
Examiners' Report

NEBOSH INTERNATIONAL DIPLOMA IN OCCUPATIONAL HEALTH AND SAFETY

UNIT IA: INTERNATIONAL MANAGEMENT OF HEALTH AND SAFETY

JULY 2019



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Introduction

NEBOSH (The National Examination Board in Occupational Safety and Health) was formed in 1979 as an independent examining board and awarding body with charitable status. We offer a comprehensive range of globally-recognised, vocationally-related qualifications designed to meet the health, safety, environmental and risk management needs of all places of work in both the private and public sectors.

Courses leading to NEBOSH qualifications attract around 50,000 learners annually and are offered by over 600 Learning Partners, with examinations taken in over 120 countries around the world. Our qualifications are recognised by the relevant professional membership bodies including the Institution of Occupational Safety and Health (IOSH) and the International Institute of Risk and Safety Management (IIRSM).

NEBOSH is an awarding body that applies best practice setting, assessment and marking and applies to Scottish Qualifications Authority (SQA) Accreditation regulatory requirements.

This report provides guidance for learners and Learning Partners for use in preparation for future examinations. It is intended to be constructive and informative and to promote better understanding of the syllabus content and the application of assessment criteria.

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General comments

Many learners are well prepared for this unit assessment and provide comprehensive and relevant answers in response to the demands of the question paper. This includes the ability to demonstrate understanding of knowledge by applying it to workplace situations.

There are other learners, however, who appear to be unprepared for the unit assessment and who show both a lack of knowledge of the syllabus content and a lack of understanding of how key concepts should be applied to workplace situations, which is an essential requirement at Diploma level.

This report has been prepared to provide feedback on the standard date examination sitting in July 2019.

Feedback is presented in these key areas: responses to questions, examination technique and command words and is designed to assist learners and Learning Partners prepare for future assessments in this unit.

Learners and Learning Partners will also benefit from use of the 'Guide to the NEBOSH International Diploma in Occupational Health and Safety' which is available via the NEBOSH website. In particular, the guide sets out in detail the syllabus content for Unit IA and tutor reference documents for each Element.

Additional guidance on command words is provided in 'Guidance on command words used in learning outcomes and question papers' which is also available via the NEBOSH website.

Unit IA

International management of health and safety

Question 1 **Outline** reasons for introducing health and safety management systems. **(10)**

This question assessed learners' knowledge and understanding of learning outcome 1.3: Outline the uses of, and the reasons for, introducing a health and safety management system.

There were several vague answers to this question which tended to look at the reasons for managing health and safety. These were often described as being moral, legal and financial reasons. While there were marks available for these points, there are wider reasons for introducing health and safety management systems upon which health and safety is based. Reasons that would have gained marks were, supporting corporate governance, satisfying enforcement agencies or giving a potential marketplace advantage.

Conversely there were many good answers to this question that demonstrated a good level of understanding about the need for safety management systems.

Question 2 A worker has been elected as a worker representative.

Outline the rights of the worker representative in the consultation process. **(10)**

This question assessed learners' knowledge and understanding of learning outcome 7.6: Explain the role, influences on and procedures for formal and informal consultation with workers in the workplace.

This question assessed learner's knowledge and understanding of elected worker representatives and their rights in the consultation process. Answers to this question varied significantly. There were learners who outlined general worker expectations along with answers that described the role of the safety committee. Neither were asked for in the question and consequently did not gain good marks.

Learners needed to approach the question from the point of view of consultation with representatives on behalf of workers. Therefore to outline rights that would support this process, such as receiving adequate information and training, the right to consultation when new health and safety measures or new work processes were being planned.

Several learners addressed these issues in either a generic or specific way, enabling them to collect reasonable marks, although there appeared to be a lack of understanding in this area.

Question 3 Organisations are subjected to many influences in health and safety.

Identify influential parties **AND outline** how they can affect health and safety performance in an organisation. **(10)**

This question assessed learners' knowledge and understanding of learning outcome 2.4: Explain the role non-governmental bodies and self-regulation has in securing common health and safety standards in a global economy.

Marks were available for a wide range of influential parties including employer bodies, trade associations, pressure groups, etc. Learners were required to outline how they could affect or influence health and safety performance of organisations.

The question was structured such that learners needed **both** the identification of the relevant party **AND** the method of influence in order to earn the mark available. There were no marks available for either one part or the other of the question.

