
Examiners' Report

NEBOSH NATIONAL DIPLOMA IN OCCUPATIONAL HEALTH AND SAFETY



UNIT C: WORKPLACE AND WORK EQUIPMENT

JANUARY 2018

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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 candidates annually and are offered by over 600 course providers, 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 candidates and course providers 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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Any enquiries about this report publication should be addressed to:

NEBOSH
Dominus Way
Meridian Business Park
Leicester
LE19 1QW

tel: 0116 263 4700
fax: 0116 282 4000
email: info@nebosh.org.uk

General comments

Many candidates 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 candidates, 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 January 2018.

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

Candidates and course providers will also benefit from use of the 'Guide to the NEBOSH National 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 C 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.

Candidates and course providers should also make reference to the Unit C 'Example question paper and Examiners' feedback on expected answers' which provides example questions and details Examiners' expectations and typical areas of underperformance.

Unit C

Workplace and work equipment

Question 1 A fire protection contractor has recommended the provision of portable water and carbon dioxide fire extinguishers to be placed in a multi-storey office block.

- (a) **Identify** the class of fire that the *water* extinguisher is designed for **AND give** an example of a material that is included in this class. (2)
- (b) **Outline** advantages of a *carbon dioxide* extinguisher. (2)
- (c) **Outline** what should be considered in siting the extinguishers. (6)

This question assessed candidates' knowledge and understanding of learning outcome 3.4: Outline the factors to be considered when selecting fixed and portable fire-fighting equipment for the various types of fire.

Part (a) of this question was well answered with the majority of candidates able to identify the class of fire and examples of material covered by the class.

Part (b) was less well answered with many candidates describing how the extinguisher worked and where it could be used, rather than outlining the advantages. The advantage of 'non-conducting' was not offered by most candidates, who instead indicated that they could be used on electrical fires without an outline. A further advantage is that CO₂ is a penetrating extinguisher and can reach inside equipment.

For part (c) candidates were only able to offer a few considerations regarding siting, with many missing the 'multi-storey' pointer in the question. Better answers considered height of handles, on escape routes, etc.

Question 2 A dental surgery uses a small steam steriliser to disinfect dental instruments. The steriliser is labelled with a CE mark, and has a written record with it in the form of a logbook.

- (a) **Outline** why the steriliser would be considered a pressure system. (3)
- (b) **Outline** the purpose of the CE mark. (2)
- (c) **Outline** what records need to be contained in the logbook. (5)

This question assessed candidates' knowledge and understanding of learning outcomes 5.2: Explain how risks to health and safety arising from the use of work equipment are controlled; 5.5: Outline the maintenance and prevention strategies when working with pressure systems; and 6.1: Outline the principles of safety integration and the considerations required in a general workplace machinery risk assessment.

This question required candidates to apply their knowledge to a common piece of work equipment in a dental surgery. On the whole the question was not well answered.

Part (a) asked candidates to outline factors that would classify this equipment as a pressure system and answers were mixed, many candidates had difficulty in relating this to the Pressure Systems (Safety) Regulations 2000. Better answers identified that it was a pressure vessel containing relevant fluid (steam).

In part (b) many candidates were unable to outline the purpose of CE marking but did not mention that it was to allow free movement of equipment within the EU. Some candidates wrote about a Declaration of Conformity, which was not required. Better answers outlined that it also showed compliance with EU standards and legislation.

For part (c) a number of candidates did not understand the function of a log book and instead wrote about the manufacturer's information in the Declaration of Conformity. Other candidates wrote about what might need to be checked. Better answers covered the written scheme of examination, installation records and records of routine maintenance and repairs.

Question 3

A new machine is being designed for sale to meet the requirements of the Supply of Machinery (Safety) Regulations 2008. From the Essential Health and Safety Requirements:

- (a) **outline** the safety characteristics of the control system that help ensure that the machine is safe in use; (3)
 - (b) **outline** characteristics of the control devices that should be met to help ensure safe operation of the machine. (7)
-

This question assessed candidates' knowledge and understanding of learning outcome 6.5: Explain the key safety characteristics of general workplace machinery control systems.

Answers to this question were generally limited with many candidates unable to differentiate between a control system which governs how the machine operates, and a control device which is part of the interface between the machine and the operator.

In part (a) most candidates had difficulty providing an outline of the main function of the system, instead often referring to emergency stop controls and guarding. Better answers would have covered how the machine will behave in certain conditions such as failure of devices, and that the system is designed to prevent exposure to hazards.

