



Accredited
Programme

OTHM LEVEL 7 DIPLOMA IN OCCUPATIONAL HEALTH AND SAFETY MANAGEMENT

Qualification Ref. No: 603/7782/3
Specification | August 2021

Updated December 2023

TABLE OF CONTENTS

QUALIFICATION OBJECTIVES	3
QUALITY, STANDARDS AND RECOGNITIONS	3
REGULATORY INFORMATION	3
EQUIVALENCES	4
QUALIFICATION STRUCTURE	4
DEFINITIONS	4
ENTRY REQUIREMENTS	5
PROGRESSION	5
DELIVERY OF OTHM QUALIFICATIONS	5
CENTRE RESOURCE REQUIREMENTS	6
ASSESSMENT AND VERIFICATION	6
RECOGNITION OF PRIOR LEARNING AND ACHIEVEMENT	6
EQUALITY AND DIVERSITY	7
UNIT SPECIFICATIONS	8
HEALTH AND SAFETY MANAGEMENT PRACTICE	9
EFFECTIVENESS OF HEALTH AND SAFETY MANAGEMENT SYSTEMS	14
FACTORS AFFECTING RISK AND STRATEGIC RISK INTERVENTION	18
STRATEGIC COMMITMENT TO HEALTH AND WELL-BEING.....	21
SUSTAINABILITY AND ETHICS IN HEALTH AND SAFETY PRACTICE	25
ADVANCED RESEARCH METHODS	28
IMPORTANT NOTE	32

The OTHM Level 7 Diploma in Occupational Health and Safety Management is a qualification for aspiring health and safety professionals. It is aimed at learners who are responsible for developing and applying health and safety procedures on a day-to-day basis in an organisation. They are likely to be managers looking to improve their knowledge and skills.

The objective of the OTHM Level 7 Diploma in Occupational Health and Safety Management qualification is to develop occupational health and safety management skills for managers who have the authority and personal attributes to translate organisational strategy into effective operational performance.

This qualification reflects current practice in Occupational Health and Safety Management and allows learners to develop and expand their high-level understanding of occupational health and safety in the workplace.

The programme addresses a wide range of multidisciplinary topics such as, health and safety management practice, health and safety management systems, strategic risk intervention, strategies to improve occupational wellbeing, and sustainability and ethics. The Advanced Research Methods unit will allow learners to develop a critical understanding of the philosophical, practical and ethical concepts of research within the context of a health and safety environment.

The qualification will enable learners to become independent, self-directed learners with tools and motivation to continue learning, developing, and reflecting on practice throughout their careers.

QUALITY, STANDARDS AND RECOGNITIONS

OTHM Qualifications are approved and regulated by Ofqual (Office of Qualifications and Examinations Regulation). Visit the [Register of Regulated Qualifications](#).

OTHM has progression arrangements with several UK universities that acknowledges the ability of learners after studying relevant Level 3-7 qualifications to be considered for advanced entry into corresponding degree year/top up and Master's/top-up programmes.

REGULATORY INFORMATION

Qualification Title	OTHM Level 7 Diploma in Occupational Health and Safety Management
Ofqual Reference Number	603/7782/3
Regulation Start Date	11/08/2021
Operational Start Date	11/08/2021
Duration	1 Year
Total Credit Value	120
Total Qualification Time (TQT)	1200 hours
Guided Learning Hours (GLH)	600 hours
Sector Subject Area (SSA)	1.3 Health and social care
Overall Grading Type	Pass / Fail
Assessment Methods	Coursework
Language of Assessment	English

EQUIVALENCES

The OTHM Level 7 diplomas on the Regulated Qualifications Framework (RQF) are at the same level as master’s degrees. However, they are shorter (120 credits) and learners will have to proceed to the dissertation stage (60 credits) with a university partner to achieve a full masters programme.

QUALIFICATION STRUCTURE

The OTHM Level 7 Diploma in Occupational Health and Safety Management consists of 6 mandatory units for a combined total of 120 credits, 1200 hours Total Qualification Time (TQT) and 600 Guided Learning Hours (GLH) for the completed qualification.

Unit Ref. No.	Unit title	Credit	GLH	TQT
M/618/8236	Health and Safety Management Practice	20	100	200
T/618/8237	Effectiveness of Health and Safety Management Systems	20	100	200
A/618/8238	Factors Affecting Risk and Strategic Risk Intervention	20	100	200
F/618/8239	Strategic Commitment to Health and Well-Being	20	100	200
T/618/8240	Sustainability and Ethics in Health and Safety Practice	20	100	200
Y/618/8246	Advanced Research Methods	20	100	200

DEFINITIONS

Total Qualification Time (TQT) is the number of notional hours which represents an estimate of the total amount of time that could reasonably be expected to be required in order for a learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of a qualification.

Total Qualification Time is comprised of the following two elements –

- a) *the number of hours which an awarding organisation has assigned to a qualification for Guided Learning, and*
- b) *an estimate of the number of hours a Learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed by – but, unlike Guided Learning, not under the Immediate Guidance or Supervision of – a lecturer, supervisor, tutor or other appropriate provider of education or training.*

(Ofqual 15/5775 September 2015)

Guided Learning Hours (GLH) are defined as the hours that a teacher, lecturer or other member of staff is available to provide immediate teaching support or supervision to a student working towards a qualification.

Credit value is defined as being the number of credits that may be awarded to a learner for the successful achievement of the learning outcomes of a unit. One credit is equal to 10 hours of TQT.

