



**nebosh**

## **Glossary of NEBOSH terms**

Version 9 (June 2021)

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## 1. Introduction

This document is intended for use by anyone as a glossary of standard terms used in NEBOSH, especially our policies and procedure documents available in the *Policies and Procedures* section of our website (<https://www.nebosh.org.uk/policies-and-procedures/>).

The glossary uses definitions published by the regulatory authorities and other relevant organisations. Numbers in brackets at the end of a definition refer to the relevant reference in Section 3.

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## 2. Glossary

### A

#### **Access arrangements**

*Access arrangements* are agreed before an *assessment*. They allow *learners* with special educational needs, disabilities or temporary injuries to access the *assessment*.

*Access arrangements* allow *learners* to show what they know and can do without changing the demands of the *assessment*, for example, *Readers*, *Scribes* and Braille *question papers*.

The intention behind many *access arrangements* is to meet the needs of the *candidate* without affecting the integrity of the *assessment*. In this way *awarding bodies* will comply with the duty of the Equality Act 2010 to make 'reasonable adjustments'. (3)

#### **Accreditation of Learning Partners**

A process through which new and existing *accredited Learning Partners* are confirmed as being able to maintain the required quality and consistency of *assessment* and comply with other expectations of the *awarding body* to deliver the specified NEBOSH qualification.

#### **Accreditation of qualifications**

The process through which the *regulatory authorities* confirm that a *qualification* and the associated *specification* conform to the *regulatory criteria*.

#### **Accredited Learning Partner**

See *Learning Partner*.

#### **Accredited qualification**

All *qualifications* accredited by *SQA Accreditation* are listed on their website. The logos of the relevant *regulatory authorities* appear on the *certificates* for those *qualifications*.

#### **Aegrotat award**

An *aegrotat* is an award made to a *learner* who is unable, through illness, injury or indisposition, to complete all the usual *assessment* requirements. NEBOSH does not issue *aegrotats*.

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**Agent**

Any third-party individual, body or organisation, whether a group, company, subsidiary or otherwise of a Learning Partner.

**Appeal**

A process through which an *awarding body* may be challenged on the outcome of an *enquiry about results* or, where appropriate, other procedural decision affecting an *accredited Learning Partner* and/or individual *learners*. A *Stage 1 Appeal* involves a review of the case by NEBOSH. A *Stage 2 Appeal* includes a review by a panel that includes independent representation.

**ARC**

See *Assessment Registration Confirmation*.

**Assessment**

The act of measuring (or evaluating) what a learner has learned or what they already know, understand or can do, or even the values, attitudes or beliefs they hold. It can also refer to the measurement tool itself.

Assessment for NEBOSH qualifications involves generating and collecting evidence of a learner's attainment of knowledge, understanding and skills, and judging that evidence against defined standards for formal certification.

NEBOSH assessment can be internal or external, or a combination of both

See also *Assessment method* and *Credibility*

**Assessment accessories**

See *Rubric*, *Scenario* and *Recognition of prior learning (RPL)*.

**Assessment Registration Confirmation (ARC)**

Document issued by NEBOSH to each *learner* confirming *registration* details, including *learner number*, for all open registrations for any assessment. This will not list any historic registrations. This document replaced the EEC and COER in May 2021

**Assessment criteria**

The requirements that *learners* need to meet to achieve success (or a given grade) in a *qualification* or *unit*, or part of a *unit* (5).

See also *Learning outcomes*.

**Assessment for learning**

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Lots of forms of assessment can be used in multiple ways, but it is recognised that people also learn through the act of being assessed.

For example, even at a simple level, preparing to sit a timed 'exam' encourages you to thoroughly learn and revise your course notes.

As opposed to 'assessment of learning' which can just lead to cramming and not real learning.

### **Assessment method**

A means of generating evidence of a learner's knowledge and/or skills.

### **Assessment/test specification**

The detailed requirements of what a test must contain, in terms of duration, type and quantity of questions, number of marks, spread of curriculum topics, rules for sampling etc. to be used to assess the learning outcomes and standards making up a qualification.

See also *Specification, Guide, Unit, Element and Standard*.

### **Assessment task**

An activity undertaken by an individual *learner* to show that they can meet the required standard (5). Can be any form of *external assessment* or *internal assessment* including written *examinations*, practical *examinations*, tests, *assignments* and *projects*.

### **Assessment types**

See *Examination, Coursework, Performance assessment, Evidence accumulation, Simulation* and *Portfolio*.

### **Assessment types (within Moodle course)**

See *Moodle terms*.

### **Assessor**

A person appointed to judge the evidence of a *learner's* work. NEBOSH Assessors are nominated by the *Learning Partner*, who is responsible for marking NEBOSH *assessment tasks* that are *internally assessed*.

See also *Internal assessment, Verification, Internal verification, Internal verifier, External verification, Direct evidence* and *Evidence*.

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**Assignment**

A form of written *assessment* used for some NEBOSH Diploma *qualifications*, *externally-assessed* by NEBOSH.

**Assistive technology**

Mechanical or electronic devices which help individuals with particular needs to overcome specific limitations (5).

**Attainment**

A measure of the accomplishment of the planned areas of the qualification.

**Audit**

See *Monitoring*.

**Authentication**

Confirmation that work has been produced by the *learner* who is putting it forward for *assessment*, and that it has been produced under the required conditions, where applicable: typically in the form of a statement signed by both *learner* and *tutor*.

or

Confirmation by an *awarding body* from its records that a *learner* was *awarded* a *qualification* that they claim to have been *awarded*.

**Awarding**

The process through which *learners'* results and/or *grades* are determined based on available evidence.

**Awarding Body**

An organisation or consortium that awards *qualifications*. To be eligible to award accredited *qualifications*, *awarding bodies* must first meet the requirements of the *regulatory authorities*. '*Awarding Body*' is the term used by the *regulator* in Scotland (6). *Awarding Organisation* is the term used by the *regulators* in England, Wales and Northern Ireland.