Many candidates gave answers in part (b) that they had already given in part (a), limiting the marks that could be awarded. Better answers covered the positioning and sturdiness of control devices, that operation of the device should not occur unintentionally, and that its movement should be consistent with its effect and should not cause additional risk.

This question was not well answered suggesting a lack of preparation in this subject area.

Question 4 An inner city warehouse built in 1890 is due to be converted into executive apartments. The premises has been derelict for a number of years.

- (a) **Outline** causes of structural damage that a building surveyor might discover. (5)
- (b) **Outline** ways in which the conversion activities may give rise to structural failures. (5)
-

This question assessed candidates' knowledge and understanding of learning outcome 1.3: Outline the main issues associated with maintaining structural safety of workplaces.

This was a well answered question, many candidates gained higher marks by applying their experience to the question.

In part (a) a range of causes were available to candidates with such topics as weather, nearby works, vibration and modification.

Part (b) was equally well answered with candidates focusing on the effects of the building work itself giving rise to possible structural problems. Some candidates outlined safety measures rather than conversion activities: safety measures were not asked for in the question.

Question 5 An excavation is required of an existing factory floor to repair a damaged water main.

- (a) **Outline** hazards and corresponding risks that may be created by the excavation work. (5)
- (b) **Outline** control measures that should be considered to help ensure the safety of the work activity. (5)
-

This question assessed candidates' knowledge and understanding of learning outcome 9.6: Explain the hazards and control measures associated with excavation work.

A generally well answered question asking candidates to give both hazards **and** corresponding risks when carrying out excavation work within an existing factory.

For part (a) many candidates were able to outline a range of hazards that might be present, but few were able to outline the corresponding risk and therefore limited their marks. Typical hazards were those related to the collapse of the excavation sides and falls into the excavation.

In part (b) most candidates were able to outline a range of control measures including prevention of collapse, exclusion zone for vehicles and identification of buried services but few candidates identified the requirement for statutory inspection of the excavation.

Question 6 An office is constructed of non-load bearing timber and plasterboard partition walls. Glass windows are set into the walls and an aluminium framework suspended ceiling is fitted with fibreboard tiles. This office is contained within a steel-framed industrial unit with brick-clad walls.

A fire has occurred causing severe damage to the office and contents.

Describe the effects of fire on the office structure and contents.

(10)

This question assessed candidates' knowledge and understanding of learning outcome 2.2: Outline the behaviour of structural materials, buildings and building contents in a fire.

On the whole this question was not well answered. While some candidates were able to identify the effects of fire on particular materials, there was confusion between the different materials. Many candidates answered the question purely as the effect on basic materials rather than applying their understanding to a given scenario, notably an office fire. Many candidates were able to offer answers in relation to the structure but limited their marks by not covering the effect on contents.

Better answers included brick being largely undamaged, aluminium framework sagging and perhaps collapsing into the office, and timber studwork charring before eventually failing. Paper and books may have been fully consumed but few candidates mentioned the effects on types of plastics and general smoke damage.

Question 7 Telescopic materials handlers are commonly used for off-road applications in the agricultural, quarrying and construction industries.

(a) **Identify** specific hazards associated with telescopic materials handlers.

(6)

(b) **Outline** characteristics of a *safe site* for telescopic materials handlers.

(7)

(c) **Outline** characteristics of a *safe vehicle* for telescopic materials handlers.

(7)

This question assessed candidates' knowledge and understanding of learning outcomes 7.1: Outline the main hazards and control measures associated with mobile work equipment; and 10.1: Outline the factors to be considered in a workplace transport risk assessment and the controls available for managing workplace transport risk.

This question was well answered by most candidates.

In part (a) the requirement was to identify hazards specifically associated with telescopic materials handlers. However, some candidates limited their answers by providing forklift truck hazards or general vehicle hazards. While some general handling hazards such as instability and falling loads were worthy of marks, better answers considered the visibility problems caused by the boom and trapping between the boom and the body.

Part (b) looked at the requirements for a safe site and candidates generally gave better answers here, although many limited their marks by confining their answers to a factory scenario. Better answers included the dimensions and load capability of the site routes, adequate lighting and clear visibility not obstructed by site features.

For part (c) candidates who based their answers on a range of characteristics applicable to most workplace vehicles would have gained reasonable marks. Better answers included intact vehicle glazing and adequate access steps and doors.

