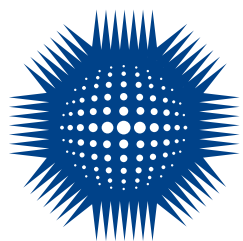


**TRAINING AND
EVENTS FROM**



nebosh

**The National Examination
Board in Occupational Safety
and Health (NEBOSH)**

Dominus Way,
Meridian Business Park,
Leicester LE19 1QW

Tel: +44 (0) 116 263 4700
Fax: +44 (0) 116 282 4000
Email: info@nebosh.org.uk
www.nebosh.org.uk

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NEBOSH HSE Certificate in Health and Safety Leadership Excellence

Qualification guide for Learning Partners

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Qualification overview

Qualification overview

Qualification key features

Unit prefixes and title/s	Unit HSL1: Health and safety leadership
Assessment	Type: Reflective statements completed during the course on the HSE's five leadership values.
Modes of study	Taught (face to face) Open and distance learning e-learning
Notional learning hours	Taught hours: 7 Pre-course reading hours: 3
Qualification level and number of credits	SCQF Level 6 with 1 credit (comparable to RQF Level 3) Information on qualification levels and SCQF can be found on the 'understanding qualifications' page of the SCQF website.
Entry requirements	None
Recommended minimum standards of English	Equivalent to an International English Language Testing System score of 6.0 or higher in IELTS tests. For further information consult the IELTS website here .
Languages available	English
Assessment dates	On demand only
Pass standard	Learners are required to complete all parts of the assessment to achieve a Pass.
Qualification grades	Pass Refer
Parchment issue	Issued within 20 working days of the results declaration date.

Qualification overview

Introduction

NEBOSH and Great Britain's Health and Safety Regulator, the Health and Safety Executive (HSE), have jointly developed the NEBOSH HSE Certificate in Health and Safety Leadership Excellence.

Health and safety is a key performance measure within successful and forward-thinking organisations. Effective leaders understand that health and safety is not just of moral importance, but also contributes to the achievement of objectives across the organisation, covering finance, operations, compliance, and governance.

Productivity improvements, competitive advantage, talent retention, and effective risk management are just a few of the things which flow from strong organisational health and safety performance and culture.

In order to monitor and positively influence overall performance, leaders should seek to develop a high-level of understanding of the intricacies of their organisation. The NEBOSH HSE Certificate in Health and Safety Leadership Excellence (HSL) is designed to support both leaders and aspiring leaders in gaining a core understanding of how their behaviours and responsibilities directly impact health and safety management.

Syllabus development and review

The syllabus has been reviewed and revised by NEBOSH and the HSE following input from key employers, learners, Learning Partners, and subject-matter experts.

Key topics covered

- The business benefits of health and safety leadership (including the moral, legal and business arguments);
- The effects of good health and safety leadership on safety culture:
 - Human failures;
 - Decision making processes, including mental short cuts and biases;
 - Leadership styles;
 - The HSE's five leadership values; and
 - Building relationships with the workforce.

Qualification overview

Qualification type

NEBOSH qualifications are categorised as 'Other' qualifications by SQA Accreditation in Scotland. These are categorised as Vocationally-Related Qualifications (VRQs) in England, Wales, and Northern Ireland.

VRQs provide the knowledge and practical skills required for particular job roles through a structured study-based training programme, which combines the assessment of knowledge and understanding in written examinations with practical application of learning in the workplace.

VRQs are a popular type of qualification because they are nationally recognised, flexible, and offer routes for progression to employment or further study.

Notional learning hours

It is expected that this qualification will be delivered over the equivalent of one day (depending on the mode of study). It is recommended that the learner will also undertake a minimum of 3 hours of pre-course study.

Teaching syllabus content

Although the syllabus sets out the elements in a specific order, your tutors can teach the elements in any order they feel is appropriate. You will need to reflect this in the timetables which are submitted for

approval as part of the accreditation process.

Legislative syllabus content

Learning outcome 1.2 refers to moral, legal and business reasons for good health and safety leadership. The legal content has been split between UK content and international content. The UK content is based on specific legal duties under legislation. The international content is mainly based on the International Labour Organisation's Occupational Health and Safety Convention. The learning Partner should therefore teach content applicable to the country where the course is being delivered.

Minimum standard of English

The standard of English required by learners studying for the NEBOSH HSE Certificate in Health and Safety Leadership Excellence must be such that they can both understand and articulate the concepts contained in the syllabus. It is important to stress that it is your responsibility to determine your learners' standards of proficiency in English. NEBOSH recommend a minimum score of 6.0 in [IELTS](#) tests.

Qualification overview

Achieving the qualification

The NEBOSH HSE Certificate in Health and Safety Leadership Excellence is assessed in the form of reflective statements undertaken throughout the course. Students will be assessed on the HSE's five leadership values.

The values are:

- building and promoting a shared health and safety vision;
- being considerate and responsive;
- providing support and recognition;
- promoting fairness and trust in relationships with others; and
- encouraging improvement, innovation and learning.

