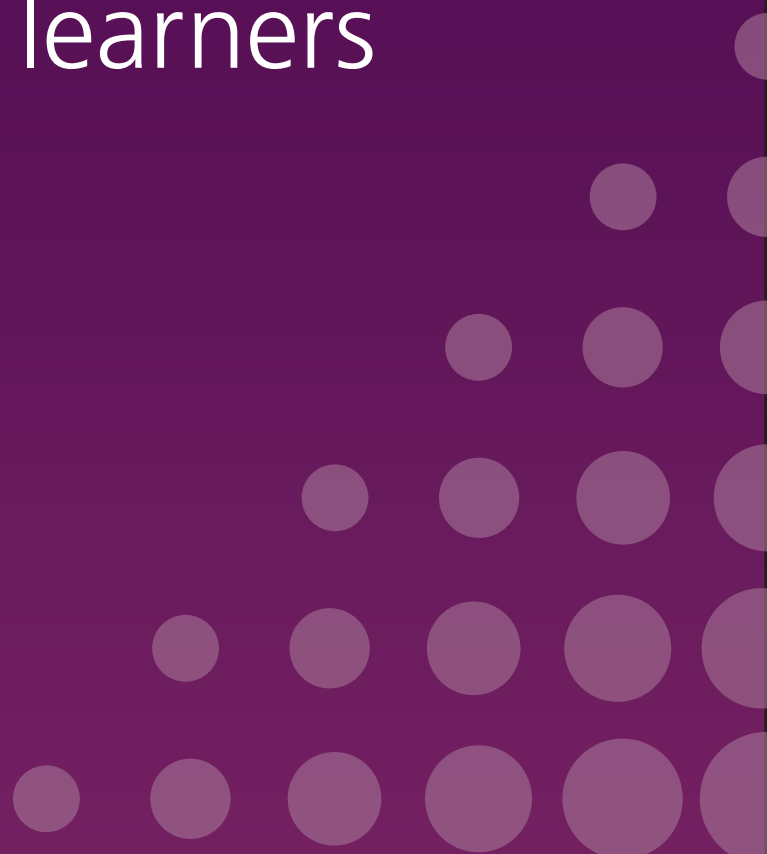


nebosh

# NEBOSH

# Scenario-based Assessments

Guidance for learners



# Contents

1	Introduction	1
2	Typical structure of a scenario-based assessment (SBA)	2
3	Expertise	2
4	Language	3
5	The scenario	5
6	Questions	7
6.1	Broad types of questions	7
6.2	Command words and available marks	7
7	Mark schemes	8
8	Exam technique - the P.E.E. principal	8
9	How much should I write?	10
10	Examples	10
11	Summary	14

# 1 | Introduction

Working in health and safety means that you can often face a range of opportunities and challenges. You need to be able to evaluate what is really happening in a workplace and formulate and implement ways of making it safer and healthier. This requires a complex range of integrated skills. In our assessments, we are asking you to answer questions in a way that provides evidence of your understanding (theoretical and practical). We link this evidence to what we expect you to understand (the learning outcomes). We do not expect you to be perfect. We do expect you to at least reach the minimum level appropriate to the qualification you are studying.

Many NEBOSH qualifications include a scenario-based assessment (SBA)<sup>1</sup>. When we develop these, we want to closely match them to the way you use skills in a health and safety role.

These assessments are designed to be applied to simulate a range of work-based situations. This design also enables deeper learning during the assessment, referred to as 'assessment for learning', and allows you to show that you understand (and not just that you can read).

This document gives insights into the assessments from the people who actually develop them. But first, we will explain why the assessments are developed in the way they are. This will help you understand what the assessments are trying to achieve and how best to approach them.

---

<sup>1</sup> SBAs were previously known as OBEs because of the 'open book' delivery method of the examination.

## 2 | Typical structure of a scenario-based assessment (SBA)

The SBA contains two parts:

- a scenario – a narrative which outlines a workplace environment and situation; and
- a series of tasks or questions which partly or wholly rely on the scenario.

The range of questions reflects the emphasis of learning outcome topics in the syllabus. Some of the questions are focussed on an individual learning outcome, some may include a combination of learning outcomes. The reason we do it this way is that, in practice, health and safety often presents complex workplace situations that need to be carefully managed.