- Question 8** The final process in the manufacture of office furniture involves spraying it with solvent-based paint, in a custom-designed spray room. The solvent has a flash point of 15°C.

Assuming that a risk assessment has been carried out, **outline** control measures that could help minimise the associated risk of fire and explosion with this spraying activity.

(20)

This question assessed candidates' knowledge and understanding of learning outcome 2.1: Outline the properties of flammable and explosive materials and the mechanisms by which they ignite.

The question makes the point that a risk assessment has already been carried out and yet a number of candidates spent time discussing the process of risk assessment in this scenario. Candidates who broke down the subject into topics, such as flammability of the structure, reduction of the likelihood of forming a flammable atmosphere, control of sources of ignition (static electricity, EX rated electrical equipment, no smoking, etc), spillage procedures and fire-fighting and fire suppression systems generally were able to gain higher marks.

Marks varied on this question, those candidates who could apply their knowledge to the scenario, perhaps by personal experience, generally gained more marks than those candidates who followed a text book approach.

Although the question specifically asked for control measures that could minimise the risk of fire and explosion, there were candidates who misunderstood the question and gave answers including the use of breathing apparatus.

Many candidates gained reasonable marks for this question.

- Question 9** The Control of Major Accident Hazards Regulations 2015 includes emergency plans for operators of upper tier establishments.

- (a) **Explain** the objectives of emergency plans. (6)
- (b) (i) **Identify** who must be consulted by establishment operators when preparing an internal (on-site) emergency plan. (4)
- (ii) **Outline** information that must be included in an internal (on site) emergency plan within Schedule 4. (10)
-

This question assessed candidates' knowledge and understanding of learning outcome 4.4: Explain the need for emergency planning, the typical organisational arrangements needed for emergencies and relevant regulatory requirements.

This question focused on emergency plans, their purpose, consultees and contents.

Most candidates had difficulty answering part (a). Many candidates gave the contents of a plan and few were able to explain the objectives and this resulted in some limited answers.

In part (b) (i) many candidates were able to identify local emergency services and the appropriate agency. However, few identified employees at the premises or the local health authority.

In part (b) (ii) candidates experienced difficulty and responses were generally quite limited for this section. Better answers would have covered the person who would take charge, description of actions to be taken limit consequences, descriptions of equipment available, provision of information and to who it should be disseminated and when, and methods for co-ordinating with emergency services.

This question was based on the requirements of the Control of Major Accident Hazard Regulations 2015 and many candidates were unable to provide the standard of answer required.

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- Question 10**
- (a) **Outline** the duties of principal designers under the Construction (Design and Management) Regulations 2015 (CDM). **(5)**
 - (b) A construction project will entail the use of a number of contractors.
Outline the contents of the health and safety file that has to be produced by the principal designer. **(5)**
 - (c) A contractor will be hired to demolish a disused factory.
Outline examples of the information that the client should provide to the tendering contractors to fulfil their duty under CDM. **(10)**
-

This question assessed candidates' knowledge and understanding of learning outcome 9.2: Explain the scope and application of the Construction (Design and Management) Regulations 2015 and associated guidance.

This question was answered well by many candidates. However, it is worth noting that the role of the principal designer was not well understood by some candidates and so limited the marks they could be awarded.

Part (a) was well answered by some candidates but many had difficulty with this part. The role of the principal designer is well documented in the guidance on the Regulations and candidates should have had little difficulty with this section.

The health and safety file contents asked for in part (b) are well established and again should have drawn strong answers from candidates. However, too many confused the health and safety file with the construction phase plan and limited the marks they could be awarded. Better answers included an outline of the work, full as-built drawings, remaining hazards not been eliminated in the design and structural principles and building material hazards.

Although there were some candidates who gave limited answers to part (c), overall this part of the question was well answered with many candidates giving a good range of topics for inclusion in pre-construction information. These are based around possible site hazards such as access and egress, previous usage, services, contamination, existing structure details and neighbours.

Question 11	(a)	Outline types of protection on electrical equipment that can reduce the risk of contact with live conductors.	(3)
	(b)	Outline types of protection on electrical equipment that can reduce the risk of electric shock under fault conditions.	(7)
	(c)	Outline precautions that should be considered, within a safe system of work, to help prevent injury when working live on a UK 230v electric circuit.	(10)

This question assessed candidates' knowledge and understanding of learning outcomes 8.2: Outline the hazards of electricity and static electricity; and 8.3: Outline the issues relevant to the installation, use, inspection and maintenance of electrical systems.

