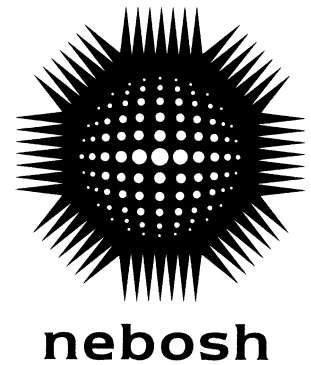


NEBOSH

**KNOW - WORKPLACE HEALTH AND SAFETY
PRINCIPLES (INTERNATIONAL)**



UNIT ID1:

**For: NEBOSH International Diploma for Occupational Health and Safety
Management Professionals**

PAPER 2 OF 2

Guidance to learners

There are **two** question papers for this assessment. This paper (**Paper 2 of 2**) contains the following assessment parts:

- Part 2: tasks that you will need to complete in a suitable workplace (150 available marks).
- Part 3: reflective tasks (100 available marks).
- Part 4: a short research project (150 available marks).

All the tasks and activities in all parts of the assessment are mandatory.

You will have 6 weeks (30 working days) to complete **both papers/all four parts** of the assessment.

Please refer to your registration confirmation email for the upload deadline.

Please note that NEBOSH will be unable to accept your assessment once the deadline has passed.

You **must** use the answer template for **Paper 2**.

This assessment is not invigilated, and you are free to use any learning resources to which you have access, eg your course notes, or the HSE website, etc.

By submitting this completed assessment for marking, you are declaring it is entirely your own work. Knowingly claiming work to be your own when it is someone else's work is malpractice, which carries severe penalties. This means that you must **not** collaborate with or copy work from others. Neither should you 'cut and paste' blocks of text from the Internet or other sources.

Part 2: Workplace-based activities

The following activities must be carried out on your chosen workplace. Typically this is the workplace in which you normally work. However, if your workplace is not suitable (for example it does not provide sufficient scope), you can choose any suitable workplace, provided you can access the information you need to complete the activities in this part.

Activity 1: Description of your chosen organisation

This section is very important. It describes the context of your organisation. The answers you give to the remaining activities in Part 2 must be consistent with the information you provide here. This information 'paints a picture' that helps the Examiner award you marks for relevance and suitability in those later activities. For example, if you work in the service sector, such as banking or insurance, it would be unusual to later describe a situation where welding contractors are repairing a chemical storage tank in your own organisation; but that would not be unusual in a chemical factory.

- 1 Provide a detailed description of your chosen organisation. Representative examples should be included where relevant.

As a minimum, your description must include the following

- Industrial sector, eg agriculture, service industry, manufacturing, etc
- Physical features of the site (if your chosen organisation has multiple sites, describe only the site that you are basing your assessment on)
 - location
 - approximate site area
 - number and types (eg offices, warehouse, etc) of buildings
- Main activities carried out at the site
- Worker profile and work organisation at the site
 - the main roles and responsibilities within the organisation with examples
 - number of workers by employment status with examples, eg contract, full-time, etc
 - number and types of vulnerable groups
 - the typical work shift pattern(s).

(10)

Note: *You are free to include any other information that you think is relevant, but no additional marks are available. You are therefore advised to include as much relevant detail as you can under the above categories.*

If the location or activity of your organisation is sensitive (for whatever reason) you are permitted to create fictitious (but nonetheless representative) details. For example, the location may be changed if this would otherwise reveal sensitive detail.

Activity 2: Management of contractors

- 2 (a) Review how your chosen organisation (outlined in Activity 1) selects contractors and manages them while they are on site. (20)

Your answer must consider the main topics from INDG368, specifically

- identification of job
- criteria for selection of contractors
- assessing the risks from the work
- provision of information, instruction and training
- co-operation and co-ordination
- consultation with workforce
- management and supervision of contractors while on site
- relevant legal requirements.

You **must** use suitable examples from your chosen organisation to illustrate your answer.

