

# Working safely in the salon

## Introduction to Module 4

Stylists play a role in keeping themselves, their colleagues, clients and others safe at work, confidently managing hazards and assessing risk.

Health and safety information may be given as verbal training or learners may be required to read and follow health and safety policies and procedures. It is important that this information is understood and followed, not only to maintain a safe environment, but also to protect the rights and responsibilities of both the employer and the employee.

The themes in this module support learners to access and follow health and safety information. The module includes:

- finding and reading health and safety information
- taking part in training sessions
- assessing risk
- following workplace policies and procedures
- reporting accidents and incidents both verbally and in writing.

Every workplace will be different and learners will need to apply the skills in this module to their own settings. Where possible, learners should be encouraged to identify similar sources of information at work. The Word version of these materials for Embedded Learning provides opportunities to adapt and customise materials where appropriate.

Hairdressing – Module 4: Working safely in the salon					
Theme	Page reference	NOS/NVQ	Literacy	Numeracy	Key Skills
Finding information	Ha 4:1–4:2	Unit G8	Rt/L1.2; Rt/L1.4; Rt/L1.5; Rt/L2.7; Rw/L1.2		C2.2
Policies and codes of practice	Ha 4:3–4:4	Unit G1; Unit H8	Rt/L1.2; Rt/L1.4; Rt/L1.5; Rw/L1.1; Rw/L1.2		C1.2; C2.2
Fire extinguishers	Ha 4:5–4:7	Unit G1	Rt/E3.5; Rt/E3.8; Rt/E3.9; Rt/L1.3; Rt/L1.4; Rw/E3.1		
Fire action	Ha 4:8–4:10	Unit G1	Rt/E3.7; Rt/E3.8; Rs/E3.1; Rw/E3.3; Rw/E3.5		C1.2
PPE	Ha 4:11–4:12	Unit G1; Unit H1; Unit H2; Unit H3; Unit H5; Unit H6; Unit H7; Unit H8; Unit H9; Unit H10; Unit H11; Unit H12; Unit H13; Unit H14; Unit H15; Unit H16; Unit H17; Unit H18	SLlr/L1.1; SLlr/L1.2; SLlr/L1.3		
A risky business	Ha 4:13–4:14	Unit G1	Rt/E3.5; Rt/E3.9		
Hygiene	Ha 4:15–4:16	Unit G1; Unit G5; Unit H5; Unit H7; Unit H8; Unit H9; Unit H10; Unit H11; Unit H12; Unit H13; Unit H14; Unit H15	Rt/L1.1; Rt/L1.2; Rt/L1.5; Rs/L1.1; Rw/L1.2		C1.2
Reporting accidents	Ha 4:17–4:19	Unit G1; Unit G2	Wt/L1.2; Wt/L1.4; Wt/L1.5; Wt/L1.6	MSS1/E2.3	

# Skills checklist

One essential part of your job is to keep yourself, your colleagues and clients safe at all times. To do this you need to know about and follow training and procedures in your workplace.

The table below will help you think about the skills you already have as well as those you need to develop. 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 working safely in the salon	Now	Later
Finding the information you need		
Reading health and safety documents		
Listening to instructions and training		
Following written instructions and procedures		
Reporting accidents and incidents verbally		
Reporting accidents and incidents on forms		



## PAGES 4:1–4:2

# Finding information

## Occupational setting

All employers must ensure that they address all issues of health and safety and other relevant legislation, such as equal opportunities and consumer protection. They often use staff handbooks or manuals and training packages to make sure that all employees are well informed and have full access to this information. Training materials refer to a wide range of documents, both statutory and for that particular salon. New employees are often introduced to the company handbook, with all its policies and procedures, when they first arrive at work or during induction. It is generally expected that employees access these materials themselves. It is therefore useful for learners to be able to use a wide range of reading skills to locate the documents and to find relevant information from them. This theme helps learners to find and understand parts of such documents that are most relevant to themselves. The learning in this theme supports many aspects of an NVQ training programme and units within the *Habia Learning Support Pack for Hairdressing*.

## Materials

Training materials

Company handbook, staff handbook or similar document containing a variety of policies and procedures, rules and regulations

Selection of paperbacks, telephone directories and other books with index/contents

## Learning outcome

- 1 To use a range of reading techniques, including scanning and detailed reading to find information and read difficult text (focus page, Task 1)

## Suggested teaching activities

### Introduction

- Investigate learners' existing strategies for dealing with such texts. Acknowledge the value of successful techniques.
- Ask learners what they have read in the last 24 hours. Establish that different reading activities are tackled in different ways, depending on the task – scanning to find a telephone number, skimming to get the gist of a film review, detailed reading to be sure of the details of a job contract, and so on.
- Ask learners to think about each resource and decide which one would give them specific information about their organisation: *Which of these documents might help if you felt you were being harassed or bullied by another member of staff?*
- Ask the group to work in pairs. Give each pair a resource to look at. Ask them to feed back to the rest of the group the name of resource, how it is organised (e.g. in alphabetical order, contents page and numbered pages) and one useful fact they have found from it.
- Ask learners why companies and firms have strict rules and regulations (e.g. to ensure compliance with health and safety legislation, equal opportunities, etc.; to provide a common set of standards that everyone works towards; to protect workers' rights; to encourage a culture of responsibility, etc.). Discuss the value of knowing rules and regulations when working in a team.
- Discuss the importance of knowing where to find such information should it be needed and, most importantly, how to extract the information once the document has been identified. Remind learners of what they did in the pair work – finding its title, skimming and scanning to establish the main features and how the document is organised, and extracting one fact from it by detailed reading.
- Show learners each type of staff 'resource' you have gathered.

## Focus page

- Using the skills discussed above, work through the stages of finding a particular piece of information in a large manual, referring to the focus page. Use questions and answers to elicit information: *What is the title of the manual? Which section deals with break entitlements?, etc.*
- Discuss numbering, bullet points, headings and subheadings as ways of navigating through a large document. You may need to explain Roman numerals.
- Go through the different reading techniques that could be used to find and read specific information. These include: scanning a list of contents, getting the gist of a piece of text, reading in detail and finding the meaning of unfamiliar words. These skills are also practised in the themes 'Labels', 'Manufacturer's instructions' and 'Product data sheets' in Module 3.
- Practise each skill on the focus page and reinforce with further practice, using other workplace materials. These can be exemplified on overhead transparencies (OHTs) or slides of induction materials. Use an organisation chart or other format to demonstrate how these skills can be used in other contexts.
- Reinforce the idea that the world is full of written material and that it is impossible to read everything, so choices have to be made. We sift information by looking for the gist, by using contents pages and by scanning for particular information. Only then do we read carefully for understanding. Encourage learners to ask themselves: 'What do I need to know?' 'How am I going to find out?'

Curric. refs	NOS/NVQ	Key Skills
Rt/L1.5	Unit G8	C2.2
Rt/L1.4	+ range of other	
Rt/L1.2	units from	
Rw/L1.2	L1 and L2	
Rt/L2.7		
Rt/L2.8		

## Task 1

Scan text to locate information

Rt/L1.5

Rt/L1.4

Rt/L1.2

Rw/L1.2

- Remind learners of the skills covered on the focus page.
- Encourage learners to work systematically through the numbered questions as they follow the strategies for extracting information from a manual or handbook – looking at the title to establish they have the correct document; looking at the contents page and finding the relevant section; reading specific information in detail, etc.
- Remind learners of the system used for numbering the sections.

### If the learner has difficulty

- Check the learner's reading skills by asking them to point to the title of the handbook. If this is done without hesitation, then they understand the purpose and format of the text. Ask them now to read it out to you. If there is no difficulty doing this, then the size of the task and the writing involved may be causing difficulty. (If the learner does stumble over the reading, they will need additional support.)
- Skimming and scanning text are advanced reading strategies and as such require practice and confidence. Learners will benefit from plenty of practice at scanning text for information. Give learners additional texts to practise with or ask them to use their own induction materials.
- In pairs or small groups, more confident learners can challenge each other to locate information. Scanning can be supported by giving learners the key words on sticky notes, and they could highlight these words in the text. They can use these kinaesthetic techniques to search through a piece of text for a key word or phrase.
- Check that learners read the questions and are clear what they are looking for. Work through each question verbally; if necessary, scribe the answers for the learner if it releases them from the inhibiting burden of writing.
- Some learners may require a cue card that lists the roman numerals.
- If learners are struggling with the numbering system, suggest that they use a line guide to track across each instruction in section 3.3 and to give them the opportunity to look more closely at the detail of the Roman numerals.

- ESOL learners will benefit from reading through all the information given and discussing terms such as ‘unless’ and ‘except for’. It will also be helpful to work on phrases used in rules such as ‘not allowed’, ‘never acceptable’, ‘if permission is given’.

#### *Extension*

- Ask learners to follow the method on the focus page to find particular information in their own staff handbook or manual.
- Having located a particular policy or procedure, ask them to find two things the employee must do and two things the employee must not do.

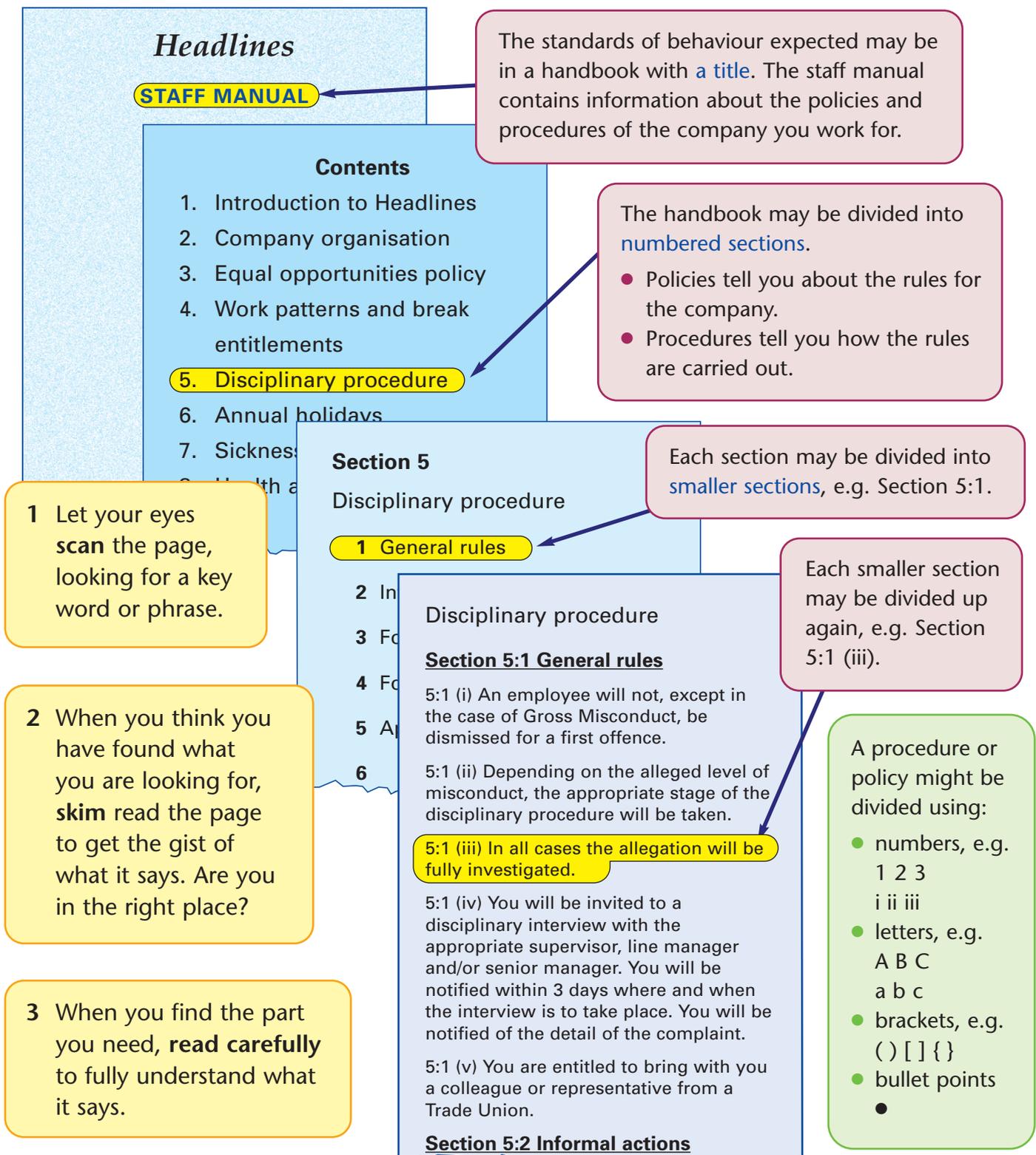
### Theme assessment

Ask learners to carry out some research for an assignment on a workplace issue or topic of interest (e.g. product knowledge or a health and safety issue), using the reading skills covered in the theme.