The reflective statements are designed to raise learners' awareness of how their knowledge, skills, attitudes, and behaviour may have both positive and negative effects on the health and safety performance of their organisation. Learners will also need to make a commitment to a single leadership intervention to improve health and safety management within their organisation, or area of workplace influence.

Learners, employers and internal assessors should be aware that the assessment is for educational purposes only. Although this is not a formal assessment of leadership competence, it is a measure of a learner's ability to demonstrate what they have learnt and how they intend to apply this in their workplace.

Great leaders never stop learning

Neil Fisher is currently a Health and Safety Practitioner at Network Rail. He is also an aspirational leader and an advocate of continuous lifelong learning, which he hopes will now take him to the next stage of his career.

"The Leadership Certificate is different to the other NEBOSH qualifications I've taken previously," Neil told us. "You could say the others are more technical, which has really helped me in the practitioner roles I have had to date. The Leadership Certificate focuses more on increasing your personal impact as a leader in a health and safety context. For an aspiring leader like me, understanding how my actions and behaviours can affect performance, will only help me to champion health and safety better in the future."

He added: "On the course, I was sat with a finance director and a managing director from other companies and it was fascinating to get their perspective. I have to say, we all took a lot from the day and I am sure the experience will help us be better influencers in the future."



Qualification overview

Re-sitting unit(s)

Learners may re-sit a unit if a 'Refer' result is received. There is no limit to the number of times a learner can re-sit units. A refund will not be given if learners register to re-sit a unit before an original result is known.

Marking and individual learner feedback

The assessment will be marked by the appointed course tutor. NEBOSH needs to be satisfied that the course tutor has adequate qualifications and experience in the areas covered by the syllabus. A tutor for this qualification will likely be a Member of an appropriate professional body such as the Institution of Occupational Safety and Health (CFIOSH, CMIOSH, certIOSH or equivalent), Chartered Institute of Personnel and Development (MCIPD), The British Psychological Society (MBPsS, CPsychol) or other relevant body.

Issue of qualification parchment

When learners have achieved a 'Pass', they are considered to have completed their qualification. We will then dispatch their qualification parchment within 20 working days.

Conflict of interest

Learning partner staff including head of learning partners, tutors, administrators, examinations officers and invigilators must declare in writing to NEBOSH any employment and/or familial, spousal or other close personal relationship with any examination or assessment learner. Further information can be found in the ['Instructions for Conducting Examinations'](#) document on the NEBOSH website.

Available resources

In addition to this guide, the following resources are downloadable from the NEBOSH website:

- Assessment pack for Unit HSL1;
- Guidance and information for learners and Learning Partners;
- Tutor references.

Syllabus

Syllabus

Syllabus summary

Element		Assessment
1	The foundations of health and safety leadership	Reflective statements completed during the course on the HSE's five leadership values
2	Human failure and decision-making	
3	Leadership	

Pre-course reading

To help learners get more from the course, it is recommended that they undertake the pre-course reading. The Learning Partner is responsible for advising learners on the types of issues that should be looked at prior to the course.

Prior to the course, you should:	Recommended reading time
• Read HSE IOD INDG417 'Leading Health and Safety at Work' • Research your organisation's health and safety vision • Research your organisation's key health and safety risks • Understand what is included in your organisation's health and safety policy and the objectives that the policy sets.	3 hours

Syllabus

Learning outcomes and assessment criteria

Learning outcome You will be able to	Related content	Assessment criteria	Assessment
Demonstrate the importance of health and safety leadership excellence	1.1	Outline the reasons for and benefits of health and safety leadership excellence, the importance of an agreed health and safety vision and the business benefits excellent health and safety leadership brings	Self-reflection exercises
	1.2	Discuss the moral, legal, and business reasons for good health and safety leadership	Self-reflection exercises
Recognise indicators that can provide assurance to leadership teams that health and safety is being managed effectively	1.3	Understand how leaders can gain assurance that health and safety is being managed effectively	Self-reflection exercises
Model good leadership to positively influence health and safety culture	1.4	Explain how good leadership can positively influence health and safety culture	Self-reflection exercises
Recognise the impact of human failure on health and safety culture	2.1	Understand how human failure can impact on health and safety culture	Self-reflection exercises
Understand the impact of mental short cuts, biases, habits, and beliefs on the decision-making process	2.2	Recognise how mental short cuts, biases, habits, and beliefs can influence the decision-making process	Self-reflection exercises
Demonstrate a range of appropriate leadership styles	3.1	Outline different leadership styles, including transformational, authentic, resonant, and transactional	Self-reflection exercises

Syllabus

Learning outcome You will be able to	Related content	Assessment criteria	Assessment
Integrate the five values and supporting foundations of the HSE's health and safety leadership model within their professional practice	3.2	Apply the five values and supporting foundations of the HSE's health and safety leadership model	Self-reflection exercises
Practice effective leadership communication to build relationships with the workforce	3.3	Explain how relationships with the workforce can be built by effective leadership communication	Self-reflection exercises

Syllabus

Syllabus content

Element 1: The foundations of health and safety leadership

1.1 Reasons for health and safety leadership, organisational health and safety vision and business benefits of excellent health and safety leadership

