

PgCert Occupational Health and Safety Management

Programme Specification

Primary Purpose:

Course management, monitoring and quality assurance.

Secondary Purpose:

Detailed information for students, staff and employers. Current students should refer to the related Course Handbook for further detail.

Disclaimer:

The University of Portsmouth has checked the information given in this Programme Specification and believes it to be correct. We will endeavour to deliver the course in keeping with this Programme Specification but reserve the right to change the content, timetabling and administration of the course whilst maintaining equivalent academic standards and quality.

Copyright

The contents of this document are the copyright of the University of Portsmouth and all rights are reserved. No part of this publication may be reproduced, stored in a retrieval system or transmitted, in any form or by any means electronic, mechanical, photocopying, recording or otherwise, without the prior consent of the University of Portsmouth.

Contents

Programme Specification

1. Named Awards	1
2. Course Code (and UCAS Code if applicable)	1
3. Awarding Body	1
4. Teaching Institution	1
5. Accrediting Body	1
6. QAA Benchmark Groups	1
7. Document Control Information	1
8. Effective Session	1
9. Author	1
10. Faculty	1
11. Department	1
12. Educational Aims	1
13. Reference Points	2
14. Learning Outcomes	2
A. Knowledge and Understanding of:	2
B. Cognitive (Intellectual or Thinking) Skills, able to:	2
C. Practical (Professional or Subject) Skills, able to:	3
D. Transferable (Graduate and Employability) Skills, able to:	3
15. Course Structure, Progression and Award Requirements	4
16. Employability Statement	4
17. Support for Student Learning	4
18. Admissions Criteria	4
A. Academic Admissions Criteria	4
B. Disability	4
19. Evaluation and Enhancement of Standards and Quality in Learning and Teaching	5
A. Mechanisms for Review and Evaluation	5
B. Responsibilities for Monitoring and Evaluation	5
C. Mechanisms for Gaining Student Feedback	5
D. Staff Development Priorities	5
20. Assessment Strategy	6
21. Assessment Regulations	6
22. Role of Externals	6
23. Indicators of Standards and Quality	6
A. Professional Accreditation/Recognition	6
B. Periodic Programme Review (or equivalent)	6
C. Quality Assurance Agency	6
D. Others	7
24. Other Sources of Information	7

Programme Specification

1. Named Awards

PgCert Occupational Health and Safety Management

2. Course Code (and UCAS Code if applicable)

C1065P

3. Awarding Body

University of Portsmouth

4. Teaching Institution

University of Portsmouth

5. Accrediting Body

Institute of Occupational Safety and Health (IOSH)

6. QAA Benchmark Groups

Not applicable

7. Document Control Information

Version 7 June 2016

8. Effective Session

2016/2017

9. Author

Michelle Juchau

10. Faculty

Technology

11. Department

Learning at Work

12. Educational Aims

The PgCert Occupational Health and Safety Management programme aims:

- To provide opportunities for industry and commerce based professionals, with some experience in Health and/or Safety Management, to extend their scholarship, exercise judgement and acquire skills; thereby to develop and demonstrate their further potential to assume policy-making, managerial or consultancy roles.
- To provide corresponding career development opportunities for graduates in related fields who seek expertise and competence in Occupational Health and Safety Management.
- To make an important contribution to satisfying urgent needs for improved Occupational Health and Safety Management in industry. To meet the increasing demand for professionals equipped to specialise in these challenging areas of management.

13. Reference Points

- University of Portsmouth Curriculum Framework Document
- Framework for Higher Education Qualifications (FHEQ)
- QAA Benchmark Statements – As appropriate Masters level benchmarks become available, they will be used as additional reference points.
- QAA UK Quality Code for Higher Education
- Requirements of Professional body (IOSH). These have been used to underpin / interpret core elements of the programme. The core elements of the programme are:
 - Policy and culture – the importance of positive health and safety culture within an organisation and its relationship and integration with other management functions
 - Knowledge and appraisal of management techniques to initiate, develop and promote health and safety policies and organisational arrangements
 - Knowledge and evaluation of current sources of health and safety information and use in a health and safety system.
 - Role and impact of assessment and control standards, legislation and guidance on the work environment
 - Hazard evaluation and risk assessment techniques
 - Critical analysis of development and implementation of active and reactive monitoring procedures designed to meet statutory and organisational needs.
 - Effectiveness of monitoring systems
 - Continuous improvement of health and safety performance and benchmarking.

14. Learning Outcomes

A. Knowledge and Understanding of:

- A1. The fundamentals of general quality management concepts and theories and the role of management functions, in particular Health and Safety Management.
- A2. The theory and practice of key legislation, legal liability and the responsibility of duty holders.
- A3. The key risk factors and harm mechanisms and associated management techniques and technologies for the identification of hazards, risk assessment and control strategies.
- A4. The methods and strategies used for the evaluation, monitoring and control of hazardous materials, physical agents and psychosocial factors within the work environment.

