



LEEDS
BECKETT
UNIVERSITY

Course Specification

MSc Health and Safety

Course Code: MSCHS

2022/23

leedsbeckett.ac.uk

MSc Health and Safety (MSCHS)

Applicant Facing Course Specification for 2022/23 Postgraduate Entrants

Confirmed at January 2022

General Information

Award	Master of Science Health and Safety
Contained Awards	Master of Science Health and Safety Studies* Post Graduate Diploma Health and Safety Post Graduate Diploma Health and Safety Studies* Post Graduate Certificate Health and Safety* (*Not accredited by the IOSH)
Awarding Body	Leeds Beckett University
Level of Qualification and Credits	Level 7 of the Framework for Higher Education Qualifications, with 180 credit points at Level 7 of the Higher Education Credit Framework for England.
Course Lengths and Standard Timescales	Start dates will be notified to students via their offer letter. The length and mode of delivery of the course is confirmed below: <ul style="list-style-type: none">• 1 year (full time, campus based)• 2 years (part-time, campus based)
Part Time Study	PT delivery is usually at half the intensity of the FT equivalent course, although there may be flexibility to increase your pace of study to shorten the overall course duration. Some modules may be delivered in a different sequence to that defined within this information set but the modules offered within each level are consistent. Please note that the work placement option is not generally available to PT students.
Location(s) of Delivery	City Campus, Leeds.
Entry Requirements	Admissions criteria are confirmed in your offer letter. Details of how the University recognises prior learning and supports credit transfer are located here: https://www.leedsbeckett.ac.uk/student-information/course-information/recognition-of-prior-learning/

Admissions enquiries may be directed to:
AdmissionsEnquiries@leedsbeckett.ac.uk.

Course Fees

Course fees and any additional course costs are confirmed in your offer letter. Fees enquiries may be directed to
Fees@leedsbeckett.ac.uk.

Timetable Information

Timetables for Semester 1 will be made available to students during induction week via:

- i) The Student Portal (MyBeckett)
- ii) The Leeds Beckett app

Any difficulties relating to timetabled sessions may be discussed with your Course Administrator.

Policies, Standards and Regulations (www.leedsbeckett.ac.uk/academicregulations)

Permission has been granted for the following exceptions to the University's Regulations:

Admission Exception (Advanced Standing route)

An entry with Advanced Standing route will be specified to allow students who already hold an IOSH-Accredited Postgraduate Diploma in Health and Safety to enrol on and complete the 60 Credit "Research" element as a top-up.

Regulatory Exemption (IOSH requirement)

In order to meet the requirements of the accrediting body Institution of Occupational Safety and Health (IOSH) and achieve the award with accreditation all modules that make up the "Professional" element of the course will have to be passed for achievement of the target award. This will also apply to the Contained Award of Postgraduate Diploma in Health and Safety.

Additional Contained Awards are available for students who meet the University's requirements for award, but do not meet IOSH requirements for the target award of MSc Health and Safety or the Contained Award of Postgraduate Diploma in Health and Safety as follows: MSc Health and Safety Studies; Postgraduate Diploma in Health and Safety Studies.

These awards are not accredited by IOSH, but those attaining them may still be able to obtain Graduate Membership of IOSH if they can demonstrate individually that they meet IOSH requirements.

Pre-requisite modules

Students must successfully complete **Applied Research Methods** 20 credit module prior to undertaking the **Research and Practice Development** 40 credit module. Formal recognition and confirmation of the marks awarded for the Applied Research Methods module will be confirmed by Examination Committee at the end of semester 1 of a student's first year (FT) or second year (PT).

Fitness to Practise Policy and Procedure

In addition, the course subscribes to the Leeds Beckett University Fitness to Practise Policy and Procedure. Students are required to comply with the University Regulations relating to Fitness to Practise. The Fitness to Practise Policy and Procedure can be found by following this link www.leedsbeckett.ac.uk/public-information/student-regulations.