**Awarding Body approval (or recognition)**

Process by which prospective *awarding bodies* meet the requirements of the *regulator* in order to offer *accredited qualifications*. *Awarding Body approval* is the term used by the *regulator* in Scotland. *Awarding Organisation recognition* is the term used by the *regulators* in England, Wales and Northern Ireland.

## **Awarding Organisation**

See *Awarding Body*.

## **B**

### **Batch EAR**

See *Enquiry About Results, Batch*.

### **Blended assessment**

The process of combining *assessments* for several *Units*, outcomes or performance criteria into a single coherent activity.

It can be used to support flexible delivery, promote integrated learning and assessment, and provide a choice of assessment approaches.

### **British Sign Language (BSL) / English Interpreter**

An individual who interprets communication into and from *British Sign Language (BSL)* (5).

## **C**

### **Candidate**

See *Learner*.

### **Carrier language**

The language used by the *awarding body* to set an *assessment task* or test which may not be the first/preferred language of the *learner* (5).

### **Credibility**

A measure of the confidence placed in the results of any assessment.

### **CCTV**

Closed Circuit Television (5).

### **Centre**

See *Accredited Learning Partner*.

### **Certificate**

The record of attainment in a *unit* or *qualification* issued by an *Awarding Body*. See *Unit certificate*, or *Qualification parchment*.

**Certification**

The formal process of crediting learners with a record of their achievement.

**Closed book examination/assessment**

An examination/assessment where the learner cannot use external resources, such as course notes, or the Internet.

See also *Open book examination/assessment*.

**Code of Practice**

Principles and practices specified by the *regulatory authorities* against which *awarding body* processes and procedures for the assessing and awarding of particular *qualification* types are evaluated.

**COER**

See *Confirmation of Examination Registration*.

**Cognitive competence**

The ability to use and apply knowledge and understanding.

See also *Learning, Competence and Competence-based assessment*.

**Cohort**

A group of *learners* undertaking a particular *examination* at the same *sitting* with the same *accredited Learning Partner*.

**Cohort referenced assessment**

A form of *assessment* which measures what learners can do in comparison with each other.

See also *Criterion references assessment*.

**Collusion**

Learners or others secretly working together on an assessment when they shouldn't.

See also *Collusion, Maladministration, Malpractice and Plagiarism*.

**Combined assessment**

(See *Blended assessment*)

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### **Comparability (a principle of assessment)**

The extent to which different *assessments* or marking processes, based on the same *assessment criteria* and *specification*, achieve equivalent results.

*Assessments* can be said to be comparable, or not, with respect to the different individuals being assessed, the *Learning Partners*, the *Awarding Bodies*, the delivery media and so on.

In an *e-assessment* context, comparability can also refer to the extent to which performance in an *on-screen assessment* matches performance in an on-paper test.

### **Competence**

The ability to apply knowledge, understanding and skills in performing to the standards required in employment. This includes solving problems and meeting changing demands.

See also *Learning*, *Cognitive competence* and *Competence-based assessment*.

### **Competence-based assessment**

An assessment process in which evidence is collected to judge whether fixed performance criteria/predetermined standards have been met. Generally used in vocational areas where an assessor works with a learner to collect evidence of competence against the qualification standards.

See also *Diagnostic assessment*, *Formative assessment*, *Ipsative assessment*, *Summative assessment* and *Synoptic assessment*, *Learning*, *Competence* and *Cognitive competence*.

### **Confirmation of examination registration (COER)**

This document was replaced by the *Assessment Registration Confirmation* in May 2021.

### **Confirmed date**

The date that a *unit* or *overall qualification* result is confirmed by NEBOSH. This date is stated on the relevant *qualification parchment*.

### **Council for the Curriculum, Examinations and Assessment (CCEA) Regulation**

The *regulator of qualifications* in Northern Ireland. See also *Regulatory authorities*.

### **Course and course categories (Moodle)**

See *Moodle terms*.

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**Course completion (Moodle)**

See *Moodle terms*.

**Course programme**

A programme or course of study (5), delivered by the *accredited Learning Partner* to prepare *learners* for *assessment tasks* set for a NEBOSH *qualification* or *unit(s)*. Also known as *Learning Programme*.

**Course Provider**

See *Learning Partner*.

**Course restrictions (Moodle)**

See *Moodle terms*.

**Course topics and modules (Moodle)**

See *Moodle terms*.

**Coursework/non-examined and tutor assessment**

Where learners produce written reports or complete structured activities which are typically marked by tutors who are also responsible for delivering the learning programmes in which the assessment is located.

**Credit**

See *Grade*.

**Credits (or credit points)**

An *award* made to a *learner* in recognition of the achievement of the designated *learning outcomes* of a *unit*.

**Credit rating**

The process of allocating an *SCQF level* and credit points to *qualifications* (1).

**Credit rating body**

An organisation that carries credit rating in the *SCQF*. *SQA Accreditation* is the *credit rating body* for NEBOSH *qualifications* (1).

**Credit value**

The number of *credits* that may be awarded to a *learner* for the successful achievement of the *learning outcomes* of a *unit*.

### **Criterion referenced assessment**

A form of *assessment* which measures what learners can do against previously defined *assessment criteria*.

See also *Cohort referenced assessment*.

### **Cut-off score**

A score/mark on an assessment which divides *learners* into different groups, as pass–refer/fail, qualified–unqualified, A *grade*–B *grade*.

Some *assessments* only have one cut-off score (ie pass/fail); others may have several (ie *grades*).

## **D**

### **Dashboard (Moodle)**

See *Moodle terms*.

### **Data Processor**

A third-party company who processes the data provided by the *Data Controller* for the express purpose of fulfilling the written contract in place.

