

# Unit 1: Monitor and Maintain Health and Safety Practice in the Salon

<b>Unit code:</b>	<b>R/600/8780</b>
<b>QCF Level 3:</b>	<b>BTEC Nationals</b>
<b>Credit value:</b>	<b>4</b>
<b>Guided learning hours:</b>	<b>29</b>

## ● Aim and purpose

This is a preparation for work unit, which is based on capability and knowledge. This unit is about making sure that statutory and workplace instructions are being carried out in order to monitor the operation of health and safety procedures.

This unit applies to hairdressing, beauty and barbering salons.

## ● Unit introduction

Health and safety practices are of paramount importance in the hair and beauty sector, to ensure the safety of clients and staff. This gives learners the knowledge, understanding and skills required to monitor and maintain health and safety practice in the salon.

In this unit learners will explore why and how to carry out a risk assessment, including the actions to take following a risk assessment. Learners will also develop the skills needed to monitor and support the work of others to ensure compliance with health and safety requirements. In order to do this, learners will study the appropriate health and safety requirements, including the support that should be given to staff.

Learners will also study procedures for dealing with different types of security breaches and the need for insurance.

This unit gives learners a solid foundation in health and safety practices in the salon, which is essential for many of the practical beauty therapy units in these qualifications. It is recommended that this unit is delivered early in the course.

## ● Learning outcomes

**On completion of this unit a learner should:**

- 1 Be able to carry out a risk assessment
- 2 Be able to monitor health and safety in the salon.

# Unit content

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## 1 Be able to carry out a risk assessment

*Risk assessment:* procedures (identification of hazards, assessment of who might be harmed and how, evaluation of risks, risk rating, decide on precautions, recording of findings and implementation of them, review of assessment and update if necessary); reason for carrying out risk assessments (legal requirement, ensure health and safety of others); when risk assessments should be carried out; actions to take following risk assessment eg ways to reduce risks, report hazards

## 2 Be able to monitor health and safety in the salon

*Health and safety requirements:* salon requirements; current and relevant legislation eg Health and Safety at Work Act 1974, Control of Substances Hazardous to Health (COSHH) Regulations 2002, The Personal Protective Equipment (PPE) at Work Regulations 1992, Management of Health and Safety at Work Regulations 1999 (2003 amendment), The Workplace (Health, Safety and Welfare) Regulations 1992, The Manual Handling Operations Regulations 1992, Electricity at Work Regulations 1989, Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) 1995, Provision and Use of Work Equipment Regulations 1998, Health and Safety (First Aid) Regulations 1981, Cosmetic Products (Safety) Regulations 2004, Environmental Protection Act 1990, Health and Safety (Display Screen Equipment) Regulations 1992 (amended 2002), The Controlled Waste Regulations 1992 (as amended in 1993), The Special Waste Regulations 1996 (as amended), Health Act 2006

*Health and safety support that should be provided to staff:* safe working environment; PPE; safe working equipment

*Security breaches:* types of breach (premises, stock, salon equipment, till, personal belongings, client records); procedures for dealing with different types of security breach eg stock control, regular stock checks, staff training on security, manning the till

*Insurance:* need for insurance (compensation in event of loss incurred during work); types of insurance (professional indemnity insurance, public liability insurance)

## Assessment and grading criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria for a pass grade describe the level of achievement required to pass this unit.

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
<b>P1</b> carry out risk assessments and take necessary actions [IE1, TW5, SM4]	<b>M1</b> carry out risk assessments in some detail and take necessary actions	<b>D1</b> carry out comprehensive risk assessments and take necessary actions
<b>P2</b> state the reason for carrying out risk assessments	<b>M2</b> explain the reason for carrying out risk assessments	<b>D2</b> evaluate a risk assessment
<b>P3</b> describe the procedures for carrying out a risk assessment	<b>M3</b> explain actions to take following a risk assessment	
<b>P4</b> describe when risk assessments should be carried out		
<b>P5</b> outline necessary actions to take following a risk assessment [EP3, RL5]		
<b>P6</b> monitor and support the work of others to ensure compliance with health and safety requirements [TW3, TW6]	<b>M4</b> assess the work of others in terms of being compliant with health and safety requirements	<b>D3</b> recommend improvements in order to comply with health and safety requirements.
<b>P7</b> outline the health and safety support that should be provided to staff [IE2]	<b>M5</b> assess the health and safety support that is provided to staff	
<b>P8</b> outline procedures for dealing with different types of security breaches	<b>M6</b> review the effectiveness of procedures for dealing with different types of security breaches.	
<b>P9</b> explain the need for insurance.		

