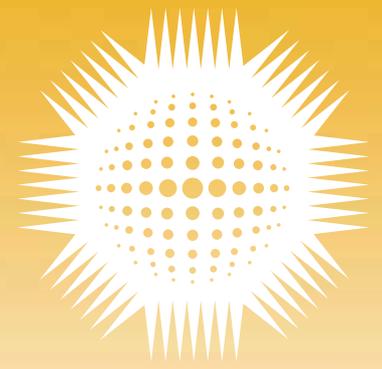


July- September 2015

Examiners' Report

NEBOSH National General Certificate in Occupational Health and Safety (GC2)



nebosh



Examiners' Report

UNIT GC2: CONTROLLING WORKPLACE HAZARDS

JULY – SEPTEMBER 2015



For: **NEBOSH National General Certificate in Occupational Health and Safety**
NEBOSH International General Certificate in Occupational Health and Safety

CONTENTS

Introduction	2
General comments	3
Candidate performance	4
Learning outcomes	4
Examination technique	8
Command words	11

Introduction

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

Many candidates are well prepared for this unit assessment and provide comprehensive and relevant answers in response to the demands of the question paper. This includes the ability to demonstrate understanding of knowledge by applying it to workplace situations.

There are other candidates, however, who appear to be unprepared for the unit assessment and who show both a lack of knowledge of the syllabus content and a lack of understanding of how key concepts should be applied to workplace situations.

This report has been prepared to provide feedback on standard date and on-demand GC2 examinations sat between July and September 2015.

Feedback is presented in these key areas; examination technique, command words and learning outcomes and is designed to assist candidates and course providers to prepare for future assessments in this unit.

Candidates and course providers will also benefit from use of the 'Guide to the NEBOSH National General Certificate in Occupational Health and Safety' and 'Guide to the NEBOSH International General Certificate in Occupational Health and Safety' which are available via the NEBOSH website. In particular, the guides set out in detail the syllabus content for GC2 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 GC2 'Example question paper and Examiners' feedback on expected answers' which provides example questions and details Examiners' expectations and typical areas of underperformance.

Unit GC2

Controlling workplace hazards

Candidate performance

This report covers all examinations, both standard and on-demand examination sittings during July to September 2015.

Learning outcomes

The following six learning outcomes have been identified as being the most challenging areas of the syllabus for candidates in this period:

5.2 Outline the control measures that should be taken when working with electrical systems or using electrical equipment in all workplace conditions

Examiners have once again, widely reported that candidates continue to have difficulty when answering questions covering the electrical element of the NEBOSH National General Certificate syllabus.

In the assessment period covered by this report, questions on electrical matters included methods of reducing the risk of electric shock and their application, inspection of portable electrical appliances and safe work on electrical systems.

Candidates appeared to be reasonably familiar with the requirement to inspect portable electrical appliances. In particular candidates could identify features of portable appliances that should be inspected by the user. However, the additional inspection requirements for formal, appointed person checks of portable electrical appliances were not so well known and very few candidates could give the types of tests that can be carried out on portable electrical appliances.

With regard to methods of reducing the risk of electric shock, many candidates were able to recite the methods available for reducing the risk from electric shock, such as low voltage, double insulation, earthing, etc. However, the same candidates could rarely demonstrate how such methods achieve risk reduction. Additionally, very few candidates could give any suitable examples of the application of the methods to reduce the risk of electric shock, such as what sort of portable electric appliances would be earthed, or where the use of low voltage appliances would be appropriate.

Examiners reported that candidates seemed to be most challenged when asked for precautions when working on a 230v mains electrical circuit. Although the majority of candidates suggested that the safest way of working on a 230v mains electrical circuit would be to switch off and isolate the supply prior to carrying out the work, very few candidates could offer any precautions that could be taken should the supply not be isolated. The emphasis in most answers was on "training, instruction and supervision", with little if any inclusion of technical means in order to prevent injury when working with electricity.

Many candidates appear to prepare for their NEBOSH National General Certificate examination by the use of mnemonics or committing to memory a number of key words or phrases. Such an approach can be useful in order to establish the breadth of required knowledge, but this approach cannot be relied upon in order to be able to demonstrate any understanding or application of the subject in question and, as such the marks awarded will be limited.