# Finding information

Focus

The salon you work for will have lots of written information. There will be too much to read all at once, but you do need to read the parts that apply to you. Think about the following things when you are finding the information you need.



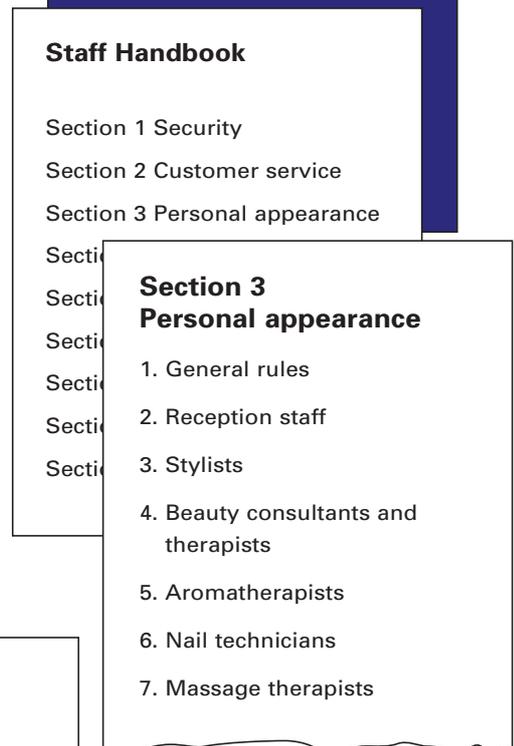
# Finding information

## Task

### Task 1

Use the skills you have been practising to answer the questions about the information on this page.

- 1 What is the title of this manual?
- 2 Which section deals with customer service?
- 3 How many sections are there in the handbook?
- 4 What information would you find in Section 3:6?
- 5 Would reception staff look at Section 3:4 for information about personal appearance?
- 6 Does Section 3.3 (vii) tell stylists whether they can wear a wedding band at work?
- 7 Read Section 3:3 (vi). Can stylists wear nail varnish at work?
- 8 What does Section 3:3 (iii) say?
- 9 Read Section 3.3 (viii). Under what circumstances are other piercings allowed?
- 10 Read Section 3:3 (i). Who has to provide the black skirt or trousers?



### Section 3 Personal appearance

#### 3:3 Stylists

- 3:3 (i) Stylists must provide their own black skirt/trousers.
- 3:3 (ii) Skirts must be worn at knee length or below, unless specific permission is granted by the manager.
- 3:3 (iii) Denim is not allowed.
- 3:3 (iv) Stylists are responsible for the laundry and repair of uniforms provided by the company. Unclean uniform is never acceptable.
- 3:3 (v) Stylists should pay particular attention to personal hygiene.
- 3:3 (vi) Fingernails must be kept short. Never wear nail varnish.
- 3:3 (vii) Hair must be neat and clean. Long hair must be tied back.
- 3:3 (viii) Small stud earrings are allowed. Other piercings are allowed if permission is given by the manager.
- 3:3 (ix) Never wear rings except for a plain wedding band.
- 3:3 (x) Correct personal protective equipment (PPE) must be worn as appropriate (see PPE Policy).

## PAGES 4:3–4:4

## Policies and codes of practice

## Occupational setting

Policies are written to ensure that hairdressers and salon employers work together to a common set of standards. Many policies and codes of practice are written and required by law. These can be particularly challenging to read and understand. This theme develops the reading skills (e.g. format, skimming, scanning) required to read and understand some of these important documents. The skills in this theme build on those in the previous theme (Finding information) and can be used across the whole learning programme where reading is required. Learning can also be applied to many units within the *Habia Learning Support Pack for Hairdressing*.

## Materials

Health and safety law poster from the Source material (0:39)

Other workplace policies, including one on the operation of electrical equipment; some made into OHTs

## Learning outcomes

- 1 To identify the purpose and gist of a policy by skim reading main features like headings and titles (focus page, Task 1)
- 2 To find relevant parts of a policy by scan reading for particular words (focus page, Task 2)

## Suggested teaching activities

## Introduction

- Write 'policy' and 'code of practice' on the board/flipchart and discuss the difference between the two. If discussion is slow, illustrate the difference by showing learners the Health and safety law poster and an example of a code of practice and ask learners what they feel is the difference. Policies are generally led by legislation (e.g. Health and Safety Law, Manual Handling, Equal Opportunities) whereas codes of practice set out the standards expected by the hairdressing industry.

- Point out that finding a particular policy often means searching through many sheets of similar-looking written text. Using the overhead projector, quickly show learners at least four different policies and ask them to tell you which one showed a policy on, for example, the operation of electrical equipment.
- Ask learners what helped them to decide on the right policy. The answer should be the title/headings and a few key words that drew their eyes around and down the page. Explain that this is called skimming and is used to decide what the text is about and whether to read it.
- Using one policy from your prepared OHTs, ask learners to say how many times they can spot a given word. You may like to highlight these words on the OHT. Point out that once you have decided on a particular policy to read, you use scanning skills to spot all the references to a particular subject. This is a research skill and is often used in searching the Internet.
- Some learners may require extra support with reading difficult text. Both skimming and scanning require practice, as do the techniques described for detailed reading.

## Focus page

- Refer learners to the focus page and summarise the points about the reading strategies used to find relevant information. Remind learners that it is impossible to read everything. We 'sift' information by skimming the text for relevance and gist (Is it about the topic I'm interested in? Is it worth going on to read this?) and then scanning it for particular information.
- Note that many learners, including those who are dyslexic, may need a lot of practice in this skill. Looking at a website is a good analogy for these reading skills.
  - First you have a quick look at – skim read – the front page to see if it is interesting or relevant to you.
  - Then you look quickly – scan – through the sections on this front page and decide where to look next.

- You repeat this process, page by page, until you find the information you want to read.
- Then you read this carefully.

Curric. refs	NOS/NVQ	Key Skills
Rt/L1.2	Unit G1	C1.2
Rt/L1.4	Unit H8	C2.2
Rt/L1.5		

### Task 1

Scan and use the format to answer questions

Rt/L1.4

Rt/L1.5

- Ensure learners each have a copy of the Health and safety law poster from the Source material.
- Remind learners that to find relevant information in a policy as large and initially daunting as the Health and safety law poster, they should use as many visual clues as they can – that is, the format, which includes coloured sections, bold headings, boxes, etc.

#### *If the learner has difficulty*

- Dyslexic learners may have problems with the left/right-hand aspect of the questions and may need support with this.
- Talk through the poster as a whole, pointing out different sections and features and discussing it with the learner.
- Ask the learner to read the headings and subheadings.
- Work on the questions together, pointing out key words (e.g. ‘employee’).
- Ask the learner another question relating to that section.

#### *Extension*

Ask the learner to write down one important duty of the employer and to explain their choice.

### Task 2

Find, read and understand relevant details of the Health and safety law poster by using key words and sections

Rw/L1.1

Rw/L1.2

- Remind learners to use the words in **bold** to help them find what they are looking for.
- Remind learners to look up any unfamiliar words in the glossary or to ask someone else.

#### *If the learner has difficulty*

- Read each statement with the learner.
- Discuss each statement. Ask the learner what he/she thinks the statement means, then help them to reword it.

#### *Extension*

Ask learners to write a statement to show that they understand what they have to do as an employee with regard to Health and safety law (e.g. ‘I know that as an employee I must work well with my employers on health and safety. I will use sensibly anything that has been provided for my safety and use equipment in the way that I have been instructed. I will try to take care of my own health and safety and the safety of my colleagues, and report any health and safety problems I might see.’)

### Theme assessment

- Ask learners to find the Health and safety law poster in their own workplace and answer three questions.
  - 1 What are the names of the person(s) appointed to manage health and safety in your workplace?
  - 2 What are the responsibilities of the appointed person(s)?
  - 3 What are the names and locations of trade union or other safety representatives and the groups they represent?
- Give learners scenarios that relate to health and safety issues. Ask them to suggest how these problems can be resolved or whose responsibility it is to resolve them, by accessing relevant documents and using the reading skills they have practised.
- Set an assignment on health and safety in the learner’s workplace (e.g. procedure for evacuating the building) that requires learners to use their skimming and scanning skills to research information.

# Policies and codes of practice

Focus

Policies and codes of practice are important work documents that help you to do your job better and protect you and your colleagues and clients. The policies you are asked to read at work can be long and complicated. Reading strategies can help you to find particular information quickly.

When you read to get the **gist**, or general idea of what something is about, your eyes **skim** across the page.

Your eyes often pick out the things that stand out or look different.

This is a bit like looking over a crowd to get an idea of age group, sex and number.

Your eyes might pick out and read:

**Titles and Subtitles**  
 – dashes • bullet points  
*italics* **colour** **bold words**  
**CAPITAL LETTERS**  
underlined words

This helps you get a general idea of what the information is about.

Sometimes you know what sort of information you are looking for. You can search the text quickly for relevant words or phrases.

Your eyes move quickly, or **scan**, down the text to pick out the parts you want.

This is like looking for your name on a list.

The words you scan for will depend on what you want to know. For example, if you want information on your employer's duties, you would scan the text for related words such as 'employer'.

This helps you to find the part of the text you need to read.

**HEALTH AND SAFETY LAW**  
 HSE Health & Safety Executive

**What you should know**  
 Your health, safety and welfare are protected by law. Your employer has a duty to protect and keep you informed about health and safety. You have a responsibility, if there is one. Below is a brief guide to health and safety law. It does not describe the law in detail, but it does list the key points.

**Your employer** has a duty under the law to ensure, so far as is reasonably practicable, your health, safety and welfare at work.  
 Your employer must consult you or your safety representative on matters relating to your health and safety at work (see box below).

In general, your employer's duties include:

- making your workplace safe and without risks to health;
- ensuring plants and machinery are safe and that safe systems of work are set and followed;
- ensuring articles and substances are moved, stored and used safely;
- providing adequate welfare facilities;
- giving you the information, instruction, training and supervision necessary for your health and safety.