### TIP

It is important to read the scenario from start to finish at least once as it signposts information that you will need when you answer the questions.

## 3 | Expertise



Writing assessments is a complex task. It needs expertise. We only use health and safety qualified and experienced subject matter experts (SMEs) and assessment developers to write assessments.

Most of these experts also have years of experience working in health and safety roles, and many had previous careers in other sectors such as engineering, chemical manufacturing, law or construction before that.

So, in short, they have the subject knowledge that is backed up with experience.

## 4 | Language

Some SBAs are available in a range of languages, though the availability and frequency of these varies depending on the specific qualification. Some SBAs, such as, those used in Diploma-level qualifications, are only available in English. Even if a non-English language version is available, it will have been translated from an English original. In cases of doubt, the English version is used as the standard.

All languages vary quite a lot, and the use of language will depend on the context of its use. For example, you will probably write a formal letter quite differently from how you speak to a friend. You might use different words or change the way you construct the sentences. You will probably also have experienced situations where the same language is used in different ways in different countries or regions.

There is no accepted single global standard for English; there is no governing body dictating rules of English grammar. Instead, English is generally taught in one of several standard ways, each using consistent rules of grammar and meanings for words. The benefit of adopting a standardised form of English is that it can remove ambiguity so that the meaning is clear.

Two of the main forms of English currently being taught are Standard English and Global English. Standard English is taught in schools and colleges in native English-speaking countries like the UK, USA, Canada, New Zealand and Australia. The popular International English Language Testing System (IELTS) appears to be based on Standard English because it is designed for people wanting to work in native-English speaking countries.

In contrast, Global English is a simplified form of Standard English; for example, it uses shorter sentences and avoids the passive voice. This can make it easier for people who learn English as a second language.

We write assessments (the scenario and questions) in simplified Standard English. As an organisation, we are also committed to the Campaign for Plain English. This means we will try to make the English as simple but as unambiguous as we can. English that is too simple can be ambiguous. We use shorter sentences instead of very long ones. We try to use the active voice, though we do not avoid using the passive voice entirely. We also avoid colloquialisms and use gender neutral pronouns and terminology, unless this would confuse or conflict with a widely used technical term, for example, banksman. Ordinary, everyday words will have their standard dictionary meaning rather than any local variation or double meaning. This standardisation helps remove ambiguity.



Health and Safety is a technical subject. For example, you will need to understand the language used in legal texts and official guidance (UK or ILO equivalents), risk assessment and safety technology. There will therefore be many technical words and concepts which you will learn as part of your course of study. As a result, the language will sometimes be more complex. The complexity of the language we need to use in SBAs will depend on the qualification and its level. The standard of English required depends on the qualification.

Every qualification syllabus guide recommends a particular IELTS level, for example, IELTS 6 for Certificate and IELTS 7 for Diploma qualifications.

Even using standard English, the meaning of normal English words and phrases can depend on the context in which it is used, so read the assessment carefully. For example, 'management' is a noun that can mean the activity of managing a business, or it can mean the people who run the business. The context will make the meaning clear. As is the case in any language, adverbs and adjectives can significantly change what is being asked. In the context of controlling health and safety risks, a commonly used word is 'effective' and related words such as 'effectiveness'.

These words appear a lot in official guidance and legal texts; as a result, they also appear in our published syllabuses and supporting publications. One of the most common meanings for 'effective', used on its own, is "works well, producing the successful outcomes we expected". But 'effectiveness' means something different. It does not simply mean a successful outcome against expectations. Instead, it looks at a continuum, that is, the extent, or degree, to which something is successful in producing the desired result. This means that something can have anything from low to high effectiveness.

The word 'How' is also commonly used in English to modify words in this way because it can mean 'the extent to which'. So, questions such as 'Is the control measure effective?' or 'What is effective about the control measure?' are quite different from 'How effective is the control measure?'. Other examples are 'How good...?', 'How helpful...?', 'How confident...?', 'How certain...?' and 'How well...?'. 'Good', 'helpful', 'confident', 'certain' and 'well' all have much more precise meanings when unmodified by 'How'. Another common use of 'How' is to mean 'In what ways...', for example, 'How did the manager deal with the situation?'