ENTRY REQUIREMENTS

For entry onto the OTHM Level 7 Diploma in Occupational Health and Safety Management qualification, learners will be expected to possess:

- A minimum of a Level 6 qualification such as the OTHM Level 6 Diploma in Occupational Health and Safety or equivalent Level 6 qualification; or
- An honours degree (2.2) with relevant knowledge and experience in the occupational health and safety sector
- Learners must be 21 years or older at the beginning of the course.

Applicants with substantial relevant professional experience will also be considered on a case by case basis.

English requirements: If a learner is not from a majority English-speaking country must provide evidence of English language competency. For more information visit [English Language Expectations](#) page on our website www.othm.org.uk.

PROGRESSION

The OTHM Level 7 Diploma in Occupational Health and Safety Management qualification enables learners to progress into or within employment and/or continue their further study.

As this qualification is approved and regulated by Ofqual (Office of the Qualifications and Examinations Regulation), where appropriate learners are eligible to progress to Master's top-up at many universities in the UK and overseas with advanced standing.

For more information visit the [University Progressions](#) page on our website www.othm.org.uk.

Links to other OTHM Occupational Health and Safety Programmes

[OTHM Level 3 Technical Certificate in Occupational Health and Safety](#)

[Occupational Health and Safety – Level 6 qualifications – IOSH Accredited](#)

DELIVERY OF OTHM QUALIFICATIONS

OTHM do not specify the mode of delivery for its qualifications, therefore OTHM Centres are free to deliver this qualification using any mode of delivery that meets the needs of their learners. However, OTHM Centres should consider the learners' complete learning experience when designing the delivery of programmes.

OTHM Centres must ensure that the chosen mode of delivery does not unlawfully or unfairly discriminate, whether directly or indirectly, and that equality of opportunity is promoted. Where it is reasonable and practicable to do so, it will take steps to address identified inequalities or barriers that may arise.

Guided Learning Hours (GLH) which are listed in each unit gives centres the number of hours of teacher-supervised or direct study time likely to be required to teach that unit.

CENTRE RESOURCE REQUIREMENTS

Trainer / Assessor Requirements

- Trainers must be appropriately qualified and occupationally competent in the areas in which they are training.
- They must hold a Level 6 qualification in occupational health and safety
- They should hold or be working towards a Level 3 qualification in Assessing Vocationally Related Achievement such as OTHM level 3 award in assessing vocationally related achievement
- Ideally, they should have a minimum membership level of IOSH at CertIOSH level or equivalent.

Internal Verifier Requirements

- Internal quality assurers or verifiers must be appropriately qualified and occupationally competent in the areas in which they are moderating.
- They must hold or be working towards a Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice and/or Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practise such as OTHM level 4 award internal quality assurance
- They must demonstrate that they have undertaken Continued Professional Development (CPD) activities relating to occupational health and safety or auditing quality assurance to maintain and update their skills and knowledge within the last year.

OTHM will request to see copies of relevant qualifications from assessors and verifiers.

ASSESSMENT AND VERIFICATION

All units within this qualification are internally assessed by the centre and externally verified by OTHM. The qualifications are criterion referenced, based on the achievement of all the specified learning outcomes.

To achieve a 'pass' for a unit, learners must provide evidence to demonstrate that they have fulfilled all the learning outcomes and meet the standards specified by all assessment criteria. Judgement that the learners have successfully fulfilled the assessment criteria is made by the assessor.

The assessor should provide an audit trail showing how the judgement of the learners' overall achievement has been arrived at.

Specific assessment guidance and relevant marking criteria for each unit are made available in the Assignment Brief document. These are made available to centres immediately after registration of one or more learners.

RECOGNITION OF PRIOR LEARNING AND ACHIEVEMENT

Recognition of Prior Learning (RPL) is a method of assessment that considers whether learners can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and do not need to develop through a course of learning.

RPL policies and procedures have been developed over time, which has led to the use of a number of terms to describe the process. Among the most common are:

- Accreditation of Prior Learning (APL)

- Accreditation of Prior Experiential Learning (APEL)
- Accreditation of Prior Achievement (APA)
- Accreditation of Prior Learning and Achievement (APLA)

All evidence must be evaluated with reference to the stipulated learning outcomes and assessment criteria against the respective unit(s). The assessor must be satisfied that the evidence produced by the learner meets the assessment standard established by the learning outcome and its related assessment criteria at that particular level.

Most often RPL will be used for units. It is not acceptable to claim for an entire qualification through RPL. Where evidence is assessed to be only sufficient to cover one or more learning outcomes, or to partly meet the need of a learning outcome, then additional assessment methods should be used to generate sufficient evidence to be able to award the learning outcome(s) for the whole unit. This may include a combination of units where applicable.

EQUALITY AND DIVERSITY

OTHM provides equality and diversity training to staff and consultants. This makes clear that staff and consultants must comply with the requirements of the Equality Act 2010, and all other related equality and diversity legislation, in relation to our qualifications.

We develop and revise our qualifications to avoid, where possible, any feature that might disadvantage learners because of their age, disability, gender, pregnancy or maternity, race, religion or belief, and sexual orientation.

If a specific qualification requires a feature that might disadvantage a particular group (e.g. a legal requirement regarding health and safety in the workplace), we will clarify this explicitly in the qualification specification.

UNIT SPECIFICATIONS

Health and Safety Management Practice

Unit Reference Number	M/618/8236
Unit Title	Health and Safety Management Practice
Unit Level	7
Number of Credits	20
Total Qualification Time (TQT)	200
Guided Learning Hours (GLH)	100
Mandatory / Optional	Mandatory
Sector Subject Area (SSA)	1.3 Health and social care
Unit Grading Structure	Pass / Fail

Unit Aims

The aim of this unit is to provide learners with the knowledge, understanding and skills to translate organisational policy into an effective occupational health and safety management operation, including evaluating and reviewing health and safety management practices and operations.

