

G o v e r n m e n t C o n s u m e r S a f e t y R e s e a r c h

Writing Safety Instructions for Consumer Products

dti

Department of Trade and Industry

Preparing for use



DRILLING CAPACITIES

Material	Bit Size	Speed		Depth	
		High	Low	High	Low
Concrete	1/8"	-	1/8"	-	1/2"
Hard Brick	1/8"	-	1/8"	-	1/2"
Soft Brick	1/8"	-	1/8"	-	1/2"
Steel	1/8"	1/8"	1/8"	1/2"	1/2"
Wood	1/8"	1/8"	1/8"	1/2"	1/2"

GENERAL GUIDE TO SPEED VARIATION

Material	Material	Material	Material	Material
Aluminum	Cast Iron	Steel	Brass	Copper
Soft Steel	Hard Steel	Cast Steel	Stainless Steel	Aluminum
Brass	Copper	Aluminum	Cast Iron	Steel
Cast Iron	Steel	Brass	Copper	Aluminum
Stainless Steel	Aluminum	Cast Iron	Steel	Brass
Cast Steel	Hard Steel	Soft Steel	Aluminum	Cast Iron
Brass	Copper	Aluminum	Cast Iron	Steel
Steel	Brass	Copper	Aluminum	Cast Iron



2-speed mechanical gear change (where fitted)

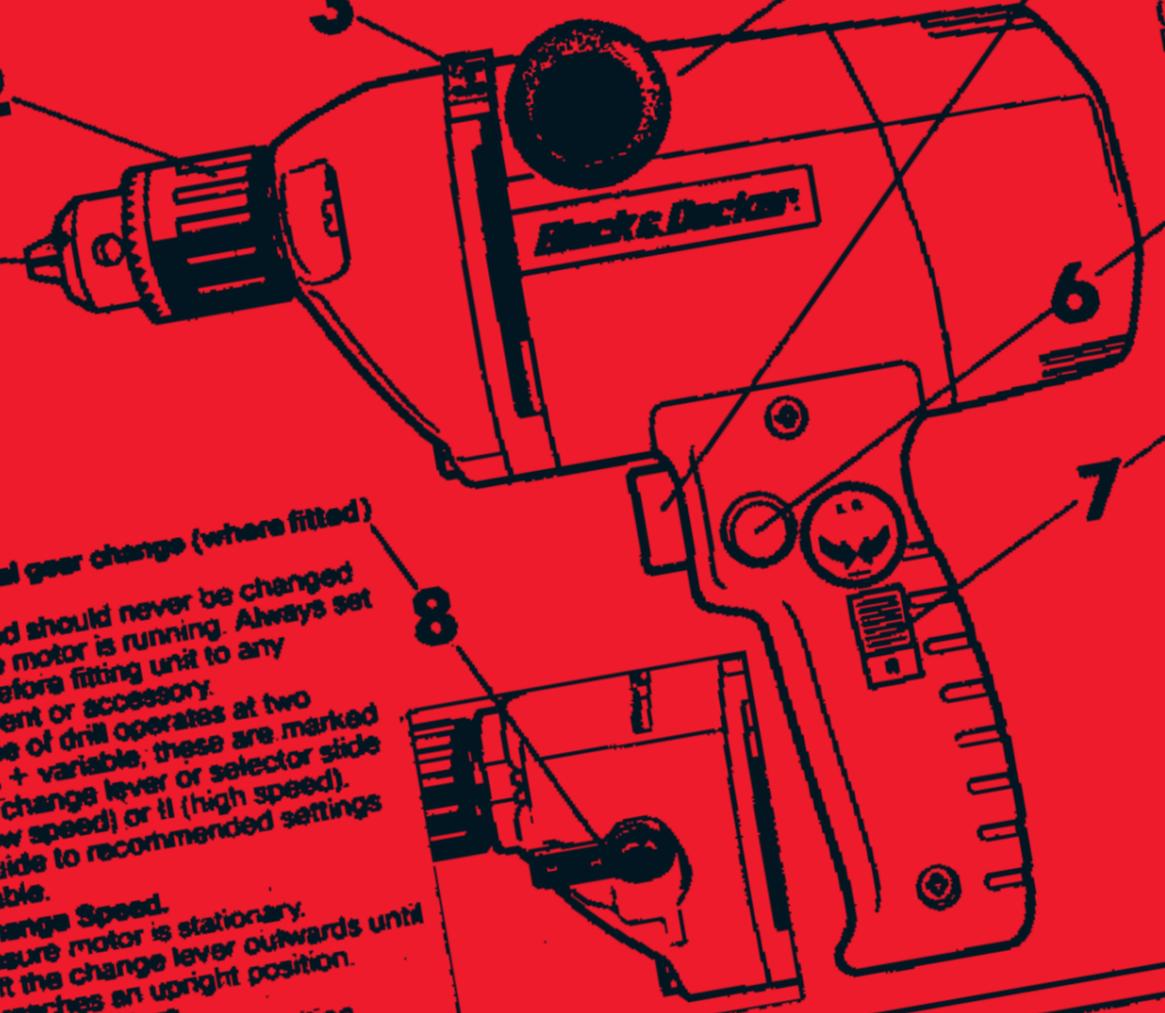
Warning: The speed should never be changed while the motor is running. Always set speed before fitting unit to any attachment or accessory. This type of drill operates at two speeds + variable; these are marked on the change lever or selector slide as 1 (low speed) or H (high speed). For guide to recommended settings see table.

To Change Speed:

1. Ensure motor is stationary.
2. Lift the change lever outwards until it reaches an upright position.
3. Rotate half turn.
4. Snap back to closed position.
5. Rotate chuck half a turn by hand. Alternative speed is now engaged.

Fixed chuck
Chuck not removable.

Hammer action
The hammer action selector is in two positions "DRILL" and "HAMMER" indicated by the drill and hammer signs positioned on the clutch indicated below and right.



Variable speed switch
Speeds between zero and maximum. Useful for increasing or decreasing pressure applied to the trigger.

Variable speed benefits

- Enables you to control the speed to suit the materials being worked.
- (See table left for general guide to speeds in different materials).
- Enables you to gradually increase speed during operation. Particularly useful in screwdriving or in centring when you start to drill.

Lock-on button
The lock-on button is provided to maintain the full speed without having to hold the trigger. To operate—squeeze the trigger fully, depress the lock-on button and release the trigger. To disengage the lock simply squeeze and release trigger.

Chuck rotation selector
A letter 'R' indicates turning to the right (forward).

Reverse
A letter 'L' indicates turning to the left.

The circular label above the Reverse/Forward switch indicates the direction of rotation — as viewed from the back of the drill.

Reversing benefits

- Should the drill bit jam, i.e. in masonry or in 2 or 3 different materials at the same time, you can reverse the drill out of the situation.
- For unscrewing those awkward screws.
- Saves time when there are several screws to remove.

WARNING!
DO NOT OPERATE FORWARD/REVERSE SWITCH WHILE DRILL IS IN MOTION!

Hints on use

General points

- Clamp your work securely.
- Use the recommended speed for the job—see the tables above.
- Don't force the drill—let it work at its own pace.
- Warning:** (2 speed mechanical units only) The speed should never be changed while the motor is running. Set speed before fitting unit to any attachment or accessory.
- Adjustments. Do not attempt any adjustments to the machine and do not fit or demount any accessory until you have disconnected the drill from the power supply.
- Voltage. Make sure that your machine is correct for your supply.
- Current and Power. Your drill is suitable for a.c. supply only. The fuse used in circuit with the machine should be 3 amps.
- See the following hints for drilling in different materials, holesawing and screwdriving.

Wood

1. To start a hole accurately, use a pointed punch or nail to mark the surface.
2. Use A carbon steel twist drills or B or C spade-type bits. Take extra care with a spade-type bit, as it loses its centre guide as it breaks through.
3. To avoid splintering on breaking-through, either clamp a piece of scrap wood to the back of the work, or drill from both sides of the work.



Metals

1. Always clamp sheet metal.
2. Support thin metal with a wooden block to avoid distorting it.
3. Use a punch to mark the position of the hole.
4. Use high speed steel twist drills except for white cast iron. This needs a special carbide-tipped bit.
5. Make a pilot hole first before drilling a large hole.
6. With steel, use oil as a lubricant. With aluminium, use turpentine or paraffin as a lubricant. With brass, copper and cast iron, use no lubricant; withdraw the drill from the hole frequently to let it cool.



Masonry

1. With concrete, hard brick, stone, hard cement and marble, use hammer action, but spot-drill marble without hammer. This needs special percussion drill bits. Suitable Black & Decker bits are:
 - AB172 No 8
 - AB173 No 10
 - AB174 No 12
 - AB175 No 14
- AB170 Set of all four above. These drills are also suitable for drill-only masonry work.
- With tiles, flagstones, soft brick, lime cement, breeze and plaster, use drill-only action.
- Use carbide-tipped bits in good condition; results depend on the quality of the tip.
- Apply steady firm pressure while drilling or hammer-drilling.
- Occasionally withdraw the drill from the hole to clear the dust.



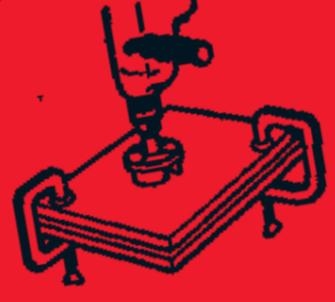
Glass

1. Use a spear-point bit designed for glass.
2. Make sure the glass has a firm flat backing behind it.
3. Build a ring of plasticine or putty around the hole position and fill it with lubricant.
4. With plain glass, lubricate with turpentine or paraffin. With mirrors, use water.
5. Put the drill on the glass and switch on. Do not switch on before the drill is touching the glass.



