

NATIONAL EXAMINATION BOARD OF OCCUPATIONAL SAFETY AND HEALTH (NEBOSH)

CERTIFICATE QUALIFICATIONS

NGC1

SECTION A

1. AIMS AND OBJECTIVES

The Nebosh NGC1 qualification forms part of three different qualifications;

- General H&S certificate
- Construction Certificate
- Fire Certificate

GENERAL CERTIFICATE

The course is separated into two units, “Management of Health & Safety” and “Controlling Workplace Hazards”. The safety management unit is known as the National General Certificate NGC1 and the workplace hazards sections are covered by the National General certificate GC2. The practical assessment of the course which includes a workplace inspection and the writing of a management report make up element GC3.

NGC1 Management of H&S

- Health and safety foundations
- H&S management - Plan
- H&S management - Do
- H&S Management - Check
- H&S Management – Act including measuring, auditing and reviewing

GC2 Controlling Workplace Hazards

- Workplace hazards and risk controls
- Transport hazards and control
- Musculo-skeletal hazards - including use of computers and manual handling
- Work Equipment Safety
- Electrical safety
- Fire Safety
- Chemical and Biological hazards
- Physical and physiological hazards - including noise, vibration, stress, violence and radiation

GC3

- Workplace inspection
- Preparation of a prioritised report to management
- To be completed in the candidates place of work

FIRE CERTIFICATE

The course is separated into two taught units, “Management of Health & Safety” and “Fire Safety”. The health and safety management unit is known as the NGC1 and the fire section is known as the FC1. The practical assessment of this qualification is made up of a fire related workplace inspection and the writing of a fire risk assessment, these make up element FC2. To achieve the full qualification all three elements must be completed and passed in a five year period.

NGC1 Management of H&S

Element 1 Health and safety foundations

Element 2 Plan - H&S policies

Element 3 Do - including the provision of risk assessments

Element 4 Checking H&S standards

Element 5 Act - Auditing and reviewing

FC1 FIRE SAFETY AND RISK MANAGEMENT

Element 1: Managing fire safety

Element 2: Principles of fire and explosion

Element 3: Causes and prevention of fires and explosions

Element 4: Fire protection in buildings

Element 5: Safety of people in the event of fire

Element 6: Fire safety risk assessment

FC2 FIRE RISK ASSESSMENT

- Workplace inspection
- Preparation of a fire risk assessment
- To be completed in the candidates place of work

CONSTRUCTION CERTIFICATE

The course is separated into three units, “Management of Health & Safety” known as NGC1, “Managing and controlling hazards in construction activities” NCC1 and NCC2 which requires the completion of a workplace inspection and the writing of a management report based on the issues identified.

NGC1 Safety Management Issues (Five elements)

1. Foundations in health and safety
2. H&S Mgt – Think - Policy
3. H&S Mgt – Do - Planning & Organising for H&S
4. H&S Mgt – Checking
5. H&S Mgt – Auditing & review

NCC1 Managing and controlling hazards in construction activities (Twelve Elements)

- Construction law and management
- Construction site – hazards and controls
- The movement of people and vehicles
- Manual and mechanical handling
- Work equipment – hazards and controls
- Electricity
- Fire
- Chemical and biological agents
- Physical and psychological health hazards
- Work at height
- Excavations
- Demolition

NCC2

This is the practical assessment part of the qualification which requires the completion of a workplace inspection and the preparation of a prioritised management report.

2. REVISION AND REVIEW

- Set weekly objectives
- Highlight key points **or** produce key point notes.
- Avoid overload, but study intensively for short periods.
- Do not leave subjects without an understanding
- Test yourself (under examination conditions)
- Revise in short bursts, aim for understanding each time - what does it mean?
- Be consistent and systematic
- Focus on key points and examples. Stick to basics.
- Practice relaxation - develop concentration
- Try to have positive thoughts.

EXAMINATION TIP & TECHNIQUES

Do's

- **DO** Read the question **THREE** times
- **DO** Highlight action verbs and key words
- **DO** Plan your answer to the space available.
- **DO** be rigid with your time allocation (8 minutes per short question, 20 mins for the long question)
- **DO** practice under examination conditions
- **DO** arrive early (take a brisk walk)
- **DO** bring spare pens etc.

