

January 2016

# Examiners' Report

## NEBOSH International Diploma in Occupational Health and Safety (Unit A)



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# **Examiners' Report**

## **NEBOSH INTERNATIONAL DIPLOMA IN OCCUPATIONAL HEALTH AND SAFETY**

### **UNIT IA: INTERNATIONAL MANAGEMENT OF HEALTH AND SAFETY**

**JANUARY 2016**

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# Introduction

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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) regulatory requirements.

This report provides guidance for candidates which it is hoped will be useful to candidates and tutors 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

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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 2016.

Feedback is presented in these key areas; examination technique, command words and learning outcomes 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 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.

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

# Unit IA

## International management of health and safety

### Candidate performance

This report covers the examination sitting in January 2016.

### Learning outcomes

#### Question 1

##### **2.4 Explain loss and near miss investigations; the requirements, benefits, the procedures, the documentation, and the involvement of and communication with relevant staff and representatives**

Candidates are expected to have a good understanding of the roles and responsibilities of persons at work and be able to relate that knowledge to effective health and safety management, including the investigation scenario described in the question. Linking the person to be interviewed and the reason why they should be interviewed was important. Where candidates did not make the link but simply gave the title of the person to be interviewed then marks were not awarded.

In part (b) of the question the key for candidates was to outline the preparation steps for the interview rather than the details of the interview itself.

This question posed practical issues for candidates to address and justify their reasoning. Rather than attempting to learn an answer by rote to this type of question both course providers and candidates should develop the ability to apply their knowledge to real life scenarios and practical situations.

#### Question 2

##### **5.1 Outline common risk management strategies**

Candidates should be able to demonstrate knowledge of, and practical application of, the common risk strategies as identified in the syllabus. Namely the concepts of avoidance, reduction, transfer and retention with/without knowledge within a health and safety management programme, with relevant examples, eg redesign of tasks, automation of process, insurance policies, the use of specialist contractors, etc.

The main areas of weakness of candidates in this part of the syllabus seemed to be a lack of understanding of the basis behind the question. Some candidates described 5-step processes that were not asked for. Additionally, there was evidence of a limited level of understanding of the specific terms used in the question, despite them being directly from the syllabus. This caused candidates to spend time writing answers where no marks could be awarded.

Candidates who understood the terminology and the concepts gained good marks, with clear and succinct answers written.

Both course providers and candidates should take note of the syllabus and its contents. The terms used in the syllabus such as '*risk avoidance*', '*reduction*', '*transfer*' and '*retention*' will inevitably make their way onto the question paper and course providers and candidates where English is a second language should be familiar with the terms and their meaning in a health and safety context.

### Question 3

#### 3.3 Describe the variety of monitoring and measurement techniques

Candidates should have a detailed understanding of the various monitoring and measuring techniques commonly used in health and safety management systems and notably those specifically mentioned in the syllabus *safety audits, workplace inspections, safety tours, safety sampling and safety surveys*. The syllabus requirement is to 'describe' and therefore candidates should have the ability to provide some detail in relation to the content and application of the techniques.

While many candidates were able to demonstrate a reasonable knowledge of workplace inspections it was evident that most of the knowledge was around conducting an inspection, rather than planning an inspection programme. A note at the foot of the question was included to guide candidates away from describing how to do an inspection and what to look for. However, this was ignored in many cases and therefore good marks were not gained despite candidates having knowledge of inspections as the question about planning the programme had not been answered.

Conversely, those candidates who recognised the *planning* requirement in the question gained good marks on this question.

Course providers and candidates should ensure that they practice good examination technique and read and re-read the question and any accompanying notes carefully. Examiners have considered whether understanding of English is a problem for some of the candidates. As detailed in the syllabus guide it is recommended that IELTS level 7 is the minimum standard required for this level of academic study.

### Question 4

#### 6.4 Explain the role, influences on and procedures for formal and informal consultation with workers in the workplace

The syllabus makes reference to particular consultation methods both formal and informal and candidates should be able to demonstrate knowledge of the application and functioning of these methods in the workplace. In developing a consultation programme candidates should be able to express the type of information that would need to be considered to ensure that both formal and informal consultation tools are used to involve all workers as appropriate, taking account of size and distribution of the workforce for example.