Holesawing

1. Use a holesaw of the size you want, or one of a set of interchangeable holesaws (Black & Decker accessory no. A8090).
2. Clamp a block of scrap wood behind the material you are cutting, if you possibly can.
3. When holesawing metals, use the correct cutting fluid:
 - steel, use cutting compound;
 - cast iron, use cutting solution (not oil);
 - aluminium, use no fluid.
 (For metal holesawing use the appropriate metal holesaw.)



Screwdriving

1. Use a screwdriving bit suitable for the type of screw.
2. Drill a pilot hole for the screw thread to bite into.
3. Drill a clearance hole for the unthreaded screw shank.
4. If you are using countersunk screws, drill a countersink for the screw heads.



5. Use your screwdriver at the lowest speed.
6. You can buy special combination bits which drill a three holes in one operation.

INTRODUCTION

The need for Safety Information

The General Product Safety Regulations 1994 set out a number of matters which must be taken into account in assessing the safety of a product. These include instructions for assembly, use, maintenance and disposal of the product, as well as warnings given with the goods. Producers have a specific duty to provide consumers with relevant information about risks that may not be immediately obvious to the user of the product. These requirements are in the context of the general duty which the Regulations place on suppliers of consumer goods, to supply products which are safe under normal or reasonably foreseeable conditions of use.

Producers will be aware that the safety of some products is governed by specific regulations which may specify the precise wording of certain safety messages. However, this research has general application for the format and presentation of any safety information where regulations allow discretion in the choice of wording.

The need for research

The Department of Trade and Industry is responsible for the safety of a wide range of consumer products. The Department felt there was scope for improving the content, clarity, conciseness and presentation of many consumer safety instructions, and therefore commissioned a qualitative research study involving talking to consumers and industry.

The overall purpose of the research was to compile a good practice guide to help manufacturers and retailers present safety information in a consumer-friendly way. The main body of the report provides an understanding of the *consumer perspective on safety*: attitudes to safety around the home; behaviour in relation to a number of product areas (excluding medicines, food and cars); reading of product usage and safety instructions, and responses to this information.

The benefits anticipated by the Department for consumers are that more user-friendly instructions will result in the safer use of products. This clearly also has potential benefits for industry in a variety of ways, including brand equity, customer care and litigation.

The report is designed to be of particular interest to those individuals in a company who are involved in the production of consumer safety information. This may include, amongst others, Compliance and Quality Control personnel, the Legal and PR departments, Home Economists, Technical Authors and Graphic Designers. In addition, other bodies, e.g. Standards bodies and Test Houses, may find the report useful.

The role of the report is different from existing guides because it is written to give manufacturers a better awareness and understanding of the consumers needs for safety information. Therefore the report is not overly prescriptive (e.g. specific typeface and print point sizes). Rather, it is

designed as ‘food for thought’ for those involved in the writing and production processes, focusing attention on the consumer as target audience. It does, however, include some suggested checklists for management when producing safety information.

Ultimately, each manufacturer/retailer will make their own informed judgements, in the light of existing regulations/obligations under the law, together with all the other information available to them in-house. Part of the information gathering process, prior to the writing of user/safety instructions, could be for the manufacturer to obtain specific feedback on product/safety information, while conducting any consumer research prior to product launches (e.g. Hall tests).

Clearly, the suggestions contained in the report pertaining to safety instructions, could also have a role in the context of compiling other product and usage information supplied with products.

This report embodies the findings of a wide-ranging study consulting both consumers and industry, and also experts in the fields of safety, plain English and graphic design. Details of the research methodology and sample can be found in the appendices.

The research was structured around several key variables, particularly 5 lifestages, as well as social class and gender. The findings clearly confirm the relevance of lifestage to attitudes to safety. For example, one of the most marked shifts in attitude is moving from pre-family to family status, when even the most cavalier become safety conscious and much more likely to read instructions.

"I never cared about safety before having children."

However, in addition, gender, age, personal experience and personality differences emerged as variables which may also influence people's attitudes and behaviour.

First the report discusses the impact of lifestage and then looks at other variables.

1.1 Lifestage

1.1.1 Teenagers, living at home

Surprisingly perhaps, it appears that many teenagers are well informed about safety and can be active readers of user/safety information. This is often in the context of first-time ownership of certain products, such as electrical goods (e.g. TV, hi-fi) and also personal products (e.g. deodorants). Motivation to read and learn about safety usage can come from unfamiliarity with the particular product and also from pride of ownership and feeling responsible for the item.

***"When I bought my first can of (fashionable brand of male deodorant)
I sat and read all the information..."***

"It's a kind of pride thing..."

***"They (training weights) have what age and what your fitness should be and what
you should start on because you could cause yourself an injury."***

Parents and school are also major sources of information at this lifestage. Teenagers are using a wide variety of products around the home, and from their own accounts, have done so from an early age, e.g. Microwaves. Technology is part of everyday life for them and they feel comfortable and confident in their ability to learn about and use 'new' products.

***"About six years ago, mum told me what to do and what not to do,
trial and error as well." (microwave)***

1.1.2 Pre-family, living independently

There is a mix of different attitudes at this lifestage, chiefly influenced by personality type.

In setting up home for the first time, many young adults are encountering products they have not purchased or perhaps used previously, (e.g. vacuum cleaners, washing machines, lawn-mowers etc.) and as a result take a very responsible attitude to safe usage, especially in the light of the financial investment involved.

"When you're buying it for yourself, and you've spent out all this money... you're more careful with it. You certainly get more aware as you get older."

On the other hand, there is some tendency towards a rather cavalier approach, based on their own perceived competence with technology, alongside the newly found freedom to run the household according to their own rules, without reference to or responsibility for others, (no parents, no children).

"I'm just pressing buttons and then if it doesn't work, 'oh stupid thing'."

"Microwaves are universal - use one and you can use any."

1.1.3 Young family

Almost without exception, moving into parenthood constitutes a huge watershed; from then on everything in the home is seen as a potential danger for children. Parents become very safety conscious, often through experience of accidents in the home, and are constantly on the alert for unexpected and changing hazards as their children grow up. In addition, having children entails the purchase of new and unfamiliar products.

"With kids in mind, everything's dangerous."

"Everything on the floor is potentially dangerous, but there's things you can't avoid, like the washing machine, it's got to be on floor level."

"With the self-assembly furniture, they can shake the cots so the screws come out, so you have to check."

As a result, they are very open to learning about safety issues and are often the most likely to read usage and safety instructions, whatever their inclination may have been previously.

Generally, we would recommend that most safety instructions are as short and concise as possible to encourage consumers to read them. However, there may be scope for including extra, more detailed information with relevant 'family/child' products - because of the particular receptivity of this audience, any extra information would be more likely to be read.

1.1.4 Older family

By this stage, many people feel less anxious about safety around the home. Their children are less of a liability and have learned to follow house safety rules. Also, they themselves are more familiar, through everyday experience and repeat purchasing, with household products and are no longer making frequent first-time purchases.

"Like the tin-opener, if you've got little ones, you'd be perhaps apprehensive about leaving it out, whereas, as they get older, you want to encourage them to use it."

They may read instruction leaflets to check up on new product features but tend to assume that, in matters relating to safety, reputable manufacturers are improving safety features all the time, hence diminishing the need to consult such instructions.

1.1.5 Pensioners

Levels of purchasing vary considerably at this lifestage, and hence exposure to new products and safety/usage instructions. People in this lifestage tend to see themselves both as competent, through a lifetime of experience and as responsible and sensible around the home. This may lead them to feel that they do not need to read safety instructions. However, there is also some sense of vulnerability, either through their own physical limitations or through being confronted with unfamiliar or technologically complex products. This can encourage the reading of safety instructions.

"Older people have more common sense. I've had six children and they got up to all sorts of things."

"I read them more these days because there are new things coming out all the time."

"The older you get, you have to be more vigilant, you get forgetful. When you're younger, you take more chances."

Of all the lifestages, people of this generation seem to have the greatest trust and confidence in the standards of safety adhered to by manufacturers. Consequently, they may be less alert than some younger people to potential dangers.

"There's nothing more they (manufacturers) can do."

Many pensioners, in particular, often have difficulty reading instructions because of the small size of the print and its denseness. However, this was also found to be a common problem for all consumers to varying degrees, depending on the individual's eye-sight.

1.2 Gender

Another factor which influences attitudes to safety is gender. While there are less gender based differences between younger people, especially if they do not have children, older and/or family people tend to divide into gender roles. In these cases, as might be expected, responsibility for safety falls to the partner in charge of that area of the home. Hence, men tend to be responsible for electrical and DIY safety and women for cleaning and personal products, as well as kitchen equipment. Beyond this, men and women do seem to exhibit different approaches to information and safety.

1.2.1 Men

Many men like to feel they are knowledgeable about technical matters and thus may be reluctant to admit to gaps in their knowledge and the need to consult literature. This could result in their taking unnecessary risks. However, this is balanced by a general tendency for men to be more familiar with electrical and DIY equipment through experience at school and while growing up. Interestingly, when men become fathers, they are more likely to read safety instructions, on electrical products in particular, because they feel it is their responsibility not to put their family at risk. They may also take the view that consulting safety and usage information will protect their product guarantee in case of an installation error.

