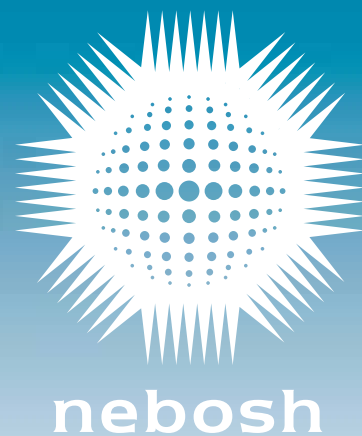


July 2015

# Examiners' Report

NEBOSH National  
Diploma in  
Occupational Health  
and Safety - Unit A



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# **Examiners' Report**

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

### **UNIT A: MANAGING HEALTH AND SAFETY**

**JULY 2015**

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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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Section 1.4 of the February 2010 edition of the Guide to the NEBOSH National Diploma in Occupational Health and Safety ('the Guide') makes it clear that the standard of this Diploma is comparable to Honours degree level. A qualification at this level requires a significant amount of input from the candidate, both in terms of studying the core material supplied by their course provider and in terms of reading around the subject.

The Diploma has a minimal pre-entry requirement, which is set out at section 1.7 of the Guide. Candidates are assumed to have a broad basic knowledge of health and safety that is provided by a level 3 qualification in Occupational Health & Safety, in particular the NEBOSH National General Certificate. However, it should be borne in mind that a level 3 award is significantly lower than a Diploma and that a considerably higher degree of academic attainment is therefore expected at Diploma level.

Health and safety is a broad-ranging subject that requires the development of a wide set of skills. While it will take considerable time to attain the experience necessary to advise effectively, that experience should be underpinned by a thorough understanding of the principles set out in this Diploma syllabus. It is expected that candidates for the NEBOSH Diploma will spend a significant amount of time reading around the subject using resources such as the HSE website and the freely downloadable information that it contains, such as Industry Guidance and Approved Codes of Practice.

It is recommended that prospective candidates consider carefully whether they have the necessary study skills to embark on an award at this level. Study is demanding and examinations provide a thorough test of understanding.

The examinations for the Diploma assess not only core knowledge but also the ability to apply that core knowledge. It is therefore incumbent on the candidate to ensure that they understand the material and can do more than simply recite it.

Those enrolling on the Diploma must have the necessary skills in English comprehension and writing. The minimum standard of English required for candidates is set out at paragraph 1.8 of the Guide. Where such skills are lacking they should be developed and improved before attempting the Diploma course and certainly before sitting the Diploma examinations.

It must be stressed how important it is for candidates to take responsibility for their own learning and to study diligently throughout the course. Attempting to study for an award at this level without having studied effectively or without the underpinning ability to read, comprehend and apply information will almost inevitably lead to failure.

This report has been prepared to provide feedback on the standard date examination sitting in July 2015.

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 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 A 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 A 'Example question paper and Examiners' feedback on expected answers' which provides example questions and details Examiners' expectations and typical areas of underperformance.

## Unit A

### Managing health and safety

#### Candidate performance

This report covers the examination sitting in July 2015.

#### Section A – all questions compulsory

- Question 1**
- (a) **Outline** the main defences available to a defendant who, in a civil case, is sued in an action for common law negligence. (6)
  - (b) **Outline** factors that should be considered when determining the level of *general* damages paid to a successful claimant. (4)

Candidates needed to demonstrate an understanding of the main defences to civil claims of negligence, together with a basic understanding of different types of damages paid to successful claimants.

Although for the most part candidates showed a reasonable understanding of defences to negligence claims, this was not always the case, with some candidates making reference to defences to the tort of Breach of Statutory Duty, despite the explicit wording of the question. The concepts of 'general' and 'special' damages was less well understood with many candidates confusing the two or writing about something else entirely.

The command word was 'outline' which some candidates still interpreted as a bullet-point list despite the availability on the NEBOSH website of detailed guidance on the command words, that includes examples of how each type of question should be answered. This resulted in some answers being in insufficient detail to warrant a higher mark.

