PgCert Occupational Health and Safety Management

Programme Specification

Primary Purpose
Course management 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. We will endeavour to deliver the course in keeping with this Programme Specification; however, changes may sometimes be required arising from annual monitoring, student feedback, review and update of units and courses. Where this activity leads to significant changes to units and courses, there will be prior consultation of students and others, wherever possible, and the University will take all reasonable steps to minimize disruption to students. It is also possible that the University may not be able to offer a unit or course for reasons outside of its control, for example, the absence of a member of staff or low student registration numbers. Where this is the case, the University will endeavour to inform applicants and students as soon as possible. Where appropriate, the University will facilitate the transfer of affected students to another suitable course.

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Course Details

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
N/A

7. Document Control Information
Version 9, August 2018

8. Effective Session
2018/2019

9. Author
Michelle Juchau

10. Faculty
Technology

11. Department
Learning at Work

Curriculum

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. General Learning Outcomes

**Level 7**

Postgraduate Certificates/Postgraduate Diplomas are awarded to students who have demonstrated:

- a 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 academic discipline, field of study or area of professional practice
- a comprehensive understanding of techniques applicable to their own research or advanced scholarship
- originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline
- conceptual understanding that enables the student:
  - to evaluate critically current research and advanced scholarship in the discipline
  - to evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses

Typically, holders of the qualification will be able to:

- deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate their conclusions clearly to specialist and non-specialist audiences
- demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level
- continue to advance their knowledge and understanding, and to develop new skills to a high level

And holders will have:
- the qualities and transferable skills necessary for employment requiring:
  - the exercise of initiative and personal responsibility
  - decision-making in complex and unpredictable situations
- the independent learning ability required for continuing professional development

15. Learning Outcomes

A. Knowledge and Understanding of:

A.1 The fundamentals of general quality management concepts and theories and the role of management functions, in particular Health and Safety Management.

A.2 The theory and practice of key legislation, legal liability and the responsibility of duty holders.

A.3 The key risk factors and harm mechanisms and associated management techniques and technologies for the identification of hazards, risk assessment and control strategies.

A.4 The methods and strategies used for the evaluation, monitoring and control of hazardous materials, physical agents and psychosocial factors within the work environment.

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

B.1 Analyse and critically examine different information from diverse sources and integrate and organise that information effectively in relation to defined goals.

B.2 Demonstrate a capacity for independent judgement, critical reasoning and innovative response and the development of reflective skills.

B.3 Understand, interrogate and apply different theoretical positions, and develop an awareness of their application in different contexts.

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

C.1 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;

C.2 Demonstrate a comprehensive understanding of techniques and command of specialist vocabularies applicable to the field of Occupational and Health and Safety management;

C.3 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.

C.4 Demonstrate expertise in the identification of occupational hazards and exercise informed judgement in the selection of appropriate assessment and control strategies to manage risk.

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

D.1 To read and synthesise information about a complex subject and manage learning using different resources.

D.2 To manage information and select appropriate data from a range of sources and develop appropriate research strategies.

D.3 To take responsibility for own learning with minimum supervision, direction and increasing autonomy and demonstrate the independent learning ability required for continuing professional development.

D.4 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.

D.5 To identify key areas of problems and choose appropriate tools/methods for their resolution in a considered manner.
16. **Learning and Teaching Strategies and Methods**

Each unit comprises of 6 topics 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.

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).

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).

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.

17. **Assessment Strategy**

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.

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. (LO: B1-B3)

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

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

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.

18. **Course Structure, Progression and Award Requirements**

See [Unit Web Search](http://www.port.ac.uk/unitwebsearch) for full details on the course structure and units

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.

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1 www.port.ac.uk/unitwebsearch
19. 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.

Course Management

20. 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 and counselling
- 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
- Feedback is provided for all assessments
- Personal Development Planning (PDP) for all awards

21. 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 two 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.

22. 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
• National Student Survey
• National Postgraduate Taught Experience Survey
• Staff Performance and Development Review
• Peer Review and Development Framework
• Faculty Learning and Teaching Committee

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
• University participates in external student surveys, e.g. National Student Survey (NSS), Postgraduate Taught Experience Survey (PTES), Postgraduate Research Experience Survey (PRES) and International Student Barometer (ISB)

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
• New academic staff required to undertake appropriate University of Portsmouth learning and teaching programmes
• All academic staff encouraged to seek Higher Education Academy membership
• Academic staff undertake initial and continuing professional development within the Academic Professional Excellence Framework (APEX) programme which is aligned with the Higher Education Academy (HEA)’s UK Professional Standards Framework (UKPSF)
• Support staff are encouraged to attend short courses in areas such as minute taking, and specific IT packages
23. **Assessment Regulations**

The current University of Portsmouth academic regulations will apply to this programme (see Assessment and Regulations\(^2\)).

24. **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

25. **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 and Jun 2017. The expected date for re-accreditation is 2022.

**B. Periodic Programme Review (or equivalent)**

The review took place on 11\(^{th}\) 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 2015](http://www.qaa.ac.uk/docs/qaa/reports/university-of-portsmouth-her-15.pdf?sfvrsn=5071f581_4)).

**D. Others**

None.

26. **Further Information**

Further information may be found in:
- Student Handbook
- University of Portsmouth Curriculum Framework Document
- University of Portsmouth Prospectus
- University of Portsmouth\(^4\) and School/Department\(^5\) websites

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\(^2\) [www.port.ac.uk/departments/services/academicregistry/qualitymanagementdivision/assessmentandregulations/](http://www.port.ac.uk/departments/services/academicregistry/qualitymanagementdivision/assessmentandregulations/)


\(^4\) [www.port.ac.uk/](http://www.port.ac.uk/)

\(^5\) [www.port.ac.uk/learning-at-work/](http://www.port.ac.uk/learning-at-work/)