that the stated amount of the float is correct, as this will reflect on the total amount in the till at the end of the shift.
- Stress the importance of accuracy in the other details (name, date, etc.) on the slip.
- For cashing up, learners are likely to need to count in batches. Ask them to name any denomination batches. Elicit 50, 20, 10, 5, 2 and 1.
- Create some cashing-up slips with a stated float amount and the denominations listed, then ask learners to calculate batches of notes and coins and to write the totals clearly on the relevant lines. Remind them that other people have to read their written figures and that confusion can easily be caused by badly written numbers.
- Encourage dyslexic learners to develop strategies for writing down numbers in the correct order.
- Ask learners to check the calculations on the sample cashing-up slip using a calculator.
- Establish with learners where cheques and card payments are recorded in the workplace documentation. What skills are needed to calculate and record these amounts?
- What do learners notice about the coins? They are stacked in piles to make them easier to count. Discuss counting ‘whole’ batches and adding on the ‘singles from incomplete batches.’ For example, the 2p coins are stacked into 4 piles of 10 coins, and one pile of 3 coins. Count 20 ... 40 ... 60 ... 80 ...82 ...84 ... 86.
- Remind learners of the previous batching activity and work on higher denominations first. This also means that they can record systematically down the slip.
- Suggest to learners that they check each calculation before moving on to the next. It is easier to do this than to try to identify an error later on.
- Discuss checking methods for the calculator work. Two methods are mentioned in the Tip box. Discuss these and others that learners suggest.

#### *If the learner has difficulty*

- Look at the money and the slip. Ask learners to match each set of money to the relevant line on the slip. Number them from highest to lowest denominations. This should cut down distractions.
- Discuss how learners calculate the amount for each denomination. How do they tackle multiplication and batching? Remind learners about sorting coins into piles, as on the task page and described above.
- This task is much better done with real coins. Practise counting large numbers of the same denomination coins and encourage learners to look for ways of grouping coins to make counting easier.
- Support learners to use a calculator if preferred.
- Ask learners to say the total amount. Ask learners to identify the relevant line on the slip and support them to record the amount clearly.
- Some learners will simply count the total number of each coin, as they feel it is a safe method. Although not the best approach, they could be encouraged to write ‘× the number of notes/coins’ in the first column of the cashing-up slip and then calculate the monetary value. Counting in batches is difficult for dyslexic/dyscalculic learners.

Curric. refs	NOS/NVQ	Key Skills
MSS1/E3.1	Unit G4	N/A
N1/E3.5		
<b>N1/L1.4</b>		
N2/L1.11		
<b>N1/L1.1</b>		

### Task 1

Count in batches to total the ‘takings’ and complete the cashing-up slip

MSS1/E3.1

- Give learners time to look at the stages of the task.

- Provide a means for learners to record the total for each type of coin or note on a separate card/note before transferring it to the cashing-up slip. This will prevent some errors.

#### **Extension**

- Using the completed cashing-up slip on the focus page, ask learners to break down each line into the number of notes or coins that will make up that line total.
- Ask them to identify the mathematical skill required for this (division). So:  $£120 \div$  the denomination of  $£20 = 6$  notes.

### **Theme assessment**

- Provide the notes and coins needed and a blank cashing-up slip for learners to count the different denominations and record them on the cashing-up slip.
- If this is not possible, create a sheet similar to that on the Task page with denominations and the number of each stated in boxes and a blank cashing-up slip.
- Ask learners to calculate the amount in each box and record it on the cashing-up slip.
- Observe learners cashing up in the workplace.

# Tills and floats

Focus

Handling money is a huge responsibility. You must take great care to make sure that the money is correct at the end of the day.

### Filling in the cashing-up slip

- 1 **Count** how much money there is for each type of note or coin.
- 2 **Write the amount** in the columns on the cashing-up slip.

Example:



$$6 \times £20 = £120$$

- 3 Once you have written in all the amounts, **add them** to find the **total amount** of money in the till. You can use a calculator to help you.

### Remember!

Column headings show where to write the pounds (£) and the pence (p).

You *do not write* the decimal point.

### Tips

- Write numbers clearly. It helps prevent mistakes when you add the numbers up.
- If there are no pounds, write **0** in the pounds column. If there are no pence, write **00** in the pence column.