Learning and Teaching Strategies and Methods

Each unit comprises 6 workbooks which will be available on Moodle covering L.O A1-A4. Students will also be provided with accompanying online tutorials and lectures to assist them in their study of the course material. Online discussions and podcasts will encourage students to debate current issues related to L.O A1-A4.

Tutors and optional company mentoring and supervision provide support for individual learning and optional company mentoring and supervision.

Assessment

All units are assessed by coursework assignment papers. The summative assessment for each unit as a whole requires demonstration of the critical, evaluative and interpretative skills that characterise level 7 achievement of L.O A1-A4.

B. Cognitive (Intellectual or Thinking) Skills, able to:

- B1. Analyse and critically examine different information from diverse sources and integrate and organise that information effectively in relation to defined goals.

- B2. Demonstrate a capacity for independent judgement, critical reasoning and innovative response and the development of reflective skills.
- B3. Understand, interrogate and apply different theoretical positions, and develop an awareness of their application in different contexts.

Learning and Teaching Strategies and Methods

Opportunities to develop cognitive skills are acquired and developed through the study material available to students and then further developed by directed private study and by exchanges between students and their course unit tutors when assessed work is in preparation. (LO: B1-B3)

Assessment

A variety of summative assessment for the unit provides students with the opportunity to develop their analytical, evaluative and reflective skills and to develop their ability to research the subject area from diverse sources. (L.O: B1-B3)

C. Practical (Professional or Subject) Skills, able to:

- C1. Demonstrate systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of their area of professional practice;
- C2. Demonstrate a comprehensive understanding of techniques and command of specialist vocabularies applicable to the field of Occupational and Health and Safety management;
- C3. Use critical skills in close reading and analysis of regulatory, professional and scholarly texts and articulate knowledge and understanding of those texts, concepts and theories relating to Occupational Health and Safety Management.
- C4. Demonstrate expertise in the identification of occupational hazards and exercise informed judgement in the selection of appropriate assessment and control strategies to manage risk.

Learning and Teaching Strategies and Methods

Opportunities to develop practical and professional skills are identified at an induction course (online equivalent is available for students unable to attend university campus) (LO: C1 –C4). They are further developed by directed individual study and by the exchanges between students and their course unit tutors when assessed work is in preparation (LO: C1-C4).

Assessment

A variety of summative assessments will provide students with the opportunity to develop their transferable skills. (LO: C1-C4)

D. Transferable (Graduate and Employability) Skills, able to:

- D1. To read and synthesise information about a complex subject and manage learning using different resources.
- D2. To manage information and select appropriate data from a range of sources and develop appropriate research strategies
- D3. To take responsibility for own learning with minimum supervision, direction and increasing autonomy and demonstrate the independent learning ability required for continuing professional development
- D4. To communicate effectively in a manner appropriate to their discipline and report practical procedures in a clear and concise manner in a variety of formats.
- D5. To identify key areas of problems and choose appropriate tools/methods for their resolution in a considered manner.

Learning and Teaching Strategies and Methods

Opportunities to develop transferable skills are identified at an induction course (online equivalent is available for students unable to attend university campus). They are further developed by directed individual study and by the exchanges between students and their course unit tutors when assessed work is in preparation (LO: D1- D5). Collaborative learning and shared skills are also promoted through on-line discussion forums.

Assessment

Where appropriate, assessment criteria include attention to transferable (employability) skills (LO: D1-D5).

15. Course Structure, Progression and Award Requirements

The number of credits required to achieve the PgCert is 60 at level 7. "Standard University rules apply. The regulations must be consulted for a full description of exit awards."

Each unit is equivalent to 300 hours of student learning including up to 30 scheduled hours of teaching per unit. The course is studied over a one year period part time.

16. Employability Statement

Students accepted onto the course will have had several years of work experience and, therefore, focus will be on progressing their employability skills. Students will be provided with the opportunity to evaluate their skills and interests and to develop a PDP in line with their own career plans and the requirements of their relevant accreditation bodies. The whole process will be overseen by their personal tutor. Students will be encouraged to complete their PDP throughout the course and formative assessment opportunities will provide a link between the taught unit material, work-related learning and the development of employability skills.

17. Support for Student Learning

- The Course is managed by a Programme Director and Course Leader.
- Extensive induction programme introduces the student to the University and their course.
- Each student has a personal tutor, responsible for pastoral support and guidance.
- University support services include careers, financial advice, housing, counselling etc.
- The Academic Skills Unit (ASK).
- The Additional Support and Disability Advice Centre (ASDAC).
- Excellent library facilities.
- Student course and unit handbooks provide information about the course structure and University regulations etc.
- Feedback is provided for all assessments.
- Personal Development Planning (PDP).