### **Data Controller**

The *Data Controller* collects the data from the data subject and controls the processing of the data provided.

### **Diagnostic assessment**

Can be used to diagnose strengths and weaknesses, can complement *formative assessment* or can be carried out before a course to help design personalised learning.

See also *Competence-based assessment*, *Formative assessment*, *Ipsative assessment*, *Summative assessment* and *Synoptic assessment*.

### **Differentiation between learners (a principle of assessment)**

The process of distinguishing between the attainments of different learners.

See also *Discrimination*.

### **Discrimination (a principle of assessment)**

An *item's* potential to differentiate between learners (ie stronger learners are more likely to get it correct than weaker learners).

See also *Differentiation between learners*.

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### **Digital assessment**

*Assessment* that is digital/electronic and where the use of any form of paper is not required.

The medium through which the assessment process is done eg uses digital tools and methods for both sitting and marking.

Many forms of *assessment* can have some element of the 'digital' (eg many people might type assignments directly into software packages), but proper digital assessment means where the assessment (and associated procedures, such as marking) is mainly or wholly digital. For example, interactive forms, quizzes or other such activities done online or offline on a PC, laptop, smartphone or tablet device.

### **Direct evidence**

A term used to describe learner performance or product evidence which assessors have witnessed themselves.

See also *Internal assessment, Assessor, Verification, Internal verification, Internal verifier, External verification and Evidence*.

### **Distinction**

See *Grade*.

### **Distractor/distracter**

An incorrect response offered as one of the options for a closed/objective question (usually a multiple choice or a multiple response item), each distractor must be plausible but incorrect in a significant respect.

See also *Objective-response items, Multiple-choice items, Key, Structured response items, Extended response items*.

## **E**

### **E-assessment**

The use of electronic media in the assessment process.

### **E-delivery of paper examinations**

This method allows for *examinations* to operate a traditional paper delivery model; however it removes the logistical steps of physical exam papers being delivered and returned for marking.

See also *Outbound logistics and Inbound logistics*.

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## **EEC**

See *Examination entry confirmation*.

## **Element**

Qualification *Units* contain elements in which the *Learning Outcomes* and content are detailed.

See also *Specification, Guide, Unit, Assessment/test specification* and *Standard*.

## **Enabling technologies**

See *Assistive technology*.

## **Enquiry About Results (EAR)**

A process through which an *awarding body* may be asked to check one or more of the steps leading to a reported result, by a *learner* or with the permission of the *learner*, by the *accredited Learning Partner*.

A *Type 1 EAR* checks whether all marks have been correctly allocated, added and confirmed. A *Type 2 EAR* includes a re-mark of the *learner's script* followed by a clerical check.

## **Enquiry About Results (EAR), Batch**

*Accredited Learning Partners* may submit a *Batch Enquiry About Results* for all *examination scripts* from a particular *examination cohort* or *sitting*. *Scripts* and/or *assignments* from different *cohorts/sittings, units* or *qualifications* cannot be part of the same batch.

## **Enrolment**

A process that applies to *learners* taking NEBOSH Diploma-level *qualifications*. All *units* or components must be completed within the stated *enrolment* period to achieve the overall *qualification*. Enrolled *learners* must still *register* for individual NEBOSH Diploma-level *examinations* to undertake *assessment tasks*. See also *Registration*.

## **Enrolment (Moodle)**

See *Moodle terms*.

## **Equitable and fair**

Equitable and fair basically mean the same thing.

Principles of assessment ensuring that there are no unnecessary barriers to *assessment* in the specification of skills, knowledge and understanding or the development of the assessment.

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### **eThink**

A Moodle Premium Partner and managed service provider that can help with training, hosting, implementation and ongoing development to allow us to get the most out of the Moodle platform.

See also *NEBOSH online examination platform* and *eThink*.

### **European Qualifications Framework (EQF)**

A common European reference framework which acts as a translation device to make *qualifications* and learning programmes more understandable across Europe. Its two main aims are to promote citizens' mobility between countries and to facilitate lifelong learning (1).

### **Evidence**

Materials provided by a learner as proof of their competence against specified performance criteria.

See also *Internal assessment, Assessor, Verification, Internal verification, Internal verifier, External verification* and *Direct evidence*.

### **Evidence accumulation**

Where learners are responsible (with appropriate levels of support) for gathering evidence of performance in a range of activities and for assembling this evidence into a portfolio/record of evidence.

This is then scored/rated by teachers or qualified assessors and subject to external moderation/verification.

### **Exam**

See *Examination*.

### **Exam Board**

See *Awarding Body*.

### **Examination**

A formal test of knowledge, understanding or ability.

The term tends to be used for *summative assessments* taken at the end of a period of study.

Traditionally examinations tend to be written answer tests and *multiple choice papers* sat under "strict examination conditions" such as silence, time limit, invigilation, no

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access to external resources ('closed book'), and other measures to discourage, prevent and detect cheating.

Examinations can be done under more relaxed conditions, such as open book.

### **Examination entry confirmation (EEC)**

This document was replaced by the Assessment Registration Confirmation (ARC) in May 2021.

### **Examination question paper**

Document generated by NEBOSH and provided to *accredited Learning Partners* containing the *assessment tasks* to which a *cohort of learners* provide written responses during an *examination*.

### **Examination script**

A *learner's* written response to an *external* or *internal* assessment.

### **Examination venue**

The location where an *examination* is held. May be different to the location of the head office of the *accredited Learning Partner*.

### **Examiner**

An person with subject expertise designated by NEBOSH who is responsible for the marking of *learner* responses. They are required to use *professional judgement* because of the type of *mark scheme* they are applying.

See also *Team Leader*.

### **Examiner allocation and grading (Moodle)**

See *Moodle terms*.

