STUDENT AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data						
Module Title	Health and Safety Management (distance learning)					
Module Code	UZVRTK-15-M	Level	M	Version	2	
Owning Faculty	Health and Applied Sciences	Field		Health and Social Sciences		
Contributes towards	PGCert/PGDip/MSc Environmental Health MSc Environmental Health Studies					
UWE Credit Rating	15	ECTS Credit Rating	7.5	Module Type	Standard	
Pre-requisites	None			Co- requisites	None	
Excluded Combinations	None			Module Entry requirements	None	

Part 2: Learning and Teaching	
Learning Outcomes	On successful completion of this module students will be able to access, synthesise, critically analyse and apply knowledge and understanding of: 1. The impact that work activities can have on global human health, safety and welfare and how harmful effects can be minimised through targeted risk based interventions. (Component A and B) 2. The assessment of management systems, policy and arrangements and how these can contribute towards developing and maintaining a positive health and safety culture. (Component A and B) 3. The underpinning principles of a legislative system that seeks to reduce workplace risk. Whilst reference will be made to the key components of the UK system, the material will be presented in a manner to enable these principles to be adopted in an international context. (Component A and B) 4. The requirements and benefits of involving stakeholders in the health and safety decision-making process. (Component A and B) 5. The reporting procedures and risk based intervention strategies in relation to workplace injuries, health and dangerous occurrences. (Component A and B) 6. The role, scope and impact of partnership working in relation to the management, enforcement and development of strategies concerning health and safety hazards. (Component A and B) 7. The application of resources that inform the key decision-making processes in relation to the most appropriate course of action and intervention frequency. (Component A and B)

Syllabus Outline	**Health and Safety at Work Management**
	The planning, monitoring and reviewing of management systems and policies that underpin a positive workplace health and safety culture.
	The key aspects of the occurrence of workplace injuries, including triggers, investigation and prevention.
	Fundamental Legislative Arrangements
	The key principles and components of legislation and other information resources that aim to reduce health and safety workplace risk, inform decision-making and maintain a safe working environment.
	The role of regulators and regulatory practice including approaches to enforcement, the impact this may have on business and the protection it affords vulnerable employees.
	Recognition of the business viewpoint and the systems in place to maintain a proportionate, targeted and consistent approach.
	Hazard and Risk
	Identification, assessment and control of physical workplace hazards and associated risks including quantitative/qualitative aspects and impact on both employee and public safety.
	Identification, assessment and control of workplace hazards that pose a risk to and lead to conditions that impact on human health.
	Partnership working
	The range of stakeholders that have a role in collaborating to reduce workplace risk and promote health and wellbeing.
	An appreciation of workplace consultation to inform decision-making and development /maintain a health and safety culture.
Contact Hours/Scheduled Hours	This distance learning module provides a blended learning approach utilizing asynchronous online activities (including lectures, reading, quizzes, videos) and synchronous tutorials (seminars/discussions). Progress through the module is managed through time-dependent release of online resources to ensure structured progression through the learning materials and the synchronous activities promote development of the student-tutor relationship and encourage a cohort identity in addition to supporting core learning. Approximately 30 hours of directed study (e.g. online lectures, seminars, etc.) are delivered via Blackboard.
Teaching and Learning Methods	Teaching is delivered in the format of up to 12 online lectures (delivered as audio podcasts or video capture linked with Adobe presenter or equivalent), plus online seminars and other web-based activities. Online seminar activities include student-centred active learning techniques (e.g. via Collaborate) and access to a module discussion board or blog. These are delivered via the Blackboard online learning platform.
	Essential, indicative and supplementary online learning materials and resources are also provided via Blackboard, with links to online library resources.
Key Information Sets	Key Information Sets (KIS) are produced at programme level for all programmes that this module contributes to, which is a requirement set by HESA/HEFCE. KIS are comparable sets of standardised information about undergraduate courses allowing prospective students to compare and contrast between programmes they are interested in applying for.
	Further detail on Key Information Sets and how the University is implementing its requirements can be found at: https://share.uwe.ac.uk/sites/ar/kis/KIS%20Background%20Information/Forms/AllItems.aspx. This also contains further guidance on how to complete the

information requested below.

A KIS is required for every undergraduate programme (including integrated Masters and foundation degrees) so please fill this section if this module will contribute to an undergraduate programme.

Key Information Set - Module data					
Number of credits for this module				15	

Hours to be allocated	Scheduled learning and teaching study hours*	Independent study hours	Placement study hours	Allocated Hours	
150	30	120	0	150	✅

*This includes synchronous and asynchronous activities.

The table below indicates as a percentage the total assessment of the module which constitutes a -

Written Exam: Unseen written exam, open book written exam, In-class test

Coursework: Written assignment or essay, report, dissertation, portfolio, project

Practical Exam: Oral Assessment and/or presentation, practical skills assessment, practical exam

Please note that this is the total of various types of assessment and will not necessarily reflect the component and module weightings in the Assessment section of this module description:

Total assessment of the module:	
Written exam assessment percentage	0%
Coursework assessment percentage	100%
Practical exam assessment percentage	0%
	100%