18. Admissions Criteria

A. Academic Admissions Criteria

On considering applications for entry to the programme, the admissions panel seek evidence of an applicant's potential to benefit from the programme and meet its demands. Entry to the course can be via one of three offer types:

- Type 1 – entry via first or higher degree or equivalent NQF6 qualification(with at least 60% OHS content) or entry via first or higher degree or equivalent NQF6 qualification (less than 60% OHS content), relevant health and safety professional experience and a minimum health and safety qualification equivalent L3

- Type 2 – entry on the basis that the applicant would benefit from studying on the programme. Applicants are required to present an annotated CV (professional qualifications and experience) and demonstrate academic skills at level 6 and have a minimum health and safety qualification equivalent to L3.

B. Disability

The University makes no distinction in its admissions policy with regard to disability and will endeavour to make all reasonable adjustments in order to make it possible for students to study at Portsmouth on a course of their choice.

19. Evaluation and Enhancement of Standards and Quality in Learning and Teaching

A. Mechanisms for Review and Evaluation

- Course Leader's Annual Standards and Quality Evaluative Review.
- Head of Department's Annual Standards and Quality Evaluative Review.
- Unit and Course Level student feedback considered at Board of Studies.
- Unit Assessment Board consideration of student performance for each programme.
- Annual Standards and Quality Reports to Board of Studies, including consideration of Subject and Award External Examiner Reports.
- Periodic Programme Review.
- Student Representatives and Student/Staff Consultative Committees.
- Staff Performance and Development Review.
- Peer Review and Development Framework.
- Faculty Learning and Teaching Committee.
- Course Accreditation

B. Responsibilities for Monitoring and Evaluation

- Unit Co-ordinators for unit content and delivery.
- Course Leader for day-to-day running of course.
- Board of Studies with overall responsibilities for operation and content of course.
- Head of Department.
- Associate Dean (Academic).
- Associate Dean (Students).
- Quality Assurance Committee.
- Unit, Award and Progression Board of Examiners.

C. Mechanisms for Gaining Student Feedback

- Student Representation on Board of Studies.
- Student Staff Consultative Committees.
- Unit and Course level student feedback questionnaires.

D. Staff Development Priorities

- Academic staff undertake activities related to research, scholarship, teaching and learning and student support and guidance.
- Annual staff performance and development reviews match development to needs.
- Managers undertake a variety of management development programmes.
- All academic staff encouraged to seek Higher Education Academy membership.
- Academic staff new to teaching required to undertake Initial Professional Development Programme (iPROF).

- Support Staff are encouraged to attend short courses in areas such as minute taking, and specific IT packages.

20. Assessment Strategy

- Level 7

The assessment approach for both units has been selected to enable students to practice and demonstrate achievement of the unit learning outcomes and to build confidence. Diagnostic assessments will help the student develop a tailored learning plan which shall allow them to record and monitor their progress in achieving the learning outcomes. The unit workbooks and online activities provide a wide variety of formative assessment opportunities for the students to engage in. These activities will prepare the student for the summative assessments for each unit. Summative assessments will require students to evaluate, analyse and synthesise the unit material and critically appraise material identified through independent research of the subject field.

Students will also be able to receive feed-forward and feedback on assessments throughout the course through several methods including individual tutorials, online discussion groups, online tests, online tutorials and assessment workshops.

21. Assessment Regulations

Standard university rules apply (see [Assessment and Regulations](#)).

22. Role of Externals

Subject External Examiners who will:

- oversee unit assessment and usually attend Unit Assessment Boards;
- review unit assessment strategy;
- sample assessment artefacts;
- present report to Unit Assessment Boards.

Award External Examiners (usually also a Subject External Examiner) who will:

- oversee and attend Award/Progression Boards;
- scrutinise and endorse the outcomes of assessment;
- ensure that the standard of the award is maintained at a level comparable with that of similar awards elsewhere in the United Kingdom.

23. Indicators of Standards and Quality

A. Professional Accreditation/Recognition

Course is accredited by the Institute of Occupational Safety and Health (IOSH). The course was first accredited in 1998 and was re-accredited in Oct 2011. The expected date for re-accreditation is end of 2016.

B. Periodic Programme Review (or equivalent)

The review took place on 11th Feb 2013. The Periodic review confirmed:
Fitness of Purpose of Curriculum
Annual Monitoring and Review Processes Effective.

C. Quality Assurance Agency

QAA Higher Education Review, March 2015, judgements about standards and quality meet UK expectations (for full report see [Higher Education Review of the University of Portsmouth, March 2015¹](#)).

D. Others

None.

24. Other Sources of Information

Other sources of information may be found in

- Course Approval Document.
- Student Handbook.
- University of Portsmouth Curricula Framework.
- University of Portsmouth Postgraduate Prospectus.
- Assessment Regulations.
- University of Portsmouth (<http://www.port.ac.uk/>) and Learning at Work (<http://www.port.ac.uk/departments/academic/learningatwork/>)
- University of Portsmouth and Learning at Work websites

¹ www.qaa.ac.uk/en/ReviewsAndReports/Documents/University%20of%20Portsmouth/University-of-Portsmouth-HER-15.pdf