Learning Outcomes, Assessment Criteria and Indicative Content

Learning Outcomes- The learner will:	Assessment Criteria- The learner can:	Indicative Content
1. Understand what contributes to an effective health and safety culture and climate in an organisation.	1.1 Discuss the meaning of 'health and safety culture' and 'health and safety climate'. 1.2 Analyse how organisational culture interlinks with health and safety culture. 1.3 Assess the main differences between traditional and proactive safety management models. 1.4 Critically analyse how perception of risk can affect health and safety in an organisation.	<ul style="list-style-type: none"> ● Indicators of health and safety culture and measuring health and safety climate. ● Positive or negative health and safety culture or climate (ie, management commitment and leadership, high business profile of health and safety, provision of information, involvement and consultation, training, promotion of ownership, setting and meeting targets organisational change, lack of confidence in organisation's objectives and methods, uncertainty, management decisions that

		<p>prejudice mutual trust or lead to confusion regarding commitment)</p> <ul style="list-style-type: none"> ● Problems and pitfalls (ie, attempts to change culture too rapidly, adopting too broad an approach, absence of trust in communications, resistance to change) ● The elements and levels of the British HSE's Safety culture maturity model with reference to OTO 2000/049 report ● Human sensory receptors and their reaction to stimuli, sensory defects and basic screening techniques ● Perception and the assessment of risk, perception and the limitations of human performance, filtering and selectivity as factors for perception.
<p>2. Understand reasons for the effective management of health and safety.</p>	<p>2.1 Critically evaluate the moral, legal and economic reasons for the effective management of health and safety.</p> <p>2.2 Evaluate the reasons for managing a health and safety management system.</p> <p>2.3 Explain the principles and content of an effective health and safety management system including the reasons for integration with other management systems.</p> <p>2.4 Outline the importance of competence in both individuals and the organisation and its effect on safety performance.</p>	<ul style="list-style-type: none"> ● Moral: - the duty of reasonable care - the unacceptability of putting the health and safety of people at risk - society's attitude to moral obligations - national accident/incident and ill-health statistics - the effect of size of organisation on accident/incident rates ● Legal: - preventive - punitive - the compensatory effects of law - the principle of self-regulation ● Economic: - the costs associated with accidents/incidents and ill-health and their impact on society and on organisations - the insured and uninsured costs - the financial benefits of effective health and safety management.

		<ul style="list-style-type: none"> ● The legal requirements to manage health and safety: - written health and safety policy - the arrangements for effective planning, organisation, control, monitoring and review of preventive and protective measures - access to competent health and safety advice. ● Application of the plan, do, check, act cycle (with reference to 'Managing for health and safety (HSG65)') ● Health and safety policy - the legal requirements relating to health and safety policies and arrangements - the role of the health and safety policy in relation to a health and safety management system and as a vehicle for communicating health and safety information - the requirements for a written health and safety policy and for recording arrangements in relevant standards - the general principles and objectives of a health and safety policy document. ● The key elements/components of ISO 45001:2018 (Occupational health and safety management systems)
<p>3. Be able to review organisational structures and practices relating to health and safety.</p>	<p>3.1 Analyse the structure of an organisation relative to health and safety. 3.2 Critically review the current health and safety practices of an organisation. 3.3 Justify areas for potential improvement to the health and safety practices in the organisation. 3.4 Create a time-bound development plan with justification and reasoning.</p>	<ul style="list-style-type: none"> ● Organisational structures and functions – including formal and informal; hierarchical vs flat management structures; organisation charts; role of management. ● Structure could relate to responsibility and accountability. Lines of reporting and specific tasks or duties relating to health and safety. ● Review current practice

	<p>3.5 Present the outcome of the evaluation to the senior management team.</p>	<ul style="list-style-type: none"> ● Investigate, assess and evaluate issues and events that have an impact on the business; use a range of tools and techniques to support the analysis to facilitate successful outcomes to problems. ● Reflect on changes impacting on the organisation and respond by recommending modifications to safety and health management systems and risk control strategies. ● Improvements could relate to reviews of safe working methods, increased or decreased monitoring and/or supervision, wider participation, use of technology, awareness ● SMART Objectives for development plan: <ul style="list-style-type: none"> ○ Specific ○ Measurable ○ Achievable ○ Relevant ○ Time-bound ● Evaluation: critically examine a process collecting and analysing information, make judgments, improve effectiveness, and/or to inform decisions ● Present the outcome ie reports/presentations ● Negotiate constructively with SMT to achieve value-added results and outcomes.
--	---------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Assessment

To achieve a 'pass' for this unit, learners must provide evidence to demonstrate that they have fulfilled all the learning outcomes and meet the standards specified by all assessment criteria.

Specific assessment guidance and relevant marking criteria for each unit are made available in the Assignment Brief document.

Learning Outcomes to be met	Assessment criteria to be covered	Type of assessment	Word count (approx. length)
All 1 to 3	All AC under LO 1 to LO 3	Portfolio of evidence	4000 words

Indicative reading list

- British Standards Institution (2018) *Occupational health and safety management systems: requirements with guidance for use*.
- Wadsworth, E. and Walters, D. (2014) 'The Determinants of Workplace Health and Safety Practice in the UK', *Policy and Practice in Health and Safety*, 12(2), pp. 3–22. doi: 10.1080/14774003.2014.11667801.
- Waterson, P. and Dingwall, R. (2016) 'Health and safety in a changing world', *Policy and Practice in Health and Safety*, 14(1), pp. 1–6. doi: 10.1080/14773996.2016.1238065.