The question sought to assess knowledge of the setting up of the programme, although often candidates referred to the techniques of consultation themselves.

As with question 3 above, the reference to *development* of the programme seemed to be missed by many candidates who chose instead to answer the question by providing detail of the formal and informal techniques.

Course providers and candidates should ensure that good examination technique is practised and that the question is understood prior to answering. Again as in question 3 above, Examiners are concerned about the level of English of many candidates entering the examination.

### Question 5

#### 7.2 Explain the nature of the perception of risk and its relationship to performance in the workplace

Individual factors that affect behaviour in the workplace are a key aspect of understanding for safety professionals and perception is a fundamental element of this area of knowledge. Candidates should be able to demonstrate a detailed knowledge of this area as suggested by requirement to 'explain' this learning outcome.

There was a good recognition of the process of sensory perception and how this linked to individuals and interference with perception. It was noticeable that there was a tendency for some candidates to talk themselves off topic and introduce human error and other personal factors into the answers.

This question sought to assess candidates' theoretical knowledge and then link it with practical workplace application. Course providers should assist candidates in being able to apply their knowledge to scenarios to demonstrate the depth of understanding required at the Diploma level of study and assessment.

## **Question 6**

### **1.1 Explain the moral, legal and economic reasons for a health and safety management system**

Candidates should be able to demonstrate a practical understanding of each of these drivers for health and safety and the context in which they drive the influence of health and management in organisations. A good understanding of all the drivers is necessary for the health and safety practitioner to offer good arguments for health and safety standards as well as sensible and proportionate risk management. The syllabus makes particular reference to *preventative, punitive and compensatory effects of law along with the principle of self-regulation*. Candidates who structured their answers along these lines gained good marks, whereas too often candidates seemed to refer only to the consequences of non-compliance or the powers of the enforcement agencies.

Interestingly there was evidence of some rote answers that referred to moral and economic reasons as well as legal, therefore limiting candidates' ability to gain good marks.

Course providers should ensure that candidates are well prepared to answer questions at the 'explain' level for each of the reasons for managing health and safety.

## **Question 7**

### **5.3 Explain the development, main features and operation of safe systems of work and permit-to-work systems**

Safe systems of work are fundamental to effective health and safety management in the workplace and it is expected that candidates are fully conversant with the tools to develop, operate and maintain safe systems of work.

Areas of weakness demonstrated by some candidates related to a lack of inclusion of the broader scope of risk assessment and its place in developing safe systems. Those candidates who did not gain good marks tended to recite the 5 steps to risk assessment and go no further to the exclusion of points such as legal requirements and competency.

There was evidence that candidates did not know what a safe system of work was, or provided convoluted descriptions of safe working.

Both course providers and candidates should have a good grasp of these concepts within safety and be able to articulate the meanings without too much difficulty. Being a very popular question on the question paper it would seem that candidates did think that they would gain good marks, but few candidates actually achieved strong marks throughout parts (a), (b) and (c).

## **Question 8**

### **4.4 Explain the principles and techniques of failure tracing methodologies with the use of calculations**

To successfully demonstrate this learning outcome, candidates should be able to interpret simple data and apply the principles of *hazard and operability studies, fault tree analysis and event tree analysis*. It is expected that candidates will be familiar with the principles and methodology of these techniques and therefore be able to apply them in simple situations using calculations where appropriate.

These techniques are common place in many high risk industries and those candidates who are familiar with them and those who are confident with simple mathematics tended to gain good marks. In some cases it was evident that there was confusion between the techniques.

Course providers and candidates should ensure that they first of all understand the techniques in principle and practice the application of the techniques. Additionally, the wider reasoning for the use of the techniques and the way that they are used to inform the process of proportionate risk management and controls measures is important at this level of study. Linking further with cost benefit analysis is also necessary for candidates to be successful at this level.