Key Contacts

Your Course Director	To be confirmed
Your Academic Advisor	To be advised
Your Course Administrator	Patricia Stead (p.a.stead@leedsbeckett.ac.uk)

Professional Accreditation or Recognition Associated with the Course

Professional Body

Institution of Occupational Safety and Health (IOSH)

www.iosh.co.uk

Accreditation/ Recognition Summary

This programme has been accredited by the Institution of Occupational Safety and Health (IOSH) and on successful completion, students will meet the academic requirements for Graduate (Grad IOSH) membership. As part of the IOSH Membership review (during 2021) Graduate (Grad IOSH) membership will change its title to Certified member and following the implementation of the Review IOSH conditions of membership will also require evidence of experience, in addition to any accredited qualification.

In order to meet the requirements for the IOSH-accredited target award of MSc Health and Safety or the contained award of Postgraduate Diploma in Health and Safety, students must pass all modules that are designated "Professional".

Course Overview

Aims

The aim of the course is to provide a Safety Practitioner with an enhanced level of knowledge which supports a career not only as a Health and Safety Practitioner, but as a practitioner and manager of the Health and Safety process in both the private and public sectors, and with the ability to engage in research and practice development. It is anticipated that such a practitioner will have the ability to make a significant contribution

to their organisation, the community, the advancement of the Health and Safety profession and wider society. Students during their study will have acquired key knowledge, and developed the advanced skills that are associated with, pragmatic competent risk management strategies and techniques. Students successfully completing the programme will also have fulfilled the required professional body learning outcomes, as required by the accrediting professional body, IOSH, and will be eligible for Graduate Membership and the opportunity to progress to Chartered Safety Practitioner status.

Such practitioners will have developed the ability and attitudes to critically identify, evaluate, develop, and deliver occupational health and safety issues in a range of settings, contributing to and securing enhanced personal and team practice through research, the continuation of personal professional development, and lifelong learning.

Course Learning Outcomes

At the end of the course, students will be able to:

1. Synthesise and respond to the complexity of legal/ethical issues within their risk management practice;
2. Demonstrate the ability to operate effectively in complex and unpredictable situations within professional contexts;
3. Demonstrate critical understanding of the dynamic nature of safety management;
4. Critically evaluate and synthesise theory and good practice, and demonstrate an ability to engage in research and practice development;
5. Apply a critical awareness of the impact of approaches taken by other professionals in attempting to solve common professional problems;
6. Demonstrate critical awareness of topical and current issues surrounding the Health and Safety Practitioner.

Teaching and Learning Activities

Summary

The IOSH Core Curriculum identifies a comprehensive range of key knowledge and skills as being of particular relevance to the student's development, and the "Professional" element of the course has been designed to reflect this. Likewise, the Applied Research Methods module has been designed to foster the development of the full range of skills required for students to engage in research or practice development.

The course will provide an orientation to approaching and solving public safety and health issues which embraces 'upstream' thinking, i.e. identifying new techniques or ways of working. The focus to be adopted supports development of critical, capable and reflective individuals to enable them to make an enhanced

contribution to their organisations, professions and communities and therefore to improve workplaces. Students will develop their critical analysis skills through discussion to help define and identify critical issues.

A variety of teaching approaches will be used in order to accommodate a range of preferred learning styles thereby supporting a more diverse group of students. These will include: staff-led lectures and workshops, student led on line discussions, practical work, case studies, problem solving exercises, reflective learning techniques, use of video and on-line lectures, computer-assisted learning, and a significant scenario based approach that incorporates learning from past events.

With regard to employability, the course seeks to ensure that all students will have advanced the following generic, intellectual and personal transferable skills to an appropriate level to their immediate benefit in the pursuit of their studies and the longer-term benefit in the conduct of their future careers:

- Organisation and planning;
- Communication skills, written and oral;
- Group and interpersonal skills;
- Information and Data collection;
- Theory and principles;
- Analysis;
- Application and reflection;
- Synthesis and evaluation;
- Technical skills;
- Creativity;
- Inter-disciplinary and Professional Skills.