Effectiveness of Health and Safety Management Systems

Unit Reference Number	T/618/8237
Unit Title	Effectiveness of Health and Safety Management Systems
Unit Level	7
Number of Credits	20
Total Qualification Time (TQT)	200
Guided Learning Hours (GLH)	100
Mandatory / Optional	Mandatory
Sector Subject Area (SSA)	1.3 Health and social care
Unit Grading Structure	Pass / Fail

Unit Aims

The aims of this unit are to provide learners with extensive knowledge and understanding to demonstrate their influence of effective system management and operation.

Learners will determine the core drivers for effective health and safety systems within an organisation, evaluating traditional and proactive safety management models, along with the importance of communication systems for the organisation.

Learning Outcomes, Assessment Criteria and Indicative Content

Learning Outcomes- The learner will:	Assessment Criteria- The learner can:	Indicative Content
1. Understand the relationship between traditional and proactive safety management models.	1.1 Evaluate traditional safety management models. 1.2 Evaluate proactive safety management models. 1.3 Critically assesses the main differences between traditional and proactive safety management models.	<ul style="list-style-type: none"> ● Traditional safety (sometimes called 'Safety I') <ul style="list-style-type: none"> ○ focus on the absence of danger where as few as possible events/actions go wrong (the absence of accidents, errors and violations) ○ often reactive ○ main focus is compliance ○ negative outcome KPIs eg, number of incidents, counting/reporting on accountabilities

		<ul style="list-style-type: none"> ○ people mainly seen as part of the problem/cause ○ performance variation - should be avoided wherever possible ● Proactive safety management (sometimes called 'Safety II' and 'Safety Differently') <ul style="list-style-type: none"> ○ extension of traditional safety with a different focus (safety is the presence of positives and not the absence of negatives) ○ ethical responsibility (removing unnecessary bureaucracy - devolve, declutter, decentralise) ○ reduces risk-based decisions to lowest possible level ○ continuous learning ○ people seen as the solution/an essential resource – treat people as experts; talk to the workforce regularly (ask them what they need); listen to the workforce (there may be more than one way to do a job safely) ○ the benefits of investigating the positives (what goes right rather than what goes wrong) ○ the four varieties of human work (work as imagined, prescribed, disclosed, done) ○ work as done: - builds trust in the workforce - can identify risks and where potential incidents could come from - events become more foreseeable - learning to improve by analysing normal work ○ look at low likelihood but high consequence events (unlikely to be
--	--	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

		<p>considered in ‘traditional safety’ as events have not happened)</p> <ul style="list-style-type: none"> ○ resilience – workers’ ability to recover from adverse situation, change and absorb disruptions without failure occurring ○ performance variation – useful and unavoidable; to be monitored and managed; encourage sharing.
<p>2. Be able to evaluate the influence on an organisation’s safety direction from internal and external factors.</p>	<p>2.1 Analyse and explain the importance of both internal and external influences on health and safety within an organisation. 2.2 Evaluate the importance of both internal and external influences on health and safety within an organisation. 2.3 Describe the operational management principles that set the direction for effective safety systems. 2.4 Discuss how effective communication impacts on the implementation of improving safety management systems.</p>	<ul style="list-style-type: none"> ● The internal influences on health and safety within an organisation eg, finance, production targets, trade unions, organisational goals and culture. ● The external influences on health and safety within an organisation e.g., legislation, Parliament/ HSE, enforcement agencies, courts/tribunals, contracts, clients/contractors, trade unions, insurance companies, public opinion. ● How does ‘horizon scanning, benefit the organisation and the safety professional to evaluate, influence and guide the HSM. ● Ensure the role of stakeholders is referenced and evaluated. ● The influence on communication which is driven by improved knowledge management.
<p>3. Understand what contributes to being able to present a plan which promotes a health and safety strategy for the organisation.</p>	<p>3.1 Explain how a stakeholder analysis should identify a range of needs for an organisation to support the creation of a health and safety plan. 3.2 Describe the relevance and importance of resourcing to implement the health and safety strategy. 3.3 Evaluate a range of communication skills for health and safety professionals.</p>	<ul style="list-style-type: none"> ● Mendelow’s matrix, Stakeholder Analysis: Importance/Influence Matrix ● Stakeholder engagement – encourage creative ideas and innovation, review opportunities for further improvements and collaboration, and identify best practice. ● Identify resources needed to implement the health and safety strategy, including: a. budget b.

		<p>timescales c. staff availability d. competencies e. training and development Determining the effectiveness by referring to relevant factors such as levels of compliance, incident rates, putting a continuous development process in place.</p> <ul style="list-style-type: none"> • The importance of effective communication, how this is represented, and providing feedback. • Developing communication skills in a range of people to create an inclusive, empathetic, and professional work environment.
--	--	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Assessment

To achieve a ‘pass’ for this unit, learners must provide evidence to demonstrate that they have fulfilled all the learning outcomes and meet the standards specified by all assessment criteria.

Specific assessment guidance and relevant marking criteria for each unit are made available in the Assignment Brief document.