**PLTS:** This summary references where applicable, in the square brackets, the elements of the personal, learning and thinking skills applicable in the pass criteria. It identifies opportunities for learners to demonstrate effective application of the referenced elements of the skills.

Key	IE – independent enquirers CT – creative thinkers	RL – reflective learners TW – team workers	SM – self-managers EP – effective participators
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# Essential guidance for tutors

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## Delivery

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

It is strongly recommended that learners undertake this unit first so that they can build their practical skills on a foundation of health and safety working practices as they progress. Health and safety issues are important in most of the units in this programme and learners must apply their understanding of these issues and be able to apply them in the hair and beauty sector.

This unit is about monitoring and maintaining health and safety practices in the salon. Learners should develop their knowledge of the main requirements of the Health and Safety at Work Act and of the associated regulations. They will need to interpret them and apply them to hair and beauty contexts.

In a world of lawsuits and legality it is paramount that learners are made aware of the implications of not abiding by essential legislative guidelines and procedures within the hair and beauty sector. Learners should be encouraged to develop practices that impact positively on their and others' ability to work effectively and safely at all times.

Learners are also expected to know about the procedures for dealing with different types of security breaches and the need for insurance. Guest speakers from the beauty industry could be invited to speak on the potential implications of security breaches and of not having insurance, possibly drawing on actual experiences where appropriate, and with reference to any relevant lawsuits between client and establishment in the hair and beauty sector and their outcome.

The unit can be delivered in a wide variety of contexts. There are lots of useful websites. Alternatively, directed textbook information and worksheets enable learners to focus on the essential learning. Class discussion, case studies and quizzes would be a useful way of extending learners' understanding. Role play of health and safety inspections and carefully staged simulations of dangerous occurrences could be used to bring the subject 'to life' and raise awareness of the importance of health and safety. Tutors should be aware of the implications of the context in which they are delivering the unit and ensure that examples and support materials are relevant and up to date.

Learners should be taught how to carry out risk assessments. They should be aware of the reason for and purpose of risk assessments, when they should be carried out and the actions to take following a risk assessment. Learners could be shown examples of good and unsuitable risk assessments, so they can gain an understanding of good practice.

At this level, learners are expected to be able to monitor and support the work of or more junior members of staff, for example Level 1 and 2 learners. To do this, learners need to be able to offer support and guidance to junior staff members and oversee them following health and safety working practices – reinforced by the Level 3 learner leading by example. However, it is vital that learners recognise the limits of their own responsibility and authority, including when and who to report problems to.

## Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way in planning the delivery and assessment of this unit.

Topic and suggested assignments/activities and/assessment
Introduction to unit and programme of assignments.
<b>Assignment 1: Risk Assessment (P1, P2, P3, P4, P5, M1, M2, M3, M5, M6, D1, D2).</b> Tutor introduction to assignment brief.
Risk assessment: procedures, reasons for carrying out, when risk assessments should be carried out, actions to take following risk assessment. Tutor led discussions. Examples of good practice. Use of task sheets.
Assignment workshop(s).
<b>Assignment 2: Monitoring Health and Safety (P6, P7, M4, D3).</b> Tutor introduction to assignment brief.
Health and safety requirements (including salon's and current legislation). Health and safety support for staff. Learner research, class discussions, guest speakers, for example health and safety officers.
Assignment workshop(s).
<b>Assignment 3: Security and Insurance (P8, P9).</b> Tutor introduction to assignment brief.
Security breaches: type of breach and procedures for dealing with different types of breach.
Insurance: research into need for insurance and types of insurance.
Assignment workshop(s).
Review of unit – recap on topics using quizzes and work experience reports on observed salon health and safety practice.

## Assessment

This unit is assessed by the centre and will be subject to external verification by Edexcel.

Achievement of the assessment and grading criteria should be evidenced through contextualised, vocationally-related experiences, with tasks specifically designed with the assessment and grading criteria in mind. The theoretical aspects of assessment for this unit can be achieved through learners completing centre-devised assignments or adaptations from Edexcel assignments where available. Practical assessment criteria will require observation and completion of relevant documentary evidence by the assessor.