"I see it as my duty not to electrocute my family..."

"If I wired something up wrong and it blew up and I hadn't read the instructions, then it would be my own fault and I couldn't get the item replaced."

1.2.2 Women

In contrast, many women are willing to admit that they often have little detailed knowledge about technical issues, especially electricity. If they are in a gender role they are often happy to rely on their husbands.

"Plugs are my husband's department..."

"All the blokes will think I'm really stupid now but this says at the top 'Warning: this appliance must be earthed'. That don't mean anything to me, so fortunately somebody else did it for me..."

"Is it the brown wires go down to the earth...?" (woman)

"That's the green and the yellow, the earth wire." (man)

Women accustomed to being on their own understandably display a greater knowledge of these matters as there is no-one else to rely on. For those who are recently divorced or widowed this can present quite a challenge. However, women, especially in the older age groups, tend to be more disposed to reading instructions due to conditioning and upbringing.

"I'm now single again, so I'm quite vigilant. I always read all of it."

1.3 Socio-economic status

The sample was structured to take into account a range of socio-economic groups but with a slightly heavier weighting to C2D across the overall sample. This spread was used as a check to ensure that the use of language, and the tone and content of safety instruction leaflets and labels were comprehensible across the spectrum. In the event, many consumers, regardless of socio-economic status, found the language, tone and content in current leaflets obscure and confusing, and all could see room for improvement.

In relation to attitudes to safety, it could not be said that large differences emerged across the socio-economic spectrum.

1.4 Personality-types

Two 'personality' dimensions emerged as particularly relevant, which may overlay any of the previous variables mentioned.

- There are those consumers who are readers (and keepers) of information as opposed to those who tend to disregard and not read this type of information
- There are those consumers who are keen to avoid risks and others who seem bent on taking them

In addition, some consumers are more conformist in their attitudes and feel the compunction to obey rules whereas others tend to be more non-conformist and will make up their own rules.

In general, someone who reads information will also aim to avoid risks and tend to be conformist in outlook. However, there is no necessary correlation as, for example, a reader of information may also be a (well-informed) risk-taker.

"I think there are two categories of people here, for example, when I get anything electrical or that I don't understand, I have to thoroughly read the instructions before I use it. My friend bought the same Hoover on my recommendation and rang me and asked me how to use it, because she never reads the instruction booklet."

"I would just pick it up and plug it in and start pressing buttons, that's the type of person I am. Some people will get out the instruction manual and start reading it."

"I know I shouldn't stand on a wicker chair to change the light bulb, but I still do it... until I have an accident!"

2.0 CONSUMER ATTITUDES AND BEHAVIOUR IN RELATION TO SAFETY

Safety in the home tends to be seen as a matter of common sense, and people often feel that they know what to do, as the do's and don'ts are generally obvious. On the one hand, they distance themselves from "stupid" careless behaviour, yet on the other hand will readily admit to doing things they know are risky and dangerous!

During the process of the consumer research, interviews and group discussions, a large number of accidents and near-misses were recounted. Consumers attributed these incidents either to their own carelessness or to a faulty product. Either way, these 'unexpected' incidents often acted as a catalyst, causing them to reappraise their assumptions and behaviour around safety issues, as well as the risk category of the product in question. Similarly, hearing about other people's experiences, whether from friends and family or through the media, can also change perceptions.

"Most of it is common-sense, but you should still have warnings for complete idiots."

"We're all too confident, you tend to take it for granted."

"The only way to do it was with my bare hands, I know you're not meant to, but a quick in and out..."

"Ironing a shirt and it blew it up in my hand. It was only 6 months old."

"It's only through word of mouth that you hear."

There is a widespread assumption that most manufacturers are doing everything they can to make products as safe as possible, not only for the benefit of the consumer but also from the point of view of their own liability. There is a strong tendency amongst consumers to look out for and gain reassurance from standards marks, such as the BSI Kitemark. There is some awareness of European standards. Consumers also believe that reputable brand names and retailers offer added confidence.

"I look out for quality assurance marks. I tend to assume safety is part of the features."

"You go by the brand names, if they're well known you know they've got a good safety record."

The fact that the products under discussion are designed and marketed for use in the home also encourages the view that they must be safe. Some items, for example televisions and videos, can almost be seen as part of the furniture, rather than as electrical products or appliances.

Indeed, the sitting room is often viewed as a safe area in the house (at variance with 1995 DTI HASS statistics which show that, in fact, more accidents occur in the living room/dining area than the kitchen: 14,500 approx. to 12,300)¹, whereas the kitchen, garage/garden and bathroom are regarded as high risk areas (due to gas appliances,

¹ The DTI Consumer Safety Unit publishes an annual report of statistics collected under the Home Accident Surveillance System (HASS).

electricity in close proximity to water, storage of chemical products and presence of sharp/moving parts). Because of these perceptions, people consciously take more care in these areas, which presumably has some influence on the relative number of accidents in perceived high versus low risk areas of the home.

"It's like a household thing really, you don't expect it to be as bad as what it can be."

"It's easy to get complacent with something like a telly that's part of the furniture."

"We all know you don't take your hairdryer in the bathroom with you."

"It's the things you're consciously aware of when you're using them, that they're dangerous, whereas other things are more everyday and you might not be so aware."

Many consumers are of the opinion that manufacturers are continually re-designing and updating products to improve their performance and that, as a result, safety hazards are diminished. In reality, of course, this is not always the case as 'new' products can bring 'new' hazards, which may not always be immediately obvious to the user. Cordless kettles were often mentioned in this respect. This may mean that manufacturers have to work even harder to get the consumer to read the safety instruction information.

There were, however, two product areas in particular that generated criticism from consumers, and which they felt could benefit from some safety design improvements. These were irons and electrical garden equipment.

"Electrical items, it might be an idea if they started to introduce the circuit breakers as part of them, being sold in the plug itself."

3.0 CONSUMER ATTITUDES AND BEHAVIOUR IN RELATION TO SAFETY INSTRUCTIONS

In many respects, when talking about safety instructions, consumers primarily report their experiences in connection with the plethora of electrical goods in their home. Everybody accepts that one has to be careful when using electricity because of its 'invisibility' and potentially lethal effects. Yet they also feel very confident (indeed, even cavalier) when using electrical products. This is in part due to their own familiarity with the products but also because they assume the products have been designed with safety in mind.

In addition, many electrical products can be bought and used 'off the shelf', whereas items, such as gas cookers and fires, generally have to be installed by a qualified person, hence, perhaps, negating the need for consumers to feel they must read these instructions thoroughly. Consumers also feel the smell of gas might alert them to problems with their appliances (although obviously this is not the case with carbon monoxide).

The research indicates that a disturbing number of people, when they have bought electrical products, simply unwrap them, plug them in and switch on. Their excitement and impatience to use the product over-rides any thoughts of safety. Any thoughts about problems with the product tend to centre around malfunction rather than accidents and personal danger. Consumers spontaneously suggested that immobilising stickers and/or labels on plugs and appliance doors could make them think twice before proceeding.

"The initial excitement of getting something new, you want to use it then and there, you don't want to sit for an hour reading the booklet."

"The first thing you do is plug it in and see if it works."

In contrast, what seems to be a minority of people, make a point of consulting user and safety instructions before even plugging in, although the degree to which they read the instructions varies from person to person and also from product to product. There is a tendency to flick through and scan information rather than read thoroughly. On the whole, when leaflets are read, they are primarily read for setting up instructions and as a guide to features rather than specifically for safety information.

"I would definitely read the instructions on that one (lawnmower)."

"I'd scan through the information they give you, until I find what I need to know."

In relation to other product categories, many consumers feel they can pre-empt safety instructions and therefore do not bother to read them after the first occasion of use. Household chemicals which are used regularly, such as bleaches and cleaners, are a case in point. Interestingly, the warning symbols/pictograms prominent on these types of packs act as a shorthand to the consumer to be careful when using the product, although they may not fully understand the meaning of the symbol or its ramifications. They just interpret them generally as 'treat with caution'.

Whilst some people openly admit to throwing away leaflets with the packaging, the great majority do at least keep them for later reference, if and when a problem arises or further operating information is needed. Ironically, with the introduction of moulded plugs, one of the main prompts to seek out and consult the safety section of information leaflets for electrical products has disappeared.

"I just throw them away, as soon as I open anything, the box and the instructions go."

"I'll keep them just in case there's a problem later on."

There is clearly a degree of complacency, not so much about safety, as about the need to read safety instructions. However, in certain circumstances even 'non-readers' will read safety instructions alongside usage instructions. The situations in which safety information is specifically consulted are where:

- a 'new' product/brand is to be used
- infrequently used items are concerned (electric drills, car battery chargers etc.)
- the product is obviously dangerous (e.g. hedge trimmers, electric carving knife, weed killer etc.)

"I think it depends on the item you're buying and the sort of mood you're in."

Despite the tendency not to read them, there is widespread support for safety instructions to be provided with products. Even where consumers think the information is common sense and obvious, they are in favour of including it. They feel it should be there for those who do need it and also for reasons of product liability. The general view is that it is the manufacturer's responsibility to provide the information, while it is up to the consumer whether they read it or not.

"You need it there for young mothers."

"All of this information is common sense (light bulb) but there will always be people who are thick and need that advice."

"They really need to make instructions more simple and basic. I know it seems like they're treating you like children, but it's what people prefer."