Learning Outcomes to be met	Assessment criteria to be covered	Type of assessment	Word count (approx. length)
All 1 to 3	All AC under LO 1 to LO 3	Portfolio of evidence	4000 words

Indicative reading list

- British Standards Institution (2018) *Occupational health and safety management systems: requirements with guidance for use*.
- HSE (2013) *Managing for health and safety*
- Wadsworth, E. and Walters, D. (2014) ‘*The Determinants of Workplace Health and Safety Practice in the UK*’, *Policy and Practice in Health and Safety*, 12(2), pp. 3–22. doi: 10.1080/14774003.2014.11667801.
- Waterson, P. and Dingwall, R. (2016) ‘*Health and safety in a changing world*’, *Policy and Practice in Health and Safety*, 14(1), pp. 1–6. doi: 10.1080/14773996.2016.1238065.

Factors Affecting Risk and Strategic Risk Intervention

Unit Reference Number	A/618/8238
Unit Title	Factors Affecting Risk and Strategic Risk Intervention
Unit Level	7
Number of Credits	20
Total Qualification Time (TQT)	200
Guided Learning Hours (GLH)	100
Mandatory / Optional	Mandatory
Sector Subject Area (SSA)	1.3 Health and social care
Unit Grading Structure	Pass / Fail

Unit Aims

This unit aims to develop learners' understanding of the principles of implementing and maintaining a sensible risk management programme. Learners will also gain knowledge on how to assess health and safety risks within the organisation and develop appropriate risk control measures.

Learning Outcomes, Assessment Criteria and Indicative Content

Learning Outcomes- The learner will:	Assessment Criteria- The learner can:	Indicative Content
1. Understand the principles of implementing and maintaining a sensible risk management programme.	1.1 Evaluate the term Sensible Risk Management in relation to risk management strategy. 1.2 Critically assess the factors affecting the choice of sensible and proportionate control measures. 1.3 Discuss the organisational arrangements for implementing and maintaining an effective risk assessment programme.	<ul style="list-style-type: none"> • The meaning of the term sensible risk management including the importance of proportionality when assessing and controlling risk. • Principles of and differences between qualitative, semi-quantitative and quantitative assessments • Factors affecting the choice of sensible and proportionate control measures: long term/short term, applicability, practicability, cost,

		<p>proportionality, effectiveness of control, legal requirements and associated standards, the competence of workers and training needs relevant to preferred controls</p> <ul style="list-style-type: none"> ● Organisational arrangements for implementing and maintaining an effective risk assessment programme including: procedures, recording protocols, training, competence, responsibilities, authorisation and follow-up of actions, monitoring and review
<p>2. Be able to assess health and safety risks within the organisation.</p>	<p>2.1 Outline the strategy for risk management across the organisation. 2.2 Identify and evaluate an organisation's current risk control measures. 2.3 Determine tolerability and/or acceptability of risks using appropriate methods to identify potential exposure of employees and other people who may be affected. 2.4 Review the effectiveness of risk control measures. 2.5 Present an evaluation of both effective and less effective control measures, along with performance improvements to selected levels of management.</p>	<ul style="list-style-type: none"> ● ISO Risk Management Framework 31000, ISO Risk Control Measures- ISO 45001, Risk assessment methodologies and their limitations, types of health and safety incidents, techniques and methodologies to address incidents, statutory and regulatory requirements to address risks and incidents, record management ● Risk assessment methods <ul style="list-style-type: none"> ○ instruments and survey techniques used to determine exposure of people who may be affected ● Risk assessment process: identify risks/hazards, identify those at risk, evaluate likelihood and severity, identify risk control standards, create action plan, prioritise actions, record assessment.
<p>3. Understand how to develop risk control measures.</p>	<p>3.1 Explain the general principles of prevention in the Management of Health and Safety at Work Regulations. 3.2 Evaluate common risk management strategies.</p>	<ul style="list-style-type: none"> ● The general principles of prevention in the Management of Health and Safety at Work Regulations

	<p>3.3 Develop relevant technical, procedural and behavioural control measures required using the general hierarchy of control in a chosen organisation.</p>	<ul style="list-style-type: none"> • The concepts of avoidance, reduction, transfer and retention with/without knowledge within a health and safety management system, with relevant examples (eg, redesign of tasks, automation of process, insurance policies, use of specialist contractors) • Determine the technical/procedural/behavioural control measures required using the general hierarchy of control (with reference to ISO 45001): - elimination (technical) - substitution (technical / procedural) - engineering controls (technical / behavioural) - signage/warnings and/or administrative controls (procedural / behavioural) - personal protective equipment (technical / behavioural) (Note: technical to include design, fencing, ventilation etc; procedural to include safe systems of work, permit-to-work, maintenance regime etc; behavioural to include information and training)
--	--------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Assessment

To achieve a 'pass' for this unit, learners must provide evidence to demonstrate that they have fulfilled all the learning outcomes and meet the standards specified by all assessment criteria.

Specific assessment guidance and relevant marking criteria for each unit are made available in the Assignment Brief document.

Learning Outcomes to be met	Assessment criteria to be covered	Type of assessment	Word count (approx. length)
All 1 to 3	All AC under LO 1 to LO 3	Portfolio of evidence	4000 words

Indicative reading list

- British Standards Institution (2018) *Occupational health and safety management systems: requirements with guidance for use.*

- HSE (2013) *Managing for health and safety*
- Wadsworth, E. and Walters, D. (2014) 'The Determinants of Workplace Health and Safety Practice in the UK', *Policy and Practice in Health and Safety*, 12(2), pp. 3–22. doi: 10.1080/14774003.2014.11667801.
- Waterson, P. and Dingwall, R. (2016) 'Health and safety in a changing world', *Policy and Practice in Health and Safety*, 14(1), pp. 1–6. doi: 10.1080/14773996.2016.1238065.