- (b) Make **TWO** recommendations for improving contractor selection or management in your chosen organisation, **AND** justify **EACH** of the recommendations. (20)

Notes: *The suggestions can be from the same area, but they **must** require separate actions **and** have different outcomes. For example, you may make two suggestions that relate to contractor selection criteria.*

*You **must** use the Activity 2(b) format table provided in the answer sheet to record your answers.*

There are 10 marks available for each recommendation.

Activity 3: Risk assessment and sensible/proportionate risk management

3 Risk assessments are either qualitative, semi-quantitative or quantitative.

- (a) Comment on the suitability of your chosen organisation's approach to risk assessment and use relevant examples to support your answer. (10)

Risk management in an organisation should be both sensible and proportionate to the level of risk involved.

- (b) Comment on whether you think your chosen organisation's approach to risk management is *sensible*. You must provide **three** relevant examples from your chosen organisation. (15)

- (c) Select **two** control measures for health and safety risks in your chosen organisation. For **EACH** of these control measures provide

- an outline of the health and safety risk associated with the control measure
- an outline of the control measure
- commentary on the suitability of the control measure
- your opinion on the proportionality of the control measure in relation to the level of risk
- appropriate referencing for sources of information consulted. (20)

Note: There are 10 marks available for each control measure.

Activity 4: Monitoring and measuring – audits

- 4 (a) (i) Produce a gap analysis of your chosen organisation against each of the requirements of the audit standard given in the supporting document. (20)

Notes:

1. You **must** use the Activity 4(a)(i) format table provided in the answer sheet to record your answers.
 2. The table has been pre-filled with two examples (in the grey filled boxes). The content for the examples in columns 3 and 4 **MUST NOT** form part of your answer; the answers provided must be your own observations/conclusions.
 3. You must comment on **all** of the requirements in parts 1 to 3 of the audit standard in supporting document 1.
 - (ii) Provide a conclusion on the adequacy of your organisation's current audit arrangements based on your gap analysis. (5)
- (b) Make **TWO** recommendations on how your chosen organisation could improve their audit system based on the gap analysis carried out in 4(a)(i). (30)

You must provide a justification for **both** of your recommendations that must include

- The justification(s) for the recommendation, including
 - reference to relevant standards
 - the impact on the organisation
 - the impact on workers
 - legal arguments (if relevant)
 - financial arguments.
- Proportionality of recommendation.
- Reliable information/reference sources where possible/relevant (these must be referenced appropriately using a recognised methodology).

Note: There are 15 marks available for each recommendation.

Part 3: Reflection

Task 1: Ethical principles

1 Professional codes of conduct are usually based on ethical principles.

(a) Compare your own professional practice against the following ethical principles

- Respect (15)
- Competence. (15)

Notes: You **must** give relevant examples to support your answers.

Your professional practice does **not** have to be health and safety-related; it can relate to a previous job or experience.

(b) From your comparisons in part (a)

- suggest **THREE** actions that you consider will improve aspects of your ethical professional practice
- explain what difference the action(s) will make to your professional practice
- explain how you will review the effectiveness of these actions. (30)

Notes: You **must** use the Task 1(b) format table provided in the answer sheet to record your answer.

There are 10 marks available for each action.

Task 2: Transferable leadership skills

The aim of this part of the assessment is for you to reflect on transferable leadership and professional skills that you may already have and/or need to develop. These skills could have been acquired either through your work life (whether this is in health and safety or some other work activities) or your personal life.

For instance, you may want to draw examples where you have been chairing a meeting or been required to make decisions under pressure. Alternatively, you may carry out voluntary work and want to draw on this for your examples. The examples can be from any element of your working or personal life.

- 2 (a) Compare your own leadership experience against the characteristics of an *authentic* leader. You should identify **EIGHT** authentic leader characteristics and show how these are, or are not, reflected in your own leadership style.

You **must** use relevant personal examples to support your answer.