Don't's

- **DON'T** Answer your own version of the question
- **DON'T 'WAFFLE'** or wander from the point. Be precise.
- **DON'T** Write everything you know - only what has been asked.
- **DON'T** Waste time on your best question.
- **DON'T** Arrive late, flustered - **BE PREPARED**
- **DON'T** Have any watch alarms or other items which bleep or ring
- **DON'T** Hold Post Mortems on the morning paper at lunch time

3. STUDY TECHNIQUES

There is little doubt that no two people study the same way, and it is a near certainty that what works for one person may not work for another. However, there are some general techniques that seem to produce good results. No one would argue that every subject that you have to take is going to be so interesting that studying it is not work but pleasure. We can only wish.

Everyone is different, and for some delegates, studying and being motivated to learn comes naturally. Your success in any qualification is dependent on your ability to study effectively and efficiently. The results of poor study skills are wasted time, frustration, and low or failing grades. It's your life, your time, and your future. All I can say, upon reflection of many years as a tutor, is that time is precious and not to be squandered, no matter what you believe right now.

This guide is designed to help you develop effective study skills. It is not a magic formula for success in preparing for tests, or written assessments. Studying any material requires work! However, by using the techniques described in this guide, and by applying yourself, you can gain a valuable edge in understanding material, preparing for tests, and, ultimately, learning.

Effective study skills must be practiced in order for you to improve. It is not enough to simply "think about" studying; you have to actually do it, and in the process use information from what you do to get better. All that follows depends on this single concept. There is a saying that goes like this: "Practice doesn't make perfect; perfect practice makes perfect." If you want to be an achiever, take this saying to heart.

The value of a schedule

Before you even begin to think about the process of studying, you must develop a schedule. If you don't have a schedule or plan for studying, then you will not have any way of allocating your valuable time when the unexpected comes up. A good, well thought out schedule can be a lifesaver. It's up to you to learn how to develop a schedule that meets your needs, revise it if necessary, and most important, follow it. If you are on a taught course use the course agenda provided as your schedule or planner as it breaks down all the different sections of the qualification so you can study one at a time.

A schedule saves time

All schedules should be made with the idea that they can be revised. A good schedule keeps you from wandering off course. A good schedule, if properly managed, assigns time where time is needed, but you've got to want to do it!

When to study

The problem of when to study is critical. A good rule of thumb is that studying should be carried out only when you are rested, alert, and have planned for it. Last minute studying just before an exam is usually a waste of time. If you are an early riser then you may be better spending 30 minutes in the morning studying rather than doing two hours when you get home from work.

THE PROCESS OF STUDY

How to use your time

Time is the most valuable resource a delegate has. It is also one of the most wasted of resources. The schedule you develop should guide you in how to allocate the available time in the most productive manner. Sticking to your schedule can be tough. Don't dribble away valuable time. Avoiding study is the easiest thing in the world. It's up to you to follow the schedule you prepared.

Where to study

You can study anywhere. Obviously, some places are better than others. Quiet areas, study lounges or private rooms are best. Above all, the place you choose to study should not be distracting. Distractions can build up, and the first thing you know, you're out of time and out of luck. Make choosing a good physical environment a part of your study habits. You will achieve so much more if you can shut yourself away from distractions even for a very short period of time.

STUDY STRATEGIES

Thinking skills

Everybody has thinking skills, but few use them effectively. Effective thinking skills cannot be studied, but must be built up over a period of time. Good thinkers see possibilities where others see only dead-ends. If you're not a good thinker, start now by developing habits that make you ask yourself questions as you read.

Memory

When we first learn something, information is processed into the brain to form a neural trace. This trace first enters your sensory memory, and then, if you're paying attention, to your Short Term Memory, or STM. If you keep working to process the information and adapt it correctly it then moves to your Long Term Memory, or LTM. The information processed into your LTM is more or less permanent; with occasional reviewing you will not forget it. The trick is to adapt the information you really need into your LTM as quickly as possible. Your STM has a small capacity and a short duration; you may learn something very quickly, but in 24 hours you will lose 80% of that information. The STM is fast and easily accessed, the LTM is slower but larger.

