
Examiners' Report

NEBOSH NATIONAL CERTIFICATE IN THE MANAGEMENT OF HEALTH AND WELL-BEING AT WORK



UNIT NHC1: MANAGING HEALTH AND WELL-BEING IN THE WORKPLACE

SEPTEMBER 2018

CONTENTS

Introduction	2
General comments	3
Comments on individual questions	4
Examination technique	8
Command words	11

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.

© NEBOSH 2019

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.

This report has been prepared to provide feedback on the standard date NHC1 examination sat in September 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 Certificate in the Management of Health and Well-being at Work' which is available via the NEBOSH website. In particular, the guide sets out in detail the syllabus content for NHC1 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 NHC1 'Example question paper and Examiners' feedback on expected answers' which provides example questions and details Examiners' expectations and typical areas of underperformance.

Unit NHC1 Managing health and well-being in the workplace

-
- Question 1**
- (a) **Outline** the role of primary health care. (4)
 - (b) **Identify** health care professionals who may provide a primary health care service. (4)
 - (c) **Outline** the possible conflicting role of health care professionals who work with both the employee and the organisation. (4)
 - (d) **Identify FOUR** national specialist support services that are available to assist individuals and/or organisations **AND outline** the services that **EACH** provide. (8)
-

This question assessed candidates' knowledge and understanding of learning outcomes 8.2: Outline the types of workplace health services which are available to support organisations; and 8.3: Outline the role of the different professionals involved with occupational health provision.

Candidates found part (a) challenging with many being unable to demonstrate a knowledge of primary care. In addition, answers were too brief for an 'outline' question.

In part (a) better answers contained points such as, they are usually the first point of contact for a patient or employee, make diagnostic decisions concerning health complaint and liaise as necessary with the workplace.

Candidates who gave limited answers to part (a) also had difficulty in answering part (b). Some candidates were unable to differentiate between those health care professionals who may provide primary health care and secondary health care services. Health care professionals who may provide primary health care services include general practitioner, pharmacist and optician.

Some candidates were able to recognise the conflicting role of health care professionals who work with both the employee and the organisation in part (c). A few answers were too brief and focused on health care professionals being unqualified or incompetent. Relevant answers would include health care professionals primary concern is for the employee and codes of professional practice require health professionals to protect confidentiality.

Part (d) was answered well and candidates were able to identify some national support services that are available to assist individuals and/or organisations including Access to Work and MIND.

-
- Question 2**
- (a) **Outline** the role of health surveillance in the workplace. (4)
 - (b) **Outline** measures that should be taken by the employer when health surveillance results show that an employee's work is affecting his/her health. (4)
-

This question assessed candidates' knowledge and understanding of learning outcome 3.5: Outline the role and function of health surveillance.

In part (a) most candidates were able to outline the role of health surveillance in the workplace, although some answers contained too few relevant points to gain good marks. In addition, some answers focused on particular services rather than the role. The role includes detecting adverse health effects at an early stage in the workplace and helping an employer to check if control measures are effective.

For part (b) candidates demonstrated a good understanding of measures that should be taken by the employer. These included, that the results of adverse health surveillance are fed back to the employee, and referring the employee to an occupational health specialist if necessary.

Question 3 **Identify** current issues that increase the significance of health and well-being at work. **(8)**

This question assessed candidates' knowledge and understanding of learning outcome 1.2: Outline the benefits of maintaining and promoting the health of the working population.

Some candidates were able to identify a good range of current issues, however some focused on conditions rather than current issues. Current issues include Government welfare reforms, EU Brexit and increasing economic significance of service industries.

Question 4 An employer's sickness absence management policy includes reference to the employer keeping in contact with the employee.

Outline possible reasons why the employee may be reluctant to respond to contact from the employer. **(8)**

This question assessed candidates' knowledge and understanding of learning outcome 4.3: Outline effective techniques for the management of short and long term sickness absence and return to work.

This question was answered well, however some candidates did not provide an outline, limiting the marks that could be awarded. Answers could have included anxiety about how absence will be perceived or managed, the employee may not want to return to the workplace, and illness being related to difficult relationships at work or home.