Candidates can improve by being clear on the distinction between the torts of negligence and 'Breach of Statutory Duty' and on the differences between 'general' and 'special' damages.

- Question 2**
- According to the Health and Safety Executive (HSE) publication 'Managing for health and safety' (HSG65), performance measurement is an integral part of a health and safety management system.
- (a) **Explain** the purpose of performance measurement. (6)
  - (b) **Outline** factors that should be considered in order to help ensure the successful implementation of a health and safety management system. (4)

Candidates needed to demonstrate a sound knowledge of the purpose of performance measurement and how monitoring systems can be used to ensure the successful implementation of a health and safety management system.

Examiners were surprised to see that knowledge of the purpose of performance measurement was almost universally limited, indicating that this aspect of safety management is not well understood. There was a tendency for candidates to explain what performance measurement is rather than explaining its purpose. It was also clear that candidates struggled to consider the answer to part (b) from a management system implementation perspective.

Candidates should ensure that they read and inwardly digest the content of HSG 65, which is possibly the most important publication on the topic of safety management systems. A thorough understanding of this document is essential at Diploma level.

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**Question 3**     An employee was seriously injured when struck by material being transported by a crane. Human failure has been identified as a significant factor in this accident.

**Outline** types of human failure that may have contributed to the accident  
**AND**, in **EACH** case, **give** examples relevant to the scenario to illustrate  
your answer.

**(10)**

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Candidates needed to demonstrate an understanding of how different types of human failure may contribute to an accident by applying their theoretical knowledge to the given brief scenario. Of particular importance was the ability to apply the classification of human failure as set out in HSG 48 (skill-based errors, mistakes and violations).

Violations appear to have been understood better than errors and mistakes. Examiners noted that responses were generally limited with regard to errors and mistakes, demonstrating a lack of knowledge of this subject area. Some candidates did not consider the basic divisions between types of error and violations.

A common pitfall was a failure to relate academic knowledge to the given scenario. Some candidates merely provided examples of types of human error with no context. A minority of candidates, whose knowledge in this area was evidently limited, went off on a tangent and wrote about risk assessment and implementation of control measures, neither of which were appropriate to this question.

Candidates can improve by making use of the scenario given in the question and making reference to it in their answer. Candidates would be well advised to download a copy of HSG 48 from the HSE website and read it alongside their course notes.

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<b>Question 4</b>	(a)	In relation to a Hazard and Operability (HAZOP) study, <b>give</b> the meaning of the term ' <i>guide word</i> '.	<b>(2)</b>
	(b)	<b>Give</b> an example of a guide word used in a HAZOP study.	<b>(1)</b>
	(c)	A multi-disciplinary team has conducted a HAZOP study on a system used to manufacture chemicals in batches. The study has concluded that an uncontrolled rise in temperature could be caused either by adding ingredients too quickly or if the storage temperature of the ingredients was too high.  In either case, there could be an uncontrolled rise in temperature that could in turn lead to catastrophic failure of the reaction vessel.  The team has decided to improve the system by adding instruments to monitor the rate of addition of the ingredients and to monitor their storage temperature. The team has also decided to install remote warning indicators that will give alarms in the control room and to install automatic shut-off valves that will operate if the reaction temperature rises too high.  <b>Record</b> the above findings in a typical HAZOP table.	<b>(7)</b>

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This new question focused on HAZOP studies and required candidates to show a basic knowledge of how the results of such a study might be presented. Answers to parts (a) and (b) varied in quality, although most candidates were able to give an example of a guide word. For part (c) candidates were required to import the information given in the question into a typical HAZOP table; they did not need to introduce any new information, since all the information required for a complete answer was included in the question.

While many candidates had apparently studied this area, some confused HAZOPs with fault tree analysis. Some candidates attempted to elaborate on the information given in the question, which was unnecessary.

This topic is covered by learning outcome 4.4 and it is expected that candidates should have a general knowledge of it. However, it appeared that for many candidates this was not the case. Course providers may wish to ensure that candidates are acquainted with typical formats for such studies and that they are able to demonstrate an understanding of how a HAZOP is compiled.