Strategic Commitment to Health and Well-Being

Unit Reference Number	F/618/8239
Unit Title	Strategic Commitment to Health and Well-Being
Unit Level	7
Number of Credits	20
Total Qualification Time (TQT)	200
Guided Learning Hours (GLH)	100
Mandatory / Optional	Mandatory
Sector Subject Area (SSA)	1.3 Health and social care
Unit Grading Structure	Pass / Fail

Unit Aims

This unit will explore strategies for securing commitment to improve occupational health and well-being.

Learning Outcomes, Assessment Criteria and Indicative Content

Learning Outcomes- The learner will:	Assessment Criteria- The learner can:	Indicative Content
1. Be able to evaluate the strategy and policy for a business to develop commitment to an integrated health, well-being and safety strategy.	1.1 Evaluate the current position of the business against all its undertakings regarding its policy and strategy for occupational health and well-being. 1.2 Outline the full range of legal and regulatory compliance factors included in any analysis. 1.3 Determine through the evaluation of compliance against legal and regulatory factors the position of the company's adherence to risk assessment principles. 1.4 Outline and present key findings and actions from the evaluation and analysis.	<ul style="list-style-type: none"> ● The meaning of occupational health (with reference to definition used by the International Labour Organisation) ● The meaning of well-being (with reference to the definition used by the Economic and Social Research Council (ESRC)) • ● Business Occupational Health And Safety Policy ● Business Occupational Health And Safety Strategy

		<ul style="list-style-type: none"> ● Typical services offered by an occupational health service: - health promotion, eg, advice on work related health, lifestyle (diet, exercise, smoking etc) - health assessment, eg, fitness for work, pre-placement/employment, return to work, job-related medical screening, pregnant workers - advice to management, eg, input to risk assessments, no-smoking policy, absence management etc - treatment services, eg, first aid, counselling, physiotherapy, other rehabilitation services - medical and health surveillance. ● Legal and compliance assessment/analysis ● Risk assessment principles ● Evaluation: conclusions ● SWOT Analysis
<p>2. Be able to champion plans and engage all levels of the business so that the strategy is actioned, monitored, and evaluated.</p>	<p>2.1 Develop a strategy for engagement and improvement for occupational health and well-being across all the business undertakings.</p> <p>2.2 Demonstrate understanding, commitment, and reflection by all stakeholders against the strategy and its objectives.</p> <p>2.3 Outline time-bound measurements for changes and improvements resulting from implementation of the strategy.</p> <p>2.4 Discuss the full range of benefits that can be monitored across an organisation affecting individuals, groups, and the wider organisation.</p>	<ul style="list-style-type: none"> ● Establish relationships and inclusion for understanding at board level and below of health and well-being indicators. ● Communicate and educate on components of strategy, indicators, measures and process to include – integration, understanding of health conditions, legal and regulatory processes, access to support, defining safe and healthy work, evaluating abilities, status, infrastructures. ● Timebound measurements: set dates/deadlines, identify objectives, set milestones, key steps, evaluate ● In-work benefits, employment v unemployment, rehabilitation.

<p>3. Understand the range of occupational health and well-being challenges that effect the safety and welfare of the employees, the reputation and standing of the business and the relative threats.</p>	<p>3.1 Explain the global, national, and where applicable local influences that guide the development of health and well-being strategies.</p> <p>3.2 Identify and analyse concepts and theories that assist the safety professional to engage stakeholders in debate and discussion.</p> <p>3.3 Describe a range of criteria and measures that assist the safety professional to evaluate the success of, and benefit from a health and well-being strategy and its implementation.</p> <p>3.4 State the importance and benefits of an effective communication strategy to the success of the strategy and its implementation.</p>	<ul style="list-style-type: none"> ● WHO, EMAS ● What are the consequences of non-compliance with statutory and regulatory conditions? Is understanding and appreciation broad enough to support strategies. ● Defining and understanding roles and functions – EMAS and OH. ● Balancing pre-employment screening and understanding as part of an integrated strategy. ● Championing good mental and physical health, fitness to work, support for action on disabilities through communication and commitment/understanding
------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Assessment

To achieve a ‘pass’ for this unit, learners must provide evidence to demonstrate that they have fulfilled all the learning outcomes and meet the standards specified by all assessment criteria.

Specific assessment guidance and relevant marking criteria for each unit are made available in the Assignment Brief document.

Learning Outcomes to be met	Assessment criteria to be covered	Type of assessment	Word count (approx. length)
All 1 to 3	All AC under LO 1 to LO 3	Portfolio of evidence	4000 words

Indicative reading list

- British Standards Institution (2018) *Occupational health and safety management systems: requirements with guidance for use.*
- HSE (2013) *Managing for health and safety*

- Wadsworth, E. and Walters, D. (2014) '*The Determinants of Workplace Health and Safety Practice in the UK*', *Policy and Practice in Health and Safety*, 12(2), pp. 3–22. doi: 10.1080/14774003.2014.11667801.
- Waterson, P. and Dingwall, R. (2016) '*Health and safety in a changing world*', *Policy and Practice in Health and Safety*, 14(1), pp. 1–6. doi: 10.1080/14773996.2016.1238065.

Resources

- [EH40/2005 Workplace exposure limits](#)
- [Working with substances hazardous to health: A brief guide to COSHH](#)
- [COSHH Essentials](#)
- [Case studies](#) (Examples of real life situations with COSHH)
- [Example risk assessments](#)

Sustainability and Ethics in Health and Safety Practice

Unit Reference Number	T/618/8240
Unit Title	Sustainability and Ethics in Health and Safety Practice
Unit Level	7
Number of Credits	20
Total Qualification Time (TQT)	200
Guided Learning Hours (GLH)	100
Mandatory / Optional	Mandatory
Sector Subject Area (SSA)	1.3 Health and social care
Unit Grading Structure	Pass / Fail

Unit Aims

The aim of the unit is to evaluate the influences the workplace has on the safety and health of workers and evaluate the evidence for creating an all-inclusive approach to improving safety, health and wellbeing at work.