Some candidates did not differentiate between 'risk of contact' in part (a) and 'risk of electric shock' in part (b).

In part (a) types of protection to reduce risk of contact with live conductors included insulation, enclosures, barriers and distance. These are further covered in the IEE Wiring Regulations, BS 7671. Answers that included RCDs, and MCBs did not gain marks in this section as they only provide protection after contact.

For part (b) there were many good answers, but a number of candidates had difficulty with the expression 'under fault conditions' and did not mention earthing, equipotential bonding or neutral referenced to earth, terms that specifically deal with fault conditions. Better answers included double insulation, isolating transformers, fuses and use of lower voltages.

Part (c) was focused on the practice of working live on mains electrical circuits and some candidates did not appreciate the difference between this and generally working with mains electricity. This limited their ability to gain higher marks. Controls that could have been outlined included selection and training, working environment considerations, insulated tools and barriers, permits and control of the working area.

Fewer candidates chose to answer this question, although there were some good answers. However, there were still some candidates who had difficulty with basic electrical control measures.

Examination technique

The following issues are consistently identified as the main areas in need of improvement for candidates undertaking Diploma level qualifications:

Candidates misread/misinterpreted the question

NEBOSH questions are systematically and carefully prepared and are subject to a number of checks and balances prior to being authorised for use in question papers. These checks include ensuring that questions set for the Diploma level qualifications relate directly to the learning outcomes contained within the associated syllabus guides. The learning outcomes require candidates to be sufficiently prepared to provide the relevant depth of answer across a broad range of topic areas. For example, a candidate could be asked about the causes of stress, or could be asked about the effects of stress, a question could require a response relating to the principles of fire initiation, or a question could require a response relating to the spread of fire. Therefore, a candidate should focus not only on the general topic area (eg stress, fire), but also the specific aspect of that topic to which the question relates.

Examiners suggest that while many candidates do begin their answer satisfactorily and perhaps gain one or two marks, they then lose sight of the question and include irrelevant information. Although further points included in an answer can relate to the general topic area, these points are not focused on the specific learning outcome and marks cannot be awarded. However, some candidates appear to misread or misinterpret several questions. This situation is more likely due to candidates preparing for the examination with a number of stock answers obtained through rote-learning, that again can provide answers that are loosely associated with the topic matter but do not provide answers specific to the question. Such an approach is clearly evident to an Examiner and demonstrates little understanding of the topic matter and marks are not awarded.

Examiners noted a tendency on the part of many candidates to write about things that were not asked for, despite the fact that guidance as to what to cover had been given in the question. An example is a question where candidates were instructed that there was no need to make reference to specific control measures and yet did so. In another example candidates wrote about selection of PPE when the question wording had clearly stated that this had already been undertaken.

Some candidates wrote large amounts of text on a single topic where only one mark could be awarded. Candidates did not recognise that the amount of marks awarded to each section gives an indication of the depth of the answer required.

It would therefore appear that a sizeable number of candidates misread some of the questions, to their disadvantage. This should be a relatively easy pitfall to overcome; candidates should ensure that they make full use of the 10 minutes reading time to understand what each question requires. Candidates are advised to allow sufficient time to read and re-read the question in order to determine the key requirements. Underlining or highlighting key words can assist in keeping focused and simple mind maps or answer plans can also be useful. An answer plan will often be helpful in ensuring that all aspects of the question are attended to; maps and plans should be kept simple so as not to use up too much examination time; if all aspects are not dealt with it will be difficult to gain a high mark. Candidates should not assume when they see a question that it is exactly the same as one that they may have seen in the past; new questions are introduced and old questions are amended. It is therefore of the utmost importance that questions are read carefully and the instructions that they give are followed.

It may help if, when preparing for the examinations, candidates write out their answers in full and ask a tutor or other knowledgeable third party to mark their work. In so doing, issues with understanding can be noted and remedial action taken.

Course providers and candidates should note that various means are used to draw attention to keywords in examination questions. These means include emboldened and italicised text and the use of words in capitals. These means are intended to draw the candidate's attention to these words and this emphasis should then be acted upon when making a response. These devices can often assist in giving guidance on how to set out an answer to maximise the marks gained. For example: **Identify THREE** things to be considered **AND** for **EACH.....**

Candidates often have a reasonable body of knowledge and understanding on the topic covered by a question, but they have not been able to apply this to the examination question being asked. This could be because sufficient time has not been taken to read the question, noting the words being emphasised.