In summary, while we will make the language as simple as we can, health and safety is a technical subject. Your language skills need to be of a good enough standard that you can both understand and respond to the assessment.

## 5 | The scenario

To get started, several scenario ideas are proposed and one of these is selected. Scenarios need to be reasonably credible, so the ideas are very often based on personal experience of the writer. Or, they might be adapted from a publicly-accessible record of a serious accident. However they are developed, scenarios need to incorporate a range of health and safety topics from across the syllabus, so will not wholly reflect reality in any single workplace.

Health and safety people don't just work in offices. Workplace settings already considered in previous SBAs have included a:

- do-it-yourself (DIY)/hardware store;
- chemical plant;
- call centre;
- food factory;
- supermarket;
- removals company;
- car tyre fitting garage; and
- warehouse.

You may not be familiar with some of these workplace settings, but that will not stop you from being able to answer the questions fully. The tasks/questions will be based on subject matter that you studied during your course. We will only assume that you know things that are within the scope of the syllabus. Sometimes, we will give you additional information that you might need for a particular question in a 'stem' (an introduction to the question – also, see section 6.1). This additional information will supplement the information in the scenario.

As they are writing the scenario, the writer will have in mind the task that will be set and the questions that will be asked. This means that relevant clues and information will be incorporated into the scenario. This creative writing process usually needs several iterations, and a team of people are involved in various review stages.

As well as using standard English, we also generally use the present tense, even when referring to past events. The use of the present tense in this way is typically referred to as the 'dramatic present'. You may be asked to assume a role within the scenario, for example, the scenario may say 'you are a recently appointed health and safety adviser for a large supermarket'. These devices are used to make the scenario feel more real and immediate.

Here is an example that is taken from a past scenario which shows how clues are seeded into the scenario:

“  
*You ask the store manager why the investigation has been left until now and they reply that you are responsible for such health and safety matters, so it is your job and not theirs. You inform the store manager that, due to the injuries sustained, the accident needs to be reported to the enforcement authorities as soon as possible.*”

When we develop these assessments, we subtly place 'signposts' or clues in the text so that you can use your understanding of health and safety to interpret the clues and give correct technical answers to the question.

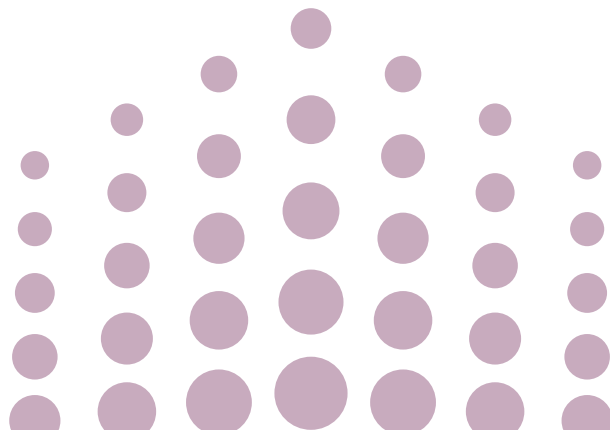
One of the main principles that we apply when writing scenarios is 'show, not tell'. This means that the answer will not usually be directly in the scenario. You will need to make a logical inference from the information given.

For example, rather than stating in the scenario that the health and safety culture was poor or negative, there will be indicators in the scenario, such as statements about attitudes or the way things are routinely done. You must then use what you know about health and safety culture to interpret the clues and logically conclude what the culture is like. In most cases, you will also need to justify your conclusions using evidence from the scenario. This is what separates understanding from just reading. If all you had to do in an assessment was search for keywords in the text, this would not be a test of health and safety knowledge, but of your ability to read. Instead, we expect you to show your understanding through applying your knowledge to the facts.

Here is another example from a past scenario:

“*This supermarket was listed in the top 10 for sales last year and the store manager wants to do even better this year. They have told shift managers that they do not care how it is done, but the supermarket must be in the top 5 this year for everyone to receive their bonus.*”

Collectively, these sentences indicate negative aspects of culture; there is an emphasis on financial incentives at the expense of health and safety. It does not literally say this in the scenario extract, but it is a logical inference from what is written.