### **Exemption**

The facility for a *learner* to claim exemption from some of the achievement requirements of a *qualification*, using evidence of certificated achievement of equivalent value. *Exemptions* are set by the *awarding body*.

### **Extended-response items**

Where learners have to create a given amount of text and/or working, and which allow learners to organise their responses and present material in an original way.

See also *Objective-response items*, *Multiple-choice items*, *Distractor*, *Key*, *Structured response items*, *Extended response items*.

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### **External assessment**

A form of independent *assessment* in which *question papers*, *assignments* and tasks are set by the *Awarding Organisation*, taken under specified conditions (including details of supervision and duration) and marked by the *Awarding Organisation*.

See also *Examiner and Team Leader*.

### **External learners**

A *learner* who pursues a course of study independently but registers for an *assessment task* at an approved examination centre. The regulatory term is “private candidates”.

### **External verification**

The process of ensuring that standards are being maintained consistently across all *Learning Partners*.

See also *Internal assessment*, *Assessor*, *Verification*, *Internal verification*, *Internal verifier*, *Direct evidence* and *Evidence*.

## **F**

### **Fair and equitable**

See *Equitable and fair*.

### **Federation of Awarding Bodies (FAB)**

The Federation of Awarding Bodies (FAB) is a trade association representing awarding bodies offering vocational *qualifications* in the United Kingdom.

### **Feedback**

Qualitative information about their performance given to *learners* after an *assessment*. Unlike a *grade*, feedback is explicitly developmental, ie oriented towards further progress on the part of the *learner*.

Feedback is particularly important in *formative assessment*, when no final grade will be given.

Feedback may include a correct or model response and an explanation of any incorrect responses made by the learner.

### **Fees schedule, or fees list**

Document showing fees charged for services offered by NEBOSH.

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### **Formative assessment**

Refers to a process that happens during the teaching/learning (so it changes, informs or 'forms' our learning).

The use of assessment to measure progress through a course, giving feedback to help the learner know where to improve.

Assessment providing developmental feedback to a learner so that they can adjust their plan for future learning.

It is not recorded for external purposes.

See also *Competence-based assessment, Diagnostic assessment, Ipsative assessment, Summative assessment and Synoptic assessment*..

## **G**

### **Grade**

A point on a scale of performance used to differentiate achievement within a *qualification*. NEBOSH uses *distinction, credit or pass*.

### **Guide**

NEBOSH publication containing the *syllabus, assessment tasks* and performance *specification* for a NEBOSH *qualification*.

### **General Data Protection Regulation (GDPR)**

This replaces the Data Protection Act 1998 in its entirety.

### **Groups (Moodle)**

See *Moodle terms*.

## **H**

### **Head of Learning Partner**

A named individual in the *Learning Partner* responsible for the overall quality assurance, management and administration of awards . The regulatory term is "Head of centre".

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## I

### **Inbound logistics**

Inbound delivery via upload into Moodle platform of completed scanned paper exam responses for electronic marking.

See also *E-delivery of paper examinations* and *Outbound logistics*.

### **Internal assessment**

An *assessment* which is carried out by the Learning Partner. Internal assessment should always be internally verified by the Learning Partner and is subject to moderation by NEBOSH, or external verification.

See also *Assessor, Verification, Internal verification, Internal verifier, External verification, Direct evidence* and *Evidence*.

### **Internal verification**

The process of ensuring that standards of assessment for NEBOSH qualifications are applied uniformly and consistently within a *Learning Partner*.

See also *Internal assessment, Assessor, Verification, Internal verifier, External verification, Direct evidence* and *Evidence*.

### **Internal verifier**

A staff member appointed by the *Learning Partner* who ensures that *assessors* apply standards of *assessment* uniformly and consistently.

See also *Internal assessment, Assessor, Verification, Internal verification, External verification, Direct evidence* and *Evidence*.

### **Invigilation**

This is about 'keeping watch' or being vigilant.

It's called *proctoring* in some parts of the world.

It just means that that someone or something (let's call them an 'Invigilator') supervises the assessment to make sure it runs smoothly, and everyone follows the rules (especially, looking out for cheating).

Most people's experience of this is in exams.

Invigilation can also be done remotely (combined with *On-screen assessment*) either using a real person on the end of a video link or through software that monitors activity.

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## **Invigilator**

A person who supervises *learners* taking an *examination* or *assessment* (5).

## **Ipsative assessment**

An assessment that is personal to the individual learner. It measures progress (or even regress) over time. It also assesses what a learner has achieved now relative to some previous measurement.

In other types of assessment, we usually compare performance between individuals against some more objective criteria or 'the average' learner.

Ipsative assessments are especially good for encouraging development and confidence.

See also *Competence-based assessment*, *Diagnostic assessment*, *Formative assessment*, *Summative assessment* and *Synoptic assessment*.

## **Item**

The smallest component of an *assessment*, such as a question or task.

See also *Item bank* and *Model answer*.

## **Item bank**

A storage facility for *items* that allows them to be maintained and used for test generation purposes.

See also *Item* and *Model answer*.

# **J**

## **Joint Council for Qualifications (JCQ)**

A trade association representing the eight largest providers of *qualifications* in the UK: AQA, City & Guilds, CCEA, NCFE, OCR, Pearson, SQA and WJEC.

# **K**

## **Key**

The correct response for a closed/objective item (usually a multiple choice or multiple response item).

See also *Objective-response items*, *Multiple-choice items*, *Distractor*, *Key*, *Structured response items*, *Extended response items*.

## L

### **Language Modifier**

Person who can modify/rephrase the *carrier language* for a *learner* whose first/preferred language is English but who has specific difficulties with written language (5).

### **Learner**

Someone who is studying with a *Learning Partner* or through an employer; the person entered for a qualification or training course. NEBOSH uses the term 'learner' rather than 'student'.

### **Learner number**

Unique identifier for each learner as assigned by NEBOSH.

