

NEBOSH HSE Certification in Health and Safety Leadership Excellence



Unit HSL1: Health and safety leadership

Guidance and information for students and internal assessors

This document provides comprehensive guidance on the presentation and submission of the Unit HSL1 assessment.

The guidance should be read carefully in conjunction with the mark sheet, which is attached at the end of this guidance document, to provide a clear guide to the requirements of the reflective assessment.

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1.0 Introduction

Students will be assessed on the HSE's five leadership values throughout the course and will be assessed on each of these throughout the day. The values are:

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

The assessment will be in the form of reflective statements which will be undertaken throughout the course. The reflective statements are designed to raise students' 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. Students will also need to make a commitment to a single leadership intervention to improve health and safety management within their organisation, or sphere of workplace influence.

Students, 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 student's ability to demonstrate what they have learnt and how they intent to apply this in their workplace.

2.0 Accredited course provider's contacts sitting the assessment

Accredited course providers **must** declare in writing to NEBOSH any employment and/or familial, spousal or other close personal relationship with any examination or assessment student. The assessment must be marked by an internal assessor approved by NEBOSH.

3.0 Date of assessment

The assessment will normally take place during the day for taught courses or if being undertaken via distance or eLearning, during the duration of the study period.

4.0 Identifying students

The course tutor (internal assessor) must be fully satisfied as to the identity of all students prior to qualification delivery. This can either be done ahead of the training, on the day for classroom delivery, or for eLearning students verification can be undertaken remotely via webcam. This will involve checking photographic identification. Photographic evidence of identity includes driving licences, national identity cards and passports.

In cases where it is impossible to identify a student due to the wearing of religious clothing, such as a veil, the student should be approached by a female member of staff and taken to a private area where they should be politely asked to remove the veil for identification purposes. Accredited course providers must inform students in advance of this procedure. Once identification has been established, the candidate should replace the veil and proceed as normal to sit the examination.

5.0 The assessment

5.1 Assessment points

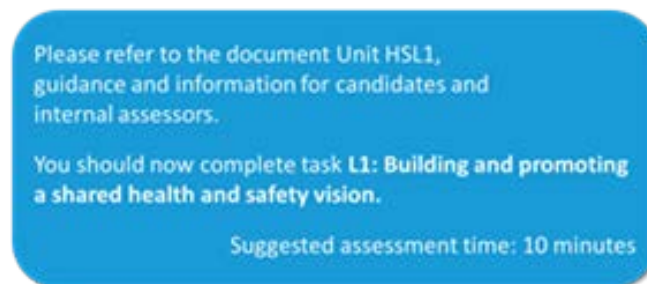
Students will be assessed throughout the day's training. The assessment points come in the following places:

Assessment activity	Leadership value	Syllabus element
1	L1: Building and promoting a shared health and safety vision	1.1
2	L4: Promoting fairness and trust in relationships with others	1.3
3	L3: Providing support and recognition	2.1
4	L2: Being considerate and responsive	3.2
5	L5: Encouraging improvement, innovation and learning	3.3

It is important that students undertake the assessment activities on their own and not as part of a group activity.

Students studying by e-Learning / distance learning will need to check with their accredited course provider regarding the timings of assessment activities.

Accredited course provider note: If NEBOSH course materials are being used, the slides and book will indicate where an assessment is to take place by showing a light blue box (similar to the one shown here):



If you are using your own materials, you will need to work the assessments into the day at the points shown in the table above.

5.2 Information for students

Students must sign the declaration form (Appendix 1) and attach it to their completed submission. The student will submit their completed reflective statements to the course tutor (internal assessor) at the end of the day's training. Students must leave the assessment activity sheets for L1 to L5 inclusive with their course tutor. The leadership intervention sheet can be taken away as this does not form part of the assessment. The assessment can be either handwritten or typed.

Students undertaking e-Learning / distance learning may submit individual components of the assessment for marking or they may submit the full assessment at the end of the course. The format of assessment submission(s) for e-Learners/distance learning must be agreed between the course tutor and the student prior to the student commencing their studies.