(20)

Note: You **must** use the Task 2(a) format table provided in the answer sheet to record your answers.

- (b) Select what you consider to be the **TWO** most important *authentic* leader characteristics, and comment on how you will develop these, what difference they will make to your leadership style, and how you will review the effectiveness of the changes.

(20)

Notes: You **must** use the Task 2(b) format table provided in the answer sheet to record your answers.

There are 10 marks available for each characteristic.

Part 4: Research project

Task: Short research report on risk assessment

Task brief

Prepare a brief report on *what you believe* are the **THREE** most significant critical success factors (CSF) for effective worker involvement in health and safety management.

As a guide, aim to make your report no more than 3500 words; approximately 500 words of the 3500 must be used for the executive summary.

The report must

- include a justification for your selection of **EACH** CSF
- cite reliable evidence from a range of sources such as authoritative guidance, expert opinions, and other evidence to support your justification
- include references for the evidence sources that you have consulted.

Your research report should be presented under the following format

- Executive summary
- Introduction
- Justification for selection of three CSFs (including evidence of research and referencing)
- Conclusion
- Other references, if applicable (references used in addition to those used for each identified CSF)
- Appendices (if relevant).

(150)

MARK SCHEME

Marks will be awarded as follows

Criteria	Marks
Presentation, focus and executive summary	10
Introduction	10
Justification for selection of three CSF*	120
Conclusion	10

* Each CSF identified will be marked using the descriptors † for the following criteria	Marks		
	CSF 1	CSF 2	CSF 3
Outline of CSF	5	5	5
Justification for selection of the CSF	25	25	25
Evidence of research and use of appropriate referencing	10	10	10
	[max 40]	[max 40]	[max 40]

† Marks will be allocated using the descriptors on the following pages.

† Descriptors

Criteria	Level 1	Level 2	Level 3
Presentation, focus and executive summary [max 10]	7-10	4-6	0-3
Structure and focus Coherent and logical structure.	Structure and focus The report has a clear, logical structure and the focus of the report has a clear link to the task brief.	Structure and focus The report generally has a clear, logical structure in the majority of areas; the focus of the report is generally to the task brief.	Structure and focus The report is unclear and not logically structured. The focus of the report does not generally relate to the task brief.
Uses concise and clear language to convey the information.	Clear concise language has been used to convey the information.	The language used is generally concise but is slightly ambiguous or unclear in some areas.	The language is unclear and does not convey information in a concise way.
Appropriate technical language is used.	Technical language has been used appropriately.	Technical language has generally been used appropriately.	Technical language has not been used appropriately or no technical language has been used.
Presentational devices used where appropriate.	Appropriate presentational devices, eg tables and figures are used where relevant.	Presentational devices used, eg tables and figures are mostly appropriate for the information being conveyed.	Presentational devices (eg tables, figures) are limited, missing or not relevant.
Executive summary Coherent and logical format giving clear information.	Executive summary A clear, logical format giving clear information.	Executive summary Format is generally good but does not flow in some areas and some information appears to be missing.	Executive summary Format is poor and information is unclear or missing.
Outline of 3 CSF.	3 CSF outlined clearly/briefly.	2 CSF outlined, but outline is unclear in some areas.	1 or no CSF outlined. Where an outline is included it is unclear.
Outline of main findings/conclusions.	Brief but clear outline of findings/conclusions.	Outline of findings/conclusions that is unclear or missing key information in some areas.	Findings/conclusions are poor or are not included.
Approximately 500 words (one sheet of A4) used.	Approximately 500 words used.		
Introduction [max 10]	7-10	4-6	0-3
Clear and concise aims and objective of report. Relates to task brief.	The aims and objectives are clearly stated and relate to the task brief.	The aims and objectives are given but detail in some areas is brief or unclear; they generally relate to the task brief.	The aims and objectives have either not been given or are described poorly and/or do not relate to the task brief.