In reading leaflets and labels included in the research as stimulus material, many of our respondents realised that they often under-estimated the potential for problems and were surprised by some inclusions which represented new information to them.

In addition, examining the leaflets and labels highlighted the inaccessibility of safety information in many cases, chiefly because of obscure language and technical jargon and poor presentation. There was a general feeling that, *if leaflets and labels were made more consumer-friendly, this would encourage people to read them.*

The aim for any manufacturer writing safety instructions must be that:

- a) consumers are encouraged to read the information
- b) their interest is sustained
- c) they are given good quality information

4.0 OPTIONS FOR DELIVERY OF SAFETY INSTRUCTIONS

There are several well established vehicles for dispensing safety information to consumers, most commonly in the format of a leaflet or a label:

- leaflets accompanying products
- permanent labels on containers or products (e.g. bottles, tins and ladders)
- 'temporary' labels on products
- outer packaging, (large and small)
- immobilising labels/stickers
- point of sale information

On the whole, consumers saw a role for all of these, either singly or in combination, depending on the product category. It may be that the different vehicles are used to duplicate some of the same safety information but in several places (a label and a leaflet) where appropriate. On the other hand, the different vehicles can be used to deliver complementary but different pieces of safety information. A decision on what is best suited to the products, needs to be taken by those writing the instructions as there are no general rules on this.

Consumers suggested that additional labels might be used more frequently on white and brown goods, where most of the safety information is contained in a leaflet, and placed appropriately on the product to *highlight particular hazards* or alert consumers to the instruction leaflet.

Point of sale information did not strictly fall within the remit of this project but consumers do expect white and brown goods to display the product's main features next to the product on the shelf. Safety features are also expected to be highlighted as part of product features.

For many products, especially appliances, leaflets are still seen to be the best vehicle for safety instructions, where necessary supplemented by other devices such as labels attached to the product and peel-off stickers. Although highlighting safety features at point of sale is often a positive discriminator in the purchase decision, any safety warnings that appear on *outer packaging* are often missed when it is removed and discarded.

Respondents spontaneously particularly suggested '*immobilising*' products such as washing machines, videos and hi-fi's, by the use of a peel-off label in a prominent position, e.g. across the door latch, over the plug, etc., so that the product cannot be used until the label is removed. The label should warn consumers to read the safety instructions before proceeding further, prompting them to stop and think.

"The fact that it had a label across the door so that you couldn't open it without taking the sticker off made you read it."

For products that come in, and are used from, containers (bottles, tins, boxes, etc.), permanent labels/printing direct onto the package are seen as the best vehicle for safety instructions. The same is true for everyday household items (e.g. light bulbs) which come packaged although the pack is discarded (often un-read) on using the product.

5.0 LEAFLETS: SUGGESTIONS FOR ENCOURAGING CONSUMERS TO READ

The following guidelines are, almost without exception, based on suggestions made by consumers.

5.1 Front cover

In order to question the idea that safety is simply a matter of common sense, it is worth considering issuing a challenge to the user on the front cover, along the lines of "So you think you know all about this video?" It is also important to make the covers as interesting as possible, in order to shake consumers out of their complacency in thinking that they can pre-judge the contents.

"You see the same old leaflets all the time, they should jazz them up more to catch your attention."

5.2 Location of safety instructions

There is overwhelming support for safety instructions to appear as the first page or block of text, even before any contents page. They should certainly be one of the first sections in the information provided. The *key* safety instructions should be presented all together and, if possible, on a single page.

"I think it should be on the first inner page. It makes you more aware of it."

Mandatory, legally required warnings and specific requirements in the relevant product standards should also be included and highlighted in the main body of the leaflet where appropriate (e.g. under installation/setting up, usage, maintenance and disposal).

Where technical specifications do not relate directly to safety they should appear in a self-contained section elsewhere in the leaflet, instead of in the safety section (as is currently often the case). Consumers often find this information confusing and irrelevant to their needs, and this can discourage them from reading the safety instructions.

Mandatory safety warnings required by regulations must, of course, be correctly worded and included in the safety section.

5.3 Titles

The safety section should be clearly titled as safety information. Words such as Safety, Warning, or Important alert consumers, as opposed to words like 'Please Note'.

"The heading is too blasé. It needs to say Warning or Danger."

"When I see Warning, I take notice."

It is also important to use the same title for safety information wherever it appears in the leaflet. Currently, some manufacturers use a range of headings all in the same leaflet, (e.g. Important safeguards, Important, Safety note).

5.4 Organisation of information

Many leaflets do include somewhere an injunction to read the safety instructions. We would suggest that this should be the first safety instruction and should be supported by a reminder that products are continually being updated and that consumers need to heed the most recent (safety) information.

In the research, the merits of ordering the information in terms of perceived importance/level of risk or according to a step-by-step chronological approach were debated. Respondents favoured the latter for two reasons:

First, because opinions differ about which instructions are the most important. Perceived level of hazard differs with individual knowledge, experience and circumstance.

Second, the instructions would reflect the order of the user's encounter with the product, and therefore be more likely to prevent any accidents.

"This one's good, cos it follows the order of using it when you're cooking."

However, manufacturers may consider that there are some hazards which are very important to point out to the user, and which should therefore be near the beginning of the safety instructions.

Again, it is not easy to provide a general rule, but we would encourage manufacturers to think very carefully about the order of information, taking account of the following factors:

- type of user(s) of the product
- the situations in which the product may be used
- the likelihood of an accident happening
- the severity of the risk when it does happen

There is obviously a difference in the severity of risk when a part might break if an instruction is disobeyed, to one where ignoring an instruction could lead to severe injury or death.

Consumers consider some instructions as unrealistic and tend not to comply with them (e.g. removing plugs from sockets whenever product not in use). If these appear early on in the list of instructions, consumers tend to feel they have reached the "silly stuff" and cease reading. We therefore recommend that such instructions are put towards the end.

***"It says the microwave oven must be attended while in use.
Surely its safe to go out of the room!"***

5.5 Explaining why

Consumers can question and decide to ignore certain instructions where they cannot themselves supply a rationale. It is important to give a brief explanation in order to encourage compliance.

"It says here, do not put this hi-fi on the window sill - why is that then?"

"It's because of condensation."

"It says here keep away from direct sunlight (radio cassette) - why?"

5.6 Language use

Where possible, everyday consumer language should be used rather than technical terms or jargon, which may not be understood.

"Sometimes the wording is like reading Shakespeare."

"What is electro-magnetic inter.....?"

"They are high faluted , they need to be simplified."

Instructions should be expressed as concisely as possible, while not compromising information content, again in order to encourage reading. Consumers find lengthy and/or dense text discouraging. Bullet points format is widely preferred, as is a list of do's and don'ts.

"People tend to be frightened off when they see a lot of writing."

"It's off putting when it looks like a legal document."

Interestingly, some instructions accompanying Japanese brown goods were found to be very clear and straightforward in their use of English. Other instructions, however, that had been more obviously and literally translated were not found at all helpful.

Similarly, the phrasing of some warnings is unhelpful in that people find them patronising and therefore dismiss them out of hand and disregard remaining instructions. e.g. "Do not immerse toaster in water." They feel this is stating the obvious and wonder that anybody should need to be told this. It would be more relevant and acceptable if re-phrased along the lines of: "Don't get the internal or electrical parts wet when you clean it."

Consumers generally prefer a straightforward approach, with any hazards being clearly indicated (without being alarmist).

"I wouldn't be put off by a list of safety instructions."

We would also like to point out that consumers accept the need for manufacturers to issue product liability warnings in some instances. This may require specialised legal and/or

technical language. However, we would advise very strongly that safety information and liability warnings are not confused or that manufacturers condense the two together. Safety information should be written with the consumer in mind. Liability warnings can be included elsewhere in a leaflet or on the product.

5.7 Presentation

Leaflets which look as though care and attention has been taken over their design and compilation are more likely to be read and kept. We strongly recommend against the use of low budget printing and low grade paper. As mentioned previously, the design elements of a leaflet can do a lot to overcome consumer inertia and draw their attention to the contents. The research also shows that layout and presentation of the information strongly influences comprehension.

Aids to effective communication include:

- Use of contrasting colour. Consumers expect safety information to be in red (or orange) because it is strongly associated with warnings/danger. Whichever colour is decided upon should *solely* be used for safety instructions and warnings, whether they appear on the first page or are interwoven in the rest of the text. Red should not be used to highlight other pieces of non-safety information. Where there are a lot of safety warnings, a block of red text can be difficult to read. In these circumstances we would therefore suggest the red is confined to title and sub-headings and a border enclosing the text
- Use of reversed out text. The use of white-on-black print can also help to draw consumers' attention to a particular piece of text. It has the advantage of looking serious and important and could be an option if the print run did not extend to the use of colour. However, some consumers can find it difficult to read print in this style of presentation, especially if it appears in large blocks of text
- Well spaced bullet points and/or lists of do's and don'ts are found easy to read and help give the impression of clear, structured and manageable information
- A different (larger, bolder) type-face/font/print size to that used in other parts of the leaflet also can help the safety information stand out from other information
- While it is difficult to make specific recommendations about actual text size, it is worth noting that many consumers find it difficult to read the small print size currently used in many leaflets
- Many leaflets fail to give a clear visual path via their presentation and hence are found chaotic and confusing. Judicious use of bold type, different text point size, sub-headings, highlight boxes, underlining etc. is found helpful

- Use of pictures/diagrams and pictograms/symbols help to catch people's attention and arouse interest and curiosity. However, they should always be accompanied by a corresponding verbal message, as pictures are not a substitute for words. Pictograms/symbols² are not suitable for conveying complex messages. In addition, the over-use of pictures and/or symbols can devalue them.