5.3 Information for accredited course providers

Accredited course providers must sign the declaration form (Appendix 1); this sheet must be sent to NEBOSH with the assessment if called in for moderation. Accredited course providers **must retain the original assessments (assessment activities L1 to L5 inclusive)**; these must be sent back to the student (likely by email) with the tutor's formal feedback following marking (also see Section 6.0). Accredited course providers must upload the student's results via CPI within ten working days of the assessment date. The accredited course provider must provide feedback to the student on each of the five assessment criteria (see Appendix 3). Should the student fail to meet the 'Pass' standard the accredited course provider should work with the student to address any shortfalls in the assessment prior to submitting the results to NEBOSH.

6.0 Marking

The assessment will be marked by the appointed course tutor (internal assessor) after the taught course has finished. The course tutor must record their formal feedback on each of the record templates during the marking process. However, the tutor (internal assessor) may give informal verbal feedback throughout the course if required. Once assessments have been marked, the tutor (internal assessor) must give formal feedback to the student; this will usually be done by scanning and sending back the completed assessment templates.

Alternatively, the tutor may contact the student by telephone, Skype etc if the tutor feels that the student needs some additional coaching in any area. Following this feedback, the student will need to resubmit their assessment for marking.

For students undertaking e-Learning / distance learning, the assessments may be marked and feedback given to the student throughout the course or once all parts of the assessment have been submitted. This will be by agreement between the accredited course provider and the student prior to the student undertaking their studies/assessments.

NEBOSH needs to be satisfied that the course tutor (internal assessor) 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, Grad IOSH or equivalent), Chartered Institute of Personnel and Development (MCIPD), The British Psychological Society (MBPsS, CPsychol) or other relevant body.

A qualification awarding sheet (Appendix 2) must be completed by the course tutor (internal assessor) for each student and attached to the student's reflective record template. The mark (pass/refer) for each student should be entered into the course provider interface, accessed through the NEBOSH website.

The student will receive a 'Pass' or 'Refer' which will be based on the following criteria:

Pass	Refer
Response mostly shows a practical, realistic and personal reflection, including brief evaluation on effectiveness of what is currently being done (not just a list of things that are being done). Demonstrates commitment to improving performance. Includes appropriate, personal examples. Students must have attempted all assessment areas.	Response shows lack of personal reflection on effectiveness (mostly just a list of what is being done), lack of commitment to improvement and with few if any personal examples (just vague generalisations).

The student does not need to achieve the 'Pass' standard in each of the assessment areas (L1 to L5, see Appendix 3) to be awarded the qualification. However, the overall assessment must be at the standard required for a 'Pass' as shown above eg, a Refer can be awarded in one section of the assessment but the student can still achieve an overall Pass. The following marks should be input into CPI after marking.

- 100% = Pass
- 99% = Refer

The student's Unit Results Notification will not show the mark, it will only show a Pass or Refer.

Please note that the leadership intervention and action plan should be completed at the end of the training session. However, this will **not** be marked and the student may take this away with them at the end of the training session.

7.0 Moderation

Completed marked assessments are subject to external moderation by NEBOSH to monitor the marking standard of the course tutor (internal assessor). NEBOSH will call-in the assessments if they are required for moderation.

Assessments must be retained by the accredited course provider for at least six weeks following the date of issue by NEBOSH of the assessment result to which they relate. The assessment may be moderated at any time from the date of examination until six weeks after the issue of results and therefore should be available for this period of time.

8.0 Retention of sample assessments by accredited course providers

NEBOSH monitors the consistency of internal assessment by accredited course providers (eg, assessments marked by the course provider) over time. Accredited course providers are, therefore, required to retain representative samples of practical applications (eg high pass, low pass, refer) for each standard sitting or cohort for a **rolling three year period**.

The sample of assessments to be retained by accredited course providers will be no more than 24 assessments per year per qualification, but providers may choose to retain more for internal quality assurance purposes. Providers should retain the archived sample for three years in a manner that makes them easily retrievable. This is intended to enable accredited course provider staff to monitor the standards of student performance in the assessment over time, and make improvements to their delivery when necessary.