**Health and safety consultation and representation arrangements at this workplace**  
 Your employer must consult you or your representative on matters to do with your health and safety, including:

- any change which may substantially affect your health and safety at work, eg in procedures, equipment or ways of working;
- the employer's arrangements for getting competent people to help familiar safety health and safety laws;
- the information you have to be given on the likely risks and dangers arising from your work, measures to reduce or get rid of these risks and what you should do if you have to deal with a risk or danger;
- the planning of health and safety; and
- the health and safety consequences of introducing new technology.

Names and locations of trade union or other safety representatives, and the groups they represent:

Name: \_\_\_\_\_ Location: \_\_\_\_\_ Group: \_\_\_\_\_

Name: \_\_\_\_\_ Location: \_\_\_\_\_ Group: \_\_\_\_\_

Name: \_\_\_\_\_ Location: \_\_\_\_\_ Group: \_\_\_\_\_

**In particular, your employer must:**

- assess the risks to your health and safety;
- make arrangements for implementing the health and safety measures identified as being necessary by the assessment;
- if there are five or more employees, record the significant findings of the risk assessment and the arrangements for health and safety measures;
- if there are five or more employees, draw up a health and safety policy statement, including the health and safety organisation and arrangements in force, and bring it to your attention;
- appoint someone competent to assist with health and safety responsibilities, and consult you or your safety representative about this appointment;

**Management of health and safety**

Appointed person(s): Health and safety responsibilities: \_\_\_\_\_

- co-operate on health and safety with other employers sharing the same workplace;
- set up emergency procedures;
- provide adequate first-aid facilities;
- make sure that the workplace satisfies health, safety and welfare requirements, eg for ventilation, temperature, lighting, and sanitary, washing and rest facilities;
- make sure that work equipment is suitable for its intended use, so far as health and safety is concerned, and that it is properly maintained and used;
- prevent or adequately control exposure to substances which may damage your health;
- take precautions against danger from flammable or explosive hazards, electrical equipment, noise and radiation;
- avoid hazardous manual handling operations, and where they cannot be avoided, reduce the risk of injury;
- provide health surveillance as appropriate;
- provide free any protective clothing or equipment, where risks are not adequately controlled by other means;
- ensure that appropriate safety signs are provided and maintained;
- report certain injuries, diseases and dangerous occurrences to the appropriate health and safety enforcing authority (see box in column 3 for who this is).

**As an employee you have legal duties too. They include:**

- taking reasonable care for your own health and safety and that of others who may be affected by what you do or do not do;
- co-operating with your employer on health and safety;
- correctly using work items provided by your employer, including personal protective equipment, in accordance with training or instructions; and
- not interfering with or misusing anything provided for your health, safety or welfare.

If you think there is a health and safety problem in your workplace you should first discuss it with your employer, supervisor or manager. You may also wish to discuss it with your safety representative, if there is one. You, your employer or your safety representative can get information on health and safety in confidence by calling HSE's helpline telephone service on 0800 545500.

If you think your employer is exposing you to risks or is not carrying out legal duties, and you have pointed this out without getting a satisfactory answer, you can contact the enforcing authority for health and safety in your workplace (see below). Health and safety inspectors can give advice on how to comply with the law. They also have powers to enforce it. HSE's Employment Medical Advisory Service can give advice on health at work. You can contact them at the addresses below.

Name and address of enforcing authority whose health and safety inspectors cover the workplace (or HSE or your local authority's Environmental Health Department):

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

Employment Medical Advisory Service  
 Address: \_\_\_\_\_

You can get advice on general fire precautions etc from the Fire Brigade or your fire officer.

More information about health and safety law is set out in HSE publications, such as:

*Essentials of health and safety at work*  
 HSE Books 1994 ISBN 0 7176 0716 X

*An introduction to health and safety: Health and safety in small business* Leaflet INDG259(rev1)  
 HSE Books 2003 (single copy free)

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# Policies and codes of practice

## Task

### Task 1

Look at the Health and safety law poster from the Source material. Tick your answer to each question.

#### Tip

Look for key words that are **highlighted**.

- 1 Whereabouts on the poster is the information about your legal **duties** as an **employee**?

On the left-hand side  In the middle  On the right-hand side

- 2 Whereabouts on the poster is the information about the names and locations of **trade union or other safety representatives**?

On the left-hand side  In the middle  On the right-hand side

- 3 Where is the space for the name(s) of people **appointed** to manage health and safety?

On the left-hand side  In the middle  On the right-hand side

### Task 2

Find the sections from the Health and safety law poster that tell you about your employer's responsibilities and your responsibilities.

Put ticks in the table to show who is responsible for each duty.

Duties	Responsibility	
	Employer	Employee
drawing up a health and safety policy statement		
not interfering with or misusing anything provided for health, safety and welfare		
ensuring articles and substances are moved, stored and used safely		
assessing the risks to your health and safety		
co-operating with employer on health and safety		
setting up emergency procedures		
providing health surveillance as appropriate		
taking reasonable care of own health and safety as well as that of work colleagues		
providing adequate first-aid facilities		
using equipment correctly in accordance with training or instructions		
discussing or reporting any health and safety problems in the workplace		

## PAGES 4:5–4:7

# Fire extinguishers

## Occupational setting

It is essential that all hairdressers can protect themselves and others from danger. To do this, they must be able to locate, read and understand health and safety signs in their working environment. In the event of fire in particular, delayed action could result in death. Each workplace is different and hairdressers should know exactly where fire extinguishers are kept in their salon and how to use them correctly, without hesitation. To do this they will need to interpret the symbols, colours and written instructions on fire extinguishers and safety notices. In particular, hairdressers may need to deal with electrical fires.

## Materials

Carbon dioxide fire extinguisher and a wall label

## Learning outcomes

- 1 To recognise the key features and format of fire extinguisher labels and wall signs (focus page)
- 2 To use the format of fire extinguisher labels and wall signs to find and interpret key safety information (focus page, Tasks 1 and 2)

## Suggested teaching activities

### Introduction

- Discuss the likelihood of fire in a salon and the different kinds of fire that may occur. Do learners know how to deal with these fires? What do they do about clients in the event of a fire in the salon? Stress the importance of understanding what to do in the event of a fire.
- Look at the information given in the fire signs on fire action points around the place of work. These signs may or may not include words. Make sure learners know what they mean.
- Introduce any written fire information, including fire extinguisher labels on walls, and any specific fire drills. This could be done by taking learners around the building. If this is not possible, use photographs and copies of the written information. (To put the theme in the context of the workplace, ask learners to pinpoint where information can be found.)
- Talk about the reasons for having different kinds of fire extinguishers for different kinds of fires. For example, if you spray a piece of electrical equipment with water, the water could spread towards you and carry the electrical current with it. For more information, go to [www.firesafe.org.uk](http://www.firesafe.org.uk)
- Discuss the importance of being able to understand the signs and symbols on fire-fighting equipment so they can be used safely.
- Many good-quality training videos and DVDs that give information on the use of fire extinguishers and fire safety in the workplace are available.

### Focus page

- Ask learners about the fire extinguishers they have at work. Explain that older extinguishers have different coloured containers, whereas newer ones are red but have a coloured label to show what they can be used for.
- Talk about the different colours and what they mean. Go to [www.firesafe.org.uk](http://www.firesafe.org.uk) for help. The four colours are:
  - blue – powder for liquid and electric fires
  - cream – foam for wood, paper, textiles and liquid fires
  - red – water for wood, paper, textiles and other solid materials
  - black – carbon dioxide for liquid and electrical fires.
- Talk about ways to help remember what the different colours mean. Find the other symbols – the pictures and letters – that help. Together draw up a chart that shows what each colour could be used for.
- Learners may like to create a cue card to remind them of the meaning of the colours used for different extinguishers.

- Look at the wall notice on the focus page. Look at all the symbols and discuss what each one stands for.
- Read the information on the wall notice. Point out that more space is given to what *not* to use the extinguisher on than to what it can be used on. Discuss the reasons for this.
- Look up the word 'flammable' in the glossary. Point out how the glossary can be used to find subject specific words and their meanings. Ask learners to point out flammable materials in the room you are in. Together list items at their places of work that are particularly flammable.
- Look up carbon dioxide in a dictionary (paper based or on-line) together. Check whether learners understand the definition by asking them to use carbon dioxide in a sentence of their own.
- If possible, show learners a fire extinguisher that has pictures with the instructions for use. Read through the instructions and points made on the focus page. Make sure learners understand the instructions and can read the capital letters. Ask someone to demonstrate what the instructions mean (without actually using the extinguisher).
- Learners may find these websites useful (although they require a lot of reading):  
[www.crownfire.co.uk](http://www.crownfire.co.uk)  
[www.hanford.gov](http://www.hanford.gov)  
[www.howstuffworks.com](http://www.howstuffworks.com)  
 These sites include interactive quizzes and activities and lots of other information about fire safety.

Curric. refs	NOS/NVQ	Key Skills
Rt/L1.3	Unit G1	N/A
Rt/L1.4		
Rw/E3.1		
Rt/E3.5		
Rt/E3.8		
Rt/E3.9		

### Task 1

Pick out and follow key safety information for using fire extinguishers

Rt/E3.9  
Rw/E3.1

- Point out that all the answers to question 1 can be found on the focus page. Encourage learners

to run their eyes carefully over the page to find something that might be the answer, then to read it more carefully. They should then circle the answer they think is correct.

- Point out that for question 2, learners need to draw lines from the labels to the correct places on the extinguisher.

### If the learner has difficulty

- Ask more confident learners to read each question aloud to a partner and check that what they are reading makes sense. If it doesn't, stop and try again.
- Some learners may prefer you read the question in an expressive tone as they follow.
- Ask the learner to highlight difficult words and find out what they mean. This could involve using a dictionary or glossary, looking the word up on the Internet or asking other people for a definition and the correct pronunciation. Model using the word in other sentences, then encourage the learner to do the same (both spoken and written) until the word becomes familiar.
- If a dictionary is being used, offer learners an alphabet strip to use for reference.

### Extension

- Learners could investigate the shape, size and any distinguishing features (other than the coloured stripe) of the extinguishers used in their place of work. For example, the carbon dioxide extinguisher is the only one that has a horn.
- Note – some learners might be working in environments that still have fully coloured extinguishers rather than red extinguishers with stripes. Make sure learners check that the colours represent the same type of extinguishers (e.g. blue for powder).

### Task 2

Complete a chart of information about different types of fire extinguishers

Rt/L1.3

- Check that learners understand the chart. Explain if required: *the chart has three columns. The left-hand column tells you the type of fire an extinguisher can be used on. The middle column identifies each fire extinguisher by colour band and contents. The right-hand column tells you what you must not use the extinguisher on.*

- Explain to learners that they need to fill in the empty boxes in parts 2–4. The information can be found on the actual fire extinguisher or on a fire extinguisher wall sign. If it is not possible for learners to physically find this information, prepare the information required for completion of this task beforehand.

#### *If the learner has difficulty*

- Prepare a sheet for the learner containing the information required to complete this task (see above).
- Complete the empty boxes together. Then cut the chart up into separate blocks and ask the learner to reassemble it in the correct order. Read the warning sign together and discuss which hazard could occur when.

#### *Extension*

- Ask learners to search their workplace and list the different types of extinguisher and where in the building they are kept.
- Ask learners to suggest why certain extinguishers are – or are not – situated in particular areas. For example, a powder extinguisher may be found near computers or in the kitchen because electrical equipment is used there. A water extinguisher would not be found in a kitchen because of the dangers associated with its use near electrical equipment or hot fat.