Assessment should be as holistic as possible, with assignments designed to cover multiple assessment and grading criteria, even across units, where appropriate. Reference to assessment and grading criteria should be made in the assessment documentation to ensure the criteria have been met.

P1, M1 and D1 are practical and require learners to carry out a risk assessment and take necessary actions in the salon or in a Realistic Learning Environment. In order to carry out their risk assessment, learners need to identify hazards and risks and the necessary actions to take. P1 should be evidenced through practical observation of learners using their written risk assessment. Learners could either create their own format for the risk assessment, or fill in a pro forma supplied by their tutor/supervisor. Learners need to carry out a risk assessment for P1. To achieve M1, learners should carry out detailed risk assessments considering a range of hazards, while to achieve D1, learners should carry out a comprehensive risk assessment considering for a wide range of hazards and all relevant aspects of health and safety support and taking necessary actions. M5 and M6 can be achieved as part of the risk assessment, through assessing the health and safety support provided to staff and reviewing the effectiveness of procedures for dealing with different types of security breaches.

These criteria must be assessed through observation and evidenced with a signed witness testimony, with assessor feedback documentation as supplementary evidence.

P2, P3, P4, P5, M2 and M3 are theory based and require learners to demonstrate knowledge and understanding of risk assessments.

Learners must be able to state and explain the reason for carrying out risk assessments, describe the procedures for carrying out risk assessments, describe when risk assessments should be carried out and outline the necessary actions to take following a risk assessment. To achieve M3, learners need to demonstrate their understanding of and explain the actions to take following a risk assessment. For D2, learners need to evaluate their risk assessment.

For P6, learners need to monitor and support the work of others (for example junior and new members of staff) to ensure compliance with health and safety requirements in the salon/Realistic Learning Environment. Learners must be practically observed and this must be evidenced with a signed witness testimony and/or assessor feedback documentation.

For M4, learners need to assess the work of others in adhering to compliance with health and safety requirements. D3 requires learners to recommend improvements to others' work in order to comply with health and safety requirements. These criteria could be evidenced in the form of an evaluation/performance review.

P7, P8 and P9, are theory based and require learners to outline the health and safety support that should be provided to staff, outline procedures for dealing with different types of security breaches, and explain the need for insurance. This could be evidenced and assessed as a short-answer paper (written or delivered orally), or a number of smaller assignments, such as one or more of the examples below:

- a leaflet or poster for staff about the organisation's health and safety procedures suitable for display in the staffroom
- a health and safety induction manual for new staff
- an internal and external salon security and insurance guideline poster.

It is essential that learners are given opportunities to achieve all the assessment and grading criteria through the assignments. The knowledge gained in this unit is embedded in all practical units so it is possible to cross-unit assess.

It is recommended good practice for tutors to hold regular assignment workshops where learners bring in their assignment work and work on it, consulting with the tutor when necessary. Signed witness testimonies and observation records must be retained for verification purposes, including tape recordings of oral evidence. Supplementary evidence in the form of photographs and consultation record cards could also be provided.

### Programme of suggested assignments

The table below shows a programme of suggested assignments that cover the pass, merit and distinction criteria in the assessment and grading grid. This is for guidance and it is recommended that centres either write their own assignments or adapt any Edexcel assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
P1, P2, P3, P4, P5, M1, M2, M3, M5, M6, D1, D2	Risk Assessment	Carry out a risk assessment and take necessary actions. Produce a report detailing procedures and findings.	Practical observation, with signed witness testimony. Written report authenticated by the assessor. Photographs as supplementary evidence.

Criteria covered	Assignment title	Scenario	Assessment method
P6, P7, M4, D3	Monitoring Health and Safety	Monitor and support the work of others to ensure compliance with health and safety requirements over a period of time.  Produce a report detailing findings.	Written report authenticated by the assessor.
P8, P9	Security and Insurance	Create a training pack for new starters, detailing how to deal with different types of security breaches and the need for insurance.	Training pack, with text and pictures marked and authenticated by the assessor.

## Links to National Occupational Standards, other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit links to the following NOS: G22 Monitor procedures to safety control work operations. This unit forms part of the BTEC hair and beauty sector suite. This unit has particular links with the following unit titles in the hair and beauty sector.