The float is a sum of money put into the till at the start of a shift, to use for change.

### Tip

Count the float as soon as you receive it. If it is not correct, the till will not 'balance' at the end of the day.

Cash takings is the money received from customers. This is how you calculate it:

**Cash takings = total in the till – float**

The cash takings at the end of the day must be the same as the amount shown on the till report. This means the till has **balanced**.

### Cashing-up slip

Till no: \_\_\_\_\_  
 Date: \_\_\_\_\_  
 Name: \_\_\_\_\_

	£	p
£50	50	00
£20	120	00
£10	470	00
£5	90	00
£2	44	00
£1	58	00
50p	8	50
20p	7	20
10p	6	70
5p	4	35
2p	0	90
1p	0	32
TOTAL	859	97
Less float	50	00
CASH TAKINGS	809	97

### TILL REPORT

Date: 23 June 2006

TOTAL £809.97

# Tills and floats

## Task

### Task 1

Complete the cashing-up slip.



### Cashing-up slip

Till no: \_\_\_\_\_

Date: \_\_\_\_\_

Name: \_\_\_\_\_

	£	p
£50		
£20		
£10	330	00
£5	185	00
£2		
£1		
50p	7	50
20p		
10p		
5p	3	85
2p		
1p		
TOTAL		
<b>Less float</b>	<b>50</b>	<b>00</b>
CASH TAKINGS		



### Remember!

Cash takings =  
total – float



### Tip

Always check your calculations. Here are some checking methods.

- Repeat the calculation to see if you get the same answer.
- Add the cash takings to the float – the amount should be the same as the total.

## PAGES 1:23–1:24

# Stock control

### Occupational setting

For salons to operate efficiently there must be a procedure for monitoring and recording stock levels, so that stock can be replenished before levels become too low. Each salon will have its own procedure. This theme focuses on doing a stock count and re-ordering stock to a set stock level.

### Materials

Several bags of objects, some linked by a theme (see introductory activity)

Several full boxes of stock

Examples of stock sheets from the workplace

Calculators (preferably one per learner)

### Learning outcomes

- 1 To carry out a stock check by counting in batches, recalling multiples of numbers like 2, 3, 4, 5 and 10 (focus page, Task 1)
- 2 To multiply two-digit numbers by single-digit whole numbers in order to carry out a stock count (focus page, Task 1)
- 3 To understand the need to keep accurate stock records (focus page)
- 4 To use addition and subtraction skills to complete stock records (Task 1)

### Suggested teaching activities

#### Introduction

- Ask learners about the sort of stock their salon carries. List thoughts on the flipchart. These may include products used by the salon and also products for sale in the salon. In addition there will be stationery and hygiene items and personal protective equipment (PPE).
- Ask what the consequences might be of running out of a frequently used item such as barrier cream, neck-strip cotton wool, a popular colour or perm lotion, end papers or gloves. Encourage learners to think about the effect on the business, the clients and the staff.
- Ask learners to talk about the stock-control procedures used in their workplace. What should learners do if they notice that an item of stock is running low or is missing from the stock cupboard? Who is responsible for ordering stock? How is a check made of the current stock level? How is stock re-ordered? How long does it take for an order to arrive? Does the wholesaler or distributor always have the stock that you order? Discuss these issues as a group.
- Divide learners into small groups working in different areas of the room. Ask each group to count the items you give them. Ask them to think of at least two ways of doing it. (The items could be: a pile of coins; two sets of playing cards and a few odd ones; a box of random small objects; pens and pencils; a pile of receipts.)
- Ask each group to describe two methods used for counting to the rest of the group, together with the reasons for doing it in these ways and which method they found easier. It should emerge that they had to establish some sort of criteria for counting items in batches (e.g. coins by denomination and into piles making £1; cards into 10s, black and red, or suits; blue/black pens/pencils in groups of 10, etc.). Discuss what to do with items that come in batches or packs. Are there easy ways to count these?
- Record all the different ways. Point out to learners that if this had been stock on shelves in the workplace, the stock is always linked by type before counting can take place. This requires careful reading of labels to link goods not only by name but often by code as well.
- Ask learners what they had noticed about trying to count items one by one: Were there any advantages? When it would be sensible to use this method? (when you have a small number of items; when you count how many batches/piles/rows you have formed) Ask about the disadvantages of counting items singly (easy to lose your place if distracted so you have to start again).