Question 5 (a) **Outline** ways in which a manager could help reduce the risk of employees developing musculoskeletal injuries. **(6)**

(b) **Identify** types of non-work-related activity that could contribute to the development of work-related upper limb disorders (WRULDs). **(2)**

This question assessed candidates' knowledge and understanding of learning outcomes 6.2: Identify the principles for the assessment and control of risk of musculoskeletal injury in the workplace; and 6.1: Outline the main types of musculoskeletal disorders and their effective management and treatment.

In part (a) some candidates outlined too few points to achieve full marks. Some points related to self-management rather than the manager's role. Answers could have included: to ensure risk assessments are carried out to include the task, load, environment and the individual; working contracted hours; and early intervention by physiotherapy service.

Part (b) was answered well, with most candidates able to identify types of non-work-related activities including hobbies and playing musical instruments.

-
- Question 6**
- (a) **Outline** effects that an employee's alcohol misuse could have on other members of the workforce. (4)
- (b) **Identify** occasions when alcohol screening may be carried out in the workplace. (4)
-

This question assessed candidates' knowledge and understanding of learning outcome 2.4: Outline the potential impact of substance misuse in the workplace.

Part (a) was answered well and included effects such as concern for safety and well-being of the person misusing alcohol, alienating the person or withdrawing from the person.

Candidates also answered part (c) well by identifying occasions including on the offer of a job and the contravention of an organisation's rules.

- Question 7**
- (a) **Give** the meaning of the term '*health promotion*'. (2)
- (b) **Identify** *domestic* factors that influence the health and performance of working age people. (6)
-

This question assessed candidates' knowledge and understanding of learning outcomes 7.2: Outline the main factors influencing the health and performance of working age people; and 7.1: Outline the scope and nature of workplace health promotion.

Most candidates had difficulty in giving the meaning of the term '*health promotion*' which is the process of enabling people at work to increase control over and to improve their health.

In part (b) most candidates identified several domestic factors including caring issues, bereavement and lack of transport.

- Question 8** **Outline** possible effects that depression may have on a person's health and behaviour. (8)
-

This question assessed candidates' knowledge and understanding of learning outcome 5.1: Outline the common types of mental health disorders.

Candidates gave answers based on a person's appearance, but the question asked for a person's health and behaviour. Some candidates provided details on the effects of medication and alcohol misuse.

Possible effects could have included being depressed and having mood swings, reduced interaction with work colleagues and thinking about self-harm or suicide.

-
- Question 9** Machine operators work in a large, open-plan workshop where they are exposed to high levels of noise throughout their working day.
- (a) **Identify** the effects of noise on the machine operators' health. (5)
- (b) **Identify** the effects of noise on the machine operators' work performance. (3)
-

This question assessed candidates' knowledge and understanding of learning outcome 3.1: Identify the scope and nature of possible detrimental effects of work on health.

Part (a) was answered well with candidates identifying effects such as tinnitus, hearing impairment or loss, and stomach ulcers.

Answers to part (b) could have included effects such as an increased risk of errors or accidents and the inability to concentrate.

- Question 10** Work-related stress is one of the major causes of sickness absence.
- Outline** the likely content of a stress management policy. (8)
-

This question assessed candidates' knowledge and understanding of learning outcome 5.4: Outline the role and likely content of a stress management policy.

The question asked for the likely content of a stress management policy, however, some candidates' answers were based on sickness absence policy instead. Content should be in a policy format with a definition of stress and acknowledgement of the importance of identifying and reducing workplace stressors. It could also reference the use of risk assessment and the HSE stress Management Standards.

- Question 11** **Identify** costs to an organisation when employees are absent due to work-related ill-health. (8)
-

This question assessed candidates' knowledge and understanding of learning outcome 4.1: Identify the main causes and types of sickness absence within organisations.

Candidates demonstrated a good understanding of the costs to an organisation of work-related ill-health absence. Costs include a loss of expertise, possible intangible costs such as employee morale, and the cost of remedial action following investigation.

Examination technique

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

Candidates misread/misinterpreted the question

Candidates misreading or misinterpreting the question is by far the most common cause of candidates not gaining the maximum marks available.

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 Certificate 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 subject 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 subject to which the question relates.

Candidates must also pay attention to the command word. For example, a question could ask candidates to **identify** the hazards associated with demolition work', or a question from the same element could ask candidates to **outline** the control measures required during demolition work'. Candidates appear to focus solely on the object of the question (demolition) and do not pay sufficient attention to the subject (hazards or control measures in the examples given) or the command word ('identify' or 'outline' in the examples given). There is often some confusion between hazard and risk. If a question requires an outline of hazards for a given situation, candidates must be careful not to provide risks, or even in some circumstances precautions, as they will not be able to attract marks.