Learning Outcomes, Assessment Criteria and Indicative Content

Learning Outcomes- The learner will:	Assessment Criteria- The learner can:	Indicative Content
1. Ensure the business reflects in all its undertakings a strategy and implementation plan for sustainability alongside its core health and safety objectives.	1.1 Evaluate the extent to which sustainability is understood at all levels of the business and its stakeholders 1.2 Develop a time bound plan to focus the business on the benefits of improving its approach to sustainability. 1.3 Analyse the benefits of an improved approach to sustainability and introduce an effective monitoring and review process to measure progress and benefit.	<ul style="list-style-type: none"> Looking at corporate social responsibility. Evaluating the duties and responsibilities of stakeholders, internal and external, through survey, communication, and study. Comparative analysis through research – <i>'Putting People Back into Sustainability', research- Capital Global Summit'</i>. Factors that underpin a company's contribution to society – profit, people, planet. Establishing and benchmarking ethical business practices.

		<ul style="list-style-type: none"> • Social and welfare considerations and their place in the strategy and policy of the business.
<p>2. Be able to demonstrate improvements in behaviours at all levels of the business and all working relationships as a result of developing and implementing improved business sustainability and ethical practices.</p>	<p>2.1 Assess and describe the approach to the inclusion of a corporate strategy on sustainability and its impact on behaviours.</p> <p>2.2 Critically evaluate the range of information and guidance that is needed throughout the organisation to support changes in behaviours and relationships in support of a strategy.</p> <p>2.3 Assess and describe the range of benefits as well as potential issues of changes in the business approach to greater sustainability in OHS.</p>	<ul style="list-style-type: none"> • corporate strategy : clearly defined, long-term vision that organizations set, • Factors affect resourcing for strategies, PESTLE analysis • The effect on society, the economy, and the environment. • Protecting and valuing the individual through the extent of the company’s undertakings. • Behaviours that affect – diversity and inclusion, wellness, return to work/rehabilitation. • Benefits: 3 pillars of sustainability: economic, environmental, and social – Enhanced Brand and Increase Competitive Advantage, Increase Productivity and Reduced Costs, Improve Financial and Investment Opportunity, Minimize Carbon Risk and Improve Energy Efficiency, Increase Employee Retention and Recruitment • Issues: Market risks, Operating risk, Corporate image risks
<p>3. Understand the scope for ethical business practices on the part of the health and safety professional and the scope for developing engagement and commitment to ethical behaviours and measures.</p>	<p>3.1 Analyse the contribution of ethical business practices within an organisation.</p> <p>3.2 Identify the range of considerations by the OHS professional in demonstrating an approach to ethical business practices.</p> <p>3.3 Explain the challenges of how an approach to ethical business practice underpins an</p>	<ul style="list-style-type: none"> • Examining how strategies impact on giving clarity to a clear social purpose. • What are the measurable performance indicators as seen by key agencies such as WHO, IOSH (The Healthy Profit), Centre for Safety and Sustainability, and UN. (Nb review the purpose of the UN Global Compact).

	<p>overall strategy to implement improvements in sustainability.</p>	<ul style="list-style-type: none"> • Factors that determine the understanding and appreciation of human capital and how this is represented in the advice and guidance. • Evaluation of communication and understanding through stakeholder engagement.
--	----------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Assessment

To achieve a 'pass' for this unit, learners must provide evidence to demonstrate that they have fulfilled all the learning outcomes and meet the standards specified by all assessment criteria.

Specific assessment guidance and relevant marking criteria for each unit are made available in the Assignment Brief document.

Learning Outcomes to be met	Assessment criteria to be covered	Type of assessment	Word count (approx. length)
All 1 to 3	All AC under LO 1 to LO 3	Portfolio of evidence	4000 words

Indicative reading list

- British Standards Institution (2018) *Occupational health and safety management systems: requirements with guidance for use*.
- HSE (2013) *Managing for health and safety*
- Wadsworth, E. and Walters, D. (2014) 'The Determinants of Workplace Health and Safety Practice in the UK', *Policy and Practice in Health and Safety*, 12(2), pp. 3–22. doi: 10.1080/14774003.2014.11667801.
- Waterson, P. and Dingwall, R. (2016) 'Health and safety in a changing world', *Policy and Practice in Health and Safety*, 14(1), pp. 1–6. doi: 10.1080/14773996.2016.1238065.
- Chilisa, B. (2012) *Indigenous Research Methodologies*. London: Sage

- Denzin, N.K., Lincoln Y.S., and Tuhiwai Smith, L. (2008, Eds.) *Handbook of Critical and Indigenous Methodologies* London: Sage
- Hantrais, Linda (2009). *International Comparative Research: Theory, Methods and Practice*. Basingstoke and New York: Palgrave
- Piekkari, R. and Welch, C. (2011, Eds.): *Rethinking the Case Study in International Business and Management Research*, Cheltenham, UK: Edward Elgar
- Marschan-Piekkari, R. and Welch, C. (2004, Eds.): *Handbook of Qualitative Research Methods for International Business*, Cheltenham, UK and Northampton, MA: Edward Elgar
- Neuman, W.L. (2011) *Social research methods: qualitative and quantitative approaches*. Boston and London: Pearson Education

Advanced Research Methods

Unit Reference Number	Y/618/8246
Unit Title	Advanced Research Methods
Unit Level	7
Number of Credits	20
Total Qualification Time (TQT)	200
Guided Learning Hours (GLH)	100
Mandatory / Optional	Mandatory
Sector Subject Area (SSA)	1.3 Health and Social Care
Unit Grading Structure	Pass / Fail

Unit Aims

The unit aim is to allow learners to develop key knowledge, understanding and skills relating to health and safety research and the theoretical and methodological problems that may be associated with the research. Learners will be able to cover key topics relating to a research problem, conducting literature reviews, referencing, data collection and analysis techniques, and drawing conclusions from the analysed data.. This unit will enable learners to develop critical awareness of key research skills as researchers and/or independent health and safety practitioners.