Respondents commented that some pictograms currently in use are obscure and can distract (e.g. tent/camping symbol for ventilation, shower-head for water).

The research indicates that a red triangle (with or without a red exclamation mark within it) has some mileage as a warning symbol, which could be useful if adopted universally by manufacturers to flag up safety information in the text or on a product. However, before any implementation of this sort, further consumer research would be needed.

5.8 Inclusion of several languages

Consumers strongly prefer an English only leaflet to one that also contains four or five other (European) languages. However, where this is not possible, English should ideally be at the front of the leaflet and all the information in each language should be together in one section and, if possible, designed so that the other language sections can be detached and disposed of easily.

"I hate the ones that have different languages, big manuals where you find out only two pages are relevant to you."

The researchers understand that manufacturers may not always be able to comply with this because of distributing goods around the European market/global economy. Indeed, in a multi-cultural society such as the UK, there is a strong moral and practical argument for including other languages. Nevertheless, there is no getting away from the fact that consumers find such leaflets unwieldy and confusing and this only adds to the likelihood that these leaflets will be unread and discarded.

5.9 Consumer market research

We would strongly recommend that usage and safety instructions are included in any consumer market research that is conducted at the product testing stage, so that manufacturers can invite and receive direct feedback on their own information leaflets and labels, especially safety instructions. This should also be supplemented by an independent assessment of the instructions by suitable experts, who have not been involved in the product's development and by plain English experts.

2 See Role Of Pictograms In The Conveying Of Consumer Safety Information. October 1997 DTI Research Report

6.0 LABELS: SUGGESTIONS FOR ENCOURAGING CONSUMERS TO READ

The following guidelines based on the research, for improving the impact of safety information on labels and making them more consumer-friendly and likely to be read, have much in common with those outlined above regarding leaflets.

Much of what follows, applies to permanent labels which are the main vehicle for delivering information to the consumer, such as permanent labels on containers (e.g. bleaches) and on clothes and furniture, but also to supplementary and/or temporary labels that appear on appliances, and to items where the packaging often provides the only available space for instructions for small products (e.g. light bulbs).

6.1 Location of safety instructions

In the case of labels on containers, consumers generally expect to find this information somewhere on the back of the pack with other information about the product and how to use it.

Given the tendency not to read safety information, except on products used infrequently or perceived as "high risk" (e.g. weedkiller), consumers feel that safety instructions should be given a more prominent position. The optimum locations are close to any existing warning (CHIP³) symbols (e.g. Irritant), or next to directions for use. Although consumers may not necessarily seek out safety information, there is a likelihood that they may come across the information on the pack, given the high number of person/product interactions with products of this nature.

***"With being by the big "X", the big Irritant sign, it does stand out".
(Safety information)***

"This one's in the best place, next to the directions for use. If you're going to read anything, that's what you'll look for."

Information about chemical ingredients, meaningless to most consumers, is not seen to belong in the safety instructions. It is only considered relevant (and only then to any medical practitioners consulted) in the context of a mishap, for example a child swallowing disinfectant. We appreciate that this information is mandatory and needs to appear on pack. This information should be separate from, but close to, the safety instructions. However, any relevant medical advice ("rinse eyes immediately" etc) should be in the safety instructions, together with a reference to the need to take any container, with its list of ingredients, to show to a doctor.

As consumers are inclined to remove from some products those sticky labels that they consider obtrusive, it may be necessary to take a different approach for products where aesthetics are a consideration e.g. white and brown goods. Safety information could be positioned discreetly, but somewhere where the user will notice it (for example a visible embossed/moulded warning on inside door of microwave). Alternatively, sticky labels

³ Chemicals (Hazard Information and Packaging for Supply) Regulations 1994

could be provided by manufacturers for the consumers' own use, to be placed in a convenient location for their own easy reference (e.g. inside kitchen cupboard door, or somewhere on the product that they would find acceptable).

In the case of clothes and furniture, where flammability can be an issue, there are specific regulations relating to the wording of safety information. Labels provided in these circumstances can often only carry a minimum of information and, therefore, swing tickets can be a vehicle for providing additional safety information.

6.2 Explaining why

As mentioned in relation to leaflets, consumers feel it is important to be informed about the nature of the hazard, as this gives a rationale and encourages compliance.

"It doesn't say why. It should say it's a choking hazard." (baby powder)

6.3 Language use

Again, as for leaflets, it is important to use simple everyday language as far as possible and, particularly given the limited space on labels, to be concise. Bullet points format and a list of do's and don'ts are favoured.

"This one's better because it looks less to read, not an effort."

6.4 Presentation

The guidelines concerning presentation are very similar to those for leaflets

- Safety information highlighted by use of
 - border/box
 - colour-contrasting? red/orange?
 - bullet points
 - pictogram where relevant/appropriate (but with limitations of pictograms - see page 20)
 - as large a print size as is feasible
- Information should be given in order of need when using product although any major hazards can be highlighted at the beginning of the text (see page 17).

"They should make more of "wash your hands after use" That's more important than the environmental bit, that could go at the bottom because you don't need to read that, but "wash your hands....." (household cleaner)

7.0 THE PERSPECTIVE OF MANUFACTURERS AND RETAILERS

It is very apparent from the interviews with manufacturers and retailers that safety is a key concern, from the point of view of product liability, company reputation and customer loyalty, as well as from a general concern for consumer safety.

Hence the recognition amongst manufacturers and retailers of the importance of safety information. They are aware of the tendency not to read safety information before usage, if at all, and are therefore keen to have guidance in this area, both on how to improve their safety information (many feel that the information in their own leaflets and labels is not expressed or presented as clearly as it could be) and on how to encourage consumers to read it.

Currently the way in which safety information is put together varies considerably from company to company. Some manufacturers tend to transpose safety instructions listed in test house manuals straight into their leaflets. Some adopt a piecemeal approach to writing safety information, incorporating additional information and/or instructions as it comes to their attention, in the light of complaints received and/or accident data.

In some companies, a number of people (e.g. technical author, home economist, public relations, legal, compliance and quality control personnel, etc.) sit down together to write and agree safety information, each contributing a particular area of expertise and knowledge, while not necessarily paying sufficient attention to the finished article, i.e. the overall content, tone and layout of the whole leaflet.

Whilst in most cases producing safety information is a within-company activity, some manufacturers set up committees and co-operate across their industry sector, attempting to introduce some degree of uniformity in their safety information.

One of the main concerns amongst manufacturers and retailers is, understandably, the possibility of unnecessarily frightening consumers in the process of informing and/or warning them. This raises issues about how explicit any references to potential dangers should be, particularly if competitors are not being explicit.

It is our assertion, on the basis of this and other safety research projects undertaken, that consumers generally prefer manufacturers to be honest about any hazards, which may in fact be more relevant to their 'user behaviour' than any inherent danger of the product.

We would suggest, therefore, that manufacturers and retailers aim to be as factually correct as possible when giving information to consumers, so that they understand the hazards and the consequences and, hence, have a better chance of preventing accidents. It is important not to disguise safety information in technical jargon, such as 'High Voltage' but to indicate clearly in simple everyday language what the dangers may be.

Manufacturers who take this approach are, in the long run, more likely to be viewed as responsible companies. In addition, through safe and informed use of products, consumers form a stronger relationship with the goods, which must impact on customer loyalty and brand equity.

8.0 PRODUCING CONSUMER SAFETY INFORMATION

8.1 A suggested summary checklist for management

- Establish a team of writers who possess *all* the necessary skills and experience
- Check all specific regulations and standards applying to the product
- Consult reports of accidents involving the product. (DTI HASS data, case studies and reports)
- Review content and presentation of existing product information
- ‘Know your audience’
- Anticipate the user’s questions
- Compile a list of safety messages to be communicated
- Consider eliminating the need for each warning by changing product design
- Describe the safe, effective and ergonomic ways to use the product (and the packaging)
- Pay careful attention to presentation and design issues
- Arrange independent verification of the proposed safety and user information by a) suitable experts, b) plain English specialists
- Consider issues around the use of multi-lingual texts
- Consider the appropriateness of different formats for locating and communicating information to best alert consumers to hazards and risks
- Build in a mechanism to consumer test all instructions before finalising safety information

8.2 Suggested detailed checklist for manufacturers, of tasks to consider when writing safety information and some advice on content

8.2.1 Detailed checklist for management

- Establish a team of writers who possess the necessary skills and experience. Buy in expertise if necessary:
 - hazard analysis to anticipate foreseeable misuses
 - technical writing
 - graphic art
 - scientific/engineering expertise to check technical accuracy
 - design of the specific product
 - consumer language needs (e.g. Home Economist, Ergonomist, plain English specialist)

NB A writer who is initially unfamiliar with the product will be in the best position to take into account the needs of a first-time user

