

## Revision questions for NGC1 elements 3–5

Note: here you have the revision questions for three elements, gathered together.

As you know, the four Health and safety management systems elements are:

- NGC1/2 Health and safety management systems - Policy
- NGC1/3 Health and safety management systems - Organising
- NGC1/4 Health and safety management systems - Planning
- NGC1/5 Health and safety management systems - Measuring, audit and review

Although 'policy' is an identifiably defined subject area (hence, with its own set of revision questions), the remaining three elements form something of a continuum and we felt it would be more helpful to gather groups of questions under headings which parallel those to be found in the syllabus. Accordingly, the revision questions for NGC1/3–5 are grouped under the following headings:

- Questions A Organising, Contractors, Consultation, Communication (these relate to NGC1/3)
- Questions B Training, Personal factors, First aid (NGC1/3 and NGC1/4)
- Questions C Risk assessment (relates to NGC1/4 and NGC1/5 and the elements in unit NGC2)
- Questions D Safe systems of work, Permits to work, Confined spaces (NGC1/4)
- Questions E Auditing, Incidents, Inspection (NGC1/4 and NGC1/5)
- Questions F Accident causation, Analysis (NGC1/5)

Questions A Organising, Contractors, Consultation, Communication

*Question 1 At Certificate level you are not required to know the details of legal cases but you should have a general appreciation of the significance of the Swan Hunter case and the Associated Octel case - summarise these in a couple of sentences.*

*Question 2 Suggest the type of information that an employer might require from a prospective contractor.*

*Question 3 Describe three particular hazards associated with contract work.*

*Question 4 Can you provide a definition of 'communication' and give some practical workplace examples of the causes of poor communication.*

*Question 5 In a couple of sentences explain why failures in inter-departmental communications are quite common.*

*Question 6 Define and briefly describe some forms of communication media*

*Question 7 Describe the value of the large site entrance display board giving details of the company's accident record.*

*Question 8 Describe some common forms of written health and safety communication.*

*Question 9 Describe some sources of information available to the health and safety professional*



*Question 10 Which two sets of Regulations are specifically concerned with employee representatives?*

*Question 11 Why were the The SR and SC Regs the first Regulations of all to be 'enabled' by The Health and Safety at Work Regulations 1974?*

*Question 12 What is the name of the book (originally published by the HSE) which gives guidance on the 1977 Regulations?*

*Question 13 What legal rights do safety representatives have?*

*Question 14 What must the employer provide for safety representative(s):*

*Question 15 With the decline in union membership in the 1980s, it was clear that the 1977 Regulations needed to be developed so as to 'cover' the increasing proportion of the workforce who were not union members. See if, in one sentence you can describe what happened from, say 1990 onwards, legislatively speaking.*

*Question 16 Outline the membership of a typical safety committee of a medium-sized organisation.*

*Question 17 Suggest some factors which will determine the effectiveness of a safety committee.*

*Question 18 Looking at the question as to whether or not external health and safety expertise is needed in a particular situation ... make sure that you have indeed looked through and commented on the situations which we describe in section 11 of NGC1/3.*

*Question 19 Checking a potential consultant's credentials - how would you go about investigating their competence, what sort of questions would you ask?*

You will have already seen the next five questions in the NGC1/3 study material. As explained, we have deliberately worded them to sound similar to one another. This is because we know from experience that, over the years, NEBOSH have set many superficially similar communications questions which are actually asking different questions.

*Question 20 Outline the various methods which may be used to convey the health and safety message in the workplace.*

*Question 21 Outline the type of media that might be used to convey the health and safety message in the workplace.*

*Question 22 Outline some factors which might interfere with verbal communications in the workplace.*

*Question 23 Outline factors which might interfere with various forms of communication in the workplace.*

*Question 24 Outline the advantages and disadvantages of basing workplace communications on electronic systems such as e-mail.*

On now to the next set of NGC1/2–5 questions, relating largely to elements NGC1/3 and NGC1/4



Questions B Training, Personal factors, First aid (NGC1/3 and NGC1/4)

*Question 1 The need for appropriate training is explicitly required (or at least implicitly implied) by most sets of Regulations made under HASAWA. By way of examples, write one sentence about the training requirements for the following pieces of legislation:*

