

NEBOSH

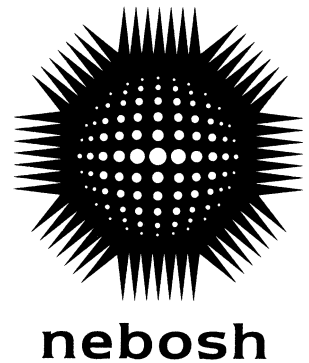
KNOW - WORKPLACE HEALTH AND SAFETY PRINCIPLES

UNIT DN1:

For: NEBOSH National Diploma for Occupational Health and Safety Management Professionals

UNIT DI1:

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



General note about this sample assessment

This is not a full assessment paper. It is a *sample*, designed to illustrate the range of activity types you will face. This sample has only 90 marks available, whereas a full paper will have 200 marks available.

This sample can be used for either the DN1 or DI1 units. In a live assessment, a paper will be produced for each unit. Although the questions in this sample paper are the same for both units, they may differ in a full live paper.

PAPER 2 OF 2

Guidance to learners

There are **two** question papers for this assessment. This paper (**Paper 2 of 2**) has 200 available marks.

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

You will have 4 weeks (20 working days) to complete **both papers**.

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.

Information for learners

This paper includes activities that:

1. You must carry out in your chosen workplace;
2. require you to reflect on your practices.

Typically, the chosen workplace will be 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.

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

For instance, you may want to draw on examples where you have been chairing a meeting, or being 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.

Workplace-based activities

Activity 1: Create an organisation risk profile of your chosen organisation

This section is very important. It describes the main risks that your organisation faces. The answers you give to the remaining activities in this paper must be consistent with the information you provide here (unless otherwise stated). For example, if the risks that you give here relate to the banking or insurance sectors, it would be unusual to later describe a situation where welding contractors are repairing a chemical storage tank in your own organisation.

- 1** Produce a risk profile of your chosen organisation that outlines **four** significant risks. **(20)**

Note: You **must** use the Activity 1 format table to record your answers.

Activity 1 format table in answer sheet

Nature and level of threats faced by the organisation	Likelihood of adverse effects occurring	Likely level of disruption should adverse effects occur	Likely realistic costs associated with each type of risk	Effectiveness of the controls in place to manage the identified risks.

NOTE: This table would not appear in a 'live' question paper or mark scheme. It is given here to show how the information should be presented.

Activity 2: Sensible and proportionate risk management

2 Prepare a **brief research report** that

- critically reviews approaches to implementing and maintaining 'sensible and proportionate' risk management.
- evaluates your chosen organisation's effectiveness at 'sensible and proportionate' risk management.
- makes two recommendations for improving 'sensible and proportionate' risk management in your chosen organisation.

(50)

Your research report **must** be presented in the following format (see marking descriptors for further information)

- Executive summary
- Introduction – containing aims/objectives, methodology and introduction to the topic
- Critical review – which briefly, but critically, reviews approaches to implementing and maintaining 'sensible and proportionate' risk management. This must draw from a range of reliable reference sources such as authoritative guidance, expert opinions, and other evidence. References for the cited evidence should use a recognised referencing style (Harvard, Vancouver, OSCOLA, etc). The learner can choose which style to use, but the style must be used consistently throughout the report
- Brief analysis of your organisation's effectiveness at 'sensible and proportionate' risk management –this is effectively a brief gap analysis or commentary comparing your organisation to good practice/effective insights that you have gleaned from your critical review. It should include examples from the workplace to support the analysis
- Conclusion – a summary of findings that includes
 - A clear outline of two recommendations for improving sensible and proportionate risk management in your chosen organisation.
 - A justification for each of your recommendations. The justifications must include links back to the research carried out in the introduction to show that they logically follow and that they would most likely be effective.
 - List of Reference sources cited.

Marks will be awarded as follows

Criteria	Marks
Executive summary	3
Introduction	3
Critical review	15
Analysis	10
Conclusions	3
A clear description of the two recommendations (3 marks for each recommendation)	6
Justification for recommendations (5 marks for each recommendation)	10

