



QUALIFI

SUCCESS THROUGH LEARNING
RECOGNISED WORLDWIDE

Level 7 Diploma in Occupational Health and Safety Management

Qualification Specification

March 2023

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About QUALIFI

QUALIFI is recognised and regulated by Ofqual (Office of Qualifications and Examinations Regulator). Our Ofqual reference number is RN5160. Ofqual regulates qualifications, examinations, and assessments in England.

As an Ofqual recognised Awarding Organisation, QUALIFI is required to carry out external quality assurance to ensure that centres approved for the delivery and assessment of QUALIFI's qualifications meet the required standards.

Why Choose QUALIFI Qualifications?

QUALIFI qualifications aim to support learners to develop the necessary knowledge, skills and understanding to support their professional development within their chosen career and or to provide opportunities for progression to further study.

Our qualifications provide opportunities for learners to:

- apply analytical and evaluative thinking skills
- develop and encourage problem solving and creativity to tackle problems and challenges
- exercise judgement and take responsibility for decisions and actions
- develop the ability to recognise and reflect on personal learning and improve their personal, social, and other transferable skills.

Employer Support for the Qualification Development

During the development of this qualification QUALIFI consults with a range of employers, providers, and existing centres (where applicable) to ensure rigour, validity and demand for the qualification and to ensure that the development considers the potential learner audience for the qualification and assessment methods.

Equality and Diversity

QUALIFI's qualifications are developed to be accessible to all learners who are capable of attaining the required standard. QUALIFI promotes equality and diversity across aspects of the qualification process and centres are required to implement the same standards of equal opportunities and ensure teaching and learning are free from any barriers that may restrict access and progression.

Learners with any specific learning need should discuss this in the first instance with their approved centre who will refer to QUALIFI's Reasonable Adjustment and Special Consideration Policy.

Qualification Title and Accreditation Number

This qualification has been accredited to the Regulated Qualification Framework (RQF) and has its own unique Qualification Accreditation Number (QAN). This number will appear on the learner's final certification document. Each unit within the qualification has its own RQF code. The QAN for this qualification is as follows:

QUALIFI Level 7 Diploma in Occupational Health and Safety Management 610/2295/0

Qualification Aims and Learning Outcomes

Aims of the QUALIFI Level 7 Diploma in Occupational Health and Safety Management

The aim of the **Level 7 Diploma in Occupational Health and Safety Management** 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 qualification 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.

Successful completion of the **QUALIFI Level 7 Diploma in Occupational Health and Safety Management** provides learners with the opportunity to progress to further study or employment.

Learning Outcomes of the QUALIFI Level 7 Diploma in Occupational Health and Safety Management

The overall learning outcomes of the qualification are for learners to:

- Understand the factors that influence an organisation's culture and atmosphere around health and safety.
- Be able to evaluate organisational practices and structures relating to health and safety.
- Understand what contributes to being able to present a plan which promotes a health and safety strategy for the organisation.
- Be able to assess health and safety risks within the organisation.
- Be able to promote plans and engage all levels of the business so that the strategy is actioned, monitored, and evaluated.
- 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.
- Be able to plan and prepare a research project.

The learning outcomes and assessment criteria for each unit are outlined in the unit specifications.

Delivering the Qualification

External Quality Assurance Arrangements

All centres are required to complete an approval process to be recognised as an approved centre. Centres must have the ability to support learners. Centres must commit to working with QUALIFI and its team of External Quality Assurers (EQAs). Approved Centres are required to have in place qualified and experienced tutors, all tutors are required to undertake regular continued professional development (CPD).

Approved centres will be monitored by QUALIFI External Quality Assurers (EQAs) to ensure compliance with QUALIFI requirements and to ensure that learners are provided with appropriate learning opportunities, guidance, and formative assessment.

QUALIFI's guidance relating to invigilation, preventing plagiarism and collusion will apply to centres.

Unless otherwise agreed, QUALIFI:

- sets all assessments.
- moderate's assessments prior to certification;
- awards the final mark and issues certificates.

Learner Induction and Registration

Approved centres should ensure all learners receive a full induction to their study programme and the requirements of the qualification and its assessment.

All learners should expect to be issued with the course handbook and a timetable and meet with their personal tutor and fellow learners. Centres should assess learners carefully to ensure that they are able to meet the requirements qualification and that, if applicable, appropriate pathways or optional units are selected to meet the learner's progression requirements.