These key skills are further developed with the expectation that each student will have achieved:

- A critical understanding of the current context of safety and risk management;
- Ability to apply technical and professional skills to address and resolve a comprehensive range of contemporary and emerging issues to meet the needs of individuals/families/communities/the environment;
- Ability to critically identify, investigate, analyse, formulate, and advocate solutions to problems together with an ability to create, identify, synthesise and evaluate options to help achieve or implement practical outcomes;
- Ability to reflect critically, review and evaluate theoretical perspectives, methods, strategies and outcomes;
- Ability to critically reflect on their own learning; seeking and making use of constructive feedback;

- Ability to manage their own learning to achieve structured progress;
- Ability to work independently, demonstrating initiative, self-organisation, planning and time-management;
- Ability to engage in research and thereby contribute to practice development;
- Ability to collaborate with others in a professional environment to achieve common goals;
- Ability to make informed judgments on complex issues and communicate their ideas and conclusions clearly and effectively.

The key skills are embedded in all of the modules. Some of the modules are more appropriate to certain aspects of personal development than others but every opportunity has been taken to enable the student to work on personal development throughout the course. It is important that students are fully aware of the importance and nature of the self-developmental aspect of the course. This subject will be an important feature of initial induction, module introduction and student feedback.

Teaching and Learning Activities

The main modes of delivery will be lectures and tutorials complemented by substantial use of the VLE. There will be a range of learning activities including group and self-study exercises.

A key feature of the course is flexibility to meet students' needs with particular reference to attendance for tuition which will be concentrated on 1 day per week. This will be achieved through delivering lectures asynchronously for some modules via the VLE supported by timed (synchronous) online course-specific tutorials on the day of attendance. The modules identified for this are: Ergonomics and Sensible Risk Management.

Given the need to comply with the IOSH curriculum, there is considerable overlap with the curriculum for BSc (Hons) Safety Health and Environmental Management in respect of some modules so lectures covering core content for the following modules will be shared with Level 5 students on that course, but Level 7 students will then attend course-specific tutorials to enable them to develop their learning to a more advanced level:

Health and Safety Practice;

Occupational Health and Wellbeing;

Professional Practice and Development.

For the students this gives them the possibility of engaging with a wider range of students during class discussions etc.

The VLE will be used in various ways across all modules including the structured provision of online resources and some tutor support. Students will also be required to make use of the various electronic communication tools including discussion boards thereby fostering their cohort identity and allowing continued engagement when off site.

Active engagement with the VLE will be fostered by the course team who have a great deal of experience in using all learning environments and the integration of the learning acquired. The course team has a good range of techniques that encourages students to engage in online activity.

Students will be expected through their engagement with the VLE and their own independent study to work with a wide range of academic, professional and technical learning resources. Examples include interactive learning tools that can foster development of critical thinking skills, and reports of enquires which can be studied to provide opportunities to compare proposed solutions and examine their effectiveness. The case studies used will allow students to develop a deeper knowledge of failure of safety management systems and of those using the safety management systems, and to consider critically developments that have arisen from recommended improvements. In relation to access to research information, students will be specifically encouraged to register on the IOSH website to gain access to the IOSH research area.

Some freely available video content will also be used in conjunction with prepared question sets that stimulate student reasoning. These questions sets will be designed to encourage students to investigate specific aspects such as political concerns, technological advances, or advances in the detection of adverse consequences.

Use of electronic resources will also enable students to develop their digital literacy skills, including those required by Safety Managers when undertaking or delegating management Health and Safety processes in the workplace. In some instances, students will be set specific tasks which will require the use of online tools. For example, in relation to chemical risk assessment, students will be shown how to access and input information about a particular chemical into the HSE website to develop a chemical risk assessment, which they then will have to save and present to the class during a later learning session.

The promotion of the best practice approach makes the course an ideal vehicle for utilising the blended learning approach and will also enable the course team to easily integrate national and international approaches to risk management. This will allow for a wider audience to be catered for. The best practice approach will allow students to develop individual critical thinking, as they will compare what is normally the accepted to going beyond legal compliance.

Utilising the best practice approach will also allow the course team to help students utilise many external learning resources, to examine a wide variety case studies to develop critical thinking and provide opportunity to compare and reflect upon improvements that were suggested.

We will deliver teaching, learning and assessment activities which are informed by government guidance on any COVID-19 requirements. Government COVID-19 guidance continues to change, and this may mean that during the academic year, arrangements for teaching, learning and use of the campus may need to change. We aim to provide access to

- excellent teaching, learning and support via a blend of online and on-campus learning where this can be delivered safely
- specialist facilities and equipment for the course where this can be delivered safely
- opportunity for time on campus as soon and as much as practical, based on the need to manage the campus safely

- support for your study towards achieving the any specified professional, statutory and regulatory body accreditation requirements.