- Show learners the full boxes of stock. Check learners know how many are in each box. In pairs or small groups, ask them to work out a quick method for calculating how many would be in 2, 3, 4, 5, 6, etc. boxes of the same stock. Ask them to check that their method works in other situations.
- Bring the whole group together to share their methods. Affirm all successful techniques.
- Summarise the activity by linking it firmly with the activity of stock control in their workplaces.

### Focus page

- Study the two methods for counting stock highlighted on the focus page. Remind learners that both methods have a place in counting and controlling stock but, as they found out themselves, the second method is likely to prove more useful. This does, however, require them to be able to count confidently in multiples of 2, 3, 4, 5, 10, 100 and to multiply two-digit numbers by a single-digit number (e.g. 5 boxes with 16 items each box –  $5 \times 16 = 80$ ).
- Ask learners to listen as you count in multiples and to supply the missing number when you either hesitate or deliberately miss out a number (e.g. 3, 6, 9, 12, ?, 18, 21; 10, 20, 30, 50, 60). Do this as a bit of fun and as quickly as you can so that no one feels it is childish to be counting.
- Some calculators have a continuous adding function. Show learners how to do continuous counting by pressing a number on the keypad, the plus key, then the same number again, followed by the equals sign; pressing the equals sign repeatedly will make the number grow by that amount (e.g.  $4 + 4 = = = \dots$  will yield 4, 8, 12, 16, 20, 24, etc. on the display). Check that the calculator used by the learner has this function before demonstrating it!
- Ask learners to use this method on the calculator to imagine counting stock on a shelf or in the store cupboard (e.g. 6 packs with 8 sachets in a pack; 5 boxes of 24 items). Compare answers.
- It should not take long before someone says that it could be a lot quicker if they just multiplied the two numbers together in a single operation (you will, however, have made the point that multiplying is a quicker way of doing continuous addition). Give learners several stock-counting scenarios so that they can use their calculators to find the answers.
- Point out that the continuous addition method using a calculator is useful but it is easy to lose your place or forget where you got up to. With the multiplying method care must be taken that the numbers are entered in correctly and that the correct function button is pressed. Encourage learners to estimate answers to their calculations first, as a check that the answer they arrive at on the calculator is 'sensible'.
- Remind learners of items at their workplaces that need to be ordered regularly. Explain that the Weekly stock check form on the focus page is designed to prevent stock from running out. Show examples of stock sheets and order forms from different salons.
- Read the information box aloud, emphasising each point. Make sure learners know what is meant by 'maximum stock level' and 'minimum stock level'.
- Link their understanding to the information shown on the Weekly stock check form. *If you started with 40 bottles of thickening shampoo and there are 28 left, how many have been used that week?* Ask learners to think about their preferred method of subtraction:  $40 - 28 = 12$ , or count on from the 28 remaining in stock until you get back to the maximum stock level of 40. Either way, the number to re-order is the difference between the maximum stock level and the number left in the salon.
- Alternatively, learners may use calculators. Confirm the need for accurate keying in of numbers. Are learners aware of the *inverse methods* for checking subtraction calculations? For example,  $40 - 28 = 12$ . Take what is left (28) from what you started with (40), which means you've used 12. These need replacing. To check:  $12 + 28 = 40$ . Add the 12 to those that are left (28) and you are back to the standard stock level (40).

Curric. refs	NOS/NVQ	Key Skills
N1/E3.1	Unit G4	N/A
N1/E3.3		
N1/E3.4		
N1/E3.5		
N2/E3.4		

### Task 1

Count stock by multiplying and adding on extra items

N1/E3.4

N1/E3.5

- Remind learners that they need to identify the correct product type before counting.
- Point out that box labels show the contents. Care should be taken with boxes that have been opened, as they may not be full.

#### *If the learner has difficulty*

- Cut out the boxes/single items for each product to remove visual distractions.
- Ask the learner to perform the counting task and encourage them to verbalise what they are doing – not only does it give them useful auditory feedback, but it allows you to hear if they are confused about anything.
- Watch how they enter numbers into the table.

#### *Extension*

Give the learner some additional stock-counting scenarios involving larger numbers.