## **Question 9**

**7.5 Explain how organisational factors could contribute to improving human reliability**

**7.6 Explain how job factors could contribute to improving human reliability**

**7.7 Outline the principles, conditions and typical content of behavioural change programmes designed to improve safe behaviour in the workplace**

In order to satisfy the requirements of these learning outcomes, candidates should be able to discuss the detail of influences on human reliability while recognising the way the influences can be manipulated to give positive outcomes and improvement of human reliability in the workplace. Again, the practical application of the theory is required and candidates should be able to show an understanding of application in the workplace.

The terms used in the question, '*ergonomics*', '*anthropometry*' and '*task analysis*' were not well understood by many candidates and therefore the meaning of them was not well outlined. While English is a second language to many candidates of this examination the technical terms and specific health and safety terminology should be well understood.

Despite candidates being guided away from ergonomics and given a structure to tackle the question *individual, job and organisation*, there were many candidates who did not follow the instructions. The question tried to assist candidates as much as possible by stating what should be excluded from the answer and what structure the answer should follow.

The terms used in the question are specifically stated in the syllabus and therefore candidates who are familiar with the syllabus requirements and the terms used would have recognised the vocabulary used. It is useful for course providers and candidates to ensure that they have a clear view of the syllabus during their studies as this is where the detail and content is drawn from to develop the assessments.

## **Question 10**

**6.6 Explain health and safety culture and climate**

Candidates must be able to demonstrate a detailed knowledge and understanding of the meaning of the terms '*health and safety culture*' and '*climate*' along with an understanding of the development and both positive and negative impacts of health and safety culture and climate. Additionally, recognising the indicators of culture and measuring tools for culture and climate are important areas of knowledge required to satisfy this learning outcome.

There was evidence that, despite this being a popular question in section B of the examination, there was some confusion as to the meaning of '*health and safety culture*'. A clear understanding of the makeup and influences on culture at this level is essential, not just for the examination but in being able to influence health and safety standards in organisations.

The concepts of influence on culture by the organisation was generally recognised by many candidates, although a structured approach to answering this type of question was not often presented. When faced with a number of marks available for a question candidates should be encouraged by course providers to plan an approach to the answer and structure it in such a way as to gain as many marks as possible rather than randomly writing down ideas some of which are worthy of marks and some not.



## Question 11

**8.1 Describe comparative governmental and socio-legal, regulatory and corporate models**

**8.3 Explain the role of non-governmental bodies and self-regulation has in securing common health and safety standards in a global economy**

Candidates should be able to provide a comprehensive description of the application of the systems of law without getting caught up in the specific legal systems of particular countries. This qualification is an **International** qualification and therefore candidates should develop knowledge of systems of law that can be applied or developed in various territories around the world. Understanding concepts such as self-regulation and how organisations are influenced when operating globally are tools that the safety practitioner should have available to call on.

It appeared that candidates had difficulty with the level of detail required to gain marks with some candidates thinking that a list of parties such as insurance company, government, unions, etc would be sufficient to gain marks. At this level of study candidates are expected to demonstrate a depth of knowledge that reflects the level of study of this type of qualification. Again the question attempted to steer the candidates to provide good responses by stating that an outline of how parties influence health and safety was required.

The most common weakness of candidates in this area of the syllabus was simply a lack of understanding of the concept of self-regulation. Why do organisations sign up to voluntary codes of conduct and management and what are the consequences of failing to comply with such a code?

To improve knowledge in this area both candidates and course providers should be conversant with the concepts as set out in the syllabus and be prepared to demonstrate a practical understanding in the workplace.

## **Examination technique**

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

### **Candidates misread/misinterpreted the question**

Careful and thorough preparation for the examination is vital for candidates. Accredited course providers should assist candidates 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 candidates carefully read the question to determine exactly what is being asked and answer accordingly.

Examiners noted that there was evidence of candidates 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 candidates varies enormously. Examiners often find themselves faced with scripts where candidates do not appear to have understood the question and struggle to write a coherent answer in English. Candidates for this examination should satisfy the required IELTS Level 7 language requirements. Course providers are reminded that it is incumbent on them to provide appropriate advice and guidance to candidates 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 candidates either not reading the question properly, or because of possible language issues where candidates do not understand what the question is asking.