4.4 Explain the main control measures for reducing risk from machinery hazards

Moving parts of machinery remain one of the most significant causes of fatal and major injuries in today's workplace and therefore an understanding of the mechanical hazards of machinery, their origin, consequences and the options available for preventing access to dangerous parts or stopping a dangerous part if a danger zone is entered, is an essential element of any health and safety training.

In this assessment period, the subjects of questions included the mechanical hazards of a bench-mounted circular saw, types and application of machine guards and devices, features of a push stick for use on a woodworking circular saw and the merits and limitations of two-handed controls.

With regard to questions relating to push sticks and two-handed controls, Examiners reported that very few candidates could demonstrate any knowledge about these protective devices. Several candidates attempted a guess, with answers including reference to sticks being used to push operators away from machinery, and included a limitation of two-handed controls being that evacuation in an emergency would be compromised. Such answers may also reflect historic safeguarding measures where machines would push operators away from danger areas or where machine safeguards would involve tethering the operator's hands that would then be moved away from danger areas when the machine operated. Such safeguards are not acceptable to national or international standards and are not included in the syllabus to the NEBOSH National General Certificate, therefore such references should not be included in training materials or included in tuition. Many candidates did not provide any response to such questions which may indicate these subjects are not effectively covered by course providers.

Questions of a more general nature with regard to the identification of mechanical hazards seem to better suit candidates. Applying these to particular machines, such as bench-mounted circular saws troubled a number of candidates as while candidates could give the names of mechanical hazards of machinery there was little evidence of any knowledge of where they could be found on the item of work equipment in question. Confusion between mechanical and non-mechanical hazards remains prevalent.

As with the electrical element above, many candidates can recognise types of guards or protective devices, such as fixed, interlocked, sensitive protective equipment, hold-to-run, etc, but demonstrate little knowledge of the application of such measures, nor how they afford protection. It would appear that course providers are teaching very outdated mnemonics of how to remember types of machine guards, which results in references to protective measures that are no longer included in the syllabus.

Course providers must ensure that they cross reference their training materials against the current syllabus in order to ensure that candidates are given a fair opportunity to provide a reasonable answer to questions in order to gain the marks available.

7.5 Outline the hazards, risks and controls associated with specific agents

This learning outcome requires candidates to have a basic understanding of the health risks arising out of exposure to specific biological and chemical agents, the workplace circumstances in which they might be present, together with appropriate control measures.

In this period, questions concerning the legionella bacteria, silica, cement and wood dust were included on question papers. Generally, candidates had particular difficulty with respect to legionella bacteria and silica, demonstrating limited knowledge of these subjects and gained few marks as a result. It is very possible that many candidates have not had experience of these specific agents and some candidates may be made aware of them for the first time in a course of study for the NEBOSH National General Certificate. Where it is obvious that candidates do not have background knowledge, course providers should pay more attention to effective tuition supported by comprehensive course materials to ensure candidates are sufficiently prepared for the examination.

Examiners reported, once again, that a high number of candidates confused the legionella bacteria with the leptospira bacteria in their answers, in which case marks could not be awarded. Where candidates did recognise that legionella is a water-borne bacteria, very few knew the conditions for legionella to grow in water sources, nor that exposure is due to the inhalation of airborne water droplets. Candidates appeared to be more familiar with wood dust. However, many answers to questions regarding health risks were far too vague with answers such as 'cancer' or 'breathing difficulties' not being sufficiently specific to gain marks. Similarly, questions regarding control measures for wood dust being answered with 'ventilation' or 'PPE' would not be rewarded.

This learning outcome also includes the requirement for managing asbestos in buildings. The majority of candidates gave examples of asbestos which was not required, nor was the details on health risks that was given in many answers. Knowledge of the duty to manage asbestos was very poor with many candidates gaining no marks or not attempting the question at all. Again, there is evidence here that this element of the syllabus is not being effectively covered in a course of study.