The key to learning something well is repetition; the more times you go over the material the better chance you have of storing it permanently.

Most people believe that their memories get worse as they get older. This is true only for people who do not use their memories properly: memory is like a muscle - the more it is used, the better it gets. The more it is neglected, the worse it gets.

Our memory works by making links between information, fitting facts into mental structures and frameworks. The more you are actively remembering, the more facts and frameworks you hold, the more additional facts and ideas will slot easily into long term memory.

Another reason for memory getting apparently worse is that outside academia information tends not to be as clearly structured as it is in education. The clear presentation and organisation of a good lesson or training course provides a structure that is almost a mnemonic in its own right. Where information drifts in as isolated facts, it will normally be forgotten simply because it is not actively fitted into a mnemonic.

Again, as people grow up they are trained out of spontaneous, imaginative behaviour: most peoples' jobs depend on them being predictable and reliable far more than on them being imaginative. An important feature of memory, though, is the imagination that allows you to construct the strong mnemonic links between things to be remembered and the cues for their recall. Of course be reliable, but keep your imagination fresh at the same time!

So memory in most people does get worse with age, but only because it is allowed to. By continuing your education throughout your life, by cultivating your mind and keeping it open to new experience, by actively fitting facts into clear and flexible frameworks, and by keeping your imagination working, your memory can get better and better as you get older. Doing this not only gives you a better memory: think how many times you have heard this message in connection with other self-improvement methods! An important thing to realize is that different people learn in different ways. The way in which people learn is often a factor determining the subjects they choose to study, instructors they relate to, and careers chosen in life.

The SQ3R study method

The SQ3R method has been a proven way to sharpen study skills. SQ3R stands for Survey, Question, Read, Recite, Review. Take a moment now and write SQ3R down. It is a good slogan to commit to memory to carry out an effective study strategy.

Survey - get the best overall picture of what you're going to study **BEFORE** you study it in any detail. It's like looking at a road map before going on a trip. If you don't know the territory, studying a map is the best way to begin.

Question - ask questions for learning. The important things to learn are usually answers to questions. Questions should lead to emphasis on the what, why, how, when, who and where of study content. Ask yourself questions as you read or study. As you answer them, you will help to make sense of the material and remember it more easily because the process will make an impression on you. Those things that make impressions are more meaningful, and therefore more easily remembered. Don't be afraid to write your questions in the margins of textbooks, on tutorial notes, or wherever it makes sense.

Read - Reading is **NOT** running your eyes over a textbook. When you read, read actively. Read to answer questions you have asked yourself or questions the instructor or author has asked. Always be alert to bold or italicized print. The authors intend that this material receive special emphasis. Also, when you read, be sure to read everything, including tables, graphs and illustrations. Often times tables, graphs and illustrations can convey an idea more powerfully than written text.

Recite - When you recite, you stop reading periodically to recall what you have read. Try to recall main headings, important ideas of concepts presented in bold or italicized type, and what graphs, charts or illustrations indicate. Try to develop an overall concept of what you have read in your own words and thoughts. Try to connect things you have just read to things you already know. When you do this periodically, the chances are you will remember much more and be able to recall material for papers, essays and objective tests.

Review - A review is a survey of what you have covered. It is a review of what you are supposed to accomplish, not what you are going to do. Rereading is an important part of the review process. Reread with the idea that you are measuring what you have gained from the process. During review, it's a good time to go over notes you have taken to help clarify points you may have missed or don't understand. The best time to review is when you have just finished studying something. Don't wait until just before an examination to begin the review process. Before an examination, do a final review. If you manage your time, the final review can be thought of as a "fine-tuning" of your knowledge of the material. Thousands of

high school and college delegates have followed the SQ3R steps to achieve higher grades with less stress.

Getting the Main Idea

Getting the main idea in reading is central to effective studying. You must learn what the author's central idea is, and understand it in your own way. Every paragraph or section contains a main idea. Main ideas are perfect for outlining textbooks. Make it a habit to find the main idea in each section you read.

Extracting Important Details

Extracting important details means that you locate in your reading the basis for main ideas. There is usually one important detail associated with every main idea. The more important details you can identify, the easier it will be to review for examinations because you have made a link between an idea and information that supports it. The more links you can make between details and ideas, as well as ideas themselves, the more powerful will be the efforts of your study.