# 6 | Questions

Despite many myths, we do not write questions to ‘trick’ you; we try to write them as plainly and unambiguously as we can. As stated earlier, plain/standard English is used to help make the question clear.

All questions are grouped under topic headings; this will also help you to understand the type of answers that are required.

## 6.1 Broad types of questions

---

We use a range of question types in the SBAs. Questions that can be answered without reference to the scenario text are rare. In most cases the questions are applied in nature. Therefore, you will need to draw conclusions (by logical inference) from the scenario text and, to varying degrees, use evidence from the scenario to support or justify your answers. There may also be a statement in the form of a stem which helps contextualise the question that follows it.

The question wording, together with any guidance notes, will make it clear what is required. We avoid basic retrieval questions, such as questions requiring simple identification and selection of relevant text.

## 6.2 Command words and available marks

---

Questions need to clearly direct you to what you need to do. This is especially important when questions are more applied. Choosing the right command word within the question is a good way of doing this.

Using ‘comment on’, ‘justify’, ‘evaluate’ or ‘to what extent’ implies weighing up evidence from the scenario. Questions with this kind of wording are designed to reward you for showing your understanding. It also means that you will not gain many marks by simply referring to your notes or searching for answers on the Internet.

The questions sometimes ask you to ‘comment on how well...’. Here, we are expecting you to look at all aspects (positive and negative) in the scenario, evaluate them and provide a reasoned conclusion in your answer.

### TIP

#### “Command word”

A command word qualifies what you are required to do. We use command words as part of our questions to help you. Along with the number of marks available, they tell you the quality and degree of applied knowledge that you need to provide in your answer. There is no mystery about command words and no need to worry unduly about them. They are not special words; they are just ordinary English words with ordinary meanings. They are best appreciated by looking at some examples.

## 7 | Mark schemes

Mark schemes are what Examiners use to mark your answer. A mark scheme will contain the range of correct answers we expect following a reasonable interpretation of the question and the information in the scenario. We only issue mark schemes to Examiners. The mark scheme is iteratively developed alongside the question. In fact, the mark scheme is usually the starting point of question development. The writer will have a broad idea of the question they want to ask when they begin to develop the mark scheme. Mark schemes must match the question so they will go through many review cycles to ensure we have correctly captured all relevant responses.

Because the mark scheme may contain evidence from the scenario, adjusting the mark scheme might also require adjustments to the scenario and vice versa. The same process applies if we adjust the question. It is crucial that the question does not mislead you or contain distracting information that diverts you away from the points that we have specified in the mark scheme. The mark scheme and question must be a good match.

## 8 | Exam technique - the P.E.E. principal

### Point Evidence Explanation

The things that we expect you to include in your answer will be made clear by the question and any supplementary note. There is no trickery intended, the question wording will use plain English in a health and safety context. However, having a systematic method that you can use to answer a question can save you time and effort and make sure that every point you make counts. This is part of what is called '**exam technique**'. Exam technique helps you answer consistently and efficiently.

One of these techniques is the P.E.E. tool. It can be used for certain types of questions. It is not a new concept, and it is not unique to health and safety. P.E.E. has been used in schools, colleges and universities for decades as an efficient way for learners to answer many types of questions across all subjects. It is also widely used by question writers to write the corresponding mark schemes for certain types of questions.

**Point:** the point to be made. This is not simply retrieved from the scenario but arrived at through logical inference from the evidence in the scenario.

**Evidence:** the evidence that supports the point being made. This is retrieved from the scenario.

**Explanation:** the reason(s) why the evidence supports the point. This is not retrieved from the scenario but is a way of logically connecting the point made with the evidence. It provides the 'so what?'

In some versions of this, the Explanation comes before the Evidence step. Without the 'Explanation' part, the question could simply be testing whether you can read. In that case, anyone could answer it, even without any health and safety knowledge, so it would not be a valid test of applying health and safety knowledge. It is the 'Explanation' that turns your answer into something which really demonstrates your understanding. To answer a question well, you may be required to use P.E.E. more than once to make and support all of the points you need to include in your answer.<sup>2</sup> Depending on the question, up to 3 marks will be available for each Point, Evidence and Explanation triplet.

You will not have to use the P.E.E. technique when answering some questions. It will depend on the context of the question and how obvious the connection is. Sometimes the point you are making, and the explanation are so closely connected that no further explanation is needed.