Centres should check the qualification structures and unit combinations carefully when advising learners. Centres will need to ensure that learners have access to a full range of information, advice and guidance to support them in making the necessary qualification and unit choices. During recruitment, approved centres need to provide learners with accurate information on the title and focus of the qualification for which they are studying.

All learners must be registered with QUALIFI within the deadlines outlined in the QUALIFI Registration, Results and Certification Policy and Procedure.

Entry Criteria

Approved Centres are responsible for reviewing and making decisions as to the applicant's ability to complete the learning programme successfully and meet the demands of the qualification. The initial assessment by the centre will need to consider the support that is readily available or can be made available to meet individual learner needs as appropriate.

The qualification has been designed to be accessible without artificial barriers that restrict access. For this qualification, applicants must be aged 21 or over.

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

- A minimum of a Level 6 qualification; or
- An honours degree (2.2) with relevant knowledge and experience in the occupational health and safety sector.

In the case of applicants whose first language is not English, then IELTS 6 (or equivalent) is required. International qualifications will be checked for appropriate enrolment to UK higher education postgraduate programmes where applicable. The applicants are normally required to produce two supporting references, at least one of which should preferably be academic.

In certain circumstances, applicants with considerable experience but no formal qualifications may be considered, subject to interview and being able to demonstrate their ability to cope with the demands of the qualification.

Recognition of Prior Learning

Recognition of Prior Learning (RPL) is a method of assessment (leading to the award of credit) 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 so do not need to develop through a course of learning.

QUALIFI encourages centres to recognise learners' previous achievements and experiences whether at work, home or at leisure, as well as in the classroom. RPL provides a route for the recognition of the achievements resulting from continuous learning. RPL enables recognition of achievement from a range of activities using any valid assessment methodology. Provided that the assessment requirements of a given unit or qualification have been met, the use of RPL is acceptable for accrediting a unit, units, or a whole qualification.

Evidence of learning must be valid and reliable. For full guidance on RPL please refer to QUALIFI's *Recognition of Prior Learning Policy*.

Data Protection

All personal information obtained from learners and other sources in connection with studies will be held securely and will be used during the course and after they leave the course for a variety of purposes and may be made available to our regulators. These should be all explained during the enrolment process at the commencement of learner studies. If learners or centres would like a more detailed explanation of the partner and QUALIFI policies on the use and disclosure of personal information, please contact QUALIFI via email support@QUALIFI-international.com

Learner Voice

Learners can play an important part in improving the quality through the feedback they give. In addition to the on-going discussion with the course team throughout the year, centres will have a range of mechanisms for learners to feed back about their experience of teaching and learning.

Professional Development and Training for Centres

QUALIFI supports its approved centres with training related to our qualifications. This support is available through a choice of training options offered through publications or through customised training at your centre.

The support we offer focuses on a range of issues including:

- planning for the delivery of a new programme
- planning for assessment and grading
- developing effective assignments
- building your team and teamwork skills
- developing learner-centred learning and teaching approaches
- building in effective and efficient quality assurance systems.

Please contact us for further information.

Progression and Links to other QUALIFI Programmes

Completing the **QUALIFI Level 7 Diploma in Occupational Health and Safety Management** will enable learners to progress to:

- QUALIFI Level 8 Diplomas.
- Employment in an associated profession.
- Further studies at a university.

Qualification Structure and Requirements

Credits and Total Qualification Time (TQT)

The QUALIFI Level 7 Diploma in Occupational Health and Safety Management is made up of 120 credits which equates to 1200 hours of TQT.

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

Examples of activities that can contribute to Total Qualification Time includes: guided learning, independent and unsupervised research/learning, unsupervised compilation of a portfolio of work

experience, unsupervised e-learning, unsupervised e-assessment, unsupervised coursework, watching a prerecorded podcast or webinar, unsupervised work-based learning.

Guided Learning Hours (GLH): are defined as the time when a tutor is present to give specific guidance towards the learning aim being studied on a programme. This definition includes lectures, tutorials and supervised study in, for example, open learning centres and learning workshops, live webinars, telephone tutorials or other forms of e-learning supervised by a tutor in real time. Guided learning includes any supervised assessment activity; this includes invigilated examination and observed assessment and observed work-based practice.

Rules of Combination for QUALIFI Level 7 Diploma in Occupational Health and Safety Management.