### **Learning**

Gaining knowledge or skills through study, experience or being taught.

See also *Competence, Cognitive competence* and *Competence-based assessment*.

### **Learning outcomes**

Statements that define the products of learning. They describe the activities the learner has to perform to achieve a Unit.

See also *Assessment criteria*.

### **Learning Partner**

An organisation approved by NEBOSH to deliver qualifications and training courses (including assessments). Wide range of types eg could be a college, commercial training provider or employer, and may be international and multi-site.

Previously referred to as *Course Providers*. The term used by the *regulatory authorities* is '*centre*'.

### **Level**

The level at which a *qualification* or *unit* is positioned in a national qualifications framework.

and

An indication of the relative demand, complexity and/or depth of achievement, and/or the autonomy of the *learner*, represented by a *qualification*.

### **Logo**

See *Regulatory logo*.

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## M

### Malpractice

*Malpractice* is defined as any deliberate activity, neglect, default or other practice by *learners* and/or *accredited Learning Partners* that compromises the integrity of the *assessment* process, and/or the validity of *certificates*. Malpractice may include a range of issues from *collusion* or use of unauthorised material by *learners* in an *examination*, to the failure to maintain appropriate records or systems by *accredited Learning Partners* to the deliberate falsification of records in order to claim *certificates* (3).

Types of learner malpractice includes posting or soliciting controlled assessments on social media, being in possession of confidential material before the examination (eg question papers, controlled case studies, etc); or disrupting the examination or assessment (eg through aggressive or unacceptable behaviour, or failing to follow the Invigilator's instructions.

Types of Learning Partner malpractice includes breaching the security/breaking the confidentiality of examination materials or learners' assessments; any act of dishonesty in relation to an examination or assessment, including facilitating learner malpractice; giving learners help beyond that permitted by NEBOSH, and *maladministration*.

See also *Collusion*, *Maladministration* and *Plagiarism*.

### Maladministration

Maladministration is any activity, neglect, default or other practice that results in the *Learning Partner* or *learner* not complying with the specified requirements for delivery of the *qualifications* and as set out in the relevant *codes of practice* where applicable (3).

### Mark

The smallest component of credit that can be given in a *mark scheme*.

### Mark scheme

A scheme detailing how marks are to be awarded in relation to a particular *assessment unit or component*. A *mark scheme* normally characterises acceptable answers to questions/tasks or parts of questions/tasks and identifies the amount of *credit* each attracts.

### Marking

The process by which *Examiners* use a *mark scheme* and *professional judgement* to assess *learner* responses to *assessment tasks*.

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## Method of assessment

See *Assessment method*.

## Model answer

An exemplar response to an *item*.

See also *Item* and *Item bank*.

## Moderation

The process of checking through which *internal assessment* is monitored by the *awarding body* to ensure that it is reliable, fair and consistent with required standards, between *assessors*, between *accredited Learning Partners* and over time, and making adjustments to results where required to compensate for any differences in standard that are encountered.

## Monitoring

The review of, and reporting on, the *awarding body's* quality assurance arrangements by the *regulatory authorities* or the *awarding body* and the *accredited Learning Partner*.

## Moodle

A Learning Management System (LMS) that provides educators across all levels and industries with a highly functional, flexible, and interoperable digital learning solution through open-source technology.

See also *NEBOSH online examination platform* and *eThink*.

## Moodle terms

### **Assessment Types (Within Course)**

#### *Quiz*

The Quiz activity module allows the design and build of quizzes consisting of a large variety of question types, including multiple choice, true-false, short answer and drag and drop images and text. These questions are kept in the question bank and can be re-used in different quizzes.

#### *Assignment (used for OBE)*

The assignment activity provides a space into which students can download guidance and associated assignment documentation such as a question paper, submit work either on screen or through file upload for examiners to grade and give feedback on.

#### **Course and Course Categories**

A course in Moodle is an area where resources and assessments can be added for learners to complete. It can include downloadable documents, learner guidance, functionality to upload responses, etc, or it might be a complex set of tasks where learning progresses through interaction.

### *Course categories*

A feature within the Moodle platform that allows the structuring and organising of courses. Course categories organise courses for all Moodle site participants.

### **Course completion**

Course completion shows if a course has been completed. It can show the progress a student is making towards finishing the course according to specific criteria. For example, for OBE a learner has completed their course by downloading an examination question paper, uploading their answer responses, submitted it for marking and the designated time window for the exam has elapsed.

### **Course restrictions**

In the settings of each course module activity there is a Restrict Access section

Restriction can be based upon Activity completion, date, grade, the group or grouping the students are in or even user profile fields. For example, for OBE we restrict the date/time range when an exam question paper can be viewed, this can be further restricted by user role type also.

### **Course topics and modules**

#### *Topics*

Each course module is arranged in a topic structure that can be individually titled. Each topic section can consist of activities, resources and labels. For example, for the OBE the topics available are guidance and examination.

#### *Module*

A course module represents each of the activities and resources found in a course. It contains information about which course and section the activity/resource is displayed on, as well as details about the visibility, group and completion status of the activity.

### **Dashboard**

The Dashboard is a customisable page for providing learner users with details of their progress and upcoming deadlines.

Non-learner users also use the dashboard to access courses where they are required to complete specific activity, for example Learning Partner download.

The dashboard shows the live courses a user is enrolled on.

### **Enrolment**

Enrolment is the process of marking users as participants in a course, in other words assigning them a role such as learner, Learning Partner or Examiner.

NEBOSH enrol all learners to courses through the manual enrolment feature, we do not allow self-enrolment currently.

### **Examiner allocation and grading**

Allocation of completed assessments to specific examiners for marking. Once allocated assessment responses examiners are able to annotate, assign marks and submit marked exam assessments.