- What is health and safety leadership
- The reasons for and benefits of effective health and safety leadership
- The behaviour/traits of leaders that could have a negative impact on health and safety leadership
- Developing an agreed health and safety vision for an organisation
- The characteristics that make a good health and safety leader

1.2 The moral, legal and business reasons for good health and safety leadership

- Moral
 - societal expectations
 - responsibility and accountability for health and safety
 - protection of workers from reprisals when reporting health and safety incidents and hazards
- Legal
 - the role, function and limitations of legislation as a means of promoting health and safety and environmental performance

UK content

- The Health and Safety at Work etc. Act 1974
 - duties under Sections 2, 3, 36 and 37 of the Act
- the purpose of the Company Directors Disqualification Act 1986 s2(1)
- individual duties and possible enforcement actions under involuntary manslaughter/gross negligence
- the Corporate Manslaughter and Corporate Homicide Act 2007
 - application
 - meaning of relevant duty of care
 - the offence
 - penalties
- application of the health and safety/corporate manslaughter sentencing guidelines 2016

International content

- different levels of standards and enforcement in different jurisdictions
- responsibilities of leaders under Article 20 of the C155 Occupational Health and Safety Convention 1981

• Business

- level of fines/penalties/compensation (cross reference with 'legal')
- the real cost of accidents/incidents

Element 1: The foundations of health and safety leadership

1.3 Leadership team assurance

- With reference to INDG417(rev1) and ISO 45001, organisational controls that can be adopted to provide assurance to leadership teams that health and safety is being managed effectively:
 - understanding the context of the organisation and who the organisation's interested parties are
 - risk profiling of the organisation, risks prioritised, controls applied and communicated
 - management system thinking eg, PDCA
 - leadership team involved, informed and visible
 - governance, competency and resource
 - leadership team approval and monitoring of performance indices – health and safety targets, kpi's and leading/lagging indicators; statistical trends
 - commitment to continuous improvement
 - looking ahead/horizon scanning
 - benchmarking of organisational health and safety performance

1.4 The influence of good health and safety leadership on health and safety culture (with reference to Element 2.1)

- The meaning of safety culture
- How health, safety and environmental management can be a conduit for organisational change
- The differences between:
 - blame culture; no name, no blame; just culture
- How the three aspect approach to safety culture links together:
 - psychological aspects (how people feel)
 - behavioural aspects (what people do)
 - situational aspects (what the organisation has)
- The levels of cultural maturity: ad-hoc; managed; standardised; predictable; excellence
- Examples, benefits and limitations of indicators of culture:
 - lagging (reactive) indicators
 - leading (proactive) indicators
- Why measuring the 'right things' is important
 - Reason's model of accident causation (Swiss cheese model)
- The lessons to be learned from high reliability organisations (HROs)
 - meaning of
 - characteristics: containment of unexpected events; just culture; mindful leadership; learning orientation; problem anticipation; over reliance on technology

Syllabus

Element 2: Human failure and decision making

2.1 The influence of human failure on culture

- The meaning of 'error' and 'violation' with reference to human failure
- Types of errors – skill based (slips of action, lapses of memory) and mistakes (rule-based and knowledge-based)
- Types of violations – routine, situational, exceptional
- How human failures can affect safety culture

2.2 Decision making process, mental short cuts, biases and habits

- The differences between 'Automatic' and 'Reflective' decision making
- Reliable mental short cuts used during the appraisal of risk/decision making
 - anchoring
 - availability
 - media influence
 - representativeness
- Common biases which can affect decision making/judgement making
 - halo
 - confirmation
 - self-serving
 - hindsight
- The meaning of habit and how this can influence decision making
- The types of personal beliefs and how these can affect decision making
 - familiarity
 - control acceptance
 - self-efficacy
 - responsibility
 - normative beliefs
 - consequences
- Individual risk perception

Syllabus

Element 3: Leadership	
3.1	Leadership styles • The main elements of the following leadership styles - transformational - authentic - resonant - transactional
3.2	Five leadership values and supporting foundations • The five leadership values: - building and promoting a shared H&S vision - being considerate and responsive - providing support and recognition - promoting fairness and trust in relationships with others - encouraging improvement, innovation and learning • The foundations of health and safety leadership values - involvement and communication - effective role modelling - embedding robust health and safety management as a business norm • Methods for assessing own health and safety leadership performance: - questioning others - self-reflection
3.3	Building relationships with the workforce • Leadership walkabouts/conversations - frequency - format - lessons learned - taking action • What is rapport • Barriers to building a good rapport with the workforce

Syllabus

Element 3: Leadership

- What good communication looks like
 - physiology, voice, words
 - ensure the right information is given
 - the use of praise in appropriate situations
 - ask questions
- How information can be given
 - primacy/recency effect
 - relevant jargon/language
 - who should be delivering the message
 - memorable message (make it fun)
 - present the same information in different ways
 - tailor the information to each audience
- How to gather information
 - ask the right questions
 - why are things being done
 - carry out walkabouts on a regular basis
 - active listening (hearing, attending, understanding, remembering)
- The differences between positive reinforcement, negative reinforcement, punishment
- The benefits of reinforcement and the negatives of punishment
- Methods for reinforcing positive behaviour