- Consider legal requirements: check all specific regulations and standards applying to the product. If no specific regulations, then refer to the General Product Safety Regulations 1994
- Consult reports of accidents involving the product. Ask DTI for product specific case listings from the Home and Leisure Accident Surveillance System (HASS) and any relevant published reports
- Review content and presentation of existing product information
 - consider its suitability for new/re-launched product or whether a fresh approach is needed
- 'Know your audience'! Think carefully about the use of the product from a consumer perspective and think through the implications of:
 - who might use the product (age/sex/skills profile)
 - how and where the product is likely to be used
 - make a list of potential misunderstandings or misuses of the product that are known or could reasonably be expected
- Anticipate the user's questions: where? who? what? when? how? why? and provide answers to them
- Compile a list of safety messages to be communicated
 - make a plan to order the information according to relevant variables, such as 'chronology' of consumer usage of the product; possible degree of danger and risk etc.
- Consider eliminating the need for each warning. Remember, if the potential hazard can be eliminated by a simple low cost design change, then do so as liability will not necessarily be avoided through safety warnings. Good instructions do not compensate for poor design
- Describe safe, effective and ergonomic use, including ways to perform:
 - all functions and operations for which the product is intended

Also, if relevant, safe ways to perform:

- transportation, storage, assembly and installation
 - cleaning, maintenance, periodic checks, fault diagnosis and repair
 - disposal of the product or waste materials
- *Consumer test* the proposed safety and user information among a range of intended and probable users. Also, commission an independent assessment of the instructions by *suitable experts* who have had no previous connection with the development of the product or its instructions

- Have the leaflet or label independently assessed for clarity and use of simple everyday language

8.2.2 Checklist for composing and conveying all safety instructions and warnings

- *Alert, Persuade and Instruct* the user in each warning. Alert the user to the risk, (e.g. 'Danger', 'Warning', 'Caution') explain the nature of the hazard, provide clear guidance on avoiding it and give some indication of the potential severity of the consequences

Give clear but succinct information with each warning by stating:

- what *not* to do (e.g. Never.....)
- and/or what *to* do (e.g. Only/always.....)
- with/to (which part of) the product/other item
- under what conditions (e.g. when switched on)
- Some *good practice rules* for the use of plain simple language are:

Write instructions and warnings as if speaking directly to a user (referring to them as 'you'). Give assertive commands based on active verbs:

e.g. 'Turn off the power'

not

'Be sure that the power *has been disconnected*'

e.g. 'Do not remove tabs'

not

'The tabs *should not be removed*'

e.g. 'Pull black lever towards you'

not

'Users will pull the black lever away *from the machine*'

e.g. 'Avoid unnecessary handling'

not

'The avoidance of... is advised'

Write in plain simple language. Where misunderstanding could lead to some users putting themselves at risk, avoid:

- sentences longer than 30 words (unless lists on separate lines)
- more than one command in one sentence (or at most a small number of closely related commands)
- foreign words and phrases

- double negatives
- inconsistency in the names of user actions and product parts
- the same word as a noun and a verb
- vague expressions of time, temperature, weight, etc.

Do not assume all users will understand:

- symbols, abbreviations and acronyms
- scientific, technical or sophisticated terms
- abstract or general concepts
- percentages and more advanced mathematical expressions
- Give careful attention to presentational issues:
 - use larger/bolder type, underlining, colour (red) and/or boxing to help draw attention to safety information
 - place any general safety information about the product at the beginning of the user instructions but, as far as possible, include and/or repeat warnings at the appropriate points within the instructions
 - where illustrations or tables are used, arrange these so as to be adjacent to the relevant text. ‘Cartoons’ (with accompanying text) can be a useful and effective way to draw attention and to convey instructions, especially for those with reading or language difficulties
 - be as consistent as possible with the use of product descriptors throughout the text, relate numbers on diagrams to references in the text and use the same title for safety information wherever it appears
- Do not precis technical manuals but write instructions in plain English
- Do not rely on pictograms/symbols to convey warnings, as comprehension is usually low amongst consumers. These should only be used to reinforce simple messages and always accompanied by words
- Avoid mixing languages. Ideally, a separate (or detachable) instruction sheet/booklet should be used for each language where products are sold in several countries. If this is not practical, avoid mixing languages on the same page. Where the information is required on a label, distinguish between the languages by type-face, font, colour or background
- Consider the alternative/additional formats and locations for communicating information, e.g. surface stickers, leaflets, permanent or temporary labels, swing tickets, immobilising stickers, video etc.

Also, decide for each instruction and warning whether to place it:

- on the product/container itself
- and/or on the packaging
- and/or in the accompanying leaflet
- and/or in an accompanying video/audio/computer medium

This may depend on the risk to safety; when and where the information is needed by the user; practical limitations of the product design and on the environmental conditions.

- Remember that packaging too can be dangerous and may need to carry safety warnings e.g. plastic wrapping, glass, metal staples and strips
- State all limits of safe use of the product (e.g. weight of user, temperature range, ventilation, product life etc.)
- Warn of the consequences of each reasonably foreseeable misuse of the product, including dangers for particular groups, such as children, first-time users, left-handers, people with specific disabilities or the elderly
- Consider the use of additional information formats displayed at the point of sale, (including mail order catalogues) to convey safety information which may help the consumer make a reasoned product choice
- Supply a customer care telephone number. Also, give name and address of product producer and supplier or appointed service agency
- Prominently head all instructions: 'Read carefully before use'.
- The safety section should be clearly titled 'Important Safety Information' or similar such words

8.2.3 Checklist for specific situations and formats of instructions

Leaflets and separate instructions

- Clearly state the model(s), versions or type of product to which the instructions apply, using the same designations as appear in the product's advertising literature and packaging
- Prominently head "Keep for future reference"
- Choose a type-size and font (and colour) for safety instructions to make them as legible as possible and different from the rest of the main body of text. The height of lower case letters should not be less than:
 - 4mm for headings of key messages

- 3.2 mm for continuous text in leaflets or manuals
- 1.5 mm in all other situations, such as continuous text on labels
- Provide a table of contents for instructions which exceed four pages

Instructions and permanent warnings on the product/container

- Use methods of lettering and attachment that will survive the expected conditions of use and resist scratching and cleaning, so that they will remain attached and be clearly legible throughout the product's life
- Do not use embossing or engraving for on-product warnings as these do not always attract attention and are not always easy to read
- Any warning notices placed on a product should be clearly visible and legible. If possible, they should be placed close to where a hazardous action might occur
- The height of lower case letters should not be less than 4 mm for key on-product instructions and warnings and 1.5mm in all other situations

Products mistakenly seen as harmless and intuitive to use

- NB For products (or specific features) that users may believe are hazard free and intuitive to use, place prominent warnings on the product itself and/or the packaging. Refer the user to the instructions if these are provided separately

Hazards that have been newly identified

- Place prominent warnings on the product itself and/or the packaging to catch the attention of frequent purchasers/users, who otherwise might not read the instructions

Special protective measures

- Draw attention to the need for special protective measures, such as adult supervision, time limits, the wearing of special clothing, keeping bystanders at a distance etc.

Product life

- State clearly the date of expiry of products with a limited safe or effective life

Replaceable parts

- List the key specifications (parts' numbers and suppliers) for all parts replaceable by the users (e.g. batteries) or by a suitably qualified fitter

Tools required

- List all tools and other items required for correct assembly and use of the product

First Aid

- Provide instructions for action to be taken in the event of an emergency or chronic medical conditions which might foreseeably arise from the use of the product, e.g. from ingestion, eye contact, allergic reaction, epileptic fit, blisters, repetitive strain injury etc. Give guidance on any foreseeable actions that could worsen the condition and should therefore be avoided (e.g. induced vomiting)

9.0 A PRACTICAL EXAMPLE OF MAKING INSTRUCTIONS MORE CONSUMER FRIENDLY

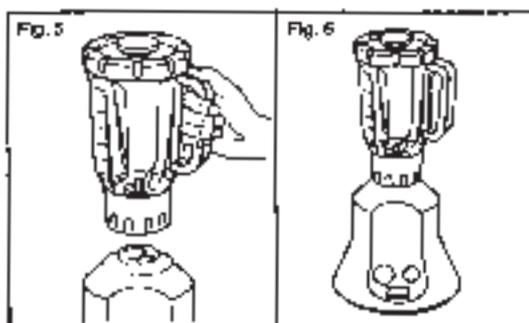
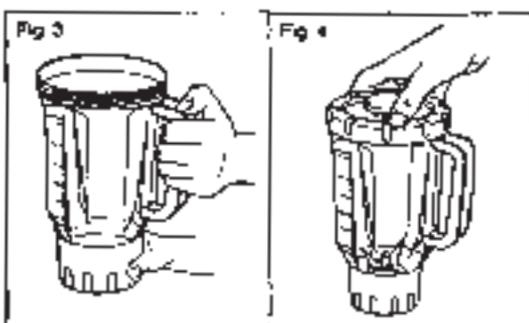
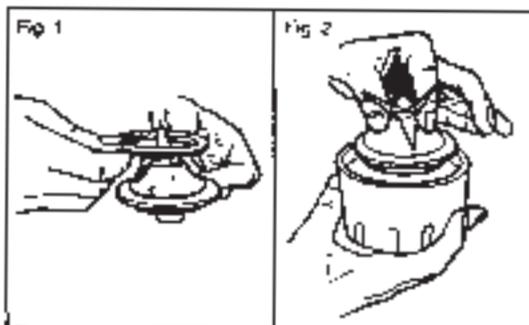
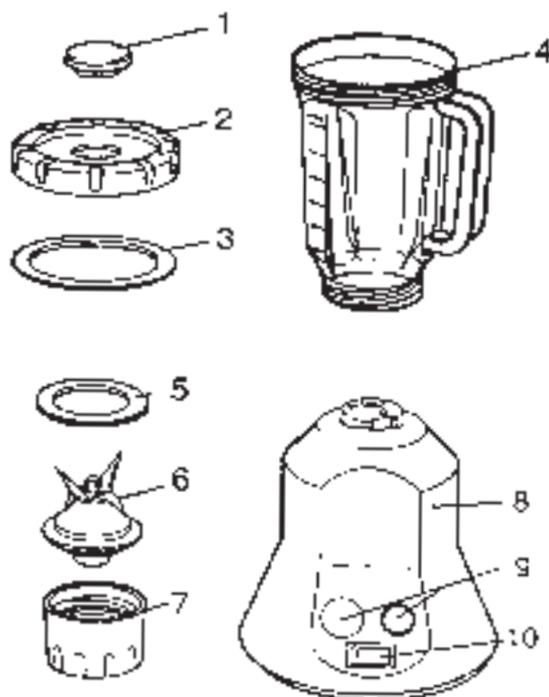
The DTI are grateful to Kenwood, their text consultant and graphic designer, for their participation in this exercise. They have contributed this example of instructions and worked with the researchers to provide a practical example of applying the good practice guidelines identified in this report.