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<b>Question 5</b>	An organisation carries out a process that generates significant quantities of hazardous dust throughout a workspace. A suitable and sufficient risk assessment has not been carried out but the employer has issued appropriate respiratory protective equipment (RPE). Employees have no control over their work and the only instruction that they have been given has been how to wear their RPE correctly.  <b>Comment</b> on the extent to which the above arrangements may or may not meet the general principles of prevention as set out in Schedule 1 to the Management of Health and Safety at Work Regulations 1999 (MHSWR). <i>Reference to specific control measures is <b>not</b> required.</i>	<b>(10)</b>
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This question required candidates to be able to apply the 'Principles of prevention' as set out in Schedule 1 to the Management of Health and Safety at Work Regulations 1999.

Some good answers were given, where candidates were clearly able to apply the principles of prevention to the scenario. Those who did less well appear to have simply learned the principles of prevention by rote without understanding how they are to be applied in practice; this is unacceptable for a qualification at this level. A number of candidates appeared unable to go beyond Certificate level knowledge and instead gave specific control measures despite the clear direction in the question not to do so.

Candidates can improve the quality of their answers by becoming more familiar with the principles of prevention. Course providers should impress upon candidates that the 'Principles of prevention' are different to the hierarchy of controls, as often exemplified using the acronym 'ERIC PD'.

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<b>Question 6</b>	(a)	<b>Outline</b> the legal criteria that must be satisfied to obtain a conviction under the Corporate Manslaughter and Corporate Homicide Act 2007 (CMCHA).	<b>(6)</b>
	(b)	<b>Identify</b> the bodies responsible for investigating and prosecuting offences under the CMCHA.	<b>(2)</b>
	(c)	<b>Outline</b> the penalties that may be imposed following conviction under the CMCHA.	<b>(2)</b>

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This question required candidates to demonstrate a general knowledge of issues surrounding the Corporate Manslaughter and Corporate Homicide Act 2007, including the tests for conviction, the bodies involved in investigation and prosecution, and the penalties that may be imposed upon conviction.

This area of the syllabus has been questioned a number of times since the Act came into force. However, it seems that knowledge of it remains very limited. The majority of candidates was unable to set out the legal criteria to be satisfied in a conviction and so missed the bulk of the marks that were available in part (a). Of some concern was the fact that a disproportionately high number of candidates thought that people can be convicted and imprisoned under this Act, or that the Act applies in cases where a fatality does not occur but serious injury is instead sustained; a glance at the name of the Act would show that neither of these points are correct.

A number of candidates made references to various sections of the Health and Safety at Work Act 1974 (notably section 37), that was clearly not required by this question, while a few felt that the Fire Service and even the Ambulance Service would be responsible for investigating and prosecuting offences under the Act.

Course providers must ensure that candidates are aware of the differences between corporate manslaughter/homicide and the common law offence of manslaughter. Candidates should take time to read and re-read the question and focus on the issues that it raises rather than introducing irrelevancies into their answers. It may also be helpful to look at the legislation itself, using resources such as the 'legislation.gov.uk' website.



## Section B – three from five questions to be attempted

**Question 7** Societal factors may be said to include the economic climate, government policy and initiatives, industry/business risk profile, globalisation of business, migrant workers and national levels of sickness absence and incapacity.

Using **EACH** of these factors as separate headings, **outline** how this range of societal factors might influence health and safety standards and priorities.

(20)

This was the second most popular question in Section B. It required candidates to demonstrate knowledge of how a range of societal issues such as globalisation, industry risk, Government policy and so on impinge on the management of health and safety and on the setting of standards and priorities in an organisational context. Candidates were assisted by having a range of factors identified in the question and by being instructed to use those factors as separate headings that many candidates did.

There were few good answers. Although the majority of candidates used the headings as suggested in the question, few candidates were able to think of more than one or two points under each of the given headings, thereby indicating relatively narrow knowledge of this area of the syllabus. With 20 marks available, it should have been clear that more points were required. Some candidates included inappropriate political commentary that did not answer the question and certainly did not gain marks.