Question 4 (a) **Outline** the purpose of task analysis. **(2)**

(b) **Outline** a method for carrying out task analysis. **(8)**

This question assessed learners' knowledge and understanding of learning outcomes 5.2: Outline the use of a range of hazard identification techniques; and 8.6: Explain how job factors can contribute to improving human reliability.

In part (a) many learners were able to gain the two available marks by outlining the purpose as being to assess hazards and risks and to produce a safe system of work. Few learners made the link between task analysis and assessing the potential for human error in the task.

Part (b) required an outline of the methodology and appeared to be familiar to some learners who gained good marks, while others tended to refer to generic elements of risk assessment or job safety analysis. There is some overlap with these processes and therefore marks were gained but perhaps not as many as possible if learners did not specifically deal with the process of task analysis. Elements of the methodology such as task observation, sequencing the steps of the task, developing the control measures at each stage of the task, etc would have gained marks.

Question 5 **Explain** why the number of reported accidents in a workplace do not, on their own, provide a complete measure of health and safety performance of an organisation. **(10)**

This question assessed learners' knowledge and understanding of learning outcomes 4.2: Explain the need for, and the objectives and limitations of, health and safety monitoring; 3.2: Explain the use of quantitative methods in analysing loss data; and 3.1: Outline theories/models and use of loss causation techniques.

This question gave learners the opportunity to explain their understanding of accidents in the workplace and why they do not necessarily represent either good or poor measure of health and safety performance.

Some learners took the route that reactive monitoring was not an effective tool and then went on to explain, in some cases accurately, proactive monitoring techniques. This was not required to answer this question and learners who lost time writing these points did not gain good marks for their efforts.

The question specifically targeted accident numbers and why they do not represent an accurate measure in isolation. Consequently, learners were required to raise points such as under reporting of events, no identification of trends, frequency, severity or ill-health rates in relation to number of workers, etc.

A large proportion of learners did not go further than under reporting, which suggested a lack of clear knowledge around monitoring.

Learners who simply explained alternative methods of monitoring again did not answer the question and therefore did not gain good marks for their efforts.

Question 6 A permit-to-work system has been introduced at a factory that operates continuously over three shifts.

An audit takes place a year later. The audit shows many permits-to-work have not been completed correctly or have not been signed back.

Outline possible reasons why the permit-to-work system is not being followed. **(10)**

This question assessed learners' knowledge and understanding of learning outcome 6.3: Explain the development, main features and operation of safe systems of work and permit-to-work systems.

This question was answered well with most learners being awarded good marks.

Nearly all learners mentioned about permit-to-work systems being too complex as a reason for them not being completed correctly. Also, lack of training for permit issuers and permit receivers and no monitoring of the system. Most answers that referred to failure to train/lack of competence differentiated between permit issuer and permit supervisor in this regard. Production pressures, non-availability of the permit issuer and difficulties with shift handovers were also worthy of marks and mentioned by many.

There was an impression from the answers given to this question that a number of learners were able to answer from personal experience.

Question 7 **Outline** the desirable design features of:

(a) controls; **(12)**

(b) displays **(8)**

for a control panel which reduces the likelihood of human error.

This question assessed learners' knowledge and understanding of learning outcome 8.6: Explain how job factors can contribute to improving human reliability.

This topic appeared to have been a revision target for many. Most answers were clear about the distinction between controls and displays, although there were a few learners who gave similar responses for controls and displays. Marks can only be awarded in accordance with the mark schemes and answers applicable to controls which appear in the answer to displays would not gain marks.

In relation to controls many learners were able to give a reasonable account of design features such as logically ordered, visible, clearly labelled, within reach, etc which were all worthy of marks.

Similarly, in answering part (b) on displays, marks were awarded for points such as appropriate type of display for reading, displays shielded from glare, minimum number of displays, etc.

Learners who had practical experience of such control panels were able to use their experience to develop their answers.

Question 8	An organisation is considering assessing its health and safety culture prior to implementing a programme of cultural change.	
(a)	Outline what should be considered when assessing the organisation's current health and safety culture.	(10)
(b)	Identify methods the organisation can use to gather information when assessing current health and safety culture.	(2)
(c)	Outline factors influencing the success of a cultural change programme.	(8)

This question assessed learners' knowledge and understanding of learning outcomes 7.7: Explain health and safety culture and climate; and 7.8: Outline the factors which can both positively and negatively affect health and safety culture and climate.

There were good answers to this question where it was clear that learners had personally been involved in behaviour change programmes.