## Theme assessment

Ask learners to devise a short quiz for the rest of the group based on fire information around the building. This can be a ‘treasure hunt’ style quiz, but with straightforward questions such as, *What is the only type of fire extinguisher to have a horn?*



# Fire extinguishers

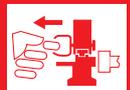
## Task

### Task 1

- 1 Use the information on the focus page to answer these questions. **Circle** your answers.
  - a What does 'flammable' mean?  
catches fire easily    slow burning    fireproof
  - b Which one of these is a B-grade fire?  
petrol    material    paper    electricity
  - c What type of instructions are written in **green**?  
things you should do    things you should *not* do
  - d Where is the **base** of the fire?  
the top    the middle    the bottom
  - e What does the symbol ⚡ stand for?  
lightning    electricity    this way
  - f What are textiles?  
types of bricks    things made of fabric    roof coverings
- 2 Look at the instructions for this fire extinguisher.  
Label the key parts of the extinguisher by drawing arrows from the labels.



#### TO OPERATE



1. REMOVE THE SAFETY PIN



2. SQUEEZE THE LEVER GENTLY



3. AIM THE HORN AT THE BASE OF THE FIRE

lever

safety pin

horn

# Fire extinguishers

## Task

### Task 2

Find some fire extinguishers. Read the labels and the wall signs. Fill in the empty boxes.

1

Use on:

- electrical equipment
- liquid



Powder



Do not use on:

- metal fires

2

Use on:

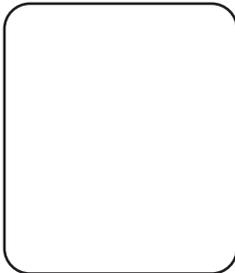
- wood
- paper
- textiles
- liquid



Foam



3



Water



Do not use on:

- electrical equipment
- flammable liquid
- flammable metal

4

Use on:

- electrical
- liquid



Do not use on:

- metal fires

### Warning!

Using the wrong extinguisher can cause:

- electric shock
- explosion
- spread of fire.

## PAGES 4:8–4:10

# Fire action

## Occupational setting

Hairdressers have both the right to knowledge of safety procedures in their place of work and the responsibility for familiarising themselves with this information. Scanning and detailed reading skills help to access the information available. Recognising typical features of instructional texts can help staff to respond to information across a range of settings. This theme looks at the written instructions given at work about fire evacuation. This includes the standard fire action notice and the fire drill.

## Materials

Large colour version of the Fire action notice from the Source material (0:40)

Fire evacuation procedure from the Source material (0:41)

Dictionaries

## Learning outcomes

- 1 To understand the format of fire action notices (focus page)
- 2 To understand some of the key features of instructional texts (focus page, Task 2)
- 3 To use different reading strategies to find and follow information (focus page, Tasks 1 and 3)
- 4 To look up specialist words (focus page, Task 1)

## Suggested teaching activities

### Introduction

- Begin by asking learners if they have found and read the Fire action notice in their own place of work and in the building you are in (where different). Find the Fire action notice and read through it, checking learners' understanding of what to do in the event of a fire.
- Use this as the basis for a discussion about the importance of health and safety information in general, and fire notices in particular. How easy are they to find? Are they easy to read and follow? Is it clear where the assembly point is

in the event of a fire in the building? Is there a phone available to call the fire brigade? What kind of alarm does the building have? Do the instructions make sense? Whose responsibility is it to find, read and follow safety notices? Stress the need to read *all* the instructions before starting an activity or procedure.

- Point out to learners that being familiar with the layout of instructions and the way they are written will help them to read and follow instructions in their place of work.

### Focus page

- Look at the Fire action notice on the focus page together (a larger version is provided in the Source material). Talk about the use of red and blue, and the symbols above each section. Why have the two sections been separated so clearly?
- Read the box explaining that instructions begin with 'action' words such as 'sound', 'dial' and 'tackle'. Explain that these are verbs and express the action in a sentence. Ask learners to find the action words in the next three instructions ('leave', 'close' and 'report'). Explain that good, clear instructions usually begin with a verb or action word. This makes it easier to follow the instructions.
- Point out that 'Do' is also a verb. 'Do not' always comes before another verb, and it tells you which action not to take. Look at the red section and ask learners to find all the verbs that the instructions tell you not to do ('take', 'stop', 'return' and 'use').
- The first Reading tip talks about scanning. Explain to learners that they scanned the Fire action notice for the verbs. Ask learners to scan the notice for the word 'appliances'.
- Look up the word 'appliances' in the glossary together. Ensure learners understand the definition by trying to use the word in other sentences.

- Ask learners to scan the notice for other unfamiliar words. Look up these words in a dictionary or on the Internet together, or try to work out the meaning from the rest of the sentence. When learners have understood the meaning, they can check their understanding by using the word in other sentences.
- Talk about conditional instructions – ‘only if’ instructions. For example, you *only* need to tackle the fire *if* you discover it, and *if* it is safe to do so. Other instructions are ‘even when’ instructions. For example, you must leave the building by the nearest exit *even when* you set off the alarm yourself.

Curric. refs	NOS/NVQ	Key Skills
Rs/E3.1	Unit G1	C1.2
Rt/E3.7		
Rt/E3.8		
Rw/E3.3		
Rw/E3.5		

### Task 1

Practise using different reading strategies to follow instructions

Rw/E3.3

Rw/E3.5

Rt/E3.7

Rt/E3.8

- Ensure that learners each have a copy of the Fire action notice from the Source material.
- Remind learners that they need to read the questions carefully. Point out that there is more than one correct answer for questions 4 and 5. Learners should choose the answer they think is **most** correct.

#### *If the learner has difficulty*

- Give the learner a dictionary and the glossary to use. Look at each question in turn, looking up any words they aren't clear about. If the learner is unfamiliar with using a dictionary, write out the alphabet for them, grouping the letters into quarters (so that 'b' is in the first quartile (or quarter) of the dictionary, 'i' is in the second, etc.). They can then use this to find a word more quickly.
- When the learner is clear about what all the words in each question mean, ask him or her to rewrite or explain the question in his or her own words.

#### *Extension*

Learners could compare the Fire action notice in the Source material with the notice in their own place of work, listing the differences and similarities.

### Task 2

Recognise types of instructions in fire evacuation procedures

Rs/E3.1

- Make sure that learners have a copy of the Fire evacuation procedure from the Source material. Point out that all of the questions can be answered by scanning the procedure for information.
- In question 2 learners have to identify the verbs (in the imperative form) at the beginning of the sentences. Note that there are also other verbs in instructions 3 and 5 and that learners may also pick these out.

#### *If the learner has difficulty*

- Dyslexic learners may need additional support to decode (read) the text.
- Give any learner who is struggling tips and clues to make it easier. For example, suggest that the learner looks for the words 'DO NOT' for question 1, which they will find three times. Remind the learner to look for the words that tell you what to do in instructions 3, 4 and 5.
- Ask the learner to read the notice and tell you or a colleague what it says in different words.

#### *Extension*

Ask learners to write a fire evacuation procedure for their own place of work and then compare it with the actual evacuation procedure.

### Task 3

Find safety information from a fire action notice and fire evacuation procedure

Rt/E3.7

Rt/E3.8

Make sure learners realise that they need both the Fire evacuation procedure and the Fire action notice from the Source material to answer these questions.

***If the learner has difficulty***

Write the emboldened words in each question on separate pieces of card, in clear, large writing.

Learners can use these as a prompt when scanning the documents for the answers.

***Extension***

Ask learners to design a fire safety notice for another building, combining the information from the Fire action notice and the Fire evacuation procedure.

**Theme assessment**

It is vital to assess learners' ability to read and follow the *Working safely in the salon* instructions in the workplace. Ask learners to copy and read fire or other notices about safe working practices in their own place of work and to rewrite them or explain them verbally in their own words.

# Fire action

Focus

All places of work have a standard fire action notice. It gives you general instructions about what to do in the case of a fire.



## Fire action

**ON DISCOVERING A FIRE:**

1. **Sound** the alarm
2. **Dial** 999 to call the fire brigade
3. **Tackle** the fire with the appliances provided it is safe to do so

**ON HEARING THE ALARM:**

1. Leave the building by the nearest exit
2. Close all the doors behind you
3. Report to the assembly point in the car park



Do not take risks  
Do not stop to collect belongings  
Do not return to the building until authorised to do so  
Do not use the lifts

The top section tells you what you **must do** if a fire starts.

These instructions start with words such as '**sound**', '**dial**' and '**tackle**'. They tell you what **action** to take.

You only follow this first set of three instructions if you find a fire yourself.

**But,** you follow instruction 3 only if there is no risk to yourself.

You must follow these three instructions if you *hear* the alarm.

This section gives instructions about things you **must not** do if a fire starts.

Remember – red is for danger!

These negative instructions all start with the phrase '**do not**'.

## Reading tips

- 1 Find information quickly by **scanning** for key words. This means running your eyes or finger quickly over the text to help you spot the word you want.
- 2 Once you have found the information, read it carefully so that you fully understand what you must or must not do. Find out the meaning of any **specialist** words.

## Try this

Use the glossary to find the meaning of the word 'appliances'.

## Remember!

The words in a glossary are listed in alphabetical order.

# Fire action

## Task

### Task 1

Use the Fire action notice from the Source material to answer these questions.

- 1 How many times does the word '**fire**' appear in the notice? \_\_\_\_\_
- 2 What is an **assembly point**? \_\_\_\_\_
- 3 What does the word '**authorised**' mean as it is used in the notice? \_\_\_\_\_
- 4 Which of these is another word for '**tackle**' as it is used in the notice? Circle your answer.  
cover      fight      leave
- 5 Which of these is the closest meaning of the instruction '**sound** the alarm'? Circle your answer.  
set the fire alarm off      listen for the sound of the alarm  
shout out a warning
- 6 Which of these would be examples of **appliances** mentioned in the instruction? You can circle more than one answer.  
fire notice      fire extinguisher      fire hose      fire exit



#### Tips

- Scan the notice for the words written in **bold**.
- Look up the meaning of **specialist words** in the glossary.
- Read the instructions slowly and carefully where you are asked to give the **meaning** of words or phrases.

# Fire action

## Task

As well as a fire action notice, each workplace will have its own **fire evacuation procedure**. This gives specific information about what to do if there is a fire in a particular workplace.

### Task 2

Read the Fire evacuation procedure from the Source material.

1 Write down the three **negative** instructions.

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2 Write down the **verbs** (action words) in instructions 3, 4 and 5.

---



---

3 Which instruction do you have to follow only if you come across a fire yourself?

---

### Task 3

Find the answers to these questions in either the Fire action notice or the Fire evacuation procedure. Write your answers here and **circle** where you found the answer.

1 Where is the **assembly point**?

\_\_\_\_\_ Fire action notice      Fire evacuation procedure

2 Who says when it is safe to **return to the salon**?

\_\_\_\_\_ Fire action notice      Fire evacuation procedure

3 What number do you dial for the **fire brigade**?

\_\_\_\_\_ Fire action notice      Fire evacuation procedure

4 Which **exit** should you use to get out of the building?

\_\_\_\_\_ Fire action notice      Fire evacuation procedure

### Fire evacuation procedure

- 1 On discovering a fire in the salon, break the glass on the fire alarm and follow the procedure below.
  - 1a If you hear the fire alarm, follow the procedure below.
- 2 When evacuating the salon, ensure that all members of staff and any visitors leave the building. Pay particular attention to disabled people and make sure they are evacuated safely.
- 3 Leave the building calmly. DO NOT RUN. DO NOT PANIC.
- 4 Stop at the assembly point in the car park, away from the building.
- 5 Wait for the fire officer to take a roll call.
- 6 Continue to wait in the car park until you are given further instructions.