### **Groups**

The groups feature allows NEBOSH to assign users to be gathered or classed together in one or more groups for the entire course e.g. For the open book exam we have:

1. Groups of learners to specific countries in which their Learning Partner wishes to hold an exam;
2. Groups of Examiners to Team Leaders.

### **Roles**

A role is a collection of permissions defined for the whole system that you can assign to specific users in specific contexts. The combination of roles and context define a specific user's ability to do something on any page. The most common examples are the roles of learner and examiner in the context of a course.

### **User Management**

Users (excluding internal users) are uploaded via CSV upload only (Moodle Registration), this method allows the user to be, assigned a role, enrolled, grouped by Learning Partner and country at the same time for a specific course.

Upon Registration the user is issued an email confirmation of their account set up and credentials to access.

Each user has a username and email address which is used as their unique identifier.

## **Multiple-choice items**

A specific form of objective-response item, where the learners' responses are constrained to a given list of alternatives, selecting the response which best completes a statement or answers a question.

See also *Objective-response items, Distractor, Key, Structured response items, Extended response items.*

## **Multiple Choice Question Paper (MCQP)**

Rather than writing a response to each question, *learners* are asked to select the correct answer from a number of options.

# **N**

## **NEBOSH Award**

A NEBOSH *qualification* designed to be at *Level 5* in in the *Scottish Credit and Qualifications Framework (SCQF)* comparable to *Level 2* in England, Wales and Northern Ireland.

## **NEBOSH Certificate**

A NEBOSH *qualification* designed to be at *Level 6 or 7* in the *Scottish Credit and Qualifications Framework (SCQF)* or *Level 3 or 4* in England, Wales and Northern Ireland.

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## NEBOSH Diploma

A NEBOSH *qualification* designed to be at *Level 9* or *10* in the *Scottish Credit and Qualifications Framework (SCQF)* or *Level 5* or *6* in England, Wales and Northern Ireland.

## NEBOSH online examination platform

NEBOSH configured instance of the Moodle platform where learners can complete online/offline e-learning and exam assessments/assignments.

See *Moodle* and *eThink*.

## O

### Objective-response items

Where learners are required to provide a highly defined response, such as adding a line to a diagram, completing a number sequence, completing a statement.

See also *Multiple-choice items*, *Distractor*, *Key*, *Structured response items*, *Extended response items*.

### Office of the Qualifications and Examinations Regulator (Ofqual)

The national *regulator* of all *qualifications* in England previously known as QCA. See also *Regulatory authorities*.

### On-demand examination (or sitting)

*On-demand examinations* are requested from NEBOSH by *accredited Learning Partners* for *NEBOSH Award and Certificate-level examinations* for a date requested by the *accredited Learning Partner* (providing six weeks' notice is given). They are not available for NEBOSH Diploma-level *qualifications*. Previously known as 'local examinations'.

### On-screen assessment

One of many ways of delivering digital assessment.

The assessment is done though a PC, laptop, smartphone or tablet device, usually via a web browser or if available a mobile/tablet app.

On-screen doesn't necessarily just mean online (ie live internet connection).

You might be off-line (ie no live Internet) but still working 'on-screen' as many assessment platforms allow for the assessment to be downloaded and run locally on a laptop. There is a minimum connection requirement to do an initial download for offline usage and again for submitting.

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**Open book examination (OBE)/assessment**

An examination/assessment where the learner is encouraged to use external resources, such as course notes, or the Internet.

(See also *Closed book examination/assessment*)

**Outbound logistics**

Controlled outbound delivery of examination question papers, delivered digitally through the Moodle platform direct to Learning Partners for printing in a venue.

See also *E-delivery of paper examinations* and *Inbound logistics*.

**P****Parchment**

(See *Qualification parchment*).

**Pass**

See *Grade*.

**Pass mark**

The minimum score in a graded assessment required to achieve the lowest 'pass' grade in the range.

May also be used in a minimum competence test for the minimum score for which a pass award will be given.

NB. Pass mark can vary between assessments yet still have the same 'pass standard'.

See also *Cut-off score*.

**Pass standard**

The minimum acceptable achievement against objective competence criteria.

**Pedagogy**

Pedagogue derived partly from the Greek word for a teacher. So, pedagogy just means your teaching approach, teaching methods, or the whole subject of 'teaching' in general.

For example – the *Socratic* method which seeks to help the learner problem solve and answer their own questions.

### **Performance assessment**

Where performance in work tasks, or activities such as laboratory work are observed and scored/rated by a tutor or qualified assessor.

Assessment in work contexts typically is guided by occupational standards.

### **Personal data**

This term has the meaning ascribed to it in the *General Data Protection Regulation*: any information which is related to an identified or identifiable person (8).

### **Plagiarism**

Learners using the work of others and passing it off as their own for assessment purposes.

See also *Malpractice*.

### **Portfolio**

A representative collection of a learner's work, usually assembled over the period of the learning, to demonstrate or exemplify either that a range of criteria has been met, or to showcase a learner's best work.

### **Positive marking**

A system of marking where marks are awarded for what is correct rather than deducted for what is wrong (which is called negative marking).

### **Practical assistant**

Person who carries out practical tasks at the instruction of the *learner* (5).

### **Practicable (a principle of assessment)**

Practicable basically means 'realistically doable' or 'possible'.

A valid and reliable assessment may not be practicable due to the resources or time required to carry it out efficiently and effectively.

### **Proctoring**

See *Invigilation*.

### **Professional judgement**

A decision reached by those qualified through experience and knowledge of the discipline, field of study, profession, trade or area of skill (1).

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## **Project**

A form of written *assessment* used for some *NEBOSH Certificate* and *Diploma* qualifications. *Internally assessed by the accredited Learning Partner* and *moderated* by NEBOSH.

## **Prompter**

Person who draws the *learner's* attention back to the task in hand (5).