Overview/introduction of research topic.	The topic is clearly and succinctly introduced.	The topic is introduced but detail in some areas is brief or unclear.	The topic is either not introduced or the detail is very poor.
Description of methodology used.	Clear description of the methodology used to carry out the research.	A methodology has been outlined but this is brief or unclear in some areas.	A methodology has either not been given or is very poor/unclear.
Justification for selection of three CSFs The following three descriptors must be used to mark EACH of the three CSFs identified.			
Outline of CSF [max 5]	4-5	2-3	0-1
Clear description of CSF. CSF identified is in line with the task brief.	Description of the CSF is clear and is in line with the task brief.	Description of the CSF is generally clear, but more detail could have been provided. The CSF identified is in line with the task brief.	Description of the CSF is very unclear or missing. The CSF identified is outside of the task brief.
Justification for choosing the CSF [max 25]	15-25	6-14	0-5
Justification for selection of the CSF.	Clear justification given for selection of the CSF.	The justification given for selection of the CSF is generally good, but further arguments could have been made, or the arguments made are unclear in some areas.	The justification given for selection of the CSF is generally poor or has not been included.
Justification includes reasoned arguments.	Learner has included clear reasoned arguments.	Learner has included reasoned arguments in the justification but these are brief or unclear in some areas.	Reasoned arguments have not been included or are very poor and/or not always related to the CSF.
Arguments supported by research evidence and/or relevant literature.	Arguments are supported by evidence.	Arguments are generally supported by evidence.	There is no evidence to support the arguments, or the evidence cited is poor and/or not relevant to the argument.
Evidence of research and use of appropriate referencing [max 10]	7-10	4-6	0-3
Evidence of a range of reliable evidence sources used in research.	Clear evidence that learner has researched a range of reference sources.	There is evidence that learner has researched a range of reference sources.	There is little or no evidence to suggest that the learner has researched a range of reference sources.
Research evidence (literature/reference material) is appropriate and clearly linked to the identified CSF.	The research evidence used is appropriate for and clearly linked to the identified CSF.	The research evidence used is generally appropriate for the identified CSF but in some areas the link is not clear.	The research evidence used does not link to the identified CSF.

Cited evidence is reliable, relevant and good quality.	The reference sources used are from reliable, relevant and good quality sources.	The reference sources used are generally from reliable, relevant and good quality sources.	The reference sources that have been used are generally from unreliable sources and/or do not relate to the identified CSF.
Correctly and consistently formatted references and citations, eg Harvard style.	Referencing is based on a known/ recognised style. Reference technique is excellent and consistently formatted.	Referencing is generally based on a known/recognised style. Referencing technique is good and generally consistently formatted.	Referencing is not based on a known/recognised style or has not been included. A poor or no attempt has been made to reference the research.
Conclusion [max 10]	7-10	4-6	0-3
Conclusion references aims and objectives.	Good, clear conclusion that references the aims and objectives of the report.	The conclusion is generally clear but further clarity is required in some areas; generally clear referencing of the aims and objectives.	The conclusion has either not been included or is very poor; there is little or no reference to the aims and objectives of the report.
The aims and objectives are the same as those given in the introduction.	Aims and objectives given are the same as those given in the introduction.	Aims and objectives given are generally the same as those given in the introduction.	Aims and objectives given do not generally refer to those given in the introduction or have not been included.
Summary of main findings.	There is a concise summary of the main findings.	The summary of the main findings is generally clear but further detail could have been given in some areas.	The summary of the main findings is either poor or has not been included.
Credible conclusions that relate to the task brief.	The conclusions made are credible and relate to the task brief.	The conclusions made are generally credible and relate to the task brief.	The conclusions made are generally not credible and do not relate to the task brief.
New factors should not be introduced at the conclusion stage.	There is no introduction of any new factors.	There is some introduction of new factors.	There is introduction of new factors.

End of examination

Now follow the instructions on submitting your answers.