Skimming or speed reading

Recall how you find a name in a telephone book? You don't read any more than necessary to find the name you seek. Notice that you go directly down a column of news. Maybe you use your finger to guide your eyes. This type of reading is usually called *scanning*. Skimming uses the same type of skill mechanically but a different skill mentally. *In scanning, you know what you are looking for. In skimming you don't.*

Since you don't know exactly what you are looking for while skimming, prepare yourself by reading the title, source, author, and picture: then you question yourself, -- *who, what, when, where* is this likely to be mainly about? With a questioning mind you direct your eyes down the column of print, or in a zig-zag, if the lines are quite long. Look for exact names of people, places, things, ideas, numbers, and words like *therefore, whenever, until, because, and instead*, to clue you to how and why.

When you first start to learn to skim you may see only the words in bold type, italics, digits, or capitalized words. Soon you will note new or unusual vocabulary. As you become an efficient skimmer your span of perception will develop and your ability to make closure will increase.

Skimming is a step you should always take before you read any article of factual or practical narrative. You will soon be able to detect most important facts, strange vocabulary, and words that are clues to important relationships.

It's a good practice to skim everything in mass media after reading the title and first paragraph. You may get all the information you want. This keeps your skimming skills from deteriorating, or will give you the practice you need to develop necessary skills.

Skim everything you intend to read before you make a final decision to read, discard, or study the material.

Skim all highlighting and develop a read-skim pattern to use for rapid review. **And don't overlook this!** Reviewing frequently and rapidly is the best way to memorize (or simply remember information) from notes and long text assignments.

Don't Read Aloud to Yourself

Generally, reading aloud to yourself does not help you study more effectively. If you move your lips while you read, you're not reading efficiently. If you read aloud or move your lips while you're reading, you are reading slowly, so stop moving your lips. Try putting a finger over your lips. Your finger will remind you not to move your lips. Make an effort to read faster and retain more - after a while, you'll be surprised how little effort it will take.

Taking Notes

Like reading, note-taking is a skill which must be learned and refined. Try to write down the key concepts, you have a wide range of resources provided but try to reduce each of the course elements into key points or headings. Read these and if you do not understand any of the issues covered then it is time to refer back to your full course notes or the notes you make during tutorials.

Try using different colour pens and even diagrams to show the links between key concepts, as you may remember a diagram better than a list of ideas in bullet point form. This may take a little bit longer but it will work. Just give it a chance. When you are taking notes change the colour of your pen! Don't write in blue or black ink. Writing in colour will help you retain 50% - 80% more of the information without reading it a second time (also highlight in purple).

Outlining Course Notes

First of all, don't underline. Use a highlighter. Experience has shown that text passages highlighted are more easily remembered than the same passages underlined.

Surveying, Questioning, Listening

Taking accurate and concise tutorial notes is essential. Develop the habit of taking notes using appropriate methods described earlier in the SQ3R technique. For example, when you listen to a tutorial, formulate questions as you listen. Your main job in taking tutorial notes is to be a good listener. To be a good listener, you must learn to focus and concentrate on the main points of the tutorial. Get them down, and then later reorganize them in your own words. Once you have done this, you have set the stage for successful reviewing and revising.

Reviewing and Revising

As you prepare for examinations, tests, or other assessments, you should spend time reviewing and revising your tutorial notes. Begin the process by reviewing your notes right after a tutorial. If you wait too long, you may discover that the notes just don't make sense. Don't hesitate to revise your notes based on the review process.

Research Notes

Any form of note-taking that requires compilation of information by categories, rather than in narrative form is best done using index cards. You can sort, edit and arrange index cards to suit your particular study needs. The most important point in using cards is to indicate the correct reference or topic at the top of the card. Use the cards for study, review, to help organize information for papers, reports, or projects. An even better idea, if you have a personal computer, is to organize your categorical information in a database. Once you set it up, finding, updating and adding new information is quite easy. If you have a printer, you can print out your notes in a variety of ways

POWER STUDYING TIPS

The following tips have proven to be extremely powerful guides for organizing, thinking, studying, and learning.