3.1 Explain work processes and practices that may give rise to work-related upper limb disorders and appropriate control measures

The phrase 'work-related upper limb disorders' is a general term that is used to refer to a range of medical conditions that can be caused or made worse by work. The parts of the body affected should be reasonably clear from the reference to 'upper limb' and therefore would include the arm and hand, covering a region extending from the tips of the fingers to the shoulder and extending into the neck. Within this region of the body, the soft-tissues, muscles and connective tissues (tendons and ligaments) and the bony structures, as well as the skin along with the circulatory and nerve supply to the limb, can be affected.

The majority of candidates had difficulty in defining the term 'work-related upper limb disorder', with very few candidates making the connection between the health condition and work activities. Knowledge of the region of the body was also limited, with a significant number of candidates referring to back conditions and there were several references to circulatory restrictions in the legs. It appears that when 'work-related upper limb disorders' is the subject of a question, many candidates provide a standard answer relating to display screen equipment workstations. While the use of display screen workstations can cause back and leg problems but these areas of the body affected are not associated with 'work-related upper limb disorders' and marks cannot be awarded accordingly.

Some candidates could give a reasonable description of work-related upper limb disorders and could apply these to the use of a display screen workstation. However, the wider causes of the condition by carrying out repetitive work such as bricklaying, small component assembly and supermarket checkout operators, was less familiar to the majority of candidates.

2.1 Explain the hazards and control measures for the safe movement of vehicles in the workplace

Moving vehicle accidents remain one of the most significant causes of fatality and serious injury in the workplace today. The hazardous nature of moving vehicles in the workplace demand that effective controls are implemented in order to reduce the risk of such accidents, supported by legislation, conventions, codes of practice and guidance.

This area of the syllabus has been reported previously as being well answered by candidates, although in this assessment period this was not the case. It is suggested that many candidates would have experience of moving vehicles either in the workplace or on the highway that should assist in answering questions on this area of the syllabus. However, it would appear that candidates identify key words in the question, for example 'forklift truck' or 'pedestrian safety' without making reference to the context of the question such as 'parking a forklift truck' or 'features of a traffic route required for pedestrian safety'. This resulted in many cases in answers that, while relevant to the subject matter, were not relevant to the questions and marks that could be awarded were limited. Examiners reported that in some cases, this broad brush approach resulted in answers to an 8-mark question covering two or more pages of the answer book, which would lose valuable time by including excessive irrelevant information and also resulting in few marks being awarded.

7.2 Explain the factors to be considered when undertaking an assessment of the health risks from substances commonly encountered in the workplace

In this period candidates should have been prepared to answer questions relating to occupational, exposure limits, the body's reaction and defences when exposed to dust, and the factors to consider when assessing the risk from exposure to hazardous substances and routes of entry of hazardous substances into the body.

Candidates generally perform well on questions relating to routes of entry and questions covering information sources such as safety data sheets. However, many candidates demonstrated limited knowledge of the assessment of hazardous substances and marks awarded reflected this situation. Examiners report that it is very common for candidates to confuse assessment factors for hazardous substances, with a general hierarchy of control measures based on the mnemonic 'ERICPD' which would not gain the marks available. This could be an indication of the over-reliance on mnemonics when preparing for the NEBOSH National General Certificate examination.

Course providers teaching the practical GC2 unit should ensure that candidates are aware that the application of the hierarchy of controls (or principles of good practice) are risk based and as such the assessment of hazardous substances is the bridge between the recognition of the hazards and the selection of appropriate control measures.

Once again, candidates demonstrated very limited knowledge of occupational exposure limits (OELs) with respect to hazardous substances. OELs were often confused with action values that would be more appropriately applied to noise or vibration exposure, or OELs were defined as time limits rather than actual airborne values. Very few candidates made any reference to the fact that OELs apply to the inhalation route of entry only and answers as to how it may be identified that an OEL had been exceeded gained very few marks across all of the candidates.

The human body must be prepared to be able to defend itself against low levels of atmospheric dust and particulate matter, defences associated with the eyes, nose, trachea and cellular action are able to afford some level of protection and candidates would be expected to appreciate this basic level of human biology. Candidates were not well prepared for this area of the syllabus with very few candidates gaining adequate marks.

Examination technique

The following issues are consistently identified as the main areas in need of improvement for candidates undertaking Certificate level qualifications:

Candidates misread/misinterpreted the question

Candidates misreading or misinterpreting the question is by far the most common cause of candidates not gaining the maximum marks available.