Your Modules

This information is correct for students progressing through the programme within standard timescales. Students who are required to undertake repeat study may be taught alternate modules which meet the overall course learning outcomes. Details of module delivery will be provided in your timetable.

Full-Time

Semester 1	Core (Y/N)	Semester 2	Core (Y/N)
Ergonomics (20 credits)	Y	Professional Practice and Development (20 credits)	Y
Health and Safety Practice (20 credits)	Y	Occupational Health and Wellbeing (20 credits)	Y
Quantitative Risk Analysis (20 credits)	Y	Sensible Risk Management (20 credits)	Y
Applied Research Methods (20 credits)			Y
Summer			
Research and Practice Development (40 credits)			Y

Part-Time

Year 1 Semester 1	Core (Y/N)	Year 1 Semester 2	Core (Y/N)
Health and Safety Practice (20 credits)	Y	Professional Practice and Development (20 credits)	Y
Quantitative Risk Analysis (20 credits)	Y	Occupational Health and Wellbeing (20 credits)	Y
		Sensible Risk Management (20 credits)	Y
Year 2 Semester 1		Year 2 Semester 2	
Ergonomics (20 credits)	Y		

Applied Research Methods (20 credits)	Y
Summer	
Research and Practice Development (40 credits)	Y

Assessment Balance and Scheduled Learning and Teaching Activities

The assessment balance and overall workload associated with this course are calculated from core modules and typical option module choices undertaken by students on the course. They have been reviewed and confirmed as representative by the Course Director but applicants should note that the specific option choices students make may influence both assessment and workload balance.

A standard module equates to 200 notional learning hours, which may be comprised of teaching, learning and assessment, any embedded placement activities and independent study. Modules may have more than one component of assessment.

Assessment

On this course students will be assessed mainly by coursework, and just one module is assessed in part by examination. Coursework assessments include assignments, presentations and portfolios, and there is a strong emphasis on the integration of theory with practice, e.g. through completion of practical tasks such as the production of risk assessments. Some assessments also require students to reflect on the learning they have acquired.

For **Research and Practice Development**, students may undertake a traditional research project or may work on an innovation in practice.

Workload

The number of hours of workload generally equates to 1800 for Masters programmes, 1200 for PG Diplomas and 600 for PG Certificates, corresponding to the national standard of 10 notional hours of learning for each UK HE credit point.

Overall Workload	
Teaching, Learning and Assessment	256.5 hours
Independent Study	1543.5 hours

Learning Support

If you have a question or a problem relating to your course, your Course Administrator is there to help you. Course Administrators work closely with academic staff and can make referrals to teaching staff or to

specialist professional services as appropriate. They can give you a confirmation of attendance letter, and a transcript. You may also like to contact your Course Rep or the Students' Union Advice team for additional support with course-related questions.

Student Services

If you have any questions about life at University, call into our Student Services Centre at either campus or contact Student Advice directly. This team, consisting of trained officers and advisers are available to support you throughout your time here. They will make sure you have access to and are aware of the support, specialist services, and opportunities our University provides. They also work on a wide range of projects throughout the year all designed to enhance your student experience and ensure you make the most of your time with us. Student Advice are located in the Student Services Centre in the Leslie Silver Building at City Campus and on the ground floor of the Priestley Building at Headingley Campus. The team can also be contacted via email at studentadvice@leedsbeckett.ac.uk, telephone on 0113 812 3000, or by accessing our online chat link, available on the student homepage.

Support and opportunities

Within MyBeckett you will see two tabs (Support and Opportunities) where you can find online information and resources for yourselves. The Support tab gives you access to details of services available to give you academic and personal support. These include Library Services, the Students' Union, Money advice, Disability advice and support, Wellbeing, International Student Services and Accommodation. There is also an A-Z of Support Services, and access to online appointments/registration.

The Opportunities tab is the place to explore the options you have for jobs, work placements, volunteering, and a wide range of other opportunities. For example, you can find out here how to get help with your CV, prepare for an interview, get a part-time job or voluntary role, take part in an international project, or join societies closer to home.