Version A is text taken from the current instructions provided with a Kenwood Blender*. It is normally provided as a fold-out spread leaflet and includes instructions in English and other languages within the same leaflet. Although we are unable to reproduce the leaflet in exactly this format, all the relevant text of the leaflet is included for the reader.

Version B is the result of working with Kenwood in applying the good practice guidelines to improve the layout of the leaflet, to simplify the instructions and make them easier for consumers to understand. Kenwood are currently taking forward a revised leaflet based on the text for Version B.

The above does not imply any endorsement or approval by the DTI of the Kenwood blender in question or of the product's compliance with safety legislation.

* **The Kenwood professional PB500 is on sale to the general public and is only intended for domestic use.**



Know your Kenwood Blender

- | | |
|-----------------------|---------------------------------|
| 1. Filter cap | 7. Base containing fixed spring |
| 2. Lid | 8. Power unit |
| 3. Lid washer | 9. Control buttons |
| 4. Goblet | 10. Two speed switch |
| 5. Sealing ring | |
| 6. Blade hub assembly | |

Connecting to Power

Before switching on, make sure that the voltage of your electricity supply is the same as that indicated on the rating plate.

The appliance complies with European Economic Community Electromagnetic Compatibility Directive 89/336/EEC.

Your Kenwood Blender

Your new Kenwood Blender has been designed for use in professional and semi-commercial establishments. It is ideal for blending soups, batters, nut drinks, pills, pastes and cocktails.

Your model is supplied with either a glass or stainless steel goblet. The maximum capacity of the glass goblet is 1.2 litres and the stainless steel goblet is 1 litre. These quantities should not be exceeded.

IMPORTANT SAFEGUARDS

When using electrical appliances consideration should always be given to basic safety precautions including the following:

1. Read all instructions.
2. Do not immerse the motor base cord or plug in water.
3. Do not use if there is any visible damage to the appliance or to the supply cord.
4. Do not use this appliance for other than its intended use.
5. Do not stand near or sit on the appliance or on any wet surfaces.
6. Do not allow the supply cord to hang near the edge of a table or worktop.
7. The use of attachments not recommended or sold by the manufacturer may cause fire, electric shock, or injury.
8. Keep the blade assembly well out of the reach of children. Close supervision is necessary when any appliance is used by or near children.
9. Warning - the blades are sharp, handle with care both in use and when being kept.
10. Keep hands and arms clear of the goblet when blending.
11. Unplug from the power supply when not in use, before putting on or taking off parts, and before cleaning.
12. Avoid contacting moving parts.
13. Always make sure the lid is secure before the motor is switched on.
14. Ensure that the appliance is switched off after each use and that the motor has completely stopped before re-assembly.
15. Appliances used in a piece of work should be tested and inspected regularly.

SAVE THESE INSTRUCTIONS

Using your Kenwood Blender

Place the sealing ring on the recess of the Base Hub Assembly (Fig. 1) making sure it is correctly located. Position the Blade Hub Assembly with locking ring into the base (Fig. 2). Screw the goblet into the base in a clockwise direction until firmly locked (Fig. 3). Ensure the lid washer is correctly positioned in the lid recess, then fit the filter cap. For glass goblets locate the lid by turning it in a clockwise direction (Fig. 4). For stainless steel goblets push the lid firmly down to locate.

Place the blender onto the power unit engaging the legs in the base in the slots provided. Turn the blender clockwise until it locks into position. Turn anti-clockwise to remove.

Operating the Blender

Connect the appliance to the power supply. Press the green button to switch on the blender and to stop the appliance press the red button. Your blender has two speeds. Select the lower speed for lighter blending, e.g. milk shakes and the higher speed for harder tasks, e.g. pills etc.

Safety Note

Your blender incorporates a safety device and should the power to the appliance be interrupted it will not re-start with the resumption of the power without first pressing the green start button.

To wash and rub in your blender, fill with warm water, press onto the unit and switch on for 20-30 seconds. Remove from the power unit, empty out the water and dry. The blender is now ready for use.

Hint

To ensure there are no leaks from the base, grip the handle and turn the blender when it is placed on the power unit. Also use the goblet may be loosened from the base in the same way, but always ensure that the goblet has been emptied of food first. Making the sealing ring will also help to prevent the odd case of leakage.

IMPORTANT

For safety reasons we do not recommend the blending of very hot liquids. Do not leave the blender soaking with water in the jar or do not leave the base assembly soaking in water.

The blender runs at high speeds so that all foods are processed within one minute. Prolonged running should be avoided, especially when processing dry ingredients or small quantities. When switching off, wait until the blades have stopped rotating before removing the blender. If you do not do this you will damage the coupling of the blender. The blender jar is not suitable as a storage container therefore ingredients should not be left to stand in the jar or before processing and should be removed immediately afterwards.

Cleaning

The blender should be disassembled before cleaning. Wash the jar, lid, filter cap and sealing ring in hot soapy water. The blade assembly should be hand washed by means of under running water. Dry thoroughly. Take care as the blades are sharp. Wipe over the motor unit with a damp cloth and polish with a dry cloth.

Service

If the supply cord of this appliance is damaged, it must only be replaced by Kenwood as special purposes tools are required.

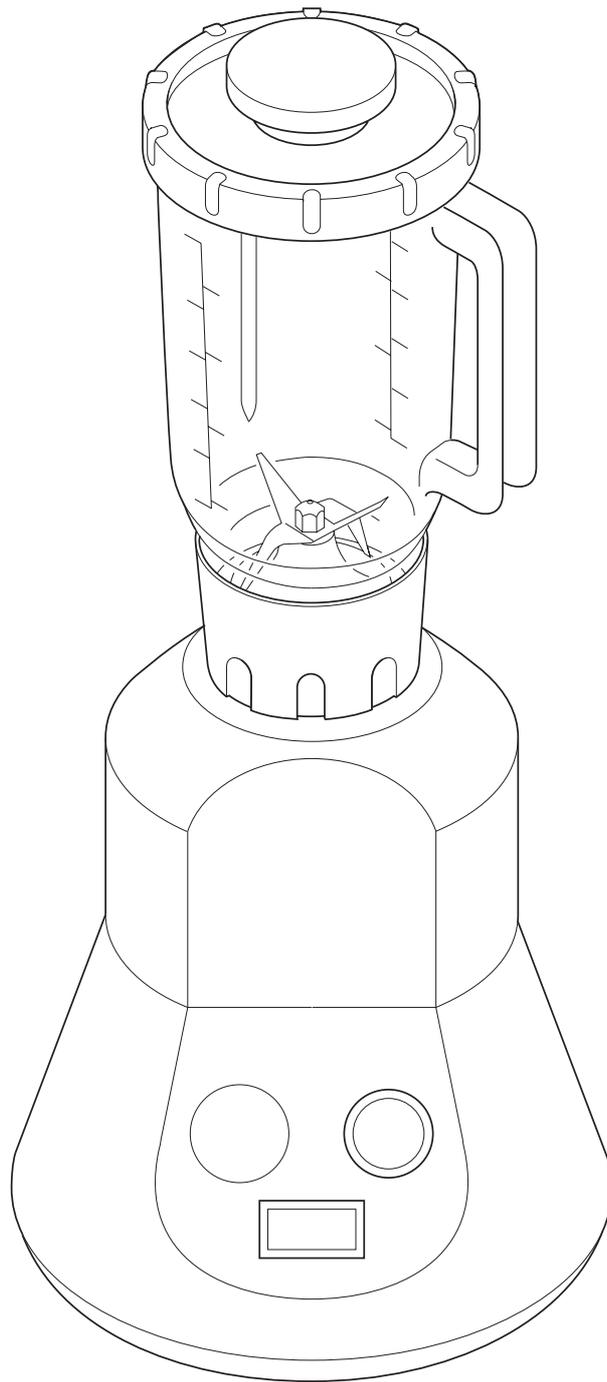
Please contact your local stockist for guaranteed assistance.

instructions

Kenwood professional PB500/500A/501/501A

Get the best out of your blender - read the instructions. And keep the instructions - you may need them again.

Soups, batters, pâtés, purées, fruit drinks, milkshakes, cocktails...these are just some of the things your Kenwood blender will help you make. And because it's a Kenwood, you can be sure that it's built to last.