Study Space

Tip: Your study space should be as quiet and comfortable as possible. Avoid studying in noisy places such as cafeterias, recreation rooms, or lounges.

Tip: When studying, keep a waste basket handy.

Tip: Have a consistent place for everything, and above all, keep it there!

Tip: Have everything needed for studying handy beforehand. Don't waste valuable time looking for books, notes, or other information. After you have assembled the items you need, put them where you can reach them easily.

Study Habits

Tip: Begin studying no less than 30-90 minutes after a meal.

Tip: Never study within 30 minutes of going to sleep.

Tip: Prioritize! Make a list of what you intend to study, prioritize the list, and stick to it!

Tip: If possible, study no more than 30-40 minutes at a stretch. Many delegates retain more by studying for short periods with breaks in between. It all depends on what you're trying to study, but generally, after a period of study, take a break.

Tip: Take study breaks away from your desk or wherever you are studying. Let the break be a time to think about other things. Use some break time to reflect, not constantly review what you have just studied.

A Final Word

The study skills presented here depend on one thing, and that is your willingness to WANT to improve and do well. If you really don't want to make the effort and sacrifice, no amount of suggestions, ideas, or outlines can help much. You are the one who is responsible for your training, and effective study skills can help you. To that end, one last word of advice -- work smart, not hard.

4. ACHIEVING YOUR NEBOSH QUALIFICATION

A set of comprehensive course notes are provided and supplemented by tutorials, unless you have chosen one of our open learning study options. The notes contain the entire syllabus and as such need to be reviewed, however the next step is to review them and make your own key point notes based on the issues covered. The aim should be to do a one page summary on each of the key topics, this could be completed as a list of bullet points or some people prefer to draw spray diagrams of flow charts which can be easier on the eye.

You will also be provided with a set of keypoints which give you an overview of the key issues within each and every element of the syllabus. Once you have studied an element whether in the classroom, by reading the handouts or completing an ELearning package the keypoints are useful so you can check have you got an understanding of the issues listed. It will highlight if there are any issues you have missed out, mis-understood or need further clarification on. Rather than reading all the same material again and again this way you can direct your study to the sections you need further clarification of.

Always remember to review the learning objectives for each course element – as these are used by the examiner when setting an examination question. These are given at the beginning of each element's handout and in the separate keypoints handout.

The keypoints also include some example exam type question, try a few of these questions to not only test your knowledge but also your timing – see the examination section of your handouts for details of the number and type of questions in your examination.

There are a number of study aids and guides sold by other training organisations however our material provides you with all the syllabus and usually some additional material as well, if you review this and make your own notes you will also be adding to your study and knowledge. Just buying another set of notes may not assist as now you have yet more information to study. By reading, writing your notes and reviewing them this is another way for the information to be absorbed.

Remember everyone is different but a few key tips for effective study include:-

- Plan your study programme even if your exams are in six months time.
- Do not leave all your revision to the last minute
- Study little and often in short bursts of around 30 mins
- If you have spare wasted time such as train journeys, waiting to go into meetings etc have some of your notes with you so you can read them in this time.
- Make sure you complete any of the private study guidance or other items provided as part of your open learning and taught package – they are all there to provide you with a signposted route to gaining the knowledge you need to be successful in your chosen qualification.
- Do not keep reading the same section over and over again, you may get frustrated and feel the information is just not going in.
- Move on to another section and come back to the one you were having problems with a few days later.
- Do not be a perfectionist – it is better to have a good broad understanding of the key concepts than be an expert in just one or two topics – remember Nebosh exams try to cover the entire scope of the syllabus so a good overall knowledge is the ultimate aim.

5. EXAMINATION GUIDANCE & COMMAND WORDS

Each Nebosh Certificate Examination paper is 2 hours long with 11 questions, all of which are compulsory.

1 x 20 mark question – 20 – 25 minutes

10 x 8 mark questions – 8 minutes

The pass mark for each exam taken is 45%, each exam is marked out of a 100. . 60% must be achieved in the practical fire risk assessment.

EXAMINATION COMMAND WORDS

Identify – Give the key issues with a small amount of explanation

“**Identify** the powers of the H&S inspector.”

i.e.