**DO NOT RETURN TO THE SALON UNLESS YOU ARE TOLD BY THE FIRE OFFICER THAT IT IS SAFE TO DO SO.**

#### Tip

Use the points on the previous page to help you find similar information in the procedures.

#### Tips

- Look for the key words or phrases in **bold**.
- Read the information carefully.

## PAGES 4:11–4:12

# PPE

### Occupational setting

Personal protective equipment (PPE) is a key health and safety area that should be covered during induction training. Training may include reading information or listening to instructions. In the latter, learners need to be able to listen carefully in order to pick out any information that applies to them. Listening is a skill that is taken for granted by many. However, it is also highlighted by employers and supervisors as an area where there are significant problems. Whether learners are reading or listening to training, it is important for them to remember the key details. This theme provides strategies for picking out the key details. Although it focuses mainly on listening for these details, it can also be applied to reading training materials. It has applications for use with the *Habia Learning Support Pack for Hairdressing: Level 2, Unit G1* – ‘Ensure your own actions reduce risks to health and safety’.

### Materials

Protective clothing and personal protective equipment pictures from the Source material (0:42)

Examples of PPE items from the workplace

Audio equipment

### Learning outcome

- 1 To practise listening for and picking out key details in explanations, instructions and descriptions from training sessions (focus page, Task 1)

### Suggested teaching activities

#### Introduction

- Begin by asking learners what they already know about PPE in the workplace. Are they familiar with the term, and the abbreviation? Do they know the full names of pieces of equipment?

- Show the group a range of PPE and ask them to identify each item. Discuss the similarities and differences between different equipment. Why may one be better to use than another?
- Show learners other pieces of equipment that relate to health and safety but that are not PPE (e.g. fire extinguisher, fire blanket). What is the difference between PPE and other safety equipment? For ESOL learners check pronunciation.
- Can learners categorise the pieces of equipment they know about in terms of *what* they are, *when* they are used, *why* they are used, and *how* they must be used?
- Ask the group for any anecdotes about items of PPE being misused or not being used when they should have been. (Be ready to supply one or two yourself if learners are not forthcoming.) Learners should be aware of the skin problems and damage that may be caused by some hair products. Ask the group to respond to each anecdote by discussing what equipment should have been used, why, when and how. Where possible, use real items to spark ideas and responses.
- Note: it is important that learners can understand the difference between protective clothing (such as gowns) which is used routinely for all treatments and is designed to protect the client’s clothing from loose hair, and PPE which is intended to protect users against identified hazards at work.

#### Focus page 16

- Read the introduction and information on the page. For each point, discuss the key details highlighted in the speech bubbles and the accompanying tips.
- Explain that you are going to play an audio clip of a trainer talking about PPE, and that you would like the group to identify the key details. Split the learners into three groups and ask each group to listen for different details, as pointed out on the page.

- Play the audio clip through once for gist, then again for learners to note their part of the information. Then play it again for learners to check their information.
- Ask the group to share the information and write this on the board/flipchart.
- Play the audio clip again one sentence at a time and check whether everyone agrees with the information on the board.
- Discuss the listening activity. Point out the skills learners were using in listening to and responding to the audio clip:
  - listening for the overall gist
  - listening for key words
  - focusing on particular elements of the description for a purpose (i.e. talking about what, why, when and how)
  - using their own knowledge and the context to aid understanding, both of the description and of any unfamiliar words
  - using their knowledge of language to aid their understanding.
- Get learners to think about questions they could ask to clarify and confirm. List useful phrases, such as ‘Could you repeat that part about ...?’; ‘Did you say that ...?’. Practise the phrases, especially with ESOL learners.
- Describe a piece of PPE, focusing on when, what and why you use it, without giving the name of the equipment. The first learner to guess what you are talking about takes a turn, using the pictures in the Source material or real items of PPE from the workplace.
- Alternatively, create a set of cards showing workplace activities relevant to the learners and illustrations of a wide range of PPE equipment. Play a game in which learners have to ask the next player for the job or equipment card that goes with the card they have in their hands.
- Note: it is important that learners can understand the difference between protective clothing (such as gowns) which is used routinely for all treatments and is designed to protect the client’s clothing from loose hair, and PPE which is intended to protect users against identified hazards at work.

Curric. refs	NOS/NVQ	Key Skills
SLlr/L1.1	Unit G1	N/A
SLlr/L1.2	Unit H1	
SLlr/L1.3	Unit H2	
	Unit H3	
	Unit H5	
	Units H6–18	

### Task 1 17

Pick out key information in spoken instructions for using PPE

SLlr/L1.1

SLlr/L1.2

- Go through the instructions for the four parts of this task.
- Explain that all the answers are taken from the instructions they hear.
- Encourage learners to read the questions before listening to the audio clip.
- Play the audio clip through once for gist.
- Remind learners of the tip to listen each time just for the part they need.
- Play the audio clip as many times as required and for learners to check their answers. Remind learners that in real life they will only get a chance to listen once unless they ask for information to be repeated.

#### *If the learner has difficulty*

- Learners may have problems with the spoken idiom or may find it difficult to listen to a lot of information at once. To help, break the audio clip down into sections. In reality, learners would be able to ask questions to clarify the information or ask for things to be repeated.
- Read the audio script through one sentence at a time, stopping after each to ask learners direct questions about what they heard.
- Remind learners of their listening purpose and give them a key phrase to listen for (e.g. ‘When you’re ...’).
- For questions 2 and 3 encourage them to listen for the information about the client first, then the stylist. Read just the relevant sentences of the audio clip and get learners to work together to note down the types of PPE mentioned for the client first and then those mentioned for the stylist.

- Learners may prefer to record their answers as drawings or symbols in the first instance and then spend time translating them into words.
- Question anything they missed.
- Replay the separate sentences for learners to check their answers.
- Check spellings before learners write on the page.
- Support them to draw lines and write in labels for the correct part of the drawing.

#### *Extension*

- Ask learners to find out what items of PPE are available to use in their own salon and to draw or take a picture of these and label them, stating what they are made of and whether they are for client or stylist use.
- These can be put up as a display in the staffroom if appropriate.

### **Theme assessment**

- Ask learners to find out about two other tasks in the salon that require use of PPE and to note down what the task is, what pieces of equipment should be worn and who should wear them, and why they should be worn.
- They can report back the information to the rest of the group, who should make their own notes from the spoken explanation.

# PPE

Focus

The *Personal Protective Equipment at Work Regulations 1992* require managers to make an assessment of the processes and activities carried out at work and to identify when special items of clothing should be worn. Personal protective equipment (PPE) is designed to protect you and your clients from workplace injuries or damage to clothes.

It is important to listen carefully to safety training about use of PPE. You should be able to answer these questions:

- When should I use PPE?
- What items of protective clothing and materials should be worn by the client?
- Why do I need to use PPE?
- Why does the client need protection?



## Tip

Listen for the key words or phrases.

## When?

When you are **mixing** any kind of **hair colour**, you must wear plastic gloves and a plastic apron.

## Tip

Listen for **who** should wear **what** equipment.

## What?

When you are mixing any kind of hair colour, you must wear plastic gloves and a plastic apron.

## Tip

Ask this question if you are not given a **reason**. It can help you to remember it.

## Why?

This helps to **keep any splashes of chemicals or products off your clothes and skin**.

### Tips for listening to instructions or training about PPE

- Listen for key information.
- Listen for things you must **do** and must **not do**.
- Ask questions if you need to check anything.
- Make notes to help you remember points.



### Try this

Listen to the trainer giving instructions about PPE.

Pick out:

- the job being described
- who is to wear what PPE
- why PPE should be worn.

# PPE

**Task****Task 1**

Listen to the trainer explaining about the PPE that should be worn for a particular service in the salon.

- 1 What service is she describing? \_\_\_\_\_
- 2 Why should the stylist wear PPE?
- 3 Why should the client wear protective clothing and materials?
- 4 Draw lines and label the picture to show the PPE that the stylist should wear, and the protective clothing and materials that the client should wear.

**Tip**

Listen carefully for the key information you need to answer each question.



## PAGES 4:13–4:14

## A risky business

## Occupational setting

Issues of unsafe practice may occur in the workplace or employees may occasionally feel that their working conditions are unreasonable. This theme gives learners the opportunity to identify such situations and to explore practical and appropriate ways of dealing with these difficult situations in a professional way. The learning in this theme is also applicable to many units in the *Habia Learning Support Pack for Hairdressing*, particularly Unit G1 – ‘Ensure your own actions reduce risks to health and safety’.

## Materials

Safety in the salon information sheet from the Source material (0:43)

General health and safety guidelines from the Source material (0:44) or from the *Habia Learning Support Pack for Hairdressing*

Cards of brief descriptions of work placement hazards (see below for suggestions)

Selection of work placement procedures covering difficult situations such as whistle-blowing, COSHH (Control of Substances Hazardous to Health), safe lifting techniques, security

## Learning outcomes

- 1 To find out about some of the hazards and dangers that may be present in the workplace (focus page, Task 1)
- 2 To understand that everyone is responsible for maintaining a safe work environment (focus page)
- 3 To understand what actions to take on discovering hazards (focus page, Task 2)

## Suggested teaching activities

## Introduction

- Start a discussion about health and safety in the workplace. *What does it mean? Who is responsible for health and safety?* Point out that health and safety is everyone’s responsibility and what this means in practice. Ask for learners’ views: should it be everyone’s responsibility or should employers be solely responsible? Note differing views on the board/flipchart and summarise.
- Make sure learners are familiar with and understand the meanings of the words ‘hazard’ and ‘risk’.
- Talk through the headings in the Safety in the salon information sheet from the Source material. Ask learners to give examples of hazards from their own experience. Write these on the board/flipchart. Having identified the hazard, ask learners to identify who is at risk and the likelihood of an accident happening. How risky is it?
- Look at the headings and show how these help you to find specific information quickly.
- Discuss how hazards and health and safety issues differ in different work environments. Are all work placements equally safe? Can all hazards and risks be removed? How can hazards be minimised? What is the most effective way to minimise hazards? Sum this up on the board/flipchart.
- Point out that all workers have a duty to look after themselves and others. Point out that this is not just a legal requirement, but also is to everyone’s advantage.
- Ask about health and safety guidelines from the workplace. Have learners seen any of these? Look at the General health and safety guidelines from the Source material. Look at the headings and show how these help you to find specific information quickly.
- Who should workplace hazards be reported to?
- Give learners cards showing a variety of situations and ask them to say what they would do. Ask them to explain what the danger or hazard is and what the consequences might be. How serious is the danger or hazard? Which heading would it come under in the information from the Source material? Suggestions for cards:
  - You find a fire exit blocked by boxes.

- Your supervisor asks you to lift a heavy box and to carry it down some stairs.
- You find a frayed electrical cord on a hairdryer.
- Cards with photographs or drawings could also be effective.
- Ask learners, in pairs, to carry out a safety check in the room (or in the work experience placement, if this is possible). They could note any hazards on a checklist, using the headings from the Source material.