### Task 2

Calculate re-order quantities to replenish stock to a maximum stock level

N1/E3.1

N1/E3.3

N2/E3.4

- Remind learners that if the number in stock is less than the minimum stock level, you need to re-order some stock. The calculation is then to subtract the number in stock from the maximum stock level to find out how many to re-order.
- Ask learners how they will check their answers.
- Ask learners what they will do if the number in stock is not less than the minimum stock level.

#### *If the learner has difficulty*

- Encourage learners to tick or cross the number to re-order column immediately after comparing the number in stock with the minimum stock level. They can then concentrate on the products that need to be re-ordered.

- Get learners to write down the calculation before tackling the subtraction required for the final column. Record individual pieces of information on sticky notes to ensure the correct information is extracted from the table.
- Check learners use calculators efficiently.

#### *Extension*

Ask learners to calculate how many full boxes and single bottles make up the amount to be re-ordered.

## Theme assessment

Ask learners to carry out a mini stock check at their place of work.

# Stock control

Focus

Stock control is an important part of hairdressing. You must be able to count and calculate accurately.

## Carrying out a stock count

It is important that your salon doesn't run out of stock. You may be asked to do a stock count in order to check how much stock there is:

- in the store cupboard
- in use in the salon
- on display.

Which method do you use?



81 ... 82 ... 83 ... 84 ... 95 ...  
Oops! I think I lost count again.

8 boxes; 12 items in each box. That's  
 $8 \times 12 = 96$   
plus the 2 odd ones, so that makes 98 altogether.

## Working out how much stock to re-order

Products are expensive and storage space is often limited.

Some salons have a maximum stock level and a minimum stock level (sometimes called the re-order level).

- The **maximum stock** level tells you the most stock the salon should have.
- The **minimum stock** level tells you the least stock the salon should have.

When stock falls below the minimum stock level, an order is placed to return stock to the maximum stock level.

### Heads ABOVE

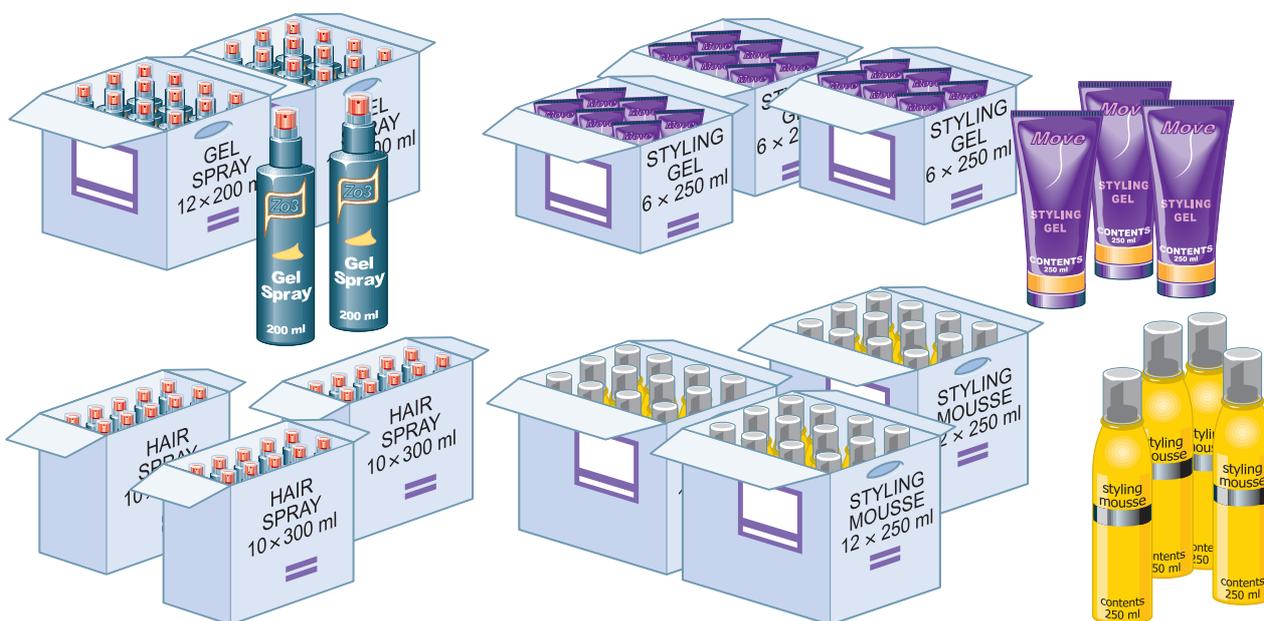
Weekly stock check

Item	Maximum stock level	Number in stock	Minimum stock level (re-order level)	Number to re-order
Thickening shampoo	40	28	30	12
Thickening conditioner	30	16	20	14
Thickening mousse	25	18	15	0