You should be guided by the question wording and/or other relevant statements (see question types) to decide whether to apply P.E.E. Remember there is no mystery to this. Adopting a P.E.E. approach simply helps you to be more systematic in structuring your answer to the certain types of question.

P.E.E is useful when answering certain types of questions that require you to make a logical conclusion, explain your answers and cite evidence to support it. Unsurprisingly, P.E.E can also be an efficient way to structure the corresponding mark schemes. So, depending on the question, the mark scheme will have a combination of theoretical technical points as well as points for evidence cited from the scenario. There may also be points available for showing how the evidence supports the point you are making – the explanation part of P.E.E.



---

<sup>2</sup> There are also several other versions of this, such as T.E.E.L and P.E.E.L, where the 'T' means Topic, and the 'L' means 'Link'. The Link is used to link multiple points being made in a question that requires an extensive answer.

## 9 | How much should I write?



When deciding on how long an answer should be, you should look at the number of marks available for the question as well as the command word. If a question is worth 10 marks, then Examiners will be looking for 10 unique (not repeated) things. These might be a mixture of points you are making, evidence you are citing and explanations you are giving.

Remember, it is about quality not quantity. Just because you write a lot, this does not mean that you will gain high marks. So, including unnecessary information in your answer will not attract marks, nor will repeating the same answer or providing alternative wording for an answer.

Depending on the question being asked, techniques like the P.E.E. principle outlined in section 8, will assist you in structuring your answer so that you can gain high marks without repeating earlier points.

## 10 | Examples

Here are some examples, with commentary, to illustrate various aspects of what we have discussed.

### EXAMPLE 1

What financial arguments could you use to convince the manager that accidents are expensive for the organisation?

**Note:** You should support your answer, where applicable, using relevant information from the scenario.<sup>3</sup>

The question is looking for brief technical health and safety points such as sick pay, investigation costs and fines. However, the scenario may reveal examples of these theoretical points, such as the employer received an unlimited fine. Identifying this would merit an extra mark. The question includes a specific note directing you to include evidence from the scenario. The note may take various forms; this is just an example of one form it can take.

<sup>3</sup> This note can take various forms, including "Explain fully, referring to evidence from the scenario in your answer" and "Use evidence from the scenario to support your answer" depending on the actual question being asked.

## EXAMPLE 2

Comment on the negative indicators of health and safety culture in the workplace.

**Note:** You should support your answer, where applicable, using relevant information from the scenario.

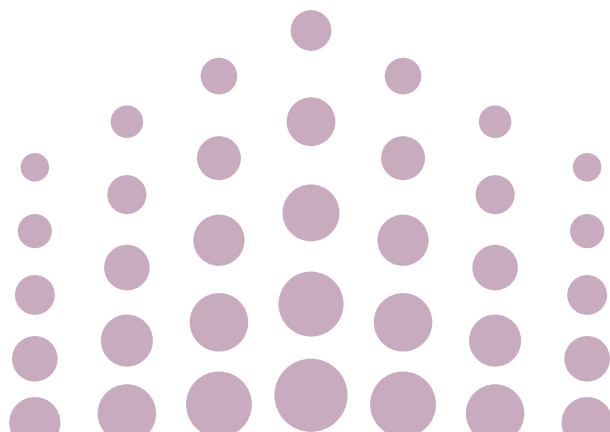
The use of the word 'comment' invites a more detailed analysis (see section 6.2 on 'command words'). The associated scenario will give you clues that at least some aspects of the culture are negative. You will already have a theoretical framework of culture indicators from your studies, and these will lead you to evidence about the culture through logical inference. Clearly, since the question relates specifically to the workplace in the scenario, any other indicators which are not present in the scenario are irrelevant.

For instance, one of many theoretical points to consider would be management commitment. Citing relevant evidence from the scenario such as 'the manager is hardly seen in the workplace' might lead you to logically infer 'poor management commitment' as an indicator of the negative culture. In this example a mark would be awarded for 'poor management commitment' and another mark awarded for 'the manager is hardly seen in the workplace'.

## EXAMPLE 3

Based on the scenario only, what management failures are likely to have contributed to this accident?