### Focus page

- Explain to learners that although the picture shows a salon that looks businesslike and efficient, there are still hazards to be found (point out that there are three).
- Talk through the three steps on the focus page and check that learners understand what is required. Ask questions which require answers that show understanding, not questions that just require ‘yes’ or ‘no’ answers. Step 1 requires observation and spotting hazards; Step 2 requires thought about the nature and severity of the hazard; Step 3 requires thought about who needs to take action and what needs to be done. Action needs to follow the guidelines in the Source material.
- Remind learners that they can deal with some hazards but others may require someone else to put it right. If they are not able to put the situation right immediately, what should they do in the meantime?

Curric. refs	NOS/NVQ	Key Skills
Rt/E3.5 Rt/E3.9	Unit G1	N/A

### Task 1

Recognise hazards in the work experience placement and check them in company policies  
Rt/E3.5  
Rt/E3.9

- Refer learners to the Safety in the salon information sheet from the Source material, to remind them of the types of hazards.
- Explain that this task asks them to identify the hazards in the picture.

### If the learner has difficulty

- Learners may have difficulty understanding the rather formal language of the safety guidelines. Check and explain any words or phrases that the learner doesn’t understand.
- Some learners may have difficulty focusing in on parts of a picture. You may need to direct them or give clues that direct them to the areas of the picture where the hazards are located. This may be done through a process of elimination: *Is there a problem with the floor? With the door?*
- You may need to remind learners about the different categories of hazards. Give examples similar to those in the picture. Again, work methodically through the list of hazards to identify the problems in this picture.

### Extension

- Prepare and make available pictures containing more complex or obscure hazards for the learners to identify.
- Ask learners to check other rooms for hazards and then to report back.

### Task 2

Use health and safety guidelines to find solutions to particular problems to avoid accidents at work  
Rt/E3.5  
Rt/E3.9

- Remind learners that health and safety is everyone’s responsibility and that there are guidelines about how different situations should be dealt with.
- Remind learners that they may not be able to deal with every situation on their own and may need to tell others.
- Ask learners to think about who the appropriate person to report hazards to might be.

### If the learner has difficulty

- Learners may have difficulty understanding the rather formal language of the health and safety guidelines. Check and explain any words or phrases that the learner doesn’t understand.
- Learners who have difficulty making written notes could report verbally.
- You may need to direct learners to the appropriate section of the guidelines.

- Discuss when individual action is the best way to act and why referring to others may be necessary.

**Extension**

Ask learners to describe a number of other potential workplace hazards specific to their own work placements and what the correct course of action would be for each example.

**Theme assessment**

Ask learners to conduct a health and safety or hazard audit in the work placement (with permission), identifying potential or actual hazards and stating the action required.

# A risky business

Focus

Employers carry out formal safety checks to identify safety risks in the workplace. You should also carry out checks for yourself every time you start a job.

There are three main steps for checking safety.

## Step 1

Look for the hazards.  
Look for things that can cause harm or areas where accidents are more likely to happen.

## Step 2

Think about the type of hazard it is. Why is it dangerous?  
What sort of injury could it cause?

## Step 3

Think about what can be done to reduce the risk.  
Can you deal with it yourself?  
Is it safer to report it to someone else?  
Do you have work guidelines for this?



## As a group

Use the information sheet 'Safety in the salon' from the Source material to help you spot three hazards in the picture above. Decide what you would do about each hazard. Use the General health and safety guidelines from the Source material to help you.

Why is it hazardous?

What can be done about it?

# A risky business

## Task



### Task 1

Use the information sheet 'Safety in the salon' from the Source material to help you spot the three potentially hazardous situations in the picture above.

Discuss with a partner and draw circles around the three hazards.

### Task 2

With a partner discuss how **you** could deal with these three situations. Use information from the General health and safety guidelines from the Source material to help you. Make notes of what you would do.

#### Tip

Find which hazards mentioned on the information sheet are happening in the picture.

#### Tip

Think about which situations you could deal with yourself and which ones would be safer to report to someone else.

## PAGES 4:15–4:16

# Hygiene

### Occupational setting

Salon staff will need to access and follow written instructions. These may be on a product label, manuals or workplace procedures. It is important that learners can read, understand and follow instructions correctly, since many include details about safe practice or the order in which to do things. This theme focuses on workplace procedures and the features of text that will help learners to find important information. The context used is salon hygiene but the skills covered can be applied to a wide range of instructions.

### Materials

Highlighter pens

Examples of workplace instructions from labels, procedures, etc.

Head lice procedure from the Source material (0:45)

### Learning outcome

- 1 To recognise key features of instructions, such as imperatives and conditionals, and use these to interpret and follow written instructions quickly and easily (focus page, Task 1)

### Suggested teaching activities

#### Introduction

- Ask learners to recount examples of situations in which things have gone wrong because written instructions have not been followed. This may be at work or in their personal lives (e.g. assembling flat-pack furniture).
- Ask learners where they would expect to see written instructions at work (staff handbook, induction pack, product labels, equipment instructions). Do they read these instructions? What are the implications of not doing so? Stress personal responsibility, particularly for hygiene issues.

### Focus page

- Instructions use a particular format and language. Understanding this helps the reader to be clear about exactly what to do to follow the instructions. Look at each point in turn and find other examples in the text.
- The language used in instructions is usually quite formal and will include lots of direct commands (e.g. 'make', 'do', 'wash'). Highlight examples of these in the text on the page.
- Words such as 'or' and 'and' indicate that there is more than one instruction in the sentence, as do commas separating items on a list.
- Point out the importance of words that give more information about imperatives (e.g. *always* wash ... , *never* use ... , *after* visiting ...) and those that indicate the conditions that apply to imperatives (e.g. *if* there is a high risk ...; *when* washing hands ...).
- Point out that 'it', 'they' or 'them' will refer to something from earlier in the sentence.
- There are opportunities within the text for additional work with ESOL learners on the language of instructions and sentence structure.

Curric. refs	NOS/NVQ	Key Skills
Rt/L1.1	Unit G1	C1.2
Rt/L1.2	Unit G5	
Rt/L1.5	Unit H5	
Rs/L1.1	Units H7–15	
Rw/L1.2		

### Task 1

Understand features of instructions

Rt/L1.1

Rt/L1.2

Rt/L1.5

Rs/L1.1

Rw/L1.2

- Point out that each salon will have its own way of doing things. The Head lice procedure in the Source material is an example, and is not necessarily the correct one to follow in learners' workplaces.

- Ensure learners understand the task.
- Remind learners of the language features discussed on the focus page. Can they spot some of the features already discussed (e.g. command words)?

#### *If the learner has difficulty*

- Ask learners to highlight any words they find difficult. Discuss these words and ask learners to think of alternative ways of saying the same thing. Remind them that they can look up words in the dictionary or glossary, and support them to use both as necessary.
- Point out to learners that to find specific information they need to scan the procedure for specific statements, spotting key words to help them, and then read the statements in detail (being careful to notice small words like 'not', which could alter the way you answer the question).
- Dyslexic learners may have difficulty tracking along a line of text and returning to the beginning of the next line. Many dyslexic learners lose their place when reading. Holding a piece of card or ruler *above* the line being read and moving it down as text is read helps the learner to predict what is coming because the card is not obscuring the text. Encourage learners to use this technique when reading in detail (e.g. work procedures, policy documents). Alternatively, put each stage of the text on a separate card or sticky note (number them). Each one can then be dealt with individually and in sequence.

#### **Extension**

Ask learners to record someone following a set of instructions (e.g. a work procedure), perhaps using a digital camera. Use the pictures as the basis for matching instructions to what is actually happening, or for writing a new set of instructions.

## **Theme assessment**

- Ask learners to look in their own induction packs for a page that includes instructions or procedures and to analyse it using the features discussed on the focus page.
- Explain it to a colleague.

# Hygiene

## Focus

One of **your** responsibilities is to minimise the possible spread of infection or disease in the salon. One way to do this is to keep yourself and everything in the salon clean.

You may need to follow the guidelines from your employer.

Look out for direct orders.

**Wash** all surfaces within the salon, ...

Look out for more than one thing in a sentence.

... wipe it over with a spirit-based antiseptic **and** allow to dry naturally.

Clean mirrors daily with warm water and detergent **or** a spirit-based cleaner.

Look out for dos and don'ts.

**Always** wash your hands after visiting the toilet ...

**Never** use the sink in the staffroom for cleaning equipment.

Know what each sentence is about.

If there is a high risk of contamination to **a surface**, wipe **it** over with a spirit-based antiseptic.

Look out for things that must be done if something else happens.

**If** there is a high risk of contamination to a surface, wipe it over with a spirit-based antiseptic.

## CLEANING AND HYGIENE PROCEDURES

- Wash all surfaces within the salon, including reception, stock preparation and staff areas, with hot water and detergent every day. If there is a high risk of contamination to a surface, wipe it over with a spirit-based antiseptic and allow to dry naturally.
- Clean mirrors daily with warm water and detergent or a spirit-based cleaner.
- Each client must have a fresh, clean towel and gown.
  - Soiled gowns and towels must be placed in the bins provided.
  - Towels and gowns must be washed and dried, following the instructions on the machine.
- Wash all equipment such as combs, brushes and curlers in hot water and detergent after each client.
- Sterilise or disinfect equipment if it has come into contact with cuts, wounds or skin conditions.
- Sterilise or disinfect all equipment daily. Refer to suppliers' recommendations for correct dilution and immersion times.
- Change sterilising or disinfecting solutions daily.
- Never use the sink in the staffroom for cleaning equipment.
- Always wash your hands after visiting the toilet, using the personal wash basin provided. Do not wash your hands in a sink.
- When washing hands, please follow the hand washing technique instructions above every personal wash basin.

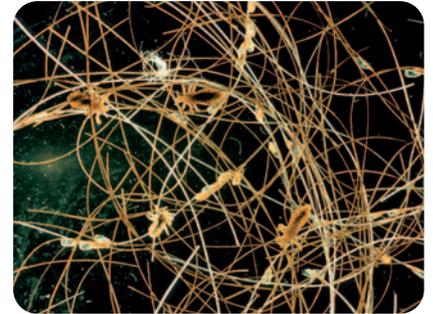
Look out for the order in which things must be done.

Always wash your hands **after** visiting the toilet ...

# Hygiene

## Task

During a consultation, Gemma discovers that a regular client has head lice. What should she do?



### Task 1

Use the Head lice procedure from the Source material to check that she does it right.

Tick (✓) the things she does correctly.

Put a cross (✗) by the things she does wrong.

1 *COME AND LOOK AT THIS! MRS HARRIS HAS GOT NITS!*

2 *(whispering)*  
*Barbara, could you come over and check something on Mrs Harris's hair for me?*

3 *Don't worry. It's got nothing to do with your age or how clean you are. Anybody can get lice. They like clean hair.*

4 *Treat yourself with some lotion from the chemist, but don't worry about the rest of your family.*

5 *Can I make you another appointment for next week? We can check your scalp for you and finish your treatment.*

### 6 Five minutes later ...

*Right, who's next? Mrs Cole. I'll just find my comb and scissors and I'll be right with you.*

7 *I'd better boil the towels and gown that the client was using.*

8 *It's a good job I hadn't started cutting. I would have had to put all the hair I'd cut off into a double bag if I had.*

### 9 At lunch time ...

*I've got to pop out to the chemist for some head lice lotion.*

### 10 At the end of the day ...

*I'm off home. Is there anything I need to report to my line manager before I go? No. Bye, everybody!*

## PAGES 4:17–4:19

## Reporting accidents

## Occupational setting

All accidents in the workplace must be recorded, however minor they appear to be. The usual system is for minor accidents to be recorded in an accident book, where details of date and time etc. are kept to a minimum. More serious accidents, however, will be reported in full, using RIDDOR (Reporting of Injuries, Diseases and Dangerous Occurrences Regulations) forms or similar work-specific forms. Practices for completing these forms vary: in some work settings completing the forms is entirely the responsibility of the supervisor; in other settings employees at all levels are expected to complete accident reports. Recording information clearly and accurately is essential in many aspects of work. Workers share the responsibility with the employer for the safety of those around them. Recording an accident carefully (whether verbally or in writing) may help to ensure that a similar accident never happens again. This theme has applications for use with the *Habia Learning Support Pack for Hairdressing: Level 2, Unit G1* – ‘Ensure your actions reduce risks to health and safety’.