- Right of entry at any reasonable time
- Issue improvement notice
- Issue Prohibition notice
- Interview witness and take written statements
- Seize and Destroy
- Prosecute

OUTLINE

For an outline the key point needs to be expanded with a brief explanation of between 1 and 2 sentences – no more. It is the most common word used.

Go back to the question completed above – if the question was “Outline the main powers of the safety inspector”

This should be answered with a list of keywords but with a brief explanation against each.

Right of entry – the inspector has the right of entry at any reasonable time, any time employees are on site.

A prohibition notice can be served where there is serious or imminent danger.

The inspection can look at and take copies of documentation

The marks are awarded for this question in the following way

½ mark for the key point and ½ mark for the outline, if you answer an outline with a list you will not get full marks.

8 mark question - 8 key points required.

“Outlines” can be answered by writing a list of the key words down the A4 page with a few lines in between each – this allows for the outline to be inserted – if the 8 minutes is up move on, but by listing the key words these will help you complete the outlines, should you have spare time available at the end of the exam.

EXPLAIN

Give reasons for, explain questions normally require an answer of more depth and as such need less key issues covered. “Explain why organisations carry out risk assessments.”

Just four issues to be covered but more detail on each required. The typical marking scheme would be 2 for each item. You might base your answer around the headings of legal, moral and financial.

DESCRIBE

Paint a picture with words, "Describe how a boiling liquid expanding vapour explosion occurs"

DEFINE

Give a recognised definition – this is not about learning all the definitions covered word for word. Example "Define the term flashpoint".

GIVE

This is usually used in the context of "give practical examples". Only basic detail is required. Example "Outline the purpose and legal status of a British Standards giving a practical example."

GENERAL

All questions will have the marks available shown in brackets at the end of them, if questions are broken down in to two or three sections look at each to see the marks available. If only two marks are available then do not write paragraphs as only two key points are required. If there are 8 marks available, then normally 8 key issues will be required. This can help you make the best use of your time.

Using the Answer Booklet

- Answer in any order
- Write question number in box at top of each page
- We suggest you do not start with question 1 but start with one of the shorter questions to get your nerves under control
- Only write in blue or black ink
- Leave lines between paragraphs or bullet points this makes it easy to read and gives you space if you need to insert extra information later.
- Stick to the time limits (8 marks = 8 minutes)
- For most questions there are more than 8 correct answers – so you have more than 8 opportunities to get full marks
- There is no negative marking – you can only gain marks
- If the question is an 8 "marker" aim for 8 key issues – if you know 9 put the extra one down just in case of yours is incorrect but do not go on to list 12 – this is a waste of your time, move on.

No marks are lost for spelling but the examiner does need to be able to read your answers!!!!

- Use Paragraphs and Subheadings. Do NOT write huge blocks of writing.
- Keep focusing on the question to ensure you are answering this one and not the one you wanted!
- When reading the questions highlight the key words
- Do not waste time by writing out the question just ensure you have put the question number in the box provided at the top of each page.

6. NEBOSH GUIDANCE CERTIFICATE QUALIFICATION COMMAND WORDS

The following definitions are included for a common understanding of the command words used in the compilation of Certificate question papers.

Command word	Definition
Identify	To give reference to an item, which could be its name or title. NB: normally a word or phrase will be sufficient, provided the reference is clear.
Give	To offer for consideration, acceptance, or use of another. NB: Give an example of; Give the meaning of.
Outline	To indicate the principal features or different parts of. NB: an exhaustive description is not required. What is sought is a brief summary of the major aspects of whatever is stated in the question.
Describe	To give a detailed written account of the distinctive features of a subject. The account should be factual, without any attempt to explain. When describing a subject (or object) a test of sufficient detail would be that another person would be able to visualise what you are describing.
Explain	To provide an understanding. To make an idea or relationship clear. NB: this command word is testing the candidate's ability to know or understand why or how something happens. Is often associated with the words 'how' or 'why'.

Responding to command words in questions

It is important to read the whole question and to understand what the question requires as the command word on its own will need to be reinforced by the remainder of the question.

Many candidates miss out on gaining marks because they do not read the question carefully enough and do not think about their answer thoroughly before writing it down.