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 subject 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 memorised answers obtained through rote-learning, that again can provide answers that are loosely associated with the subject 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 subject matter and marks are not awarded.

Candidates are advised to allow sufficient time to read and re-read the question in order to determine the key requirements prior to committing their answer to paper. Preparing a time plan before the examination will indicate how many minutes are available for each question and then part of this time allocation can be given to reading the question. Underlining or highlighting key words can assist in keeping focused on the salient points and simple mind maps or answer plans can also be useful. Maps and plans should be kept simple so as not to use up too much examination time.

Candidates did not respond effectively to the command word

A key indicator a 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 and relates to the amount of detail that should be included in each point of the answer.

The learning outcomes in each element of all syllabus guides include the relevant command word that dictates the level of detail that should be covered in a course of study and the depth of answer that a candidate would be expected to provide in an answer to an examination question.

Examiners report that candidates continue to incorrectly observe the command words and therefore compromise their ability to gain the marks available. The majority of cases where command words are not observed relate to insufficient detail being given by a candidate in their examination answer. A significant number of candidates, irrespective of the command word given in the question, provide all answers in the form of a brief list of one or two words. This would normally not be sufficient to gain marks where the command word given was 'outline', 'explain' or 'describe', all of which require answers of more than one or two words.

Some candidates do provide too much information, which would not be required where a command word limits the expected answer to 'give' or 'identify'. Candidates would not be penalised for providing excessive detail but this would not be an efficient use of the time allocated.

Course providers should ensure that learning materials complement the command words in the syllabus guide and the NEBOSH guidance on command words and that sufficient time is given to advising candidates on suitable examination technique during a course of study.

Candidates unnecessarily wrote the question down

Developing a time plan is a key element in preparing for an examination. Advice included on Certificate question papers suggests that 30 minutes should be allocated for the answer to the long 20-mark question, and 90 minutes should be allocated to the answers for the remaining ten, 8-mark short questions. Therefore there are around 9 minutes available to answer an 8-mark question. This time will be required for reading the question properly at least twice, developing an answer plan, and then committing the answer to paper while regularly referring back to the question in order to maintain focus. Therefore any inefficient use of this time should be avoided.

The efficient use of this time is essential in order to ensure that all questions can be answered within the 2 hours available. Many candidates feel it necessary to write out the question, in full, prior to providing their answer and although this practice will not lose marks it will lose valuable time. A significant number of candidates do not answer all of the questions in the time permitted and do not complete the question paper, some of whom obviously run out of time.

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

It is clear that there are a significant number of candidates who seem to recite answers in the examination that have been rote-learned in advance and do not answer the question.

While knowledge of material forms a part of the study for a Certificate-level qualification, a key aspect being assessed is a candidate's **understanding** of the subject 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 subject and will inevitably result in low marks being awarded for that answer.

Candidates repeated the same points but in different ways / Candidates provided the same answer to different questions

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.

Candidates are advised to practise examination technique in their preparations to avoid this kind of pitfall. 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.

Candidates did not answer all of the questions

It has been noted that a number of candidates do not attempt all of the questions and of course where a candidate does not provide an answer to a question, no marks can be awarded. This seriously affects the potential marks available and the possibility of achieving a pass. Course providers must emphasise the importance of attempting all questions in order to maximise the opportunity to attract marks.

There can be several reasons for this issue: running out of the allocated time for the examination, not knowing the answer to the question, or forgetting to answer a question.

Questions can be answered in any order and answers can be written in any order in the answer book provided. Candidates are advised to clearly keep track of questions they have attempted, such as marking them on the question paper that would minimise the risk of inadvertently missing a question to answer.

If the subject of the question is unfamiliar or the answer is not known, then it will be challenging to provide an answer. This can result from rote-learning and preparing for an examination with a number of memorised answers, or simply not being adequately prepared for the examination across the breadth of the syllabus. There is always the risk of a candidate 'going blank' in an examination situation, in which case candidates should be prepared with some techniques to help. Rather than trying to remember what was taught or what has been read, ask yourself 'what would I do, in this situation?'. Reference to personal application or experience is sometimes enough to stimulate an answer that otherwise may have been missed. Alternatively, candidates can go back to first principles and break a question down into elements such as 'people', 'equipment', 'materials' and the 'working environment'. Approaching a question in small sections can minimise the risk of being overwhelmed by it as a whole.