NEBOSH questions are systematically and carefully prepared and are subject to a number of checks and balances prior to being authorised for use in question papers. These checks include ensuring that questions set for the Certificate level qualifications relate directly to the learning outcomes contained within the associated syllabus guides. The learning outcomes require candidates to be sufficiently prepared to provide the relevant depth of answer across a broad range of topic areas. For example, a candidate could be asked about the causes of stress, or could be asked about the effects of stress. A question could require a response relating to the principles of fire initiation, or a question could require a response relating to the spread of fire. Therefore, a candidate should focus not only on the general topic area (eg stress, fire) but also the specific aspect of that topic to which the question relates.

Candidates must also pay attention to the command word. For example, a question could ask candidates to '**identify** the hazards associated with demolition work', or a question from the same element could ask candidates to '**outline** the control measures required during demolition work'. Candidates appear to focus solely on the object of the question (demolition) and do not pay sufficient attention to the subject (hazards or control measures in the examples given) or the command word ('identify' or 'outline' in the examples given). There is often some confusion between hazard and risk. If a question requires an outline of hazards for a given situation, candidates must be careful not to provide risks, or even in some circumstances precautions, as they will not be able to attract marks.

Examiners suggest that while many candidates do begin their answer satisfactorily and perhaps gain one or two marks, they then lose sight of the question and include irrelevant information. Although further points included in an answer can relate to the general topic area, these points are not focused on the specific learning outcome and marks cannot be awarded. However, some candidates appear to misread or misinterpret several questions. This situation is more likely due to candidates preparing for the examination with a number of stock answers obtained through rote-learning, that again can provide answers that are loosely associated with the topic matter but do not provide answers specific to the question. Such an approach is clearly evident to an Examiner and demonstrates little understanding of the topic matter and marks are not awarded.

Candidates are advised to allow sufficient time to read and re-read the question in order to determine the key requirements prior to committing their answer to paper. Preparing a time plan before the examination will indicate how many minutes are available for each question and then part of this time allocation can be given to reading the question. Underlining or highlighting key words can assist in keeping focused on the salient points and simple mind maps or answer plans can also be useful. Maps and plans should be kept simple so as not to use up too much examination time.

Candidates did not respond effectively to the command word

A key indicator in an examination question will be the command word, which is always given in **bold** typeface. The command word will indicate the depth of answer that is expected by the candidate that relates to the amount of detail that should be included in each point of the answer.

The learning outcomes in each element of all syllabus guides include the relevant command word that dictates the level of detail that should be covered in a course of study and the depth of answer that a candidate would be expected to provide in an answer to an examination question.

Examiners report that candidates continue to incorrectly observe the command words and therefore compromise their ability to gain the marks available. The majority of cases where command words are not observed relate to insufficient detail being given by a candidate in their examination answer. A significant number of candidates, irrespective of the command word given in the question, provide all answers in the form of a brief list of one or two words. This would normally not be sufficient to gain marks where the command word given was 'outline', 'explain' or 'describe', all of which require answers of more than one or two words.

Some candidates do provide too much information, which would not be required where a command word limits the expected answer to 'give' or 'identify'. Candidates would not be penalised for providing excessive detail but this would not be an efficient use of the time allocated.

Course providers should ensure that learning materials complement the command words in the syllabus guide and the NEBOSH guidance on command words and that sufficient time is given to advising candidates on suitable examination technique during a course of study.

Candidates unnecessarily wrote the question down

Developing a time plan is a key element in preparing for an examination. Advice included on Certificate question papers suggests that 30 minutes should be allocated for the answer to the long 20-mark question, and 90 minutes should be allocated to the answers for the remaining ten, 8-mark short questions. Therefore there are around 9 minutes available to answer an 8-mark question. This time will be required for reading the question properly at least twice, developing an answer plan, and then committing the answer to paper while regularly referring back to the question in order to maintain focus. Therefore any inefficient use of this time should be avoided.