All Units are Mandatory

Unit Reference	Mandatory Units	Level	TQT	Credit	GLH
M/650/6269	Health and Safety Management Practice	7	200	20	100
Y/650/6270	Effectiveness of Health and Safety Management Systems	7	200	20	100
A/650/6271	Factors Affecting Risk and Strategic Risk Intervention	7	200	20	100
D/650/6272	Strategic Commitment to Health and Well-Being	7	200	20	100
F/650/6273	Sustainability and Ethics in Health and Safety Practice	7	200	20	100
H/650/6274	Advanced Research Methods	7	200	20	100
Total			1200	120	600

Achievement Requirements

Learners must demonstrate they have met all learning outcomes and assessment criteria for all the required units to achieve this qualification. QUALIFI will issue certificates to all successful learners via their registered centres.

Awarding Classification/Grading

This qualification grading is Pass/Fail.

All units will be internally assessed through written assignment, internally marked by the QUALIFI approved centre and subject to external quality assurance by QUALIFI.

Assessment Strategy and Methods

QUALIFI will provide written tasks and assignments for each unit of this qualification. These tasks will address all learning outcomes and related assessment criteria, all of which must be demonstrated/passed in order to achieve the qualification.

The tasks will enable learners to draw on work-related information and/or examples wherever possible. Some assessment tasks will contain a practical assignment which will require observation by an assessor, see Assessment Guidance for further information.

The assessment tasks will require learners to draw on real organisational information or case studies to illustrate their answers. To support this activity during the programme of learning, centres are required to make sure that they include case studies of relevant organisations and, wherever possible, encourage learners to draw on work-place opportunities to undertake research and investigation to support their learning.

QUALIFI provide a Candidate Workbook for each unit that learners should use to record their answers and/or cross-reference any supporting evidence relating to a practical task. Approved centres should request a copy of the assessment workbook.

Learner assessments will be internally marked by the approved centre and will be subject to external moderation by QUALIFI prior to certification.

All learning outcomes and related assessment criteria, all of which must be demonstrated/passed in order to achieve the qualification. To achieve a 'pass' for each of the units, learners must provide evidence to demonstrate that they have fulfilled all the learning outcomes and meet the standards specified by all assessment criteria.

The assessment tasks will require learners to draw on real organisational information or case studies to illustrate their answers. To support this activity during the programme of learning, centres are required to make sure that they include case studies of relevant organisations and, wherever possible, encourage learners to draw on work-place opportunities to undertake research and investigation to support their learning.

Learner assessments will be internally marked by the approved centre and will be subject to external moderation by QUALIFI prior to certification.

Qualifi will provide a combination of assessments that cover the learning outcomes and assessment criteria. These may be:

1: Formative Assessment

Formative assessment is an integral part of the assessment process, involving both the Tutor/Assessor and the learner about their progress during the course of study. Formative assessment takes place prior to summative assessment and focuses on helping the learner to reflect on their learning and improve their performance and does not confirm achievement of grades at this stage.

The main function of formative assessment is to provide feedback to enable the learner to make improvements to their work. This feedback should be prompt so it has meaning and context for the learner and time must be given following the feedback for actions to be complete. Feedback on formative assessment must be constructive and provide clear guidance and actions for improvement. All records should be available for auditing purposes, as we may choose to check records of formative assessment as part of our ongoing quality assurance. Formative assessments will not contribute to the overall mark of the units.

2: Summative Assessment

Summative assessment is used to evaluate learner competence and progression at the end of a unit or component. Summative assessment should take place when the assessor deems that the learner is at a stage where competence can be demonstrated.

Learners should be made aware that summative assessment outcomes are subject to confirmation by the Internal Verifier and External Quality Assurer (EQA) and thus is provisional and can be overridden. Assessors should annotate on the learner work where the evidence supports their decisions against the assessment criteria. Learners will need to be familiar with the assessment and grading criteria so that they can understand the quality of what is required.

Formative Assessment	Summative Assessment
used during the learning process	used at the end of the learning process
provides feedback on learning-in-process	evaluates achievement against learning outcomes and assessment criteria
dialogue-based, ungraded	graded Pass / Refer

Evidence of both formative and summative assessment MUST be made available at the time of external quality assurance – EQA.