The examination is assessing candidates on their understanding of 'managing' health and safety and a number of candidates 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. Candidates should note that where there is emphasis in a question (eg by the use of italics) it is to guide candidates towards a particular point. Reading and re-reading the question encompasses taking due note of this emphasis.

### **Candidates' handwriting was illegible**

The examination situation is a stressful time for candidates 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, candidates 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, candidates should hand-write their answers and get feedback from their course providers on legibility (as well as how they performed).

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

### **Candidates 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 candidates felt it necessary to write the question out in full, before providing the associated answer, and this limits the time available. Course providers should remind candidates that it is not necessary to include a question with their answer.

Good examination technique is followed where the candidate 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.

### **Candidates repeated the same point but in different ways**

In some cases candidates 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 candidates to respond with a wide range of issues to gain high marks. Consequently candidates should take care when using terms that contain numerous points that should be made separately.

Accredited course providers should brief candidates on examination technique by way of understanding what points are mark worthy in an answer and those that are not.

### **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.

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

Examiners report a high incidence of candidates 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.

Candidates 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 candidates understand and are able to apply their knowledge, and not just memorise. Course providers should help candidates apply their knowledge to a range of different scenarios to aid understanding of the topic.

### **Candidates did not allocate enough time to the question**

Some candidates 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.

Candidates 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 candidates 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.

Accredited course providers should ensure that candidates 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 candidates 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.

### **Candidates answered by posing a question**

Candidates need to resist the temptation to present their answers as merely a series of questions. 'Outline' requires candidates *'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 candidates:

### Outline

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

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

An 'outline' question requires candidates to give the main issue and then provide the key features in the context of the question. Where a question that requires candidates 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.

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

As required by a Diploma level qualification candidates 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 candidates 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 candidates are still not properly prepared for this examination. A list of points (no matter how relevant) will not satisfy Examiners when the command word is 'explain'. So for example, where candidates were asked to explain the circumstances where heat and smoke detectors would be inappropriate, Examiners were looking for candidates 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, candidates 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.

Candidates 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 candidate to provide reasoning for their answer. For example, when a question specifies 'explain' the candidate is required to provide an understanding or make clear an idea or relationship. For example '**explain** how malaria is transmitted to humans'. If a candidate 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 candidate 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.

For example, when a question specifies 'explain' the candidate is required to provide an understanding or make clear an idea or relationship. For example '**explain** how the wet bulb globe temperature (WBGT) equation is used to assess heat stress'. If a candidate responded with calculate WBGT and compare with standards 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, if a candidate responded with stating the WBGT equation (outside vs inside), the need to compare the calculated result with the international standard values, the need to take account of factors such as metabolic rate (as tabulated in the standard), the assumptions of the typical fit, healthy worker and normal level of clothing etc, this would merit the awarding of marks.

## **Describe**

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

Candidates are required to provide a word picture in response to this command word and therefore the candidate needs to have a good understanding of the topic 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 candidates 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 topics 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 candidate has less trouble deciphering command words and tends to gain good marks whereas those candidates 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 candidates 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 candidates can overelaborate the required answer. Time management is important in the examination and candidates 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 candidates respond well to this command word, often by offering a definition. There is evidence where candidates go into too much detail that left those candidates writing large amounts of text for very few marks.

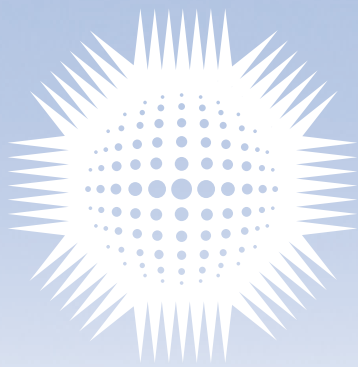
## **Identify**

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

As with 'give' above it is not uncommon for candidates to overelaborate their answers in response to this command word. It is adequate for a candidate 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: [www.nebosh.org.uk/students/default.asp?cref=1345&ct=2](http://www.nebosh.org.uk/students/default.asp?cref=1345&ct=2).



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