Within the scenario, there will be clues about management failures. You must identify these and give them in your answers. Generic answers derived from the Internet, or a textbook, will not gain marks. For instance, if you respond with an answer like 'inadequate risk assessment' you will not be awarded a mark. However, if you respond with information that applies to the scenario alone, such as 'the generic risk assessment in the scenario was insufficient for the young worker carrying out the task' then a mark would be awarded.



## EXAMPLE 4

The following is an extract from a scenario and a fictitious response to the question. This shows how you could answer a question poorly by incorporating duplication. Remember, this is just an extract from a scenario; in reality, the scenario will be more extensive and provide more evidence that you can draw on. This also means more marks would be available.

This supermarket was listed in the top 10 for sales last year and the store manager wants to do even better this year. They have told shift managers that they do not care how it is done, but the supermarket must be in the top 5 this year for everyone to receive their bonus.

**Based on the scenario only, comment on the negative indicators of health and safety culture at the supermarket. (5)**

Points made	Learner's answers to this question	Marks awarded
i	Supermarket appears to prioritise sales over health and safety	1
ii	The supermarket prioritises money over health and safety	0
iii	The supermarket manager thinks that sales are most important.	0
iv	The reason that we know this is that the manager has told the shift supervisors that they don't care how it is done but the supermarket must be in the top 5.	0
v	The supermarket manager appears to be giving their approval to disregard health and safety by saying 'they don't care how it is done'.	1

Only points i and v were awarded marks because:

- Points ii and iii are the same as point i but worded slightly differently.
- Point iv is a repeat of the scenario content so is not worthy of a mark because the question is asking the learner to 'comment on' and the learner has not provided an explanation of the point.

### TIP

Simply copying and pasting paragraphs from the scenario and providing them as an answer in their entirety will not attract any marks. The intention is to test the learner's ability to understand the health and safety implications in the scenario and then to apply the P.E.E. principal in their answers.

## EXAMPLE 5

The following question is worth up to 5 marks.  
It is also directing the learner to evidence that is entirely in the scenario.

You are alerted to the accident and go to check that the first-aider can remain with the unconscious worker until help arrives. You then calmly escort the customer to the waiting room. The customer is a little shaken and upset so you make them a cup of coffee and sit with them in the waiting room.

The ambulance arrives and the injured worker is taken to the local hospital. You continue to comfort the customer and instruct the other tyre fitters to stop work and leave everything in the workshop as it is for the time being. When the customer finishes the cup of coffee, and as soon as they appear to be more composed, you move them to the relative privacy of the office area. You ask the customer what happened and record what they say using the voice recorder on your mobile phone (having requested permission to do so). You then ask the first-aider to sit with the customer while you re-visit the accident scene. You record your observations (again using the voice recorder on your mobile phone) and take some photographs at the accident scene. You then return to the office, inform the customer that the work on their car will be completed as soon as possible, and ask the first-aider for their recollection of events associated with the accident.

**Based on the scenario only, how good was the manager at gathering information for the investigation? Explain your answer fully. (5)**

Answer	Marks available
They prepared the witness [Note: this is apparent throughout these paragraphs]	1
- Moving the customer to the office	1
- Allowing time for witness to regain composure	1
- Those in shock or distracted may not be able to recall events accurately so it is important to prepare them properly	1
...	
...	

The mark scheme also shows how the 'P.E.E.' principal can be applied:

- Point being made is in **blue text**.
- Evidence from the scenario is in **green text**.
- Explanation of the second green point is in **purple text**.

# 11 | Summary

We have given insights into the structure and development of SBAs and we have shown that SBAs:

- have a realistic scenario, followed by a series of tasks;
- require the learner to apply their understanding of health and safety management in the context of a simulated workplace situation, pulling out clues from the scenario to help support their answer; and
- require you to apply the P.E.E principal, where relevant, to help you structure your answer and gain good marks.

We've also given several examples of extracts from scenarios and typical questions to cover the range of questions that the learner will face.





**nebosh**

NEBOSH  
Dominus Way  
Meridian Business Park  
Leicester LE19 1QW  
+44 (0)116 263 4700  
info@nebosh.org.uk  
www.nebosh.org.uk

© NEBOSH 2023  
Registered in England and Wales  
Company number 2698100  
Registered charity number 1010444