Right, conditioner. The most we can have in stock is 30. The fewest we can have is 20. We've only got 16, so that's 4 fewer than we should have. I'll order 14, to make the 16 up to the 30 maximum.

# Stock control

**Task**


## Heads ABOVE

### Weekly stock check

Item	Maximum stock level	Number in stock	Minimum stock level (re-order level)	Number to re-order
Styling gel (250 ml)	40		30	
Styling mousse (250 ml)	50		40	
Gel spray (200 ml)	40		30	
Hair spray (300 ml)	50		30	

### Task 1

Carry out the weekly stock check and fill in the **number in stock** column on the form.

### Task 2

Calculate how much stock you need to order so that the stock is at the maximum stock level. Fill in the **number to re-order** column on the form.

#### Remember!

Maximum stock level  
– number in stock =  
number to re-order

Please note that copies of pages 0:07, 0:08, 0:11 and 0:14 from the Source material are needed.

# Check it

- 1 When working on reception, it is important to give clients a good impression of yourself and the salon. Which of these responses to the customer's question is likely to give a good impression?

*Is it possible to book a colour treatment with Mel on Thursday morning?*

- A No, I don't think so, but I suppose I'd better check to make sure.
- B I'll just check the diary. Thursday is usually a busy morning for Mel.
- C I'd say it's highly unlikely. She's a very busy person.
- D I could look, but I don't hold out much hope.

SLc/L1.1

- 2 Which of these questions would you not need to ask a client when booking a salon appointment?

- A What date would you like for your appointment?
- B Would you prefer to come in the morning or the afternoon?
- C Are you hoping to have the same style as last time?
- D Would you like a particular stylist?

SLc/L1.1; SLc/L1.2

- 3 Use *KK's Salon Price List* from the Source material (page 0:14) to reply to this customer.

*How much do you charge for colour correction?*

- A I'm sorry, but the price is only available on request.
- B I'll check with the manageress.
- C It doesn't say the price, so I'm afraid I'm unable to tell you.
- D Probably about £20.

SLlr/L1.6

Use the Type of service list and the Hair care products price list from the Source material (pages 0:07 and 0:08) to answer questions 4 and 5.

- 4 How long does it take to do lowlights?

- A 30 minutes
- B 35 minutes
- C 40 minutes
- D 45 minutes

Rt/L1.4

- 5 What is the price of 50 ml of Intense-tones intensive treatment for dark coloured hair?
- A £7.50
  - B £10.00
  - C £12.00
  - D £23.00

Rt/L1.5

Read the Consumer legislation information from the Source material (page 0:11) to answer question 6.

- 6 Which law would your salon be breaking if it displayed a poster falsely claiming that a local celebrity used the salon's brand of hair product in preference to any other brand?
- A Consumer Protection Act 1987
  - B Trade Descriptions Act 1968
  - C The Sale of Goods Act 1979
  - D The Supply of Goods and Services Act 1982

Rt/L2.1

- 7 What time is Miss Grant's appointment?
- A Quarter to ten
  - B Quarter past ten
  - C Quarter to eleven
  - D Quarter past eleven

9	00	
	15	
	30	Miss Rice
	45	b/d
10	00	Mr Kelshall
	15	g/c
	30	
	45	Miss Grant
11	00	c b/d
	15	
	30	Mrs Chowsky
	45	b/d

MSS1/E3.3

- 8 How much time has been allocated for Mr Kelsall's appointment?
- A 15 minutes
  - B 30 minutes
  - C 45 minutes
  - D 10 minutes