## Materials

Blank accident report form from the Source material (0:46)

Completed accident report form from the Source material (0:47)

## Learning outcomes

- 1 To understand and use the format and structure of an accident report form (focus page 4:17, Task 1)
- 2 To record dates and times clearly (focus page 4:17, Task 1)
- 3 To distinguish between fact and opinion (focus page 4:18, Task 1)
- 4 To judge how much to write and the level of detail to include (focus page 4:17, Task 1)
- 5 To proofread work for accuracy (focus page 4:18, Task 1)

## Suggested teaching activities

## Introduction

- Discuss learners’ experiences of completing accident report forms. Discuss the kinds of accidents that might happen at work, and which ones should be reported. Any accident that results in injury *must* be reported to the employer. The employer decides which accidents need to be reported to the Health and Safety Executive. This means that the employer needs all the facts, as quickly and accurately as possible – the employer has to report the incident within ten days.
- Discuss accuracy. Write down some sentences about an accident, and ask learners to pick out the most accurate description. The sentences could be relevant to the particular learner, or you could use these:
  - He hurt his head.
  - He knocked his head on the sink.
  - He was kneeling down wiping the floor when he stood up too fast and bumped his head something rotten.
  - He was kneeling down to mop up some water on the floor. He stood up, knocking the back of his head on the bottom of the sink.
  - He banged his head on that sink that Dora complained about last year; it really sticks out at a funny angle. It must have given him quite a knock; he’s a very tall man.
- Explain that the information on a form is only useful if it is accurate. Being accurate means including all the important and relevant information but no irrelevant details or opinions. For example, you may know that the weather was fine, that it was the third Monday of the month and that someone else had complained about the sink; however, none of those things led to the accident happening this time, so you wouldn’t need to include them.

### Focus page 4:17

- Look at the Blank accident report form from the Source material. Read the section headings together. Check which sections should be filled in and which shouldn't. If the person completing the accident form is the person who had the accident, consider what you could write in section 2 (e.g. 'as above' or 'n/a' (not applicable), or just leave that section blank).
- Look at the headings in each section in turn. Look at section 1, and ask learners to complete this section in pencil or on a blank sheet of paper. In many other countries, addresses are written in a different order to the UK convention; the date may be written with the month first then the day; and not everyone is familiar with the convention of writing am or pm to show whether the time was in the morning or the afternoon.
- Practise writing the address in the correct order:
  - number or name of building, followed by name of street
  - name of village or suburb, if appropriate
  - name of town or city
  - name of county
  - postcode.
- Some learners may like to have their address written on a cue card until they know it from memory.
- Give learners a range of dates written in different ways to write in numbers, with the day first, then the month and finally the year. Some learners may require additional practice with writing dates as numbers.
- Give learners a range of times written in different ways, and ask them to write them using the 12-hour clock and 'am' or 'pm'. Explain that 12.00 pm is noon, and 12.00 am is midnight. Some learners may require additional practice with writing times with am and pm.
- Check that learners know their job titles for the Occupation section.
- Explore ways for learning how to spell difficult or new words to be included on an accident report form. Practise saying words slowly and carefully, breaking them into chunks or syllables. Use a dictionary or a word processor with spell-checking facilities, or even a mobile phone, to check spellings.

### Focus page 4:18

- Read section 2 together and use it as the basis of a discussion about the difference between fact and opinion. Use the glossary to check the meanings of 'fact', 'opinion' and 'phrases'.
- Discuss phrases and words which show that something is an opinion (e.g. 'maybe', 'might have', 'perhaps', 'it's possible', etc.) Point out that if you can use one of these phrases to describe something that happened, then it is probably only your opinion. If there is a way to check what happened, then it is probably a fact.
- Describe a range of accidents relevant to the learners' workplace, and ask them to use these details to complete an accident report. Remind learners to think carefully about how much information to include, whether the information is accurate, and whether you are including facts or opinions. Discuss techniques learners might use to check whether something is a fact or an opinion.
- Ask learners to proofread for accuracy and spelling mistakes.
- Ask learners to read through the Completed accident report form from the Source material, and compare it with their own practice forms. You may want to allow learners to use this for reference when writing their practice reports.

Curric. refs	NOS/NVQ	Key Skills
Wt/L1.2	Level 2 Unit G1	n/a
Wt/L1.4		
Wt/L1.5		
Wt/L1.6		
MSS1/E2.3		

### Task 1

Practise filling in sections of an accident report form

Wt/L1.2

Wt/L1.4

Wt/L1.5

Wt/L1.6

MSS1/E2.3

- Explain to learners that they are going to use the information in the task to complete an accident report form. They should read through all the information first before they start to fill in the form.

- Ensure learners have a copy of the Blank accident report form from the Source material.

#### *If the learner has difficulty*

- Different strategies can be used here, depending on the difficulty the learner experiences.
- Give the learner a highlighter pen or a different coloured pen. Ask him or her to find the information which gives the date on which the accident happened. Highlight this date. Practise rewriting the date on a separate sheet until it is in the correct format, then copy it in to the correct place on the form.
- Follow the same process with the time of the accident.
- Ask the learner to read each statement slowly, looking for words which show that a statement is an opinion. When they have found an opinion, cross it out. Check each remaining statement, and highlight it or underline it in a bright colour. Carefully copy each one onto the form.
- Ask learners to practise writing their name and address repeatedly until it becomes automatic. Help by writing lightly in pencil and allowing the learner to write over it at first; then write only key difficult words lightly in pencil (like Cambridge, Walthamstow, Wretherington Avenue), in the correct place, so that most of the address is written unaided. Finally ask the learner to write the address entirely on their own.
- Allow learners to cut the information from the task and stick it in the correct place on the form, copying the words in their own hand afterwards.
- Describe the scenario verbally, then go through the form, asking the learner what you should write in each section. Scribe the learner's words onto the form if they find the writing aspect onerous.
- ESOL learners may require work on past tenses.

#### *Extension*

Ask learners to write a two-paragraph report about the accident in the task for their manager or supervisor. The first paragraph should describe the accident, using only facts. The second paragraph should explain their opinion on how a similar accident could be prevented from happening again.

## Theme assessment

Give learners a work-related accident scenario and ask them to complete the workplace accident report form as though the accident happened to him or herself.

# Reporting accidents

**Focus**

By law, an accident report form must be filled in whenever anyone has an accident at work. It has to be a clear and accurate record. You might be required to fill the report in yourself or report the information to someone else who will fill in the form.

## 1 Fill in the form correctly and clearly.

There are three main things to think about when filling in a form.

- 1 Fill in the form correctly and clearly.
- 2 Include only facts, not opinions.
- 3 Check carefully to make sure the information is accurate.

ACCIDENT RECORD	
<b>1 About the person who had the accident</b>	
Name _____	
Address _____	Postcode _____
Occupation _____	
<b>2 About you, the person filling in this record</b>	
If you did not have the accident, write your address and occupation.	
Name _____	
Address _____	Postcode _____
Occupation _____	
<b>3 About the accident</b> <i>Continue on the back of this form if you need to</i>	
Say when it happened. Date ____ / ____ / ____	Time _____
Say where it happened. State which room or place. _____	
Say how the accident happened. Give the cause if you can. _____	
_____	
_____	
If the person who had the accident suffered an injury, say what it was. _____	
_____	
Please sign and date the record.	
Signature _____	Date ____ / ____ / ____
<b>4 For the employer only</b>	
Complete this box if the accident is reportable under the Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 1995 (RIDDOR)	
How was it reported? _____	
Date reported ____ / ____ / ____	Signature _____

Use the section headings to find out which parts to fill in.

Use the headings within the section to find out what information is required where.

Section 3 asks you to describe the accident. It is split into:

- when it happened
- where it happened
- how it happened
- the injury that the accident resulted in (e.g. muscle strain, sprain, broken bone, concussion).

### Tips for writing dates clearly

Dates should be written with the day, month and year.

For example 10th June 2005  
= 10/06/05.

How would you write 10th October 2005?

### Tips for writing times clearly

You should show whether the accident happened in the morning (am) or afternoon/evening (pm).

For example, 9 o'clock in the morning = 9.00 am.

How would you write  
6 o'clock in the evening?

# Reporting accidents

Focus

## 2 Include only facts, not opinions.

- A fact is something that is true and can be proved.
- An opinion is someone's point of view – not everyone would agree with it.

### For example:

- **Fact:** There are 7 days in a week.
- **Opinion:** Saturday night is the best night of the week.



*I didn't see exactly what she was doing. I think she was mixing colour for a client. She told me that some of the liquid had splashed in her eye. I suppose she was in too much of a hurry.*

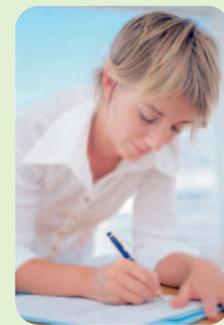
What other phrases show someone is giving an opinion?

- The **facts** in this spoken description are underlined.
- The other two sentences are **opinions**.
- Opinions often start with phrases like 'I think' and 'I suppose'.

## 3 Check that information is accurate.

Whether you or someone else filled in the form, you should:

- read through it to check for spelling mistakes and to make sure it says what you want it to
- OR
- ask someone to read it through for you.



### Tips for filling in forms

- Read the whole form through first so you know what information is required and where to write it.
- Photocopy the form and practise on it before you write it out properly.

### Tip

Look at the example of a Completed accident form from the Source material to see what sort of information might be given.

# Reporting accidents

## Task

### Task 1

You will need the Blank accident report form from the Source material.

- 1 a In which section would you fill in your name, address and occupation if you were reporting an accident that you saw happen to someone else?

\_\_\_\_\_

- b Practise filling in this section with your details. Show it to another person for checking.

- 2 The accident happened on 5th March 2005 at 4 o'clock in the afternoon. Write this information in the correct way and in the correct places in Section 3 of the form.

- 3 Tick (✓) the other details below that should be included in Section 3.

- The accident happened by the wash basins.
- I saw it happen.
- There was a pile of towels on the floor.
- Jenny tripped over the towels.
- I suspect she wasn't looking where she was going.
- She fell on her right arm.
- I thought she had broken her arm, but it was OK.
- I think someone hadn't done the cleaning up properly, as usual.
- She was taken to Casualty.
- I think it could have been a lot worse than it was.
- The doctor said that her arm was badly bruised.

- 4 Use the facts that you've ticked above to complete Section 3 of the accident report form.

When you have finished, check the form through carefully and correct any mistakes.