KENWOOD

know your blender

safety

- Keep children away from the blender. And keep the blade unit out of children's reach.
- Never let the flex hang down where a child could pull it.
- Keep hands and utensils out of the jug when blending.
- Don't touch the sharp blades.
- Never use an unauthorised attachment - it could be dangerous.
- Never use a damaged machine. Get it checked or repaired: see 'Service and Customer Care'.
- Never blend very hot liquids - if you haven't fitted the lid securely and it comes off, you could get scalded.
- Suitable for domestic use only.

before plugging in

- If you're outside the UK, make sure your electricity supply is the same as the one shown on the underside of your machine.

UK only • The wires in the flex are coloured as follows:
Blue = Neutral, Brown = Live.

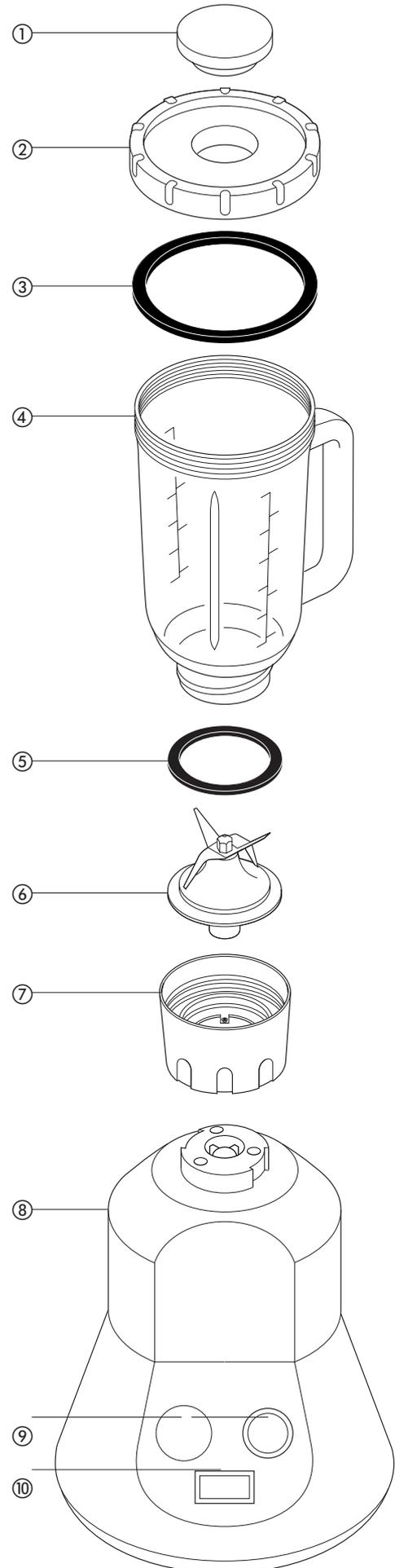
- important • Never run the blender for longer than one minute - it will overheat. All foods are fully processed within one minute, especially dry ingredients and small quantities.
- Don't remove the jug until the blades have completely stopped - you'll damage the mechanism.
 - Never blend more than 1.2 litres in a glass jug or 1.5 litres in a steel jug.
 - Don't leave the blade unit soaking in water. And don't leave the blender with water inside it.
 - Don't use the jug as a storage container. Keep it empty before and after use.

before using for the first time

Wash the parts: see 'Cleaning'.

know your Kenwood blender

- ① filler cap
- ② lid
- ③ large rubber seal
- ④ jug
- ⑤ small rubber seal
- ⑥ blade unit
- ⑦ base
- ⑧ power unit
- ⑨ on and off buttons
- ⑩ speed switch (high and low)



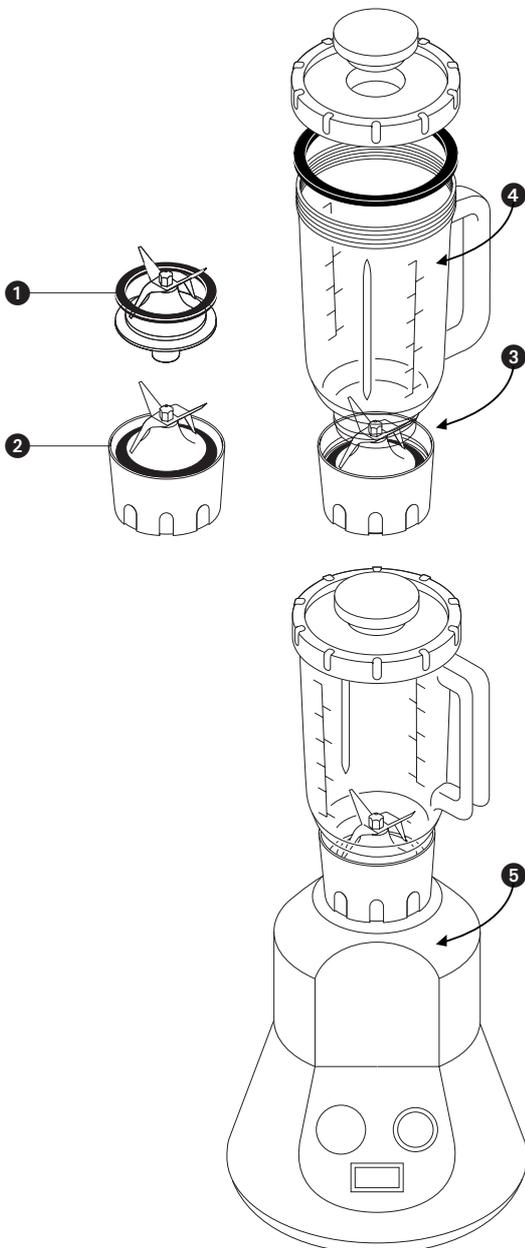
to use the blender

Don't plug in till you've assembled your blender.
Unplug straight after use.

- 1 Fit the small rubber seal snugly into place under the blades **1**
 - 2 Fit the blade unit into the base **2**
 - 3 Screw the jug onto the base **3**
 - 4 Fit the large rubber seal inside the lid. Then fit the filler cap.
 - 5 Fit the lid securely onto the jug **4**. (For glass jugs, screw the lid on. For steel jugs, push the lid on.)
 - 6 Screw the jug onto the power unit **5**
 - 7 To start, press the green button. To stop, press the red button.
- The speed switch gives you two speeds. Use the low speed for lighter mixtures (such as milk shakes) and the high speed for heavier mixtures (such as pâtés).

hints To prevent leaks

- Wet the small sealing ring before fitting it.
- Screw the jug on tight by turning it by its handle.



cleaning and service

cleaning

- Switch off, unplug and disassemble before cleaning.
 - Don't let the power unit, flex or plug get wet.
- power unit • Wipe with a damp cloth, then dry.
- blade unit • Don't touch the blades - brush them clean under the tap. Then leave to dry out of children's reach.
- all other parts • Wash by hand, then dry.

service and customer care

- If the flex is damaged it must, for safety reasons, be replaced by Kenwood or an authorised Kenwood repairer.
- UK If you need help with:
- using your machine
 - ordering another attachment
 - servicing or repairs (in or out of guarantee)
- ☎ call Kenwood on **01705 476000** and ask for Customer Care. Alternatively, contact your authorised Kenwood repairer: look in YELLOW PAGES under 'Electrical appliance repairs'.
- Eire • See our advertisement in Golden Pages.
- other countries • Contact the shop where you bought your machine.

guarantee

- UK only If your machine goes wrong within one year from the date you bought it, we will repair or replace it free of charge provided:
- you have not misused, neglected or damaged it;
 - it has not been modified;
 - it is not second-hand;
 - it has not been used commercially;
 - you have not fitted a plug incorrectly; and
 - **you supply your receipt to show when you bought it.**

This guarantee does not affect your statutory rights.

Appendices

Objectives

- Overall, to assemble a wide range of information which can be circulated to Industry and Standards Bodies to inform them of better ways in which safety instructions can be formulated to aid consumers and preferably at lower costs to business

Specifically

- To assess current guides to writing safety instructions
- To take account of regulations requiring specific safety messages
- To assess the safety instructions provided with products, primarily from a consumer perspective
- To generate and consumer panel test examples of good practice for development into a report of best practice guidelines

Sample and Methodology

Stage I

- 10 depth interviews amongst manufacturers across 10 different and wide ranging consumer product sectors, (except cars, foods and medicine). Interviews held with person(s) in company charged with writing/overseeing safety and usage instructions

Stage II

- 8 focus groups with consumers looking at general issues around safety based on 5 lifestages: teenagers living at home, young adults living independently but pre-family, young family with children aged 0-4 years, parents of older children aged 5-14 years, the elderly (aged 60-75). The groups contained both men and women but were divided by socio-economic status (5 groups C2D and 3 groups BC1). Groups were conducted in the South East and North West of England

Stage III

- Four TACTIX days, interviewing approximately 100 consumers individually, for 30 minutes each, to assess the effectiveness of existing leaflets and labels in detail. The sample structure reflected the sample structure for the groups, covering lifestage, gender and socio-economic status

Stage IV

- One TACTIX day interviewing approximately 25 consumers to consumer panel test examples of good practice gleaned from Stage II and III of the consumer research. In

between stages III and IV, a design company was asked to mock-up an example of a leaflet which drew on some of the 'good practice' guidelines formulated from the consumer research

November 1998

Research commissioned by
Consumer Affairs Directorate, DTI.

Department of Trade and Industry
1 Victoria Street
London
SW1H 0ET

The Qualitative Consultancy
3-4 Bentinck Street
London
W1M 5RN

URN 98/768