- The Provision and Use of Work Equipment Regulations
- The Control of Substances Hazardous to Health Regulations
- The Control of Asbestos at Work Regulations
- The Ionising Radiations Regulations
- The Control of Lead at Work Regulations

*Question 2 The word 'appropriate' crops up all the time on the subject of training. You should be able to provide simple examples of, and explanations for, training programmes that would be appropriate for:*

- young persons
- more mature persons
- persons due for promotion
- managers

*Question 3 A favourite NEBOSH question in the past at both Certificate and Diploma level involved the candidate being asked to imagine and describe how they would run training course on such and such a subject.*

*As we mentioned in the text, the syllabus makes little mention of the practicalities of running a course; in fact this has been the case for many years. Nevertheless, there are fairly frequent questions on it. Accordingly, we feel we should prepare you, in case ...*

*Careful preparation and generous provision of videos and other audio-visual material is no guarantee of a stimulating and useful training course. However, what we can say is that all but the most inspirational trainer will need the preparation and the audio-visual aids and when you answer a 'how would you run a training course' question then you must demonstrate to the examiner that you do indeed know about all the tools and techniques which are available to the trainer. Accordingly, describe some techniques which might be available to the trainer.*

*Question 4 Another favourite NEBOSH communications / training question, really an extension of the 'techniques available to the trainer' question is concerned with the for and againsts of poster displays, notice boards, (e-mail) newsletters, safety forum (what is the plural?) in getting over the health and safety message. A question such as this could probably elicit a reasonable answer from someone with no health and safety knowledge at all. Obviously it would be better still if your answer had a health and safety flavour to it - accordingly, think about how you would flavour your answer with 'essence of health and safety'.*

*Question 5 Outline the key components of an induction training programme.*

*Question 6 Explain briefly what is meant by the following human factors:*

- attitude
- motivation
- perception

*Question 7 Give some examples of motivation that might usefully be used in the workplace.*

*Question 8 When considering the prevention of human error, we looked at three specific areas: the organisation, the job, personal factors ...*

*... you should be able to write a paragraph under each of these headings; see if you can.*



*Question 9 Define 'first aid'.*

*Question 10 What are the main requirements of The Health and Safety (First-Aid) Regulations 1981?*

*Question 11 How are the First-Aid Regulations kept up-to-date?*

*Question 12 Define the following:*

- appointed person
- qualified first aider
- first aid equipment
- first aid room(s)

Questions C Risk assessment (relates to NGC1/4 and NGC1/5 and indeed, to the whole of the remainder of the syllabus)

*Although element NGC1/5 forms one of the key-stones of the whole NEBOSH Certificate syllabus, we have not asked too many questions about risk assessment as this is of course a subject which re-occurs throughout unit NGC2, as well as in the separate study material for the risk assessment part of the examination (NGC3).*

*Question 1 List the five categories of 'incident' defined by NEBOSH (and other authorities).*

*Question 2 How is a dangerous occurrence defined in RIDDOR?*

*Question 3 Outline, with examples, a typical categorisation of health hazards (note: just, health note, not health and safety).*

*Question 4 Explain the difference between acute and chronic effects. How do you classify allergic effects?*

*Question 5 Which individual regulation of which set of Regulations provides the general legal basis for risk assessments? (This is one of the very few occasions for which you really should know an individual regulation number to put alongside HASAWA section 2 - one of the very few Act section numbers you need to remember.)*

*Question 6 Moving on from the general legal requirements for risk assessment of the previous question, list other legislation which makes specific risk assessment requirements.*

*Question 7 Very briefly explain how the results of a risk assessment can be prioritised.*

*Question 8 What are the five steps 'to assess the risks in your workplace' as given in INDG 163 '5 steps to risk assessment' and other HSE publications.*



Questions D Safe systems of work, Permits to work, Confined spaces (NGC1/4)

*Question 1 The steps to a safe system of work will encompass the following, put them in the correct order:*

- monitor the system
- identify the hazards
- assess the task
- define safe methods
- implement the system

*Question 2 In developing a safe system of work, job safety analysis may be undertaken, breaking a task down into its component parts. Fill in the gaps in the following basic procedure for job safety analysis:*

Step 1 Identify the job to be examined

Step 2 .....

