

Short Answer Questions – Guidance on depth of answer

When preparing for end-point assessment, it is essential for apprentices to prepare for the short answer questions by attempting the mock questions (on the following pages) for their chosen specialism. This preparation should include:

- Ensuring that they have fully read the question to ensure all elements of it are addressed by their answer.
- Planning their answers to provide sufficient detail for the verb included at the beginning of the question (further guidance provided below).

The list below provides guidance on the level of detail apprentices will be required to supply in their answers. Please use this guidance when supporting apprentices to prepare for their short answer questions to ensure they have provided sufficient responses.

- **Analyse:** break down a topic into separate parts and examine each. Show how the main ideas of each part are related or why they are important.
- **Assess:** review the validity of a concept or information provided and consider the information to make a decision.
- **Critically compare:** examine two or more subjects in detail and establish any similarities and differences. Identify the positive aspects and limitations for each.
- **Define:** State the meaning of a word or phrase or process.
- **Describe:** Write or speak about the topic or activity giving detailed information.
- **Distinguish:** show or recognise the difference between ideas or information.
- **Establish:** show something to be the case, using given information.
- **Evaluate:** review evidence from different perspectives and come to a valid conclusion or reasoned judgement, considering the benefits and limitations.
- **Explain:** provide a clear account of a concept by providing detailed information, giving reasons and showing how or why something is or isn't the case.
- **Identify:** determine the origin or nature of something by selecting or providing basic examples or information.
- **Illustrate:** give clear information on or a description of a subject, topic or process, with supporting examples.
- **Justify:** provide reasons for how a conclusion, action or explanation was formed; providing, using or quoting supporting evidence.
- **Outline:** provide a brief description of the main points or features of a concept/idea/theory etc.
- **Provide:** Make. Create, bring or find through learning or creative ability.
- **State:** Give the main points in brief, clear sentences.

Q No.	Question
Q1 a)	<p>What are the 4 basic stages of a successful safety management programme, as recommended by the Health and Safety Executive (HSE)?</p> <p>a) Plan, organise, control and act b) Plan, do, check and act c) Organise, check, act and monitor d) Organise, control, act and monitor</p>
Q1 b)	<p>Describe the benefits to businesses of having an effective safety management programme. (4 marks)</p> <p>The apprentice will be awarded:</p> <ul style="list-style-type: none"> • <i>1 mark per valid example of benefits of effective safety management programmes, up to 4 marks.</i> <p>This question covers assessment criteria:</p> <ul style="list-style-type: none"> • <i>K3: How a SHE Management system works, the range of standards which a typical HSE professional would be involved with, and if applicable how these are applied in their working environment.</i>
Q2 a)	<p>An employer’s fulfilment of their ‘duty of care’ can be demonstrated through:</p> <p>a) controlling risks in the workplace b) carrying out a cost vs benefit analysis c) having up-to-date employer insurance d) having no accidents in the past 5 years</p>
Q2 b)	<p>Using examples, outline the moral reasons for managing health, safety and environment in the workplace. (4 marks)</p> <p>The apprentice will be awarded:</p> <ul style="list-style-type: none"> • <i>1 mark for moral reasons for managing hazards to health.</i> • <i>1 mark for moral reasons for managing hazards to safety.</i> • <i>1 mark for moral reasons for managing hazards to environment.</i> • <i>1 mark for providing examples for each.</i> <p>This question covers assessment criteria:</p> <ul style="list-style-type: none"> • <i>K1: The moral reasons for good safety, health and environmental working practices, ensuring no harm to people or the environment.</i>
Q3 a)	<p>Which of the following is an example of proactive monitoring?</p> <p>a) Conducting audits and inspections b) Investigating accidents and incidents c) Examining sickness and health records d) Safety sampling and incident investigation</p>
Q3 b)	<p>Use examples to describe four different monitoring procedures that should be used to assess whether effective control measures are in place. (4 marks)</p> <p>The apprentice will be awarded:</p> <ul style="list-style-type: none"> • <i>1 mark per valid monitoring procedure, up to 4 marks.</i> <p>This question covers assessment criteria:</p> <ul style="list-style-type: none"> • <i>S7: Undertake and/or assist with the monitoring, analysis of and reporting of SHE performance.</i>

<p>Q4 a)</p>	<p>Advice and guidance for employers on how to implement health and safety best practice is better known as:</p> <p>a) an approved code of practice b) technical guidance c) approved regulations d) a code of conduct</p>
<p>Q4 b)</p>	<p>Define the term ‘reasonably practicable’ and provide an example of a control measure that has been put in place that aligns with this principle. (4 marks)</p> <p>The apprentice will be awarded:</p> <ul style="list-style-type: none"> • <i>1 mark for correct definition of term ‘reasonably practicable’.</i> • <i>1 mark for explanation of the hazard identified with a valid control measure.</i> • <i>1 mark for valid link between the control measure and ‘reasonably practicable’.</i> • <i>1 mark for real workplace example provided.</i> <p>This question covers assessment criteria:</p> <ul style="list-style-type: none"> • K2: The statutory health, safety and environmental legislation and sources of associated guidance and information applicable to their working environment.
<p>Q5 a)</p>	<p>What is the purpose of health surveillance?</p> <p>a) To reduce the health risks to employees b) To improve safety awareness c) To check employers are complying with the law d) To provide statistical data on accidents</p>
<p>Q5 b)</p>	<p>State 2 examples of health surveillance techniques, and for each, state which occupations or conditions they are appropriate for and why. (4 marks)</p> <p>The apprentice will be awarded:</p> <ul style="list-style-type: none"> • <i>1 mark per valid example of health surveillance, up to 2 marks.</i> • <i>1 additional mark per example where correct occupation/conditions are identified, up to 2 marks.</i> <p>This question covers assessment criteria:</p> <ul style="list-style-type: none"> • K6: The difference between occupational hygiene, health surveillance and health and wellbeing campaigns and methods for implementing these in the workplace.
<p>Q6 a)</p>	<p>The accident triangle shows:</p> <p>a) a sign to warn the public that there has been an incident b) the relationship between the direct and indirect costs of an accident c) the relationship between near misses, minor accidents and major accidents d) a hazard warning sign</p>
<p>Q6 b)</p>	<p>An employer carries out an investigation following an accident. What important points may arise from the investigation process that have implications for the business? (4 marks)</p> <p>The apprentice will be awarded:</p> <ul style="list-style-type: none"> • <i>1 mark per valid point made, up to 4 marks.</i> <p>This question covers assessment criteria:</p> <ul style="list-style-type: none"> • K10: Theories for incident causation and prevention including behavioural considerations and implications on business risk.