Candidates need to think about each question.

- What is the command word?
- What do I need to say to gain marks?
- What is or is not relevant to the question?

In many cases a brief answer plan is an essential aid to ensuring that answers are well thought out and structured.

NEBOSH applies a 'positive marking' approach; that is, marks are awarded for correct material in candidates' answers, rather than being deducted for incorrect or missing material.

7. EXAMINATION DAY

DO NOT PANIC!!!

Make sure you allow yourself enough time to get to your examination centre on the day of the exam. You will need to arrive at least 20 minutes before the exam start time.

You have worked as hard as you can so you have nothing to fear.

No one wants you to fail.

Remember the exam is not designed to catch you out, ruin your future or psychologically destroy you. It is simply a means of assessing whether you have worked well throughout your course and are therefore able to meet specific criteria to a reasonable standard.

Take your time reading the examination paper – **do not rush** into answering a question merely because you recognise the topic.

Make sure you read the questions carefully – you will answer incorrectly if you are not fully aware of what is expected of you.

Note command words carefully!

Do not waste time writing long descriptions if the command word is identify, equally for outlines, describes and explains ensure you put more than a list of key words.

Answering Easy Questions First

Answering easy (to you) questions first is the best strategy. If you stumble over difficult questions for too long a time, you may not be able to complete the exam.

Picking out Key Words

Read the question a couple of times, is it asking about hazards or risks or control measures. It is easy to see one word and go off at a tangent, read the question to ensure you are actually answering it and have not got side tracked.

Examinations

Planning your time in answering exam questions is essential. The general rule is not to get carried away on one or two questions to the extent that you cannot answer that other questions in the time allowed. Read through the entire examination first. Get a feel for the questions you are expected to answer. If the exam allows you to choose from a number of questions, be sure to number your answers exactly to match the questions. (Aim for no more than 9 minutes for the short questions and 20 -25 for the long question).

Don't "write around" the question but answer it directly. If a question asks you to list something, don't write a narrative about it. Answering essay questions directly is always the best policy.

After scanning the list of questions to be answered, choose the ones you know most about and start with those. Good handwriting is an absolute essential. If your writing is very hard to read, try printing instead but beware this can be slower. Remember the examiner has got to read and understand the points you are making to be able to award you any marks.

8. NEBOSH SAMPLE PAPER

NGC1 : The Management of Safety

Answer All Questions

Time allowed: 2 hours

1. An investigation has identified the two key underlying causes of an accident to be ineffective verbal communication between employees and short comings in the quality of health & safety training.
 - a. **Identify** the barriers to effective verbal communication that may have existed. (8)
 - b. **Outline** the means by which communication could be improved. (6)
 - c. **Describe** the variety of training methods a trainer could use to improve the effectiveness of employee training in health and safety. (6)
2. **Outline** the differences between Regulations and Approved codes of practice. (8)
3. **Outline** the ways in which employers may motivate their employees to comply with health and safety procedures. (8)
- 4a. **Outline** the legal requirements whereby an employer must prepare a written health and safety policy (2)
 - b. **Identify** the three main sections of a policy document and explain the purpose and general content of each. (6)
- 5a. **Outline** ways in which the Health and Safety Executive can influence the health and safety performance of an organisation. (8)
- 6a. **Identify** two main functions of first aid.
 - b. **Outline** the factors to consider when making an assessment of first aid provision in the workplace. (6)
7. The Management of Health & Safety At Work Regulations 1999 require employers to provide information on health and safety matters. With reference to the regulations:
 - a. **Outline** the information an employer must provide to his employees. (4)
 - b. **Identify** four classes of person's, other than his own employees, to whom an employer must provide health and safety information. (4)
8. **Outline** the information which should be included in an accident investigation report. (8)
- 9a. **Outline** the main duties of an employer to non employees working on their premises. (4)
 - b. **Identify** four items of information in a health and safety file that might be needed by a contractor carrying out refurbishment work in an existing building. (4)
10. **Outline** reasons why organisations may need to carry out refresher training on health and safety issues. (8)
11. **Outline** the powers of the H&S enforcement under the Health & Safety at Work Act 1974. (8)