Level 2	Level 3
Follow Health and Safety Practice in the Salon	Workplace Practice and Procedures in Beauty-related Industries

## Essential resources

Learners will need access to a salon environment that meets the requirements of a Realistic Learning Environment, as outlined in *Annexe F*. Tasks must be undertaken in a safe place of work with adequate heating, lighting, ventilation and access to both washing and first-aid facilities.

## Employer engagement and vocational contexts

Learners would benefit from listening to guest speakers discussing telling them about their experiences of health and safety issues in the hair and beauty sector. It would also be useful if learners undertook work experience in a salon to appreciate the importance of health and safety.

## Indicative reading for learners

### Textbooks

Asbury S and Ash well P – *Health & Safety, Environment and Quality Audits: A risk-based approach, 2nd Edition* (Butterworth-Heinemann, 2007) ISBN 9780750680264

Duncan M, Cahill F and Heighway P – *Health and Safety at Work Essentials: The One-stop Guide for Anyone Responsible for Health and Safety Issues in the Workplace, 5th Edition* (Lawpack, 2006) ISBN 9781905261246

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

## Journals and magazines

*Guild Gazette* (Guild of Professional Beauty Therapists)

*Habia News* (Seed Publishing Limited)

*Hairdressers Journal International* (Reed Business Information)

## Websites

[www.businesslink.gov.uk](http://www.businesslink.gov.uk)

Business link-practical advice for business

[www.habia.org](http://www.habia.org)

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

[www.healthandsafetymonitor.com](http://www.healthandsafetymonitor.com)

Health and Safety Monitor

[www.hse.gov.uk](http://www.hse.gov.uk)

Health and Safety Executive

[www.ohsonline.com](http://www.ohsonline.com)

Occupational Health and Safety

[www.professionalbeauty.co.uk](http://www.professionalbeauty.co.uk)

Professional Beauty



## Delivery of personal, learning and thinking skills

The table below identifies the opportunities for personal, learning and thinking skills (PLTS) that have been included within the pass assessment criteria of this unit.

Skill	When learners are ...
<b>Independent enquirers</b>	identifying questions to answer and problems to resolve, by carrying out risk assessments [IE1] planning and carrying out research into the health and safety support that should be provided to staff [IE2]
<b>Reflective learners</b>	evaluating experiences and learning to outline necessary actions to take following a risk assessment [RL5]
<b>Team workers</b>	taking responsibility, carrying out risk assessments and taking necessary actions [TW5] adapting behaviour when monitoring and supporting the work of others to ensure compliance with health and safety requirements [TW3] providing constructive support and feedback to others, monitoring and supporting the work of others to ensure compliance with health and safety requirements [TW6]
<b>Self-managers</b>	anticipating and managing risks, carrying out risk assessments and taking necessary actions [SM4]
<b>Effective participators</b>	proposing practical ways forward, outlining necessary actions to take following a risk assessment. [EP3]

Although PLTS are identified within this unit as an inherent part of the assessment criteria, there are further opportunities to develop a range of PLTS through various approaches to teaching and learning.

Skill	When learners are ...
<b>Creative thinkers</b>	generating ideas and exploring possibilities, recommending improvements to the work of others in order to comply with health and safety requirements [CT1]
<b>Effective participators</b>	discussing issues of concern, seeking resolution where needed to improve the health and safety of self and others. [EP1]

## ● Functional skills – Level 2

Skill	When learners are ...
<b>ICT – using ICT</b>	
Manage information storage to enable efficient retrieval	researching health and safety legislation
<b>ICT – finding and selecting information</b>	
Use appropriate search techniques to locate and select relevant information	researching health and safety legislation
Select information from a variety of sources to meet requirements of a complex task	researching health and safety legislation
<b>ICT – developing, presenting and communicating information</b>	
Combine and present information in ways that are fit for purpose and audience	writing risk assessments
<b>English – Speaking, listening and communication</b>	
Make a range of contributions to discussions in a range of contexts, including those that are unfamiliar, and make effective presentations	giving feedback
<b>English – Reading</b>	
Select, read, understand and compare texts and use them to gather information, ideas, arguments and opinions	reading health and safety materials and preparing assessments
<b>English – Writing</b>	
Write a range of texts, including extended written documents, communicating information, ideas and opinions, effectively and persuasively	writing a risk assessment.