Sampling of accredited course provider-marked assessments enables NEBOSH to ensure that the standard of marking for internal assessment remains consistent over time both within and between accredited course providers. Using archived materials in this way is intended to maintain marking standards and enhance parity between the marks before and after moderation.

Other assessments must be disposed of as confidential waste.

9.0 Completion of the leadership values reflective record template

The templates are attached to this document as Appendix 3.

Students are not required to consider all of the points listed in each section, these are provided as a guide only. For example, the points provided as a guide may not be relevant to all students, who may have examples of their own that they wish to use ie, if the student's organisation has other issues which are of more importance they may discuss these instead. Students are, however, expected to include at least one topic and provide a good quality response, supported by examples wherever possible.

Students will need to include a brief description of the topic they wish to discuss and then provide an analysis of what they do now and what they will do differently in the future. Peer discussion and review is encouraged and course tutors are able to provide feedback on each section. If the course tutor (internal assessor) believes that students have not provided a detailed enough response, they should work with students to rectify any shortfalls.

10.0 Leadership intervention

To get the most from the course, students are required to consider an intervention which they can make once they return to work. The intervention should be one that will have a significant impact on the health and safety management / culture of the student's organisation. The intervention does not form part of the assessment. A template for this activity is provided in Appendix 4.

11.0 Results

NEBOSH will aim to issue results within 24 working days of the date of the assessment. However, results may be issued before or after the deadline dependent on moderation. Delays in sending completed assessments with full course tutor (internal assessor) feedback to NEBOSH could delay the issues of the students' results.

Appendix 1: Declaration form



HSL1 – Health and safety leadership assessment

Student and accredited course provider declarations:

For completion by the student:

I declare that the work submitted for this assessment ie, the completed assessment, is my own work. I recognise that contravention of this statement constitutes malpractice and may result in my being subject to the penalties set out in the NEBOSH Malpractice policy.

Name (Print) _____

Signature _____

Date _____

For completion by the course provider's internal practical assessor (course tutor):

I declare that the work received is from the student as submitted. I have marked this work and am both qualified and approved by NEBOSH to do so. I recognise that contravention of this statement constitutes malpractice and may result in my being subject to the penalties set out in the NEBOSH Malpractice policy.

Name (Print) _____

Signature _____

Date _____

NB: This declaration must be completed in full, submitted and retained with the student's assessment. If this declaration is not submitted the student's result may be declared void.

Appendix 2: Qualification awarding sheet

NEBOSH HSE Certificate in Health and Safety Leadership Excellence



Unit HSL1: Health and safety leadership assessment

Date of assessment _____

Course provider
number

Course provider
name

Student number

Student name

Assessment number	Assessment
L1	Building and promoting a shared health and safety vision
L2	Being considerate and responsive
L3	Providing support and recognition
L4	Promoting fairness and trust in relationships with others
L5	Encouraging improvement, innovation and learning

Qualification grade:

PASS

REFER

Assessor's name: _____

Assessor's signature: _____

Date: _____

Date received by NEBOSH (if applicable): _____

Assessor's additional comments on the assessment (if any):

NEBOSH USE ONLY

Moderator's comments (if any):

The awarding sheet must be retained by the accredited course provider and sent to NEBOSH only if requested. A copy of the sheet can be given to students if requested.

Appendix 3: Leadership values reflective record templates

The following pages contain templates which students can use to complete the five assessments (L1 to L5).

These sheets must be retained by the course tutor and marked/feedback given after the course. Copies of the sheets containing tutor feedback should be sent back to the students; this will usually done by email.

Student name: _____ Student number: _____

L1. Building and promoting a shared H&S vision

You may want to think about how you:

- set longer term health and safety goals and strategies;
- communicate the health and safety vision and goals (in terms of health and safety performance) and how they will be achieved;
- get commitment from workers to the vision and goals (ie, everyone aligned with the organisational health and safety goals) and motivate them to achieve them;
- make sure everyone is clear about your health and safety messages and what health and safety performance is expected
- make sure that health and safety is not compromised for performance or profits; or
- integrate health and safety across the business (productivity, competitiveness, profitability, business risks) and make sure it aligns with, and supports, the business objectives.