Candidates can improve the quality of their answers to questions such as this by gaining a greater understanding of issues outside of their organisation but that affect health and safety within it to a greater or lesser degree.

**Question 8** (a) Organisations are said to have both formal and informal structures and groups.

**Outline** the difference between 'formal' and 'informal' in this context.

(4)

(b) The Health and Safety Executive (HSE) publication 'Managing for health and safety' (HSG65) describes a model of safety management in which the 'Do' element requires 'Organising for health and safety'. This covers the four key areas of control, co-operation, communication and competence.

**Outline** the meaning of 'co-operation' in this context **AND give** practical examples.

(8)

(c) **Outline** reasons why a negative health and safety culture may result if organisational change is not managed.

(8)

In order to gain a good mark for this question, candidates needed to demonstrate an understanding of organisational structures as well as an understanding of the content of HSG 65, especially in regard to co-operation.

It was apparent that few candidates had read HSG 65, which meant that marks for part (b) were, on average, low. Some reasonable answers were given to part (c) although some candidates opted to write about what makes a good culture, thereby not answering the question that was set.

For part (b), instead of making reference to HSG 65 as required by the question, some candidates elected to write about the legal requirements for co-operation. Few candidates were able to give practical examples of co-operation, with many apparently believing that co-operation simply involves employees doing what their employers require.

In answer to part (c) few candidates appeared to have much of an idea about change management and how, if done badly, it might affect health and safety culture negatively. A few candidates gave lengthy answers that related personal experiences but that did not address the question. Answers often related to poor working conditions rather than to organisational change.

Candidates should focus their answers on the issues raised by the question. Making best use of the reading time prior to the examination and then producing an answer plan where thoughts are marshalled prior to being committed to paper are both useful tactics that will help ensure greater relevance in answers. Candidates should also work on giving practical examples where required by the question.

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<b>Question 9</b>	(a)	<b>Distinguish between:</b>	
	(i)	common law and statute law;	<b>(4)</b>
	(ii)	civil law and criminal law.	<b>(6)</b>
	(b)	Employers have a duty under common law to take reasonable care to help ensure the safety of their employees.	
		<b>Outline</b> the nature of this duty, referring to case law where appropriate, in terms of:	
	(i)	the duty to provide safe premises;	<b>(5)</b>
	(ii)	the duty to provide reasonably competent fellow employees.	<b>(5)</b>

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This was the most popular question in Section B. Candidates were expected to demonstrate a sound knowledge of basic legal principles and common law duties.

Most candidates were able to distinguish between common law and statute law, and between civil and criminal law. However, despite this being a fundamental area of the syllabus, a sizeable proportion of candidates gave Certificate-level answers, while many candidates appear to believe that common law relates purely to civil law and that statute law is entirely criminal.

Answers to part (b) were for the most part limited. Despite the question clearly requiring an outline of common law duties, many candidates wrote about the provisions of the Health and Safety at Work Act 1974, the Management of Health and Safety at Work Regulations or the Occupiers Liability Acts. Such responses show a lack of appreciation of the differences between common law duties and those set out in statutory provisions. It illustrates the need for candidates to read and re-read the question and give an appropriate answer. Only a few candidates were able to make reference to relevant case law on the provision of safe premises and on the duty to provide reasonably competent fellow employees.

On the evidence presented by the answers to this question, this area of the syllabus is poorly understood. Course providers must ensure that candidates appreciate the differences between common and statute law and between civil and criminal law as well as understanding the common law duties as set out in the leading case of *Wilsons and Clyde Coal Co v English* and associated cases. When citing cases, candidates must remember that it is important that they give the legal point and do not simply name a case without more information.