Unit Specifications

Unit OHSM701: Health and Safety Management Practice

Unit Code	M/650/6269
RQF Level	7
Guided Learning Hours	100
Total Qualification Time	200
Number of Credits	20

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 and Assessment Criteria

Learning Outcomes	Assessment Criteria
When awarded credit for this unit, a learner will:	Assessment of this learning outcome will require a learner to demonstrate that they can:
1. Understand the factors that influence an organisation's culture and atmosphere around health and safety.	1.1 Explain the meaning of a 'health and safety climate' and 'health and safety culture'.
	1.2 Analyse the connections between organisational culture and health and safety culture.
	1.3 Consider the key variations between proactive and traditional safety management strategies.
	1.4 Critically analyse how perception of risk can affect an organisation's health and safety.
2. Understand the factors that contribute to effective management of health and	2.1 Critically evaluate the moral, legal, and financial reasons for the effective management of health and safety.

safety.	2.2 Evaluate the reasons for managing a health and safety management system.
	2.3 Explain the principles and elements of a successful health and safety management system, including the reasons for integrating it with other management systems.
	2.4 Explain the significance of competence in both people and organisations and its impact on safety performance.
3. Be able to evaluate organisational practices and structures relating to health and safety.	3.1 Analyse the structure of an organisation relative to health and safety.
	3.2 Critically evaluate a company's current health and safety procedures.
	3.3 Justify areas where the organisation's health and safety procedures should be improved.
	3.4 Create a time-bound development plan with justification reasoning.
	3.5 Present the outcome of the evaluation to the senior management team.

Indicative content

- 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 prejudice mutual trust or lead to confusion regarding commitment).
- 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.
- The legal requirements to manage health and safety: - written health and safety policy - the arrangements for effective planning, organisation, control, monitoring and review of 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.
- Structure could relate to responsibility and accountability. Lines of reporting and specific tasks or duties relating to health and safety.
- Review current practice
- 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: Specific Measurable Achievable Relevant Time-bound
- Evaluation: critically examine a process collecting and analysing information, make judgments, improve effectiveness, and/or to inform decisions.

Suggested Resources

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.

Unit OHSM702: Effectiveness of Health and Safety Management Systems

Unit Code	Y/650/6270
RQF Level	7
Guided Learning Hours	100
Total Qualification Time	200
Number of Credits	20

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 and Assessment Criteria

Learning Outcomes	Assessment Criteria
When awarded credit for this unit, a learner will:	Assessment of this learning outcome will require a learner to demonstrate that they can:
1. Understand the relationship between traditional and proactive safety management models.	1.1 Evaluate traditional safety management models.
	1.2 Evaluate models of proactive safety management.
	1.3 Critically assess the key distinctions between proactive and traditional safety management strategies.
2. Be able to evaluate the influence on an organisation's	2.1 Analyse and explain the importance of both internal and external influences on health and safety within an organisation.

safety direction from internal and external factors.	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.
3. Understand what contributes to being able to present a plan which promotes a health and safety strategy for the organisation.	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.

Indicative content

- Traditional safety (sometimes called ‘Safety I’)
- Proactive safety management (sometimes called ‘Safety II’ and ‘Safety Differently’)
- 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.
- 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. timescales c. staff availability d. competencies e. training and development.
- 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.

Suggested Resources

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

Unit OHSM703: Factors Affecting Risk and Strategic Risk Intervention

Unit Code	A/650/6271
RQF Level	7
Guided Learning Hours	100
Total Qualification Time	200
Number of Credits	20

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 and Assessment Criteria

Learning Outcomes	Assessment Criteria
When awarded credit for this unit, a learner will:	Assessment of this learning outcome will require a learner to demonstrate that they can:
1. Understand the fundamentals of setting up and maintaining a responsible risk management program.	1.1 Assess the concept of sensible risk management in light of risk management tactics.
	1.2 Critically evaluate the variables influencing the selection of reasonable and appropriate control measures.
	1.3 Discuss the organisational arrangements for implementing and maintaining an effective risk assessment programme.
2. Be able to assess health and safety risks within the organisation.	2.1 Describe the strategy for an organisation's risk management plan.
	2.2 Identify and assess an organisation's risk control measures.
	2.3 Determine the appropriate techniques used to identify potential exposure of workers and other persons who may be impacted, and then decide whether or not the risks are tolerable or

	acceptable.
	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.
3. Being able to develop risk control measures.	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.
	3.3 Develop relevant technical, procedural and behavioural control measures required using the general hierarchy of control in a chosen organisation.

Indicative content

- 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, proportionality, effectiveness of control, legal requirements and associated standards
- 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.
- 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.
- The general principles of prevention in the Management of Health and Safety at Work Regulations.
- 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).