When preparing candidates for examination, or offering advice on examination technique, accredited course providers should stress that understanding the question requirements and the sub-structure of the response to the question is the fundamental step to providing a correct answer. Rather than learning the 'ideal answer' to certain questions effort would be better spent in guided analysis on what a question requires. The rote learning of answers appears to close the candidates' minds to the wider (and usually correct) possibilities.

Candidates repeated the same point but in different ways

There are instances where candidates repeat very similar points in their answers, sometimes a number of times. This is easily done in the stressful environment of the examination. However, once a point has been successfully made and a mark awarded for it, that mark cannot be awarded again for similar points made later in the answer. In some cases, particularly where questions had more than one part, candidates gave an answer to, say, part (b) of a question in part (a), meaning that they needed to repeat themselves in part (b) thus wasting time.

One possible reason for this might be that candidates have relatively superficial knowledge of the topic - a view supported by the low marks evident in some answers. It appears that, faced with a certain number of marks to achieve and knowing that more needs to be written, but without detailed knowledge, candidates appear to opt to rephrase that which they have already written in the hope that it may gain further marks. Another possible reason is a failure to properly plan answers, especially to the Section B questions - it would appear that candidates sometimes become 'lost' in their answers, forgetting what has already been written. It may be due either to a lack of knowledge (so having no more to say) or to limited answer planning, or to a combination of the two. When a valid point has been made it will be credited, but repetition of that point will receive no further marks. Candidates may have left the examination room feeling that they had written plenty when in fact they had repeated themselves on multiple occasions, therefore gaining fewer marks than they assumed.

Candidates sometimes think they have written a lengthy answer to a question and are therefore deserving of a good proportion of the marks. Unfortunately, quantity is not necessarily an indicator of quality and sometimes candidates make the same point several times in different ways. Examiners are not able to award this same mark in the mark scheme a second time. The chance of repetition increases when all marks for a question (eg 10 or 20) are available in one block. It can also happen when a significant proportion of the marks are allocated to one part of a question.

This issue is most frequently demonstrated by candidates who did not impose a structure on their answers. Starting each new point on a new line would assist in preventing candidates from repeating a basic concept previously covered, as well as helping them assess whether they have covered enough information for the available marks.

As with the previous area for improvement ('misreading the question') writing an answer plan where points can be ticked off when made, or structuring an answer so that each point made is clearly shown, for example by underlining key points, can be of great use. This technique aids candidates and makes it much clearer in the stress of the examination for candidates to see which points have been made and reduce the chances of the same point being made several times. Course providers are encouraged to set written work and to provide feedback on written answers, looking to see that candidates are able to come up with a broad range of relevant and accurate points; they should point out to candidates where the same point is being made more than once.

Candidates are advised to read widely. This means reading beyond course notes in order to gain a fuller understanding of the topic being studied. In that way, candidates will know more and be able to produce a broader and more detailed answer in the examination. Candidates may also find it helpful to read through their answers as they write them in order to avoid repetition of points.

Course providers should provide examination technique pointers and practice as an integral part of the course exercises. Technique as much as knowledge uptake should be developed, particularly as many candidates may not have taken formal examinations for some years.

Candidates produced an incoherent answer

Candidates produced answers that lacked structure, digressed from the question asked and were often incoherent as a result. In many cases, there seemed to be a scatter gun approach to assembling an answer, which made that answer difficult to follow. Answers that lack structure and logic are inevitably more difficult to follow than those that are well structured and follow a logical approach. Those candidates who prepare well for the unit examination and who therefore have a good and detailed knowledge commensurate with that expected at Diploma level, invariably supply structured, coherent answers that gain good marks; those candidates who are less well prepared tend not to do so.

Having good written communication skills and the ability to articulate ideas and concepts clearly and concisely are important aspects of the health and safety practitioner's wider competence. Candidates should be given as much opportunity as possible to practice their writing skills and are advised to practice writing out answers in full during the revision phase. This will enable them to develop their knowledge and to demonstrate it to better effect during the examination. It may help if candidates ask a person with no health and safety knowledge to review their answers and to see whether the reviewer can understand the points being made.

Candidates 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 candidate.

Generally, there has been an improvement in response to command words, but a number of candidates 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 candidates 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.