Running out of time can be avoided by having an examination time plan and working to it. The question paper advises that you should spend 30 minutes on the long answer (question 1) and 90 minutes on the remaining ten short answer questions. This will provide around 9 minutes per short answer, follow the clock and when the time per question has expired, move on. Answering a question partly is better than not answering at all.

Candidates did not allocate enough time to the question / Time management

In a number of cases question 1 is left until last or later in the question paper and does not appear to be answered completely. Other candidates appear to rush the last one or two questions by providing very brief or bullet point answers, even when these questions require an outline. This indicates a lack of time management. It is advised that course providers and candidates spend time developing the skill of writing answers to questions bearing in mind the number of marks and time available. A 20-mark question requires significantly more detail than an 8-mark question.

Candidates might benefit from writing abbreviations to save time and to recognise that there is no need to write out the question at the beginning of their answer. Standard abbreviations such as HSE, RIDDOR, COSHH, PPE and DSE are acceptable.

Candidates' handwriting was illegible

Sometimes Examiners have difficulty in reading the handwriting of some candidates. Although allowances are made for candidates under the pressure of an examination, course providers must remind candidates that their writing needs to be legible or valuable marks may not be picked up during marking.

There is a minimum literacy requirement for candidates on NEBOSH qualifications. As stated in the syllabus guides the standard of English required by candidates studying for Certificate level must be such that they can both understand and articulate the concepts contained in the syllabus.

NEBOSH recommends to accredited course providers that candidates taking this qualification should reach a minimum standard of English equivalent to an International English Language Testing System score of 6.0 or higher in IELTS tests in order to be accepted onto a Certificate 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: <https://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.

Command words

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

Outline

The command word 'outline' is by far the most challenging for candidates. Referring to the NEBOSH guidance on command words available on the NEBOSH website, 'outline' means *"To indicate the principal features or different parts of"*.

Many candidates do not give sufficient detail in order to warrant an 'outline' answer. The NEBOSH guidance on command word states that *"an exhaustive description is not required. What is sought is a brief summary of the major aspects of whatever is stated in the question"*.

If the use of the command word in everyday language or conversation is considered it may help the candidate understand what is required. If asked to '**outline** the risks to an operator when manually closing a valve' an answer such as 'cuts, bruises, burns and strains' would be insufficient as this represents a listed answer. However, 'cuts from contact with sharp edges of the hand wheel, bruises from impact with adjacent plant items, burns from contact with adjacent uninsulated pipe work and strains from using excessive force' would be sufficient.

Explain

The command word 'explain' requires the candidate to provide an understanding of the subject of the question and will usually be used in conjunction with 'why' or 'how'. Such as '**explain** how an interlocked guard operates' or '**explain** why a forklift truck may overturn'.

Some candidates approach an 'explain' question the same as an 'outline' and provide a number of individual points rather than providing an explanation as to how something operates or why something occurs. While some candidates do answer such questions sufficiently and satisfactorily, other candidates have difficulty in explaining in a logical sequence and many repeat the same point.

Identify

'Identify' questions require the name or title of an item, such as, '**identify** the effects of electricity on the human body', or '**identify** the features of a vehicle route'. In most cases one or two words will be sufficient and further detail will not be required to gain the marks.

For example, if asked to '**identify** types of equipment found in an office' appropriate answers could be personal computer, printer, telephone, photocopier, etc. There would be no need to embellish those points with a description of the equipment or its function.

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.

Describe

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 topic such that another person would be able to visualise what was being described.

If asked to describe the clock in the examination room, a person would have little difficulty in doing so and would most probably refer to its shape, its size, the colour of the clock and the style of numerals. Answers to such a question would almost certainly not result in general unconnected information about clocks, the history of clocks, or an explanation of why the clock is present in the room. Candidates should consider the general use of the command word when providing examination answers.

Give

'Give' questions require a statement that is relevant to the subject asked for in the question but additional explanation is not required. Often, 'give' questions ask for the meaning of a particular term. While detailed explanation of the application of the term would not be required, a correct knowledge of the term itself is needed in order for the Examiner to award marks.

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-student/> - from this page the document can be found by clicking on the relevant Qualification link, then on the 'Resources' tab.