In part (a) learners were required to outline points that would be evident in the workplace such as the work environment, compliance with systems and processes, as well as points that reflected the management of health and safety such as management style, safety priorities, engagement, etc. In some cases, learners were unable to provide the managerial elements to consider.

Part (b) was answered well with learners identifying attitude surveys and observations. It is worth noting the command word used here, which only required an identification, so lengthy explanations of the techniques were not required.

Part (c) presented a challenge for many, perhaps due to a lack of thorough study of this part of the syllabus, or a lack of understanding. However, those learners who approached the whole question with a structured approach tended to gain better marks than those who took a widespread approach. Marks were available for points such as planning, strong leadership, resource, etc.

Question 9

The management of a chemical store with major on-site and off-site hazard potential is analysing the risks and controls associated with a particular storage facility and potential containment failure. Following containment failure ($f=0.5$ per year), an automatic failure detection mechanism should detect the release. Once detected, an alarm sounds followed by a suppressant being dispersed. Finally, in order to reduce the consequences of the event an operator is required to take manual control measures following the release of the suppressant. As part of the analysis, the organisation has decided to quantify the risks from the containment failure and develop a quantified event tree from the data.

Activity	Frequency / reliability
Process containment failure	0.5 per year
Failure detection	0.98
Alarm sounders	0.99
Release suppression	0.8
Manual control measures activated	0.7

- (a) **Outline** why constructing an event tree could be helpful. (3)
- (b) Using the information provided in the above table, **demonstrate** the sequence of events following process containment failure using a simple event tree. (6)
- (c) **Calculate** the frequency of an uncontrolled release resulting from process containment failure. (6)
- (d) **Outline** what should be considered when determining whether the frequency of the uncontrolled risk is tolerable. (5)
-

This question assessed learners' knowledge and understanding of learning outcome 5.5: Explain the principles and techniques of failure tracing methodologies with the use of calculations.

Many learners, while understanding how to construct and represent the event tree, appeared to understand less about the practical application and use of event trees and how to determine tolerability of risk.

In part (a) points such as the event tree being proactive, prior to failure occurring, and that the event tree shows progression through a number of paths would have gained marks.

Parts (b) and (c) tended to be well answered, although it is worth noting that when learners are asked for calculations in the examination, they should provide evidence of their workings and not just the answer. Even if the calculated answer is correct it is not worthy of marks without showing the relevant calculation.

Part (d) proved the most challenging for learners as they were asked what should be considered in determining the tolerability of risk. Better answers would have included outlines of points such as numerical data and guidance such as Reducing Risks Protecting People (R2P2), health implications of release, legal requirements, etc.

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- Question 10** A forklift truck is used to move loaded pallets in a large distribution warehouse. On one particular occasion the truck skidded on a patch of oil. As a consequence, the truck collided with an unaccompanied visitor and crushed the visitor's leg.
- (a) **Outline** why the accident should be investigated. (4)
- (b) The initial responses of reporting and securing the scene of the accident have been carried out.
- Outline** what actions should be taken in order to collect evidence for the investigation. (8)
- (c) The investigation reveals that there have been previous skidding incidents that had not been reported. The organisation therefore decides to introduce a formal system for reporting near miss incidents.
- Outline** what should be considered when developing and implementing such a system. (8)
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This question assessed learners' knowledge and understanding of learning outcomes 3.4: Explain the reasons for loss and near miss investigations and the procedures to be followed; and 3.3: Explain the significance and use of statutory and internal reporting of loss events.

Parts (a) and (b) of this question gained most of the marks for learners.

In part (a) most learners were able to outline a good account of the reasons to investigate accidents, with many including points such as identifying immediate and underlying causes, as well as preventing a recurrence.

Part (b) covered evidence collection and again most learners were able to give good outlines in relation to the actions to take. Marks were available for points such as use of photographs, examination of the forklift truck, examination of working practices, interviews, etc.

Part (c) presented more of a challenge for learners. Those who followed the structure of the question and dealt with development of the system and then followed with the implementation of the system gained better marks than those that took a widespread approach and attempted to state everything they could think of about near misses and recording events.

Marks were available for points such as clear definition of near miss, consultation with workers, no blame culture to be embedded and information for workers.