## **Proxy learner**

This is a form of cheating where a learner gets someone else to take an assessment for them.

The proxy pretends to be that learner and they'll often have fake identification too.

In some parts of the world, this is run very much as a business transaction.

The proxy might attempt to register as the learner from the beginning of the process.

## **Q**

### **Qualification**

An *award* made by an *awarding body* for demonstration of achievement or *competence*.

### **Qualification level**

See *Level*.

### **Qualification parchment**

The record of attainment issued by NEBOSH to a *learner* on successful completion of all *units* that form part of a *NEBOSH qualification*. The *parchment* displays the *learner's* overall *grade*. The design of *certificates* for *accredited qualifications* must conform to regulatory guidelines. Also known as an *overall qualification certificate*.

### **Qualification structure**

See *Specification*, *Unit*, *Element*, *Assessment/test specification* and *Standard*.

### **Qualifications Wales (QW)**

The national regulator of qualifications in Wales, previously Welsh Government, also previously known as DfES, DCELLS and ACCAC. See also *Regulatory authorities*.

### **Question types**

See *Objective-response items*, *Multiple-choice items*, *Distractor*, *Key*, *Structured response items*, *Extended response items*.

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### Question validity

*Demand*: a measure of a question's cognitive requirements, normally expressed in terms of a recognised taxonomy. The level of demand in NEBOSH qualifications relates to *SCQF* levels.

*Difficulty*: a measure of a question's complexity or obscurity, or the relative (to other questions) probability of a learner answering it correctly. In technical usage, it is sometimes expressed as a numerical value to indicate a proportion of learners who answer it correctly.

## R

### Raw score (mark)

The unmodified score achieved on an assessment, immediately after marking. This is generally the number of questions answered correctly, or the total marks achieved.

Raw scores are often then converted to percentile ranks, standardised scores, grades, etc.

### Reader

A Reader is a responsible adult who reads the instructions of the question paper and the questions to the learner.

### Reasonable adjustments

The Equality Act 2010 requires an *awarding body* to make *reasonable adjustments* where a disabled person would be at a substantial disadvantage in comparison to someone who is not disabled. The *awarding body* is required to take reasonable steps to avoid that disadvantage. An example would be a Braille paper which would be a *reasonable adjustment* for a Braille reader, but not for a *learner* who was unable to read Braille.

A *reasonable adjustment* for a particular person may be unique to that individual and may not be included in the list of available *access arrangements*.

How reasonable the adjustment is will depend on a number of factors including the needs of the disabled *learner*. An adjustment may not be considered reasonable if it involves unreasonable costs, timeframes or affects the security or integrity of the *assessment*.

There is no duty on the *awarding bodies* to make any adjustment to the *assessment* objectives being tested in an *assessment* (3).

### Recognition of prior learning (RPL)

A process that enables an individual to receive formal recognition through certification of prior learning, training or experience.

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## Registration

NEBOSH *learners* must register for each individual NEBOSH *examination* that they wish to undertake. *Enrolled learners* must still *register* for individual NEBOSH Diploma-level *examinations*. *Registration* incurs a fee payable by the *learner*. See also *Enrolment*.

## Registration form

NEBOSH form containing the Learner Terms which an *accredited Learning Partner* must return to NEBOSH with any necessary monies in order to register a *learner* to a NEBOSH assessment.

## Regulated qualification

Qualifications that are listed on regulators frameworks and a certificate of achievement is issued by an Awarding Body; most qualifications have a difficulty level, the higher the level the more difficult the qualification is; England, Wales and Northern Ireland have 9 qualification levels, Scotland has 12 levels structured on the Scottish Credit and Qualifications Framework (SCQF). Many of NEBOSH's qualifications are regulated on the SCQF.

## Regulator

An organisation or department designated by government to establish and to secure compliance with national standards for *qualifications*. The *regulatory authorities* in the UK are: SQA Accreditation, Ofqual, Qualifications Wales and CCEA Regulation.

NEBOSH are regulated by SQA Accreditation.

## Regulatory authorities

See *Regulator*.

## Regulatory body

See *Regulator*.

## Regulatory logo

The *logo* of the appropriate *regulatory authority* that appears on *certificates* and/or *result* notifications issued for *accredited qualifications* in the UK.

## Regulatory review

A process where unresolved *appeals* are considered by the relevant *regulator*.

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**Reliability (a principle of assessment)**

The extent to which assessment results are consistent from one learner to the next, and from one assessor to the next and from one occasion to the next, for example with a different assessor.

A measure of the accuracy of the mark achieved if another test from a bank of equivalent items is used.

**Result declaration date**

The date that a *unit* and/or overall *qualification* result is declared by NEBOSH for *Certificate* and *Diploma assessments*. This date is stated on the relevant *unit* or *overall qualification parchment*. See also *Unit result notification date*.

**Roles (Moodle)**

See *Moodle terms*.

**RPL**

(See *Recognition of prior learning*)

**Rubric**

A set of instructions and other items of guidance provided for *learners* on an *assessment*.

**S****Scenario**

An abbreviated case study or history which can be used as part of an assessment.

**Scottish Credit and Qualifications Framework**

See *SCQF*.

**Scottish Qualifications Authority – Accreditation**

See *SQA Accreditation*.

**Scribe**

Person who writes down or word processes a *learner's* dictated responses (5).

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## SCQF

*Qualification* framework used in Scotland, the SCQF has 12 levels. The majority of NEBOSH *qualifications* are *level* and *credit rated* in the SCQF. Equivalency with *qualification* frameworks in England, Wales, Northern Ireland, Republic of Ireland and Europe can be found using the *Qualifications can cross boundaries* chart issued by the relevant *regulators* and available on the NEBOSH website (9). **Sensitive personal data**

This term has a meaning ascribed to it in the General Data Protection Regulation: includes personal data revealing racial and ethnic origin, for example

## Short-answer items

See *Structured-response*.