Learning Outcomes, Assessment Criteria and Indicative Content

Learning Outcomes – the learner will:	Assessment Criteria – the learner can:	Indicative content
1. Be able to develop research approaches.	1.1 Choose a relevant Health and Safety research project topic. 1.2 Create appropriate research aims and objectives with justification. 1.3 Formulate a detailed plan for the research project.	<ul style="list-style-type: none"> ● SMART objectives; ● Terms of reference ● Rationale for selection, ● Key milestones, ● Project goals, ● Schedule

<p>2. Be able to critically review literature relevant to a Health and Safety topic.</p>	<p>2.1 Critically analyse different theoretical approaches to the research topic. 2.2 Create a structured and thorough critical literature review.</p>	<ul style="list-style-type: none"> ● A literature review - piece of academic writing demonstrating knowledge and understanding of the academic literature on a specific topic placed in context. A literature review also includes a critical evaluation of the material. ● Identify existing scholarly knowledge on a particular topic • compare and contrast current research • evaluate the research by highlighting strengths and weaknesses • identify problems or gaps in existing knowledge, show how your research links to current knowledge • highlight how your study is attempting to address a gap in the research • provide a rationale or justification for your study ● Features and ways to do literature review; the generic selection of literature; spotting the sources of literature; justification of an appropriate selection of literature; : the selection of appropriate theories for the research; conceptualisation of the research phenomenon; including relevant theories and the justification of choices; the strength and credentials of relevant theoretical framework; the understanding and interpretation; and developing the theoretical framework. ● Independently locate a range of health and safety sources within familiar databases and evaluate the suitability of these for a particular research purpose. Locate other sources within a limited range of familiar databases and other resources and evaluate the suitability of these for a particular research purpose.
------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<p>3. Be able to design research methodologies.</p>	<p>3.1 Critically evaluate relevant health and safety methodologies that can be applied to your chosen research topic. 3.2 Justify the methodology selected in terms of the research. 3.3 Propose suitable techniques to use with quantitative and qualitative data collection and analysis.</p>	<ul style="list-style-type: none"> • Research methods e.g. survey, questionnaire, observations; ways to test sufficiency, reliability and validity; definitions of data e.g. primary and secondary sources, qualitative and quantitative; literature search and review – its credibility, use and acceptance; ways to reference sources • Size and sufficiency of data, reliability and validity of information gathered
<p>4. Be able to plan and prepare a research project.</p>	<p>4.1 Plan a research project and present this as a written proposal. 4.2 Critically evaluate own skills and knowledge, with reference to the intended outcome of the research project.</p>	<ul style="list-style-type: none"> • Project format e.g. title, acknowledgements, contents page, introduction, summary of literature review, research methods used, findings, recommendations, references, bibliography, appendices e.g. questionnaires, surveys, referencing e.g. Harvard system, use of bibliography and referencing systems to assure quality of data handling • Reflection on own research goals – SWOT analysis. Quality issues: the legal and ethical considerations of data management, copyright, reciprocity and trust and conflict of interest while conducting research, use of bibliography and referencing systems to assure quality of data handling.

Assessment

To achieve a 'pass' for this unit, learners must provide evidence to demonstrate that they have fulfilled all the learning outcomes and meet the standards specified by all assessment criteria.

Learning Outcomes to be met	Assessment criteria to be covered	Type of assessment	Word count (approx. length)
All 1 to 4	All under LO 1 to LO 4	Research Project	4000 words

Indicative reading list

- Bryman, Alan and Emma Bell (2015). *Business Research Methods* (4th ed.). Oxford: Oxford University Press
- Chilsa, B. (2012) *Indigenous Research Methodologies*. London: Sage
- Denzin, N.K., Lincoln Y.S., and Tuhiwai Smith, L. (2008, Eds.) *Handbook of Critical and Indigenous Methodologies* London: Sage
- Hantrais, Linda (2009). *International Comparative Research: Theory, Methods and Practice*. Basingstoke and New York: Palgrave
- Piekkari, R. and Welch, C. (2011, Eds.): *Rethinking the Case Study in International Business and Management Research*, Cheltenham, UK: Edward Elgar
- Marschan-Piekkari, R. and Welch, C. (2004, Eds.): *Handbook of Qualitative Research Methods for International Business*, Cheltenham, UK and Northampton, MA: Edward Elgar
- Neuman, W.L. (2011) *Social research methods: qualitative and quantitative approaches*. Boston and London: Pearson Education.
- Saunders, M., Lewis, P., & Thornhill, A. (2003). *Research methods for business learners*. Essex: Prentice Hall: Financial Times.

IMPORTANT NOTE

Whilst we make every effort to keep the information contained in programme specification up to date, some changes to procedures, regulations, fees matter, timetables, etc may occur during the course of your studies. You should, therefore, recognise that this document serves only as a useful guide to your learning experience. For updated information please visit our website www.othm.org.uk.