Step 3 Critically observe and examine each component part of the job to determine .....

Step 4 Determine whether there is a significant risk from the observed hazard, .....

Step 5 .....

Step 6 Produce written safe systems of work and job safety instructions

Step 7 .....

Step 8 Review safe systems of work at planned intervals to ensure that they .....

*Question 3 List five or six situations in which a permit to work will be probably be required.*

*Question 4 Outline a few of the problems that might be involved in changing shifts in hazardous working environments.*

*Question 5 Competence; it would seem unlikely that NEBOSH would ask a specific question on this, but you should certainly have an understanding of the problems involved in defining competence.*

*Question 6 Summarise the requirements of The Confined Spaces Regulations.*

*Question 7 Describe some confined space accidents.*

*Question 8 Describe some confined spaces and the hazards which may be associated with them.*

*Question 9 Outline the factors which will be encompassed by a permit to work for a confined space*

Questions E Auditing, Incidents, Inspection (NGC1/4 and NGC1/5)

*Question 1 List some of the indicators that could be used to measure the effectiveness of the safety policy.*

*Question 2 Just checking (again) ... you are able to outline the structure of HSG 65 aren't you?*

*Question 3 Explain why accident and illness records may give a very limited indication of the effectiveness of the health and safety policy.*

*Question 4 Following an incident or an inspection, required actions need to be prioritised; for a workplace of your own choosing, give examples of required actions that might fall into the categories:*

- high priority, immediate action required
- medium priority, action required within weeks
- low priority, action required within months

*Question 5 The risk assessment requirements in MHSWR are general, applying to all hazards that may be encountered in the workplace; give examples of legislation which makes specific assessment requirements.*

*Question 6 Write a few words about statutory inspections.*

*Question 7 Under The Safety Representatives and Safety Committee Regulations 1977 safety representatives to conduct inspections in which circumstances?*

*Question 8 Outline the distinction between a safety survey, a safety tour and safety sampling.*

*Question 9 Why would even the most thorough inspection of the whole workplace not constitute an audit?*

*Question 10 Create a definition of a health and safety audit.*

*Question 11 Outline the circumstances in which persons outside the company might be involved in undertaking aspects of a safety audit.*



Questions F Accident causation, Analysis (NGC1/5)

*Question 1 Root cause, immediate cause ... by way of examples, explain the meaning of these terms.*

*Question 2 Describe the basic idea of the accident triangle in one sentence; draw a figure by way of illustration.*

*Question 3 Single-causal (domino) accident model: briefly describe the single-causal accident model (Bird and Loftus) for the following five 'dominos'; give examples for each domino.*

- lack of management control
- basic causes (personal and job factors)
- immediate causes
- accident
- loss

*Question 4 (You have already seen this question in the study material.) Choose a few accidents of your own experience and see if you can present them in accident tree form.*

*Question 5 Suggest some ways in which accidents may be classified; why might this process be of value to an organisation?*

*Question 6 Distinguish between proactive monitoring (active monitoring) and reactive monitoring.*

*Question 7 You will remember that in our text dealing with the general principles of control, we dealt with this part of the syllabus for NGC1/4:*

developing an overall coherent prevention policy ... giving priority to collective protective measures over individual protective measures ...

*By way of revision of the key points ... distinguish between safe place and safe person strategies.*

*Question 8 Several HSE publications recommend a five step approach in the development of a safe system of work; what are these five steps?*

*Question 9 (More revision.) Briefly expand on each of the five steps of the previous question.*

*Question 10 Revision on RIDDOR:*

*What do you need to do immediately in the event of a death or major injury?*

*What else falls into the 'do something immediately' category?*

*What is the number of the form you must use for an over-three-day injury?*

*Give examples of a 'dangerous occurrence' and a 'reportable disease'.*

*Question 11 An accident occurs, outline some of the procedures that should be in place in the organisation.*

*Question 12 Very briefly outline the ways in which accident data might be analysed.*

*Question 13 Outline the main features of an accident investigation sequence.*