Topic	Now	Future	Tutor feedback
	What I currently: <ul style="list-style-type: none"> • do; and • think about my effectiveness at what I do or the way I do it. 	To be more effective, what I think I need to: <ul style="list-style-type: none"> • do; or • change; or • stop doing. 	

Student name: _____ Student number: _____

L2. Being considerate and responsive

You may want to think about how you:

- *show* concern about worker welfare and health and safety;
- respond to workers' health and safety concerns;
- are proactive and prompt in responding to workers' health and safety concerns;
- listen to workers (two way communications/consultations); or
- coach workers.

Topic	Now	Future	Tutor feedback
	What I currently: <ul style="list-style-type: none"> • do; and • think about my effectiveness at what I do or the way I do it. 	To be more effective, what I think I need to: <ul style="list-style-type: none"> • do; or • change; or • stop doing. 	

Student name: _____ Student number: _____

L3. Providing support and recognition

You may want to think about how you:

- make realistic resources available – including competent H&S advice, contracts awarded based on health and safety performance, rather than just financial/price;
- make sure employees are valued at work and support them in identifying opportunities to develop in line with their own aspirations and capabilities;
- ensure everyone is health and safety trained properly (including yourself);
- make sure resources allocated are proportionate to risk; or
- recognise and reward positive health and safety behaviours.

Topic	Now	Future	Tutor feedback
	What I currently: <ul style="list-style-type: none"> • do; and • think about my effectiveness at what I do or the way I do it. 	To be more effective, what I think I need to: <ul style="list-style-type: none"> • do; or • change; or • stop doing. 	

Student name: _____ Student number: _____

L4. Promoting fairness and trust in relationships with others

You may want to think about how you:

- inspire trust and respect in others by promoting fairness;
- are consistent and ethical in your approach to dealing with H&S issues and are considerate in the decisions that you make;
- share and delegate control, actively encouraging worker participation in health and safety and empowering them to take actions (as appropriate);
- show openness, honesty and demonstrate concern; or
- *visibly* lead by example and show integrity and commitment – ensuring consistency in your own standards, attitude and behaviour and what you expect from others (word *and* deed).

Topic	Now	Future	Tutor feedback
	What I currently: • do; and • think about my effectiveness at what I do or the way I do it.	To be more effective, what I think I need to: • do; or • change; or • stop doing.	

Student name: _____ Student number: _____

L5. Encouraging improvement, innovation and learning

You may want to think about how you:

- actively create and use opportunities for 2-way conversations with your staff about health and safety issues (eg, walkabouts);
- are aware of your own leadership style, seek feedback on, and improve your own performance;
- encourage workers to tell you the truth about the way things are; identifying things that are wrong or could be better and ways that it can be improved;
- stimulate innovative solutions, showing initiative and being proactive; or
- ensure proper identification of root causes of incidents.

Topic	Now	Future	Tutor feedback
	What I currently: <ul style="list-style-type: none"> • do; and • think about my effectiveness at what I do or the way I do it. 	To be more effective, what I think I need to: <ul style="list-style-type: none"> • do; or • change; or • stop doing. 	

Additional sheet (if required)

Student name: _____ Student number: _____ Leadership value (eg, L1) _____

Topic	Now	Future	Tutor feedback
	What I currently: <ul style="list-style-type: none"> • do; and • think about my effectiveness at what I do or the way I do it. 	To be more effective, what I think I need to: <ul style="list-style-type: none"> • do; or • change; or • stop doing. 	

Appendix 4: Leadership intervention and action plan

From the 'future' column of tables L1 to L5, choose the **ONE** thing that you think is the most important to you and commit to carrying it out:

The ONE important intervention I should do	How will I complete the intervention? Consider any knowledge, skills, attitudes and behaviours you will need as well as any resources/support needed	Timescales When will you complete this action? (Insert interim timescales if appropriate)	Evidence How will you know that you have achieved the intervention? (What are your success criteria?)

Important note: Appendix 4 is **not** to be marked by the course tutor. The course tutor may give verbal feedback and students may take this form with them.