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

† Descriptors

Criteria	Level 1	Level 2	Level 3	Level 4
Executive summary [max 3]	3	2	1	0
Coherent and logical format giving clear information.	A clear, logical format gives clear information. Adequately and concisely summarises main findings, conclusions and the two recommendations. Provides a persuasive case for implementing recommendations	The format is generally good but does not flow in some areas and some information appears to be missing. Summarises main findings, conclusions and the two recommendations but some of these may not be adequately covered or be unclear. Provides a case for implementing recommendations but this may not be very persuasive.	The format is poor and the information is unclear. Main findings, conclusions and recommendations are not well summarised. The case for implementation of the recommendations is not persuasive.	An executive summary has not been included.
Introduction [max 3]	3	2	1	0
Clear and concise introduction containing all the necessary elements.	The aims and objectives are clearly stated and relate to the activity brief. The topic is clearly and succinctly introduced. A clear description of the methodology used to carry out the research.	The aims and objectives are given but the detail in some areas is brief or unclear. The aims and objectives generally relate to the activity brief. The topic is introduced but the detail in some areas is brief or unclear. A methodology has been outlined but this is brief or unclear in some areas.	The aims and objectives are described poorly. The aims and objectives do not relate to the activity brief. The topic is poorly introduced/the detail is very poor. A methodology is given but this is very poor/unclear.	The aims and objectives have not been included. The topic has not been introduced. A methodology has not been given.
Critical review [max 15]	11-15	6-10	1-5	0
Critical review of approaches to implementing and maintaining 'sensible and proportionate' risk management.	Draws from a wide range of relevant authoritative sources which are effectively used and cited to support assertions.	Draws from a range of relevant authoritative sources which are mostly effectively used to support assertions.	Draws from a very narrow range of relevant authoritative sources.	This may be a simple opinion piece that does not cover implementing/maintaining or make any attempt to critically review approaches

Criteria	Level 1	Level 2	Level 3	Level 4
	Covers aspects of both implementing and maintaining. Critically reviews approaches (ie does not just report/describe but also analyses/discusses pros and cons and applicability). Recognised citation referencing system used consistently.	Covers aspects of both implementing and maintaining. Good attempt at critical review of approaches but these may not be well-argued (ie although goes beyond simple report/description from sources, the analysis is simplistic). Recognised citation referencing system used in most areas.	Covers aspects of both implementing and maintaining. Basic attempt at review of approaches. This may be mostly simple reporting of the work from sources with little attempt to analyse or apply. Citation referencing is not a recognised system and/or is used inconsistently throughout.	drawn from relevant authoritative sources. Some sources may have been accessed but these may not be relevant nor authoritative. A recognised citation referencing system has not been used.
Analysis [max 10]	8-10	3-7	1-2	0
Commentary on how 'sensible and proportionate' the chosen organisation is at risk management.	Good, clear and detailed commentary, drawing on findings from review with many relevant examples given to illustrate.	Commentary is generally clear but is unclear or lacking in detail in some areas. Examples are given and the majority of these are relevant.	Commentary is poor, being unclear or lacking detail in many areas. Few relevant examples given.	No commentary and no examples given.
Conclusions [max 3]	3	2	1	0
Clear and concise conclusion	Clear, concise conclusion that logically summarises the main findings.	Concise conclusion that summarises most of the important findings.	Conclusion summarises findings but misses out some key findings.	Conclusion does not summarise main findings but largely introduces new ideas.
Description of two recommendations [max 6]	3	2	1	0
Examiners' note: Use these levels to mark EACH of the recommendations.				
Description of the recommendation for improving sensible and proportionate risk management.	A good, clear description of the recommendation has been given.	The description of the recommendation is generally good, but more information could have been provided in some areas.	A poor/unclear description of the recommendation has been given.	The recommendation has not been described.
Justification for the recommendation [max 5]	5	3-4	1-2	0
Examiners' note: Use these levels to mark EACH of the recommendations.				
Justification for each recommendation.	A good, clear justification has been given for each recommendation. Each justification refers back to main body findings on effective ways to implement and	Each justification given is generally clear. Each justification refers to main body findings on effective ways to implement and maintain 'sensible	Each justification given is poor. Each justification is simplistic, lacks detail in most areas and is not convincing. It is not clearly linked to the main body findings.	No justifications have been given.

Criteria	Level 1	Level 2	Level 3	Level 4
	maintain 'sensible and proportionate' risk management. Each justification is well-argued and is based on effectiveness as well as other business factors such as cost.	and proportionate' risk management. Each justification is based on effectiveness as well as other business factors such as cost.		

Activity 3: Transferable leadership skills

- 3 Compare your own leadership experience against the characteristics of a *resonant* leader. You must identify **EIGHT** characteristics and show how these are, or are not, reflected in your leadership style.

(20)

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

Note: You **must** use the Activity 3 format table provided in the answer sheet to record your answers.

Activity 3 format table in answer sheet

Characteristic	How characteristic is reflected in your leadership style	Personal experience example(s)

NOTE: This table would not appear in a 'live' question paper or mark scheme. It is given here to show how the information should be presented.