MSS1/E2.4

- 9 A colour test must be carried out at least 24 to 48 hours before a colour treatment. What is the latest appointment you should give a client for a colour test if they have a hair colour booked for Saturday at 9 o'clock?
- A 5 o'clock on Wednesday afternoon
  - B 9 o'clock on Thursday morning
  - C 10 o'clock on Thursday morning
  - D 1 o'clock on Friday afternoon

MSS1/L1.2

- 10 A client's treatments cost £31.50 in total. She hands you a £50 note and a 50p coin. How much change will you give her?
- A £19.50
  - B £19.00
  - C £18.50
  - D £18.00

MSS1/E2.2

# Audio

## Meeting and greeting

PAGE 1:2

### Task 1 1

- 1: Hang on, I'll be there in a sec.
- 2: Good afternoon. How may I help you?
- 3: Hello. Can I help you?
- 4: Sorry to keep you waiting. What can I do for you?
- 5: Hi. Judy isn't it? Here again then?
- 6: D'you have an appointment then?

## Using the telephone

PAGE 1:3

2

Oh, yes, hello. I'd like to make an appointment for my usual trim, please. Wednesday would be good. About 4 o'clock, if possible. That's with Steve, if he's about.

3

Hi, it's Jane – Steve's wife. Can you tell him I'm going to be late home tonight? I'm going to do the shopping on the way home from work. I'll be back about 7.30. Ask him to give me a call if he wants anything getting.

PAGE 1:4

4

Hello, I'd like to make an appointment for a cut and blow dry. It's John Evans.

## Dealing with enquiries

PAGE 1:5

5

I like the look and smell of the Frazzle Dazzle range. Would it be suitable for me? My hair's rather greasy.

## Making appointments

PAGE 1:11

### Task 1 6

**Stylist:** Good morning. Bubbles Salon. This is Mandy speaking. How may I help you?

**Customer:** Can you tell me if you cut men's hair?

**Stylist:** Certainly, sir. What date would you like it done?

**Customer:** I've been invited to a Christmas party on December the 22nd. I want to look my best. I'm thinking of asking my girlfriend to marry me ...

**Stylist:** Oh yes ...

**Customer:** ... I thought Christmas would be a romantic time of year to get engaged. Anyway, I'd like it done before then.

**Stylist:** I'll just check in the diary... Yes, we're busy, but the 22nd should be fine. What time of day would suit you?

**Customer:** As early as possible.

**Stylist:** There's an appointment with Paul at 9 o'clock, or you could see Rhona at 10.30.

**Customer:** Well, I suppose either one will do. Who's the best at cutting?

**Stylist:** Well, they're both fully trained and experienced. Rhona tends to specialise in colouring. Paul cuts both long and short hair.

**Customer:** Fine. I'll go with Paul then. How much will it cost?

**Stylist:** A re-style with Paul costs £24.00. That includes the shampoo and blow dry.

**Customer:** OK.

**Stylist:** Can I offer you any help with other treatments?

**Customer:** No. I just want it cut, thanks.

**Stylist:** Fine. Just give us a ring if you change your mind. So I'll book you in for a re-style with Paul at 9 o'clock on December the 22nd. Is that right?