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<b>Question 10</b>	(a)	The Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 2013 (RIDDOR) set out requirements for the reporting and recording of accidents in which workers or non-workers suffer fatal or non-fatal injuries as a result of a work-related accident.	
		In relation to such accidents, <b>outline:</b>	
	(i)	the <i>reporting</i> requirements;	<b>(10)</b>
	(ii)	the <i>recording</i> requirements.	<b>(5)</b>
	(b)	Good accident investigation requires an analysis of information that has already been gathered so that immediate and root causes of the accidents can be identified.	
		<b>Describe</b> methods or techniques that can be used during such an analysis to help in the identification of immediate and root causes.	<b>(5)</b>

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This new question tested knowledge of the Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 2013 and required candidates to demonstrate knowledge of reporting and recording requirements together with knowledge of techniques used to identify immediate and root causes during an accident investigation.

Although many candidates are likely to have had some exposure to these Regulations during the normal course of their work, it was readily apparent that detailed, accurate knowledge of them is lacking.

Few candidates made reference to the duties on the 'responsible person' to report or to the 'reporting procedure' for non-fatal injuries to workers, non-fatal injuries to non-workers and for fatalities. Furthermore, the 'over 7 day' injury was clearly not well understood. A large number of candidates appeared to confuse diseases and dangerous occurrences with 'injuries' so wrote about these. Another common pitfall was candidates who wrote about reporting accidents "to RIDDOR" as if to suggest that 'RIDDOR' was an organisation or place; references to the Incident Contact Centre were less common. A few candidates even referred to the 1995 Regulations despite the name and year of the Regulations being clearly stated in the question.

The terms 'reporting' and 'recording' were sometimes confused.

There were some good attempts to part (b), although some candidates elected to write at length about how to conduct an investigation rather than answering the question, which was concerned with analysis.

Candidates should take the time to read the Regulations and associated Schedules as well as the HSE guidance on this topic. Doing so should promote a better understanding of the requirements of these Regulations. During the examination, candidates should read and re-read the question and note its requirements; answers should address only those issues raised in the question and need not wander into a discussion of associated, yet irrelevant, areas.

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<b>Question 11</b>	A factory site includes a two-storey warehouse used for storing packaging materials and redundant equipment. The building has fallen into a state of disrepair and there is a large hole in the upper floor, through which it is possible to fall down to ground level. Signs with “Danger - no entry” have been placed on the ground floor by each of the two staircases and the electricity supply to the building has been disconnected. Despite this, factory employees still have access. The security organisation, whose employees also regularly enter the warehouse, has reported signs of unlawful entry.	
(a)	<b>Outline</b> the relevant duties under occupiers’ liability legislation that may apply to this scenario.	<b>(8)</b>
(b)	<b>Explain</b> which sections of the Health and Safety at Work etc Act 1974 may have been breached.	<b>(6)</b>
(c)	<b>Explain</b> which of the Management of Health and Safety at Work Regulations 1999 may have been contravened.	<b>(6)</b>

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Candidates needed to demonstrate knowledge of how the Occupiers Liability Acts (in England and Wales; ‘Act’ in Scotland), the Health and Safety at Work Act and the Management of Health and Safety at Work Regulations apply in a practical scenario.

In part (a), candidates showed only a limited knowledge of the Occupiers Liability Acts, which was surprising when one considers that this legislation applies to just about all workplaces. While candidates were able to name the Acts, fewer were able to expand much beyond this showing that knowledge in this area was only superficial. Of even greater concern was that a similar pattern was seen in answers to part (b), with many candidates seemingly unaware of the relevance of the various parts of section 2 or of the requirements of section 3. Some reasonable answers were given to part (c) although knowledge of these important Regulations was vague in many cases.

In part (a), a common failing was a reference to a ‘common law duty’, this was erroneous since the Occupiers Liability Act is a statute and makes reference instead to a ‘common duty of care’, which therefore appears to have been misread and misunderstood by many. There was also evidence of some confusion between the requirements of the 1957 and 1984 Acts. Some candidates attempted to cover their evident lack of legal knowledge by entering into discussion on possible control measures; these were not required by the question. It was also surprising to see repeated reference to ‘Sections’ of the Management of Health and Safety at Work Regulations.