<p>Q7 a)</p>	<p>The best way for a supervisor to improve safety in a workplace is to:</p> <ul style="list-style-type: none"> a) give financial incentives for not having accidents b) involve staff in hazard spotting c) involve employees in developing a health and safety newsletter d) give awards for staff with low absenteeism
<p>Q7 b)</p>	<p>Utilising examples explain the key elements of successful change management. (4 marks)</p> <p>The apprentice will be awarded:</p> <ul style="list-style-type: none"> • <i>1 mark for explanation of change to be introduced.</i> • <i>1 mark for explanation of why the change is to be introduced.</i> • <i>1 mark for effective method for introducing the change.</i> • <i>1 mark for effective communication.</i> <p>This question covers assessment criteria:</p> <ul style="list-style-type: none"> • <i>K7: How to plan and have systems in place to manage change during an activity relevant to the working environment.</i>
<p>Q8 a)</p>	<p>Having decided that the hazard cannot be eliminated, what is the next step in the hierarchy of control:</p> <ul style="list-style-type: none"> a) introduce safe systems of work b) substitute c) provide Personal Protective Equipment d) reduce or limit exposure
<p>Q8 b)</p>	<p>Using examples, outline the general principles of prevention when conducting a risk assessment and explain how you would implement them into your own working environment. (4 marks)</p> <p>The apprentice will be awarded:</p> <ul style="list-style-type: none"> • <i>1 mark for each example of general principles of prevention provided, up to 2 marks.</i> • <i>1 mark for each explanation of an implementation of one of the general principles, up to 2 marks.</i> <p>This question covers assessment criteria:</p> <ul style="list-style-type: none"> • <i>K4: Appropriate methods for identifying, evaluating and controlling hazards relevant to their workplace and involving people who are experienced in the activity.</i>
<p>Q9 a)</p>	<p>To evaluate the risk of any hazard, you need to consider the:</p> <ul style="list-style-type: none"> a) probability of the hazard causing harm and the cost of eliminating it b) ease of completing the documentation c) potential of the work activity to cause harm d) probability that the hazard will cause harm and how severe it could be
<p>Q9b)</p>	<p>Define the term ‘competent person’ in relation to risk assessments and explain why competency is essential. (4 marks)</p> <p>The apprentice will be awarded:</p> <ul style="list-style-type: none"> • <i>Up to 2 marks for definition of ‘competent person’ and ‘competency’.</i> • <i>1 mark for each explanation of why competency is essential, up to 2 marks.</i> <p>This question covers assessment criteria:</p> <ul style="list-style-type: none"> • <i>K5: The range of work activities in a given situation and identify how to prioritise the hazards with the potential to cause harm and/or loss.</i>

<p>Q10 a)</p>	<p>Which of the following is a human factor related to the use of a machine that requires a significant physical effort to operate?</p> <p>a) The individual strength of the operator b) The position in the workplace where the machine will be used c) The condition of the workplace where the machine will be used d) The time that the machine is in use on a daily basis</p>
<p>Q10 b)</p>	<p>State 2 examples of unsafe behaviour in the workplace and for each explain how they can be overcome. (4 marks)</p> <p>The apprentice will be awarded:</p> <ul style="list-style-type: none"> • <i>1 mark per example of unsafe behaviour, up to 2 marks.</i> • <i>1 additional mark per example for explanation of how they can be overcome, up to 2 marks.</i> <p>This question covers assessment criteria:</p> <ul style="list-style-type: none"> • <i>K8: How people think and why they make decisions which can lead to risk, how behaviours can be used, the components of a behavioural program and potential blockers to the successful implementation of a behavioural programme.</i>
<p>Q11 a)</p>	<p>For which of the following common hazards would emergency procedures need to be developed?</p> <p>a) Fires b) Slips and trips c) Manual handling d) Cuts and amputation</p>
<p>Q11 b)</p>	<p>Using an example, describe how to plan for a SHE emergency and how to test its effectiveness. (4 marks)</p> <p>The apprentice will be awarded:</p> <ul style="list-style-type: none"> • <i>1 mark for valid example of SHE emergency.</i> • <i>1 mark per valid point made in planning for SHE emergency, up to 2 marks.</i> • <i>1 mark for suitable explanation on how to test effectiveness.</i> <p>This question covers assessment criteria:</p> <ul style="list-style-type: none"> • <i>K9: How to plan for Safety, Health or Environmental emergencies – e.g. accidents, exposure to hazardous substances, fire, pollution.</i>