**Customer:** Yep.

**Stylist:** What name shall I book it in?

**Customer:** Adams.

**Stylist:** Good. Do you have a telephone number we can contact you on, Mr Adams?

**Customer:** 01234 567890.

**Stylist:** Is there anything else I can help you with?

**Customer:** No, that's all. Oh – oh yes – can you tell me where the salon is exactly?

**Stylist:** Sure. We're right opposite the library in the High Street. Between the Red Lion pub and the video shop.

**Customer:** I thought that's where you were. I just needed to check.

**Stylist:** OK. So we'll look forward to seeing you on December the 22nd at 9 o'clock, Mr Adams.

**Customer:** Thanks for your help. Goodbye.

### Task 2 7

**Hairdresser:** Here's your card and receipt. Thank you. Would you like to make another appointment?

**Client:** Yes I would, please. I usually come every six weeks. Do you have an evening appointment?

**Hairdresser:** I'll have a look for you. Our late night is on a Thursday. Six weeks you say?

### PAGE 1:12

### Task 3 8

1

**Stylist:** So, that's an appointment for a colour retouch with Mandy on June the 8th. What name shall I book it in?

**Customer:** Nargis Knowles.

**Stylist:** That's a weird name. I bet you hate it don't you? Everybody must comment on it.

**Customer:** Cancel that appointment. I'll go elsewhere.

2

**Stylist:** So, that's an appointment for a colour retouch with Jo on June the 16th. What name shall I book it in?

**Customer:** Nargis Knowles.

**Stylist:** Right. Mrs Hi ... We'll see you on the 16th.

3

**Stylist:** So that's an appointment for a colour retouch with Nigel on July the 14th. What name shall I book it in?

**Customer:** Nargis Knowles.

**Stylist:** Could you spell that for me, please?

**Customer:** N-a-r-g-i-s K-n-o-w-l-e-s.

**Stylist:** That's great, Mrs Knowles. We'll see you on the 14th.

### PAGE 1:16

### Task 11 9

**Receptionist:** Good morning, Mrs Mutesi. Did you want to make an appointment?

**Mrs Mutesi:** Yes. For my usual highlights please.

**Receptionist:** When did you want it for?

**Mrs Mutesi:** Any chance of later this afternoon? I'm going to a party tonight.

**Receptionist:** Did you want a cut and blow dry as well?

**Mrs Mutesi:** Not this time – just the highlights will do.

**Receptionist:** Yes. Sam can do the highlights for you at 4.30, Mrs Mutesi.

**Mrs Mutesi:** Oh that's wonderful!

**Receptionist:** We'll see you later then, at half past 4.

**Mrs Mutesi:** Yes. Thanks.

# Answers

## PAGES 1:1-1:2

### Meeting and greeting

#### Task 1

- 1 These are the ones you should have ticked:
  - b Good afternoon. How may I help you?
  - c Hello. Can I help you?
  - d Sorry to keep you waiting. What can I do for you?
- 2 a Hi. Judy isn't it? Here again then? This is said in a bored tone of voice.
  - b It would give the message to the client that you don't really want to be bothered.
- 3 a Pictures 2 and 4 show good practice.
  - b Any 3 of the following:
    - Smiling (Picture 2 and 4)
    - Looking at the client (Picture 2 and 4)
    - Standing up (Picture 2 and 4)
    - Leaning forwards slightly towards the client (Picture 2 and 4)
    - Opening the door for the client laden with shopping (Picture 4)
    - Offering help (shown by the open palm in picture 4)
    - Head to one side showing listening (Picture 2 and 4)

## PAGES 1:3-1:4

### Using the telephone

#### Focus

- 1 a The name of the stylist that the client wants to see is Steve.
  - b The client wants to come in this Wednesday at 4pm.
- 2 a You would need to find out the client's name so that you can check his details.
  - b You would need to ask the client if he wants to make an appointment for another day or have a different stylist.
- 3 The message is for Steve and should read something like:
 

Your wife called. She's going to be late (about 7.30) due to shopping on the way home from work.

Call back if you want anything.

#### Task 1

- 1 You may have written something like:
 

John Evans c/b/d
- 2 You may have written something like this:
 

Which day would you like to come in?  
Would you prefer morning or afternoon?  
Is there a particular stylist you'd prefer?

## PAGES 1:5-1:6

### Dealing with enquiries

#### Focus

- 1 You would need to ask how old the child is and whether it would just be a cut and blow dry before you could answer the client's question.
- 2 Answers to client's question:
  - The Frazzle Dazzle range is for dry or colour-treated hair.
  - The Hair Clarity range is specially designed for greasy hair.

#### Task 1

- 1 You may have written something like this:
  - a A dry trim takes up to 30 minutes.
  - b No, you can use the serum on normal hair as well.
  - c A tint re-growth for roots costs from £22.00.
- 2 You may have written something like this:
 

We do a trial size serum for £2.00 if you're interested in trying it out.

## PAGES 1:7-1:9

### Legal requirements in the salon

#### Task 1

- 1 a what the law says about the rights of people who buy and sell goods or services
- 2 a the rights of the clients in the salon
  - c the responsibilities of the hairdressers to the clients
- 3 b if the salon charged too much for a trim
  - c if the stylist took too long to do the trim
- 4 To be mediated by the teacher

**Task 2**

- 1 28
- 2 the person who sold it

**Task 3**

- 1 a I'm sorry. The boxes must have got muddled up. I'll find you a real bristle brush.
- 2 c I'm afraid that we are not legally responsible for the damage you caused yourself.
- 3 c It seems there's a problem with the shampoo. Would you like to discuss compensation with the manager?
- 4 b I'm sorry. You're right. It says £30 on the price list so that's what we'll charge you.