ACCIDENT RECORD	
<b>1 About the person who had the accident</b>	
Name _____	
Address _____	Postcode _____
Occupation _____	
<b>2 About you, the person filling in this record</b>	
If you did not have the accident, write your address and occupation.	
Name _____	
Address _____	Postcode _____
Occupation _____	
<b>3 About the accident</b> <i>Continue on the back of this form if you need to</i>	
Say when it happened. Date ____ / ____ / ____	Time ____
Say where it happened. State which room or place. _____	
Say how the accident happened. Give the cause if you can. _____	
_____	
_____	
If the person who had the accident suffered an injury, say what it was. _____	
_____	
Please sign and date the record.	
Signature _____	Date ____ / ____ / ____
<b>4 For the employer only</b>	
Complete this box if the accident is reportable under the Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 1995 (RIDDOR)	
How was it reported? _____	
Date reported ____ / ____ / ____	Signature _____

### Tips

- Check what information needs to go in Section 3.
- Choose the sentences that are facts.

### Remember!

Use the headings to help you put the information in the correct places.

# Check it

Please note that copies of pages 0:24, 0:39, 0:40, 0:43, 0:45 and 0:46 from the Source material are needed.

Use the Contents page from the Source material (page 0:24) to answer questions 1 and 2.

1 What page would you look at to find out about colouring hair?

- A 156
- B 180
- C 190
- D 223

Rt/L1.5

2 What will you find information about on page 129?

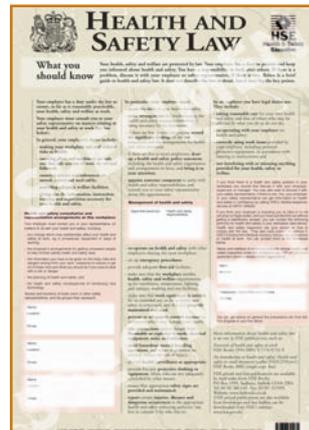
- A drying hair
- B perming and neutralising hair
- C relaxing hair
- D setting hair

Rt/L1.5

Use the Health and safety law poster from the Source material (page 0:39) to answer questions 3 and 4.

3 Whereabouts on the poster is the information about your employer's **particular** duties?

- A on the left-hand side
- B in the middle
- C on the right-hand side
- D The information is not on the poster.



Rt/L1.4

4 Which of the following duties is the responsibility of the employee?

- A to provide adequate first-aid facilities
- B to set up emergency procedures
- C to prevent or adequately control exposure to substances that may damage your health
- D not to interfere with or misuse anything provided for your health, safety or welfare

Rt/L1.5

5 Look at the Fire action notice from the Source material (page 0:40). Which of these actions should you do last on discovering a fire?

- A Report to the assembly point in the car park.
- B Tackle the fire with the appliances provided it is safe to do so.
- C Dial 999 to call the fire brigade.
- D Leave the building by the nearest exit.



Rt/E3.8

6 Read what the trainer says about personal protective equipment. What two items of personal protective equipment should you wear when using perm lotion?

*The chemicals used in perm lotion can cause a colour change in fabrics and irritate the skin. When you're perming hair, you want to avoid splashes getting onto the client's clothes and skin, particularly around the neck area. Make sure your client's in a chemical gown and two towels for extra protection and a plastic cape. You should wear a plastic apron and gloves to protect your clothes and hands. The gloves may not look pretty but nor does dermatitis – believe me, I know!*

- A chemical gown and gloves
- B plastic cape and towels
- C chemical gown and plastic cape
- D plastic apron and gloves

Rt/E3.8

7 Read the Safety in the salon information sheet from the Source material (page 0:43). Which of these is *not* a common cause of injury in a salon?

- A falling objects
- B damaged or broken equipment
- C fire
- D stepping on and bumping into things

Rt/E3.5

Use the Head lice procedure from the Source material (page 0:45) to answer questions 8 and 9.

8 Which of these things should you *not* do if you suspect that a client has head lice?

- A Offer to treat the lice in the salon.
- B Tell the client that they will be welcome back once the infestation is cleared.
- C Soak your tools in disinfectant for one hour.
- D Treat yourself with an insecticide lotion from the chemist.

Rt/L1.5

- 9 Who must you always inform of an incident of head lice in the salon?
- A the other clients in the salon
  - B your line manager
  - C a senior colleague
  - D your friends

Rt/L1.5

- 10 Look at the Blank accident report form from the Source material (page 0:46). Which section of the accident report form should the employer complete?
- A section 1
  - B section 2
  - C section 3
  - D section 4

Rt/L1.4

# Audio

## PPE

### PAGE 4:11

#### 16

OK. This is what you need when you're highlighting a client's hair using foils. Make sure the client has a cutting gown and that it covers all the clothes, and put a towel around the shoulders. You can clip this with a sectioning clip if necessary. You should wear a disposable plastic apron and plastic gloves. Basically, if the bleach splashes onto your skin, it can cause a burn or irritation. If it gets onto clothes, it takes the colour out of them.

### PAGE 4:12

#### Task 1 17

The chemicals used in perm lotion can cause a colour change in fabrics and irritate the skin. When you're perming hair, you want to avoid splashes getting onto the client's clothes and skin, particularly around the neck area. Make sure your client's wearing a chemical gown, *two* towels for extra protection *and* a plastic cape. You should wear a plastic apron and gloves to protect your clothes and hands. The gloves may not look pretty but nor does dermatitis – believe me – I know!

# Answers

## PAGES 4:1-4:2

### Finding information

#### Task 1

- 1 Looking Great Hair and Beauty Salons Staff Handbook
- 2 Section 2
- 3 9
- 4 Personal appearance of nail technicians
- 5 no
- 6 no
- 7 no
- 8 Denim is not allowed.
- 9 if permission is given by the manager
- 10 stylists

## PAGES 4:3-4:4

### Policies and codes of practice

#### Task 1

- 1 on the right-hand side
- 2 on the left-hand side
- 3 in the middle

#### Task 2

Duties	Responsibility	
	Employer	Employee
drawing up a health and safety policy statement	✓	
not interfering with or misusing anything provided for health, safety and welfare		✓
ensuring articles and substances are moved, stored and used safely	✓	
assessing the risks to your health and safety	✓	
co-operating with employer on health and safety		✓
setting up emergency procedures	✓	
providing health surveillance as appropriate	✓	

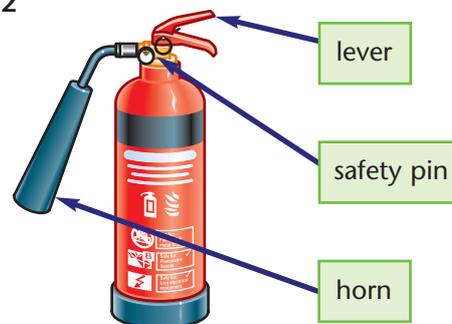
taking reasonable care of own health and safety as well as that of work colleagues		✓
providing adequate first-aid facilities	✓	
using equipment correctly in accordance with training or instructions		✓
discussing or reporting any health and safety problems in the workplace		✓

## PAGES 4:5-4:7

### Fire extinguishers

#### Task 1

- 1
  - a catches fire easily
  - b petrol
  - c things you should do
  - d the bottom
  - e electricity
  - f things made of fabric
- 2



#### Task 2

- 1 Already completed

- 2
 

**Do not use on:**

  - electrical equipment
  - metal fires

- 3
 

**Use on:**

  - wood
  - paper
  - textiles

- 4 Carbon dioxide

**PAGES 4:8–4:10****Fire action****Task 1**

- 1 4 times
- 2 a chosen place for people to gather if there is a fire
- 3 allowed or given permission
- 4 fight
- 5 set the fire alarm off
- 6 fire extinguisher and fire hose

**Task 2**

- 1 Do not run.  
Do not panic.  
Do not return to the salon unless you are told by the fire officer that it is safe to do so.
- 2 leave (also 'do', 'run', 'panic')  
stop  
wait (also 'take')
- 3 Break the glass on the fire alarm.

**Task 3**

- |                    |  |
|--------------------|--|
| 1 car park         | Fire action notice and Fire evacuation procedure |
| 2 the fire officer | Fire evacuation procedure                        |
| 3 999              | Fire action notice                               |
| 4 the nearest      | Fire action notice                               |

**PAGES 4:11–4:12****PPE****Focus**

When	highlighting using foils
Who/What	client: cutting gown and a towel stylist: disposable plastic apron and plastic gloves
Why	stop splashes of bleach from getting onto and damaging clothes or skin

**Task 1**

- 1 perming hair
- 2 to protect the stylist's clothes and hands
- 3 to protect the skin round the client's neck and to protect the client's clothes
- 4 The labels should include a chemical gown, two towels and a plastic cape for the client and a plastic apron and gloves for the stylist.

**PAGES 4:13–4:14****A risky business****Focus**

The hazards are:

- 1 a hairdryer lead trailing across the floor for people to trip over
- 2 a puddle of water on the floor which someone could slip on
- 3 a damaged flex on the hairdryer which could cause electrocution

Ways of dealing with the hazards:

- 1 It is best to wind the lead up rather than leave it trailing. If leads have to go across the floor they should have a protective rubber covering. The staff guidelines suggest you report it to the supervisor. Your own guidelines might give you different instructions.
- 2 Spillages such as water should be mopped up straight away. Wet floor signs should be put up to stop people treading on the spillage.
- 3 You should stop anyone using the hairdryer, turn it off and remove it straight away. You should also report it.

**Task 1**

The dangerous situations in the picture are:

- 1 a person standing on a chair to lift a heavy box down from a high shelf
- 2 a clock hanging off the wall by a thin piece of wire above a person's head
- 3 boxes stacked up against a fire exit so that they are blocking it

**Task 2**

You may have decided to do this:

- 1 Tell the person to come down from the chair because it is dangerous. Fetch the correct equipment, such as a lifting aid or a stepladder.
- 2 Make sure other staff know that the clock is not safe, then report it to your supervisor.
- 3 Remove the boxes. If they are empty you might ask for them to be taken to a recycling bin.

## PAGES 4:15-4:16

## Hygiene

## Task 1

- 1 X Gemma is not being discreet.
- 2 ✓ Gemma is following point 3 of the procedure.
- 3 ✓ Gemma is being reassuring.
- 4 X The whole family should be treated as well as the person who has lice.
- 5 ✓ Gemma is following point 9 of the procedure.
- 6 X Tools should be soaked in disinfectant for one hour.
- 7 ✓ Gemma is following point 10 of the procedure.
- 8 ✓ Gemma is talking about point 15 of the procedure.
- 9 ✓ Gemma is following point 13 of the procedure.
- 10 X Gemma must always inform her line manager of any incidences of lice in the salon.

## Check it

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

## PAGES 4:17-4:19

## Reporting accidents

## Focus 4:17

The date would be 10/10/05.

The time would be 6:00pm.

## Task 1

- 1 a Section 2  
b Your name, address, postcode and job title should be on this section of the form.
- 2 Date   05   /   03   /   05   Time   4.00 pm
- 3 The accident happened by the washbasins.  
I saw it happen.  
There was a pile of towels on the floor.  
Jenny tripped over the towels.  
She fell on her right arm.  
She was taken to Casualty.  
The doctor said that her arm was badly bruised.
- 4 Say where it happened. State which room or place. \_\_\_\_\_  
  By the washbasins.    
Say how the accident happened. Give the cause if you can. \_\_\_\_\_  
  I saw it happen. There was a pile of towels on the floor. Jenny tripped over the towels. She fell on her right arm. She was taken to Casualty.    
\_\_\_\_\_  
\_\_\_\_\_  
If the person who had the accident suffered an injury, say what it was. \_\_\_\_\_  
  The doctor said that her arm was badly bruised.