Candidates are expected to have a good working knowledge of the above legislation. Improvements in the quality of answers can be made by reading the law and by developing an understanding of how it applies, perhaps by relating the legal requirements to workplace situations. It should be noted that, due to the fundamental nature of section 2 of the Health and Safety at Work Act, candidates are expected to know all the subsections from s2(1) to 2(7) and should quote the section, subsection and paragraph numbers in their answers.

## **Examination technique**

The following examination techniques were identified as the main areas of improvement for candidates:

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

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. Examples include question 5, where candidates were instructed that there was no need to make reference to specific control measures and yet did so, and question 3 where candidates were asked to give examples but many did not do so. It would therefore appear that a sizeable number of candidates misread some of the questions, to their disadvantage.

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.

This should be a relatively easy pitfall to overcome; candidates should ensure that they make full use of the 10 minutes reading time to make a mental note of what each question requires. An answer plan will often be helpful in ensuring that all aspects of the question are attended to; if all aspects are not dealt with it will be difficult to score 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.

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

It was common to see candidates making a single point several times. This 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.

As with the previous area for improvement ('misreading the question') an answer plan will be helpful, especially for the long questions. This should help the candidate to marshal their thoughts and may bring to mind other points. 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 produced an incoherent answer**

The third most common issue was that candidates produced answers that lacked structure, rambled and were often incoherent as a result. In many cases, there seemed to be a scatological 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 Level 6, invariably supply structured, coherent answers that gain good marks; those candidates who are less well prepared tend not to do so.

Candidates should be given as much opportunity as possible to practice their writing skills. This will enable them to develop their knowledge and to demonstrate it to better effect during the examination.

## **Command words**

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

### **Describe**

Candidates have a tendency to confuse 'describe' with 'outline'. This meant that less detailed answers were given that inevitably led to a lower mark.

### **Explain**

Candidates invariably struggled with this command word because they did not recognise that it calls for a demonstration of an understanding of the subject matter covered by the question. Superficial answers were frequently given, whereas this command word demands greater detail. For example, candidates answering question 11 were occasionally able to outline the legal breach but did not always explain why it had been breached.

### **Comment on**

Few candidates were able to respond appropriately to this command word. At Diploma level, candidates should be able to give a clear, reasoned opinion based on fact and it is disappointing that so few were able to manage this.

### **Outline**

This command word was generally well understood by most candidates, although some persisted in giving limited information in the form of a list. Those who gained better marks in questions featuring this command word gave brief summaries to indicate the principal features or different parts of whatever was being questioned.

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).

## Conclusion

The feedback from Examiners highlighted that candidates taking the Unit A examinations in July 2015 needed most improvement in the areas of performance measurement (learning outcome 3.1); HAZOPs (learning outcome 4.4); application of the Principles of Prevention (learning outcome 5.2); corporate manslaughter (learning outcome 9.3); societal factors (learning outcome 1.2); HSG 65, with respect to organising for health and safety (learning outcome 6.7); employers' common law duties (learning outcome 10.1); RIDDOR (learning outcome 2.3); and the application of the Health and Safety at Work Act 1974 (learning outcome 9.1).

With regard to examination technique, candidates sitting this examination should ensure that they revise thoroughly and well in the months running up to the examination; a period of a week or two will be insufficient to gain the required level of knowledge. This process will necessarily involve a thorough reading and re-reading of course notes together with published material on all the topics covered in the syllabus, most notably the statutory instruments identified in the syllabus as well as HSE documents such as HSG 65 and HSG 48. Candidates may also find the HSE's 'INDG' leaflets to be of assistance.

As part of the revision process, candidates should practice writing answers to examination style questions and have them assessed to ensure that they are giving an appropriate amount of detail and their answers are coherent. Where deficiencies are identified during this process they should be addressed prior to sitting the examination.

During the examination, candidates must ensure that they make best use of the available reading time and select carefully those questions in Section B that they intend to answer. In all cases, candidates must ensure that they read and re-read the question carefully and give an appropriate, relevant answer in an amount of detail as indicated by the command word and number of marks available.



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