Question 11	An organisation is due to have an external certification audit of its health and safety management system against a recognised standard. The information from the audit will be used in a formal review of health and safety performance.	
(a)	Outline the purpose of health and safety management system auditing.	(4)
(b)	Describe the in-house health and safety practitioner's role in this external audit.	(6)
(c)	Outline the purpose of a health and safety management performance review.	(2)
(d)	(i) Outline possible <i>inputs</i> to the health and safety management performance review.	(6)
	(ii) Outline possible <i>outputs</i> from the health and safety management performance review.	(2)

This question assessed learners' knowledge and understanding of learning outcomes 4.3: Describe the variety of health and safety monitoring and measurement techniques; and 4.4: Explain the need for and process of reviewing health and safety performance.

There was a mixed response to part (a) of both good and not so good quality answers. There were learners who drifted into outlining the methodology of an audit rather than the purpose as was required by the question. Learners who outlined the purpose as including independent evidence gathering, identifying strengths and weaknesses along with corrective actions to take gained good marks.

Part (b) required a description of the role of the practitioner in the external audit process and most learners were able to relate to the facilitating of the audit through providing relevant documentation and hosting the audit team. Learners who suggested that the health and safety practitioner should either seek to identify failings of the system or to defend weaknesses did not gain high marks.

Part (c) focused learners' attention particularly on the purpose of performance review. The concept of *review* was not well understood by many learners. Learners were required to outline concepts such as learning from experience or identifying areas for improvement to be awarded the available marks.

Part (d) was split into two parts, (i) and (ii) and learners were required to provide an outline of the relevant inputs and outputs to the review process. In part (i) marks were available for data from monitoring activities, objectives, results of consultation, etc. Whereas in part (ii) outlines of action plans in an appropriate format would have gained marks.

Examination technique

The following examination techniques are consistently identified as the main areas in need of improvement for learners:

Learners misread/misinterpreted the question

Careful and thorough preparation for the examination is vital for learners. Learning Partners should assist learners in setting out and applying sound revision and examination practice and preparation techniques to ensure that they are well prepared for the examination. This includes ensuring that learners carefully read the question to determine exactly what is being asked and answer accordingly.

Examiners noted that there was evidence of learners not understanding the question that was asked and therefore providing an answer that was not relevant to the question.

The range of English language skills demonstrated in the examination by learners varies enormously. Examiners often find themselves faced with scripts where learners do not appear to have understood the question and struggle to write a coherent answer in English. Learners for this examination should satisfy the required IELTS Level 7 language requirements. Learning Partners are reminded that it is incumbent on them to provide appropriate advice and guidance to learners to help ensure that they stand a reasonable chance of success in the study of the NEBOSH Diploma.

There were numerous examples of quite long, detailed answers that suggest practical experience but do not focus on the question being asked. This may be a result of learners either not reading the question properly, or because of possible language issues where learners do not understand what the question is asking.

The examination is assessing learners on their understanding of 'managing' health and safety and a number of learners did not seem to grasp this resulting in long, detailed answers on such issues as 'what to look for in an audit' rather than how to prepare for and manage an audit.

Examiners ask questions based on the syllabus. Points, no matter how valid, but unrelated to the question being asked, will not attract any marks. Learners should note that where there is emphasis in a question (eg by the use of italics) it is to guide learners towards a particular point. Reading and re-reading the question encompasses taking due note of this emphasis.

Learners' handwriting was illegible

The examination situation is a stressful time for learners and while the examination is not a test of the English language or handwriting, scripts must be legible for Examiners to mark them fairly. As the examination progresses, learners can become both mentally and physically tired. In an increasingly electronic age, professional people do not have the same need to write text in longhand. However, to pass this examination it is an essential and necessary part of the preparation to rehearse writing questions in full and in the time allocated.

When practicing examination technique, learners should hand-write their answers and get feedback from their Learning Partners on legibility (as well as how they performed).

Learning Partners need to identify those learners whose handwriting is illegible and provide them with appropriate advice. Examiners cannot award marks for answers that they are unable to read.

Learners unnecessarily wrote the question down

There are 15 minutes to answer a 10-mark question in Section A and 30 minutes available to answer a 20-mark question in Section B of the question paper. This time will be required for reading, re-reading and understanding the question, developing an answer plan on the answer booklet and finally committing the answer to the answer booklet. The efficient use of time is essential in order to answer the 9 questions within the 3 hours available. The majority of Examiners reported that learners felt it necessary to write the question out in full, before providing the associated answer, and this limits the time available. Learning Partners should remind learners that it is not necessary to include a question with their answer.