The efficient use of this time is essential in order to ensure that all questions can be answered within the 2 hours available. Many candidates feel it necessary to write out the question, in full, prior to providing their answer and although this practice will not lose marks it will lose valuable time. A significant number of candidates do not answer all of the questions in the time permitted and do not complete the question paper, some of whom obviously ran out of time.

Candidates provided rote-learned responses that did not fit the question

It is clear that there are a significant number of candidates who seem to recite answers in the examination that have been rote-learned in advance and do not answer the question.

While knowledge of material forms a part of the study for a Certificate-level qualification, a key aspect being assessed is a candidate's **understanding** of the topic and reciting a pre-prepared and memorised answer will not show a candidate's understanding. In fact, if a candidate gives a memorised answer to a question that may look similar, but actually is asking for a different aspect of a topic in the syllabus, it shows a lack of understanding of the topic and will inevitably result in low marks being awarded for that answer.

Candidates repeated the same points but in different ways / Candidates provided the same answer to different questions

There are instances where candidates repeat very similar points in their answers, sometimes a number of times. This is easily done in the stressful environment of the examination. However, once a point has been successfully made and a mark awarded for it, that mark cannot be awarded again for similar points made later in the answer.

Candidates are advised to practise examination technique in their preparations to avoid this kind of pitfall. Writing an answer plan where points can be ticked off when made, or structuring an answer so that each point made is clearly shown, for example by underlining key points, can be of great use. This technique aids candidates and makes it much clearer in the stress of the examination for candidates to see which points have been made and reduce the chances of the same point being made several times.

Candidates did not answer all of the questions

It has been noted that a number of candidates do not attempt all of the questions on the examination and of course where a candidate does not provide an answer to a question, no marks can be awarded. This seriously affects the potential marks available and the possibility of achieving a pass. Course providers must emphasise the importance of attempting all questions in order to maximise the opportunity to attract marks. Some candidates do not answer up to four questions which is a potential thirty-two marks that the candidates could not gain. Obviously, this will affect pass rates.

There can be several reasons for this issue: running out of the allocated time for the examination, not knowing the answer to the question, or forgetting to answer a question.

Questions can be answered in any order and answers can be written in any order in the answer book provided. Candidates are advised to clearly keep track of questions they have attempted, such as marking them on the question paper that would minimise the risk of inadvertently missing a question to answer.

If the topic of the question is unfamiliar or the answer is not known, then it will be challenging to provide an answer. This can result from rote-learning and preparing for an examination with a number of stock answers, or simply not being adequately prepared for the examination across the breadth of the syllabus. There is always the risk of a candidate 'going blank' in an examination situation, in which case candidates should be prepared with some techniques to help. Rather than trying to remember what was taught or what has been read, ask yourself 'what would I do, in this situation?'. Reference to personal application or experience is sometimes enough to stimulate an answer that otherwise may have been missed. Alternatively, candidates can go back to first principles and break a question down into elements such as 'people', 'equipment', 'materials' and the 'working environment'. Approaching a question in small sections can minimise the risk of being overwhelmed by it as a whole.

Running out of time can be avoided by having an examination time plan and working to it. The question paper advises that you should spend 30 minutes on the long answer (question 1) and 90 minutes on the remaining ten short answer questions. This will provide around 9 minutes per short answer, follow the clock and when the time per question has expired, move on. Answering a question partly is better than not answering at all.

Candidates did not allocate enough time to the question / Time management

In a number of cases question 1 is left until last or later in the question paper and does not appear to be answered completely. Other candidates appear to rush the last one or two questions by providing very brief or bullet point answers, even when these questions require an outline. This indicates a lack of time management. It is advised that course providers and candidates spend time developing the skill of writing answers to questions bearing in mind the number of marks and time available. A 20-mark question requires significantly more detail than an 8-mark question.

Candidates might benefit from writing abbreviations to save time and to recognise that there is no need to write out the question at the beginning of their answer. Standard abbreviations such as HSE, RIDDOR, COSHH, PPE and DSE are acceptable.

Candidates' handwriting was illegible

Sometimes Examiners have difficulty in reading the handwriting of some candidates. Although allowances are made for candidates under the pressure of an examination, course providers must remind candidates that their writing needs to be legible or valuable marks may not be picked up during marking.