## Simulation

Any structured assessment exercise involving the organisation and achievement of a specific task which seeks to reproduce real life situations, used where assessment is difficult to carry out, eg for safety reasons.

## Socratic questioning

'Dialectic' approach to learning by getting the learner to do the work by using different types of questions to reveal what they know, challenge underlying beliefs, and guide them to work it out for themselves.

The idea is that because they've worked through it themselves, they'll learn it much better.

Understandably there's a lot of 'why', 'what' and 'how' in those questions.

See also *Pedagogy*.

## Special consideration

*Special consideration* is an adjustment to a *learner's mark* or *grade* to reflect temporary illness, injury or other unforeseen indisposition at the time of the *assessment* (3).

## Specification

The complete description – including mandatory and optional aspects – of the content, *assessment* arrangements and performance requirements for a *qualification* (7). See also *Guide*, *Unit*, *Element*, *Assessment/test specification* and *Standard*.

The term is also used by NEBOSH to distinguish different versions of the same *qualification*; for example, the NEBOSH National Diploma in Occupational Health and Safety February 2010 specification) and the NEBOSH National Diploma in Occupational Health and Safety (December 2015 specification).

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### **Speech (recognition) software**

A computer programme that reads text (5).

### **Standard**

The criteria for success at a particular level; a pre-determined level of attainment for certification.

See also *Specification, Guide, Unit, Element, and Assessment/test specification*.

### **SQA Accreditation**

The national *regulator of qualifications* in Scotland. *SQA Accreditation* has a UK-wide regulatory remit. NEBOSH is an SQA Accreditation-approved *Awarding Body* and offers SQA Accreditation-accredited and *SCQF credit rated qualifications*.

### **Standard examination (or sitting)**

NEBOSH sets a number of *examination* dates on an annual basis. The precise dates and number of *standard sittings* available for each *qualification* are specified in the relevant *Guide* and on the NEBOSH website. *Diploma assessments* are only available as *standard sittings*.

### **Standardisation**

Processes to check, adjust and ensure that assessment processes and criteria (including both the administration of the assessment itself, and its marking) are applied consistently by assessors, examiners and verifiers.

Standardisation can be carried out within Learning Partners as well as by Awarding Bodies.

### **Structured-response**

Where learners have to provide succinct, specific responses to questions, but where the marking scheme allows some variation in those responses.

See also *Objective-response items, Multiple-choice items, Distractor, Key and Extended response items*.

### **Student**

See *Learner*.

### **Summative assessment**

Assessment, generally undertaken at the end of a learning activity or programme of learning, which is used to make a judgement on the learner's overall attainment (like a final exam for a qualification).

The point is that it is assessment done when the relevant teaching and learning has already happened.

A key purpose of summative assessment is to record, and often grade, the learner's performance in relation to the stated learning outcomes of the programme. This is called 'summing up'.

See also *Competence-based assessment, Diagnostic assessment, Formative assessment, Ipsative assessment, and Synoptic assessment*.

## **Syllabus**

An outline and summary of topics to be covered by a *qualification*, contained within a NEBOSH *Guide to a qualification*.

## **Synoptic assessment**

Assesses multiple units or topics of learning – a holistic approach. This could be a couple of Units or even the whole course. Synoptic assessment is commonly used later on or at the end of a course of study.

Realistic for some topics which are highly related, connected, dependent or greatly overlap eg the practical car driving test is synoptic as it pulls together both the application of theory (like rules of the road) together with the ability to control the vehicle.

Synoptic assessment helps learning because they reinforce the connectedness of discrete Units of learning.

See also *Competence-based assessment, Diagnostic assessment, Formative assessment, Ipsative assessment and Summative assessment*.

## **T**

### **Team Leader**

The person designated by NEBOSH who is responsible for judging and recording the review of *Examiner's* marking.

### **Tutor assessment**

(See *Coursework/non-examined and tutor assessment*).

### **Transcript**

A full written or typewritten copy of information or material originally provided in writing, speech or sign language (5).

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## U

### **Unit (of a qualification)**

The smallest part of a *qualification* which is formally reported and can be separately certificated.

A unit is the basis of NEBOSH's qualification system.

See also *Specification, Guide, Element, Assessment/test specification and Standard*.

### **Unit certificate**

The record of attainment issued by NEBOSH to a *learner* on successful completion of a *unit* that forms part of a NEBOSH *qualification*. NEBOSH *unit certificates* are not *graded*. The design of *certificates* for *accredited qualifications* must conform to regulatory guidelines.

### **Unit Result Notification (URN)**

NEBOSH document notifying the *learner* of the outcome of each *examination* or submission undertaken.

### **Unit Result Notification (URN) date**

The latest date by which results for a *unit examination* sitting will be received by *learners*. This date is stated on the *examination entry confirmation* document issued to the *learner*, relevant to that *unit examination*. See also *Result declaration date*.

### **User management (Moodle)**

See *Moodle terms*.

## V

### **Validity**

A measure of the accuracy of an assessment.

A 'valid assessment' means that the assessment is appropriate for its purpose, has been designed to allow learners to show that they have the required knowledge, understanding and skills to meet the standards of the qualification.

Any interpretation and use of the assessment results are supported and can be justified.

### **Verification**

The process of ensuring that quality assurance systems are being maintained, can be either internal or external.

See also *Internal assessment, Assessor, Internal verification, Internal verifier, External verification, Direct evidence* and *Evidence*.

### **Voice activated software**

A computer programme which responds to spoken instructions (5).

### **WXYZ**

Not applicable.

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5. *FAB Guide: The Application of Reasonable Adjustments and Special Consideration in Vocational Qualifications*, Federation of Awarding Bodies, January 2012.
6. *SQA Accreditation's Glossary*, SQA Accreditation, 2017
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### 4. Document Control

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