Good examination technique is followed where the learner frames the answer in the context of the question, rather than rewriting the whole of the question. As with the other examination technique points above, good examination technique is developed through practice and good preparation.

Learners repeated the same point but in different ways

In some cases learners tended to make the same point more than once, eg training. Once a valid point has been made and the mark awarded Examiners will not be able to award the mark again. Unless otherwise stated, most questions require learners to respond with a wide range of issues to gain high marks. Consequently learners should take care when using terms that contain numerous points that should be made separately.

Learning Partners should brief learners on examination technique by way of understanding what points are mark worthy in an answer and those that are not.

Learners did not respond effectively to the command word

A key indicator in an examination question will be the command word, which is always given in **bold** typeface. The command word will indicate the depth of answer that is expected by the learner.

Generally, there has been an improvement in response to command words, but a number of learners continue to produce answers that are little more than a list even when the command word requires a more detailed level of response, such as 'outline' or 'explain'. This is specifically addressed in the following section dealing with command words, most commonly failure to provide sufficient content to constitute an 'outline' was noted. Failure to respond to the relevant command word in context was also a frequent problem hence information inappropriate to the question was often given.

Course exercises should guide learners to assessing the relevant points in any given scenario such that they are able to apply the relevant syllabus elements within the command word remit.

Learners provided rote-learned responses that did not fit the question

Examiners report a high incidence of learners writing down answers they have memorised from previous Examiners' Reports. These answers often relate to a similar, but different question, to which the memorised answer is not wholly applicable. For example, it may require a different aspect of the topic or relate to a different scenario.

Learners are expected to apply their knowledge and understanding to the actual question given, not the question they think they see. This is why it is extremely important that learners understand and are able to apply their knowledge, and not just memorise. Learning Partners should help learners apply their knowledge to a range of different scenarios to aid understanding of the topic.

Learners did not allocate enough time to the question

Some learners were unable to give answers of sufficient depth to warrant good marks and sometimes spent more time on questions carrying fewer marks than was warranted by the command word.

Learners need to take note of the fact that answers in Section A are worth 10 marks and those in Section B are worth 20 marks. The Examiners' expectation is that more detailed answers are required in Section B. Some learners spend a disproportionate amount of time in writing long answers to Section A questions at the expense of time spent on the more in-depth answers demanded in Section B. Proper preparation and 'mock' examinations can help to correct this.

Learning Partners should ensure that learners are given adequate opportunity to develop examination skills to ensure that answers are provided to the depth and breadth required.

Structured Answers

It is important for learners to structure their answers as this helps cover all the requirements of the question without losing focus. It is good examination technique to look for the principles or the concepts that underpin the topic and to use those as a basis for delivering a structured answer.

Learners answered by posing a question

Learners need to resist the temptation to present their answers as merely a series of questions. 'Outline' requires learners *'To indicate the principal features or different parts of'* and this is not done through posing questions to the Examiners.

Command words

Please note that the examples used here are for the purpose of explanation only.

The following command words are listed in the order identified as being the most challenging for learners:

Outline

Outline: To indicate the principal features or different parts of.

Most learners are familiar with the requirements of 'outline'. However, a number of learners expect that by listing or giving bullet points that will be sufficient. At this level of qualification learners are expected to be able to construct sentences around their answers.

An 'outline' question requires learners to give the main issue and then provide the key features in the context of the question. Where a question that requires learners to '**outline** the issues to be addressed in the development of an audit system' the response should provide adequate context to the issues in order to gain the marks. An answer that merely includes issues such as 'scope, training, commitment, etc' will not gain good marks since while the issues are relevant there is no context to the issues in relation to the question asked.

Learners should provide context to the point being made to demonstrate understanding of the subject.

As required by a Diploma level qualification learners should be able to demonstrate a detailed understanding of the subject matter and therefore be able to summarise and contextualise technical points in the field of health and safety. Those learners who did provide good outlines to questions demonstrated understanding of the topic without going into too much detail.

If asked to '**outline** the purpose of local exhaust ventilation' in a given scenario, an answer such as 'contaminant removal, exposure limits' would be insufficient as this represents a listed answer. However, removal of contaminant at source (as far as possible) and ensuring exposure limits are not exceeded would higher gain marks.

If asked to '**outline** how health risks from exposure to lead should be managed...' in a given scenario, an answer such as medical tests, PPE, RPE would be insufficient as this represents a listed answer. However, surveillance tests for lead in blood/urine, the use of PPE such as overalls, the use of RPE such as respirator with appropriate particulate/fume filters would gain marks.