There is a minimum literacy requirement for candidates on NEBOSH qualifications. As stated in the syllabus guides the standard of English required by candidates studying for Certificate level must be such that they can both understand and articulate the concepts contained in the syllabus.

NEBOSH recommends to accredited course providers that candidates undertaking this qualification should reach a minimum standard of English equivalent to an International English Language Testing System score of 6.0 or higher in IELTS tests in order to be accepted onto a Certificate level programme.

For further information please see the latest version of the IELTS Handbook or consult the IELTS website: http://www.ielts.org/institutions/test_format_and_results.aspx

Candidates wishing to assess their own language expertise may consult the IELTS website for information on taking the test: <http://www.ielts.org/institutions/faqs.aspx>

Course providers are reminded that they must ensure that these standards are satisfied or additional tuition provided to ensure accessible and inclusive lifelong learning.

Command words

Please note that the examples used here are for the purpose of explanation only.

Outline

The command word 'outline' is by far the most challenging for candidates. Referring to the NEBOSH guidance on command words available on the NEBOSH website, 'outline' means *"To indicate the principal features or different parts of"*.

Many candidates do not give sufficient detail in order to warrant an 'outline' answer. The NEBOSH guidance on command word states that *"an exhaustive description is not required. What is sought is a brief summary of the major aspects of whatever is stated in the question"*.

If the use of the command word in everyday language or conversation is considered it may help the candidate understand what is required. If asked to '**outline** the risks to an operator when manually closing a valve' an answer such as 'cuts, bruises, burns and strains' would be insufficient as this represents a listed answer. However, 'cuts from contact with sharp edges of the hand wheel, bruises from impact with adjacent plant items, burns from contact with adjacent uninsulated pipe work and strains from using excessive force' would be sufficient.

Explain

The command word 'explain' requires the candidate to provide an understanding of the subject of the question and will usually be used in conjunction with 'why' or 'how'. Such as '**explain** how an interlocked guard operates' or '**explain** why a forklift truck may overturn'.

Some candidates approach an 'explain' question the same as an 'outline' and provide a number of individual points rather than providing an explanation as to how something operates or why something occurs. While some candidates do answer such questions sufficiently and satisfactorily, other candidates have difficulty in explaining in a logical sequence and many repeat the same point.

Identify

'Identify' questions require the name or title of an item, such as, '**identify** the effects of electricity on the human body', or '**identify** the features of a vehicle route'. In most cases one or two words will be sufficient and further detail will not be required to gain the marks.

For example, if asked to '**identify** types of equipment found in an office' appropriate answers could be personal computer, printer, telephone, photocopier, etc. There would be no need to embellish those points with a description of the equipment or its function.

However, in contrast to 'outline' answers being too brief, many candidates feel obliged to expand 'identify' answers into too much detail, with the possible perception that more words equals more marks. This is not the case and course providers should use the NEBOSH guidance on command words within their examination preparation sessions in order to prepare candidates for the command words that may arise.

Describe

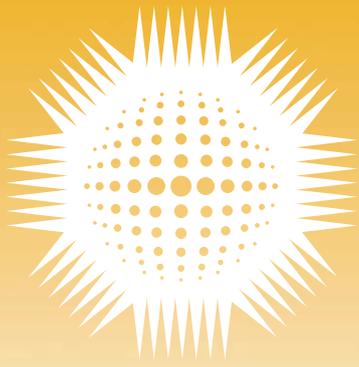
The command word 'describe' clearly requires a description of something. The NEBOSH guidance on command words says that 'describe' requires a detailed written account of the distinctive features of a topic such that another person would be able to visualise what was being described.

If a person was asked to describe the clock in the examination room, they would have little difficulty in doing so and would most probably refer to its shape, its size, the colour of the clock and the style of numerals. Answers to such a question would almost certainly not result in general unconnected information about clocks, the history of clocks, or an explanation of why the clock is present in the room. Candidates should consider the general use of the command word when providing examination answers.

Give

'Give' questions require a statement that is relevant to the subject asked for in the question but additional explanation is not required. Often, 'give' questions ask for the meaning of a particular term. While detailed explanation of the application of the term would not be required, a correct knowledge of the term itself is needed in order for the Examiner to award marks.

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.



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