**PAGES 1:10–1:16****Making appointments****Task 1**

- 2 The hairdresser does all of the things on the list.

**Task 2**

- 2 b

**Task 3**

- 3

**Task 4**

9	00		
	15	Mrs Jones	
	30		
	45	Mrs Smith	
10	00		
	15		
	30	Mr Brown	
	45		
11	00	Mrs Singh	
	15		
	30		
	45	Mr Price	

**Task 5**

2	00	Miss Green	
	15	b/d	
	30		
	45		
3	00	Emma Winston	
	15	b/d (long)	
	30		
	45	Mr Ling	
4	00	b/trim	
	15	Mrs Havers	
	30	r/g app b/d	
	45		
5	00	Mr Slater	
	15	g/c	
	30	Mrs Havers	
	45	r/g app b/d	

**Task 6**

To be mediated by the teacher

**Task 7**

- 1 August 30th
- 2 August 27th
- 3 September 14th
- 4 September 23rd

**Task 8**

2nd February 2006	2.2.06	02/02/2006
15th March 2006	15.3.06	15/03/2006
27th April 2006	27.4.06	27/04/2006
30th November 2006	30.11.06	30/11/2006
3rd August 2006	3.8.06	03/08/2006
8th July 2006	8.7.06	08/07/2006
13th June 2006	13.6.06	13/06/2006

**Task 9**

Eleven o'clock in the morning	11:00	11:00 am
a quarter past two in the afternoon	14:15	2:15 pm
a quarter to five in the afternoon	16:45	4:45 pm
half past nine in the morning	09:30	9:30 am
three o'clock in the afternoon	15:00	3:00 pm

**Task 10**

As there is a variety of ways of writing the date and time, teachers should check learner's answers.

This is one way of filling in the appointment cards:

1	8/7/06	2.30	Julie
2	22/12/2006	10.15	Michael
3	9/4/06	5.45	Roy

**Task 11**

The added information on the appointment sheet should read:

In the third column under 'Sam':

4	00		
	15		
	30		Mrs Mutesi
	45		h/l
5	00		
	15		
	30		
	45		

**PAGES 1:17–1:18****Handling cash****Focus**

Fifteen pounds and fifty-seven pence  
15.57

£2, £1, 50p, 20p, 5p, 1p

Three pounds and seventy-six pence

**Task 1**

1 £8.00

2 £30.00

**PAGES 1:19–1:20****Non-cash payments****Task 1**

The customer has not filled in the date.

The amount written in words is wrong. It should say 'One hundred and **seventy-four** pounds and ninety-five pence only'.

The cheque guarantee card is for £100. The cheque is for an amount above this so you will need to get authorisation from a senior member of staff before accepting the cheque.

**PAGES 1:21–1:22****Tills and floats****Task 1**

<b>Cashing-up slip</b>		
Till no:	_____	
Date:	_____	
Name:	_____	
	£	p
£50	100	00
£20	140	00
£10	330	00
£5	185	00
£2	36	00
£1	55	00
50p	7	50
20p	6	80
10p	4	70
5p	3	85
2p	0	86
1p	0	23
<b>TOTAL</b>	<b>869</b>	<b>94</b>
<b>Less float</b>	<b>50</b>	<b>00</b>
<b>CASH TAKINGS</b>	<b>819</b>	<b>94</b>

**PAGES 1:23–1:24****Stock control****Task 1**

See table below.

**Task 2**

Heads <u>ABOVE</u>				
Weekly stock check				
Item	Maximum stock level	Number in stock	Minimum stock level (re-order level)	Number to re-order
Styling gel (250 ml)	40	21	30	19
Styling mousse (250 ml)	50	40	40	0
Gel spray (200 ml)	40	26	30	14
Hair spray (300 ml)	50	30	30	0

**Check it**

- 1 B
- 2 C
- 3 B
- 4 D
- 5 C
- 6 B
- 7 C
- 8 B
- 9 B
- 10 B