Suggested Resources

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

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

Unit OHSM704: Strategic Commitment to Health and Well-Being

Unit Code	D/650/6272
RQF Level	7
Guided Learning Hours	100
Total Qualification Time	200
Number of Credits	20

Unit Aims

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

Learning Outcomes and Assessment Criteria

Learning Outcomes	Assessment Criteria
When awarded credit for this unit, a learner will:	Assessment of this learning outcome will require a learner to demonstrate that they can:
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 company's present situation in relation to all of its commitments related to its policy and strategy for occupational health and well-being.
	1.2 Describe all legal and regulatory compliance factors need to be taken into consideration in any analysis.
	1.3 Determine a company's adherence to risk assessment principles by comparing compliance with legal and regulatory requirements.
	1.4 Outline and present key findings and actions from the evaluation and analysis.
2. Be able to promote plans and engage all levels of the business	2.1 Develop a strategy for engagement and improvement for occupational health and well-being across all the business undertakings.

so that the strategy is actioned, monitored, and evaluated.	2.2 Demonstrate understanding, commitment, and reflection by all stakeholders against the strategy and its objectives.
	2.3 Outline time-bound measurements for changes and improvements resulting from implementation of the strategy.
	2.4 Discuss the full range of benefits that can be monitored across an organisation affecting individuals, groups, and the wider organisation
3. Be able to understand the various occupational health and well-being issues that have an impact on employee safety and welfare, the standing and reputation of the company, and the relative threats.	3.1 Describe the regional, national, and, if appropriate, local influences that inform the creation of health and wellness strategies.
	3.2 Identify and analyse theories and concepts that help safety professionals involve stakeholders in dialogue and debate.
	3.3 Describe a range of standards and metrics that help safety professionals assess the effectiveness and benefits of a health and well-being strategy.
	3.4 State the importance and benefits of an effective communication strategy to the success of the strategy and its implementation.

Indicative content

- 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)).
- Legal and compliance assessment/analysis: Risk assessment principles/Evaluation: conclusions/SWOT Analysis .
- 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.
- 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.
- Championing good mental and physical health, fitness to work, support for action on disabilities through communication and commitment/understanding.

Suggested Resources

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

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

Unit OHSM705: Sustainability and Ethics in Health and Safety Practice

Unit Code	F/650/6273
RQF Level	7
Guided Learning Hours	100
Total Qualification Time	200
Number of Credits	20

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 and Assessment Criteria

Learning Outcomes	Assessment Criteria
When awarded credit for this unit, a learner will:	Assessment of this learning outcome will require a learner to demonstrate that they can:
1. Be able to 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.
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	2.1 Assess and discuss the strategy for including a company sustainability strategy and its effects on behavior.
	2.2 Critically evaluate the variety of information and direction required across the organisation to support changes in behaviours and relationships in support of a strategy.

and ethical practices.	
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.	2.3 Determine the range of advantages and potential drawbacks of modifying the business strategy to promote higher sustainability in OHS.
	3.1 Evaluate how ethical business practices affect an organisation.
	3.2 Identify the factors that the OHS professional takes into account when exhibiting a strategy for ethical business operations.
	3.3 Explain the challenges of how an approach to ethical business practice underpins an overall strategy to implement improvements in sustainability.

Indicative content

- Looking at corporate social responsibility. Evaluating the duties and responsibilities of stakeholders, internal and external, through survey, communication, and study.
- Comparative analysis through research – ‘Putting People Back into Sustainability’, *research-Capital Global Summit*’.
- Factors that underpin a company’s contribution to society – profit, people, planet.
- Establishing and benchmarking ethical business practices.
- Factors affect resourcing for strategies, PESTLE analysis.
- The effect on society, the economy, and the environment.
- 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.
- 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).

Suggested Resources

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.

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

Unit OHSM706: Advanced Research Methods

Unit Code	H/650/6274
RQF Level	7
Guided Learning Hours	200
Total Qualification Time	100
Number of Credits	20

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 and Assessment Criteria

Learning Outcomes	Assessment Criteria
When awarded credit for this unit, a learner will:	Assessment of this learning outcome will require a learner to demonstrate that they can:
1. Be able to develop research strategies.	1.1 Select a relevant research project topic for health and safety.
	1.2 Create appropriate research aims and objectives that are justified.
	1.3 Create a detailed plan for the research project.
2. Be able to critically review	2.1 Critically analyse theoretical approaches to the research topic.

literature relevant to a Health and Safety topic.	2.2 Create a structured and thorough critical literature review.
3. Be able to design research methodologies.	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.
4. Be able to plan and prepare a research project.	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.

Indicative content

- SMART objectives; Terms of reference, Rationale for selection, Key milestones, Project goals, Schedule.
- 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.
- 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.
- 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.
- 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.

Suggested Resources

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

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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.

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