Candidate's handwriting was illegible

It is unusual to have to comment on this aspect of candidate answers, as experienced Examiners rarely have difficulties when reading examination scripts. However, Examiners have independently identified and commented on this as an area of concern. While it is understood that candidates feel under pressure in an examination and are unlikely to produce examination scripts in a handwriting style that is representative of their usual written standards; it is still necessary for candidates to produce a script that gives them the best chance of gaining marks. This means that the Examiners must be able to read all the written content.

Some simple things may help to overcome handwriting issues. Using answer planning and thinking time, writing double-line spaced, writing in larger text size than usual, using a suitable type of pen, perhaps trying out some different types of pens, prior to the examination. In addition, it is important to practise hand writing answers in the allocated time, as part of the examination preparation and revision. Today, few of us hand-write for extended periods of time on a regular basis, as electronic communication and keyboard skills are so widely used. Accredited course providers should encourage and give opportunities for candidates to practise this hand-writing skill throughout their course of study. They should identify at an early stage if inherent problems exist. These can sometimes be accommodated through reasonable adjustments, eg by the provision of a scribe or the use of a keyboard. Candidates with poorly legible handwriting need to understand this constraint early in their course of studies in order for them to minimise the effect this may have.

NEBOSH recommends to accredited course providers that candidates undertaking this qualification should reach a minimum standard of English equivalent to an International English Language Testing System score of 7.0 or higher in IELTS tests in order to be accepted onto a Diploma level programme.

For further information please see the latest version of the IELTS Handbook or consult the IELTS website: <https://www.ielts.org/about-the-test/test-format>

Candidates wishing to assess their own language expertise may consult the IELTS website for information on taking the test: <http://www.ielts.org>

Course providers are reminded that they must ensure that these standards are satisfied or additional tuition provided to ensure accessible and inclusive lifelong learning.

Candidates did not answer all the questions

It has been noted that a number of candidates do not attempt all of the questions on the examination and of course where a candidate does not provide an answer to a question, no marks can be awarded. Missing out whole questions immediately reduces the number of possible marks that can be gained and so immediately reduces the candidate's opportunity for success. There can be several reasons for this issue: running out of the allocated time for the examination, a lack of sufficient knowledge necessary to address parts of some questions, or in other cases, some candidates have a total lack of awareness that the topic covered in certain questions is even in the syllabus.

If candidates have not fully studied the breadth of the syllabus they may find they are not then equipped to address some of the questions that are on a question paper. At that late stage there is little a candidate can do to address this point. Responsibility for delivering and studying the full breadth of the syllabus rests with both the course provider and the individual candidates and both must play their part to ensure candidates arrive at the examination with a range of knowledge across all areas of the syllabus.

Lack of technical knowledge required at Diploma level

In Section A, candidates must attempt all questions and it was clear that some struggled with those requiring more detailed and technical knowledge. For example, it is not acceptable that at Diploma level, candidates have no knowledge of the principles of good practice that underpin Coshh. Unfortunately this was often found to be the case in responses to questions.

In Section B, where candidates have a choice of questions, many sought to avoid those questions with a higher technical knowledge content. For example questions on radiation, lighting and vibration. Practitioners operating at Diploma level need to be confident with the technical content of the whole syllabus and this does require a significant amount of private study, particularly in these areas of the syllabus that are perhaps less familiar to them in their own workplace situations.

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

It was apparent in those questions that were similar to those previously set, that the candidates' thought processes were constrained by attachment to memorised answer schemes that addressed different question demands.

While knowledge of material forms a part of the study for a Diploma-level qualification, a key aspect being assessed is a candidate's **understanding** of the topic and reciting a pre-prepared and memorised answer will not show a candidate's understanding. In fact, if a candidate gives a memorised answer to a question that may look similar, but actually is asking for a different aspect of a topic in the syllabus, it shows a lack of understanding of the topic and will inevitably result in low marks being awarded for that answer.

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 candidates:

Explain

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

This command word requires a demonstration of an understanding of the subject matter covered by the question. Superficial answers are frequently given, whereas this command word demands greater detail. For example, candidates are occasionally able to outline a legal breach but do not always explain why it had been breached. A number of instances of candidates simply providing a list of information suggests that while candidates probably have the correct understanding, they cannot properly express it. Whether this is a reflection of the candidate's language abilities, in clearly constructing a written explanation, or if it is an outcome of a limited understanding or recollection of their teaching, is unclear. It may be linked to a general societal decline in the ability to express clearly explained concepts in the written word, but this remains a skill that health and safety professionals are frequently required to demonstrate.