Explain

Explain: To provide an understanding. To make an idea or relationship clear.

Many learners are still not properly prepared for this command word. A list of points (no matter how relevant) will not satisfy Examiners when the command word is 'explain'. So for example, where learners were asked to explain the circumstances where heat and smoke detectors would be inappropriate, Examiners were looking for learners to explain that heat detectors would be inappropriate in environments where temperatures fluctuate suddenly during normal work activities. Just saying 'workshops', for example, is not enough to provide an answer to an 'explain' question.

Commonly, learners do not provide adequate detail in relation to this command word, eg '**explain** limitations of relying on accident numbers only as a measure of health and safety performance'. An appropriate response would provide the reader with reasons why relying solely on accident numbers would not provide a comprehensive view of the organisational performance in health and safety, eg accident numbers do not indicate incidence of ill-health and accident data may go up following initiatives following underreporting, etc.

Learners are generally unable to provide clear answers where this command word is used but that may be due to lack of knowledge rather than not understanding what is required, since an explanation requires the learner to provide reasoning for their answer. For example, when a question specifies 'explain' the learner is required to provide an understanding or make clear an idea or relationship. For example 'explain how malaria is transmitted to humans'. If a learner responded with *mosquito bites humans* this would be insufficient to merit full marks as this does not provide a deep enough understanding or relationship from the specified command word or the context in which the question is asked. However, a learner would get full marks if they elaborated on this stating that the disease originates with the plasmodium parasite that is then transmitted to humans via a bite from a feeding female mosquito that carries it; the parasite then transferring to the human blood stream, travelling to the liver.

Describe

'Describe. To give a detailed written account of the distinctive features of a subject. The account should be factual without any attempt to explain.'

Learners are required to provide a word picture in response to this command word and therefore the learner needs to have a good understanding of the subject of the question in the examination in order to gain good marks. Typically, a limited response to this command word will be an inadequate amount of detail in the answer.

For example, when asked to describe the contents of a safety policy learners should provide the Examiner with relevant information about the contents of the policy, eg 'the policy should contain details of the organisational commitment to health and safety'. This would be supported with specific targets and commitment resource to ensuring compliance as a minimum but developing the health and wellbeing of the employees, etc'. An answer that goes no further than listing the subjects of to be covered in the policy would not attract good marks in the examination.

In the examination, lists and single word answers will rarely satisfy the requirement of the Examiners in terms of answering the question at this level. It is noticeable that the well prepared learner has less trouble deciphering command words and tends to gain good marks whereas those learners who use single word answers will tend not to have the knowledge to write anything further in the context that is required.

Give

Give: Only a short answer is required, not an explanation or a description.

'Give' is normally used in conjunction with a further requirement, such as 'give the meaning of' or 'give an example in **EACH** case'.

In some circumstances learners may spend too much time giving unrequired detail in response to this command word. It is often used in conjunction with the meaning of a phrase or statement and learners can over-elaborate the required answer. Time management is important in the examination and learners should ensure that they respond with appropriate brevity where the command word and available marks suggest that is all that is required.

When asked to 'give the meaning of motivation', it would appropriate to say that 'motivation is the driving force that leads an individual to behave in a certain way'. It would not be appropriate to discuss in detail different motivational theories.

On the whole most learners respond well to this command word, often by offering a definition. There is evidence where learners go into too much detail that left those learners writing large amounts of text for very few marks.

Identify

Identify: To give a reference to an item, which could be its name or title.

As with 'give' above it is not uncommon for learners to over-elaborate their answers in response to this command word. It is adequate for a learner to provide the key point to the Examiner without further developing the point with supporting theory or examples unless they are specifically asked for.

When providing a response to 'identify' the mental selection and naming of an answer that relates to the question should be sufficient. In most cases, one or two words would be sufficient to be awarded corresponding marks. Any further detail would not be required and impacts negatively on the time limit for completing the examination. For example, if the question was '**identify** possible effects on the body when someone is exposed to lead' suitable responses would include developmental effects in unborn babies, anaemia, nausea/vomiting in order to be awarded a mark.

For additional guidance, please see NEBOSH's '*Guidance on command words used in learning outcomes and question papers*' document, which is available on our website: <https://www.nebosh.org.uk/i-am/a-learner/> - from this page the document can be found by clicking on the relevant Qualification link, then on the 'Resources' tab.