When responding to an 'explain' command word it is helpful to present the response as a logical sequence of steps. Candidates must also be guided by the number of marks available. When asked to 'explain the purposes of a thorough examination and test of a local exhaust ventilation system' for 5 marks, this should indicate a degree of detail is required and there may be several parts to the explanation.

Candidates are often unable to explain their answers in sufficient detail or appear to become confused about what they want to say as they write their answer. For example, in one question many candidates explained the difference between the types of sign, explaining colours and shapes of signs without explaining how they could be used in the depot, as required by the question.

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.

The command word 'describe' clearly requires a description of something. The NEBOSH guidance on command words says that 'describe' requires a detailed written account of the distinctive features of a subject such that another person would be able to visualise what was being described. Candidates have a tendency to confuse 'describe' with 'outline'. This means that less detailed answers are given that inevitably lead to lower marks. This may indicate a significant lack of detailed knowledge and/or a lack of ability to articulate the course concepts clearly. Candidates should aim to achieve a level of understanding that enables them to describe key concepts.

Some candidates see the command word 'describe' as an opportunity to fill out an answer with irrelevant detail. If a person was asked to describe the chair they were sitting on, they would have little difficulty in doing so and would not give general unconnected information about chairs in general, fill a page with everything they know about chairs or explain why they were sitting on the chair. Candidates should consider the general use of the command word when providing examination answers.

Outline

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

This is probably the most common command word but most candidates treat it like 'identify' and provide little more than a bullet pointed list. As the NEBOSH guidance on command words makes clear, 'outline' is not the same as 'identify' so candidates will be expected to give more detail in their answers. 'Outline' requires a candidate to indicate '*the principal features or different parts of*' the subject of the question.

An outline is more than a simple list, but does not require an exhaustive description. Instead, the outline requires a brief summary of the major aspects of whatever is stated in the question. 'Outline' questions

usually require a range of features or points to be included and often ‘outline’ responses can lack sufficient breadth, so candidates should also be guided by the number of marks available. Those candidates who gain better marks in questions featuring this command word give brief summaries to indicate the principal features or different parts of whatever was being questioned. If a question asks for an outline of the precautions when maintaining an item of work equipment, reference to isolation, safe access and personal protective equipment would not be sufficient on their own to gain the marks available. A suitable outline would include the meaning of isolation, how to achieve safe access and the types of protective clothing required.

Identify

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

Candidates responding to identify questions usually provide a sufficient answer. Examiners will use the command word ‘identify’ when they require a brief response and in most cases, one or two words will be sufficient and further detail will not be required to gain the marks. If a question asks ‘**identify** typical symptoms of visual fatigue’, then a response of ‘eye irritation’ is sufficient to gain 1 mark. If having been asked to identify something and further detail is needed, then a second command word may be used in the question.

However, in contrast to ‘outline’ answers being too brief, many candidates feel obliged to expand ‘identify’ answers into too much detail, with the possible perception that more words equals more marks. This is not the case and course providers should use the NEBOSH guidance on command words within their examination preparation sessions in order to prepare candidates for the command words that may arise.

Give

Give: To provide short, factual answers.

‘Give’ is usually in a question together with a further requirement, such as ‘**give** the meaning of’ or ‘**give** an example in **EACH** case’. Candidates tend to answer such questions satisfactorily, especially where a question might ask to ‘identify’ something and then ‘give’ an example. The candidate who can answer the first part, invariably has little difficulty in giving the example.

Comment

Comment: To give opinions (with justification) on an issue or statement by considering the issues relevant to it.

For example, if candidates have already calculated two levels of the exposure to wood dust and are then asked to comment on this the issues would include the levels of exposure they had found, and candidates would need to give their opinion on these, while considering what is relevant. The question guides on what may be relevant for example, did it meet the legal requirements, did it suggest controls were adequate, so based on that guidance, did exposure need to be reduced further or did anything else need to be measured or considered? If candidates comment with justification on each of these areas they would gain good marks in that part of question.

Few candidates are able to respond appropriately to this command word. At Diploma level, candidates should be able to give a clear, reasoned opinion based on fact.

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: www.nebosh.org.uk/students/default.asp?cref=1345&ct=2.