Reading Strategy	**Core and Further Readings**
	All essential, indicative and supplementary reading is indicated and available via Blackboard, which includes access to online databases, journals and e-textbooks. Students are recommended two or three core textbooks that they can choose to purchase. They are also required to access a particular range of peer reviewed academic journals, policy documents, official guidance, Legislation and codes of practice etc., to prepare for the assessment, which are accessible via the online UWE Library.
	All recommended reading is available online via Blackboard and the UWE Library, which supports individual lectures, seminars and topics. Students are expected to research other reading materials relevant to their assignment and to read widely using the variety of online resources at their disposal. The purpose of further reading is to ensure students become familiar with current research and practice

	relevant to the syllabus.
	Access and Skills
	Development of literature searching skills is supported by the online UWE Library service which includes 24 hour online support, tutorial support and downloadable materials; these include interactive tutorials in relation to sourcing books and journals, evaluating information and referencing. Further details are available at http://www1.uwe.ac.uk/library/ .
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Indicative Reading List	***Indicative Reading List***
	The following indicative reading list is offered to provide validation panels/accrediting bodies with an indication of the type and level of information students may be expected to consult. Its currency may wane during life span of the module specification. However, as indicated above, current advice on reading is available via the module's Blackboard homepage.
	Textbooks
	Hughes, P. and Ferrett, E. (2011) Introduction to Health and Safety at Work. 5th ed. Oxford: Butterworth-Heinemann.
	Clarke, S., Burke, R. and Cooper, C. eds. (2011) Occupational Health and Safety. Surrey: Gower
	Stranks, J. (2007) Human Factors and Behavioural Safety. Oxford: Elsevier Ltd.
	Healey B. and Walker K. (2009) Introduction to Occupational Health in Public Health Practice. Oxford: Wiley
	Kelloway, E.K. and Cooper C. L. (2011) Occupational Health and Safety for Small and Medium Sized Businesses. Gloucestershire and Surrey: Edward Elgar.
	McKinnan, R. (2013) Changing the Workplace Safety Culture.
	Health and Safety Executive (2013) Managing for Health and Safety (HSG65). 3rd ed., Sudbury: HSE Books. Free download available from http://www.hse.gov.uk/pubns/books/hsg65.htm
	Fuller C. and Vassie L. (2004) Health and Safety Management: Principles and Best Practice. Prentice Education Ltd.
	Ridley, J. and Channing J., (2013) Safety at Work. Oxon: Elsevier
	Penn, C. (2005) Local Authority Health and Safety Enforcement. Shaws and Sons
	Stranks, J. (2005) Handbook of Health and Safety Practice. London: Pitman
	Journals
	Health, Risk and Society Occupational Health Professional Safety Risk Analysis – An International Journal Safety Science
	All these can be accessed via the e-journal: A-Z repository on the Library website' http://dd6lh4cz5h.search.serialssolutions.com/

	Websites
	www.hse.gov.uk
	http://vscg.co.uk/good-practice

Part 3: Assessment

Assessment Strategy	The Assessment Strategy has been designed to support and enhance the development of both subject-based and generic key skills, whilst ensuring that the module's Learning Outcomes are attained. This two part assessment encompasses all the specific module learning outcomes in addition to the CIEH Knowledge and Skills domains. Full details can be found in the Module Handbook and on the module's Blackboard site. *Component A* (controlled) will consist of a 1500 word report in the form of a 'real life' assessment of a workplace or publicly assessable venue and reflect upon this process. Students will be required to choose a 'real-life' venue to which they have access, identify the significant hazards, assess the associated risks, recommend and justify the most appropriate control measures within the constraints of the information to which they have access, discuss the associated factors that would underpin a positive culture together with links to current strategies. In reflecting, students will be expected to evaluate the challenges faced and critically appraise the application of health and safety strategy. To prepare for this assessment, students will be provided with a suggested format and examples of how it can be conducted. Visual content such as photographs to illustrate issues identified can be included. This will demonstrate that students are able to transfer and their underpinning learning introduced in the 'Risk and Law' module to the health and safety context, demonstrate knowledge and understanding of key health and safety concepts, prepare for professional practice and reflect and learn from their own actions. Reflective writing fosters critical analysis and evaluation skills which are considered fundamental to the practice of environmental health, with the CIEH identifying 'reflective practice' as a threshold concept of the discipline. *Component B* will consist of a 1500 word written theory based assignment which will address a contemporary challenge to reducing health and safety risk in the workplace. The ability to exert influence on policy makers, industry and members of the public is a key skill in environmental health practice and therefore, the assignment will be concerned with the critical evaluation of a topical issue that impacts on human health. Students will be required to analyse alternative perspectives, synthesise ideas and advocate original solutions to a particular health and safety challenge. **Formative Assessment** Opportunities exist for formative assessment in the module, through Blackboard collaborate sessions and individual feedback.

Identify final assessment component and element	**A**	
% weighting between components A and B (Standard modules only)	**A:**	**B**:
	30%	**70%**

First Sit	
Component A (controlled conditions) **Description of each element**	**Element weighting**
1. Workplace based risk assessment report with reflective log (1500 words).	**100%**
Component B **Description of each element**	**Element weighting**
1. Essay that addresses a contemporary challenge to reducing health and safety risk in the workplace (1500 words).	**100%**

Resit (further attendance at taught classes is not required)	
Component A (controlled conditions) **Description of each element**	**Element weighting**
1. Workplace based risk assessment report with reflective log (1500 words).	**100%**
Component B **Description of each element**	**Element weighting**
1. Essay that addresses a contemporary challenge to reducing health and safety risk in the workplace (1500 words).	**100%**
If a student is permitted an **EXCEPTIONAL RETAKE** of the module the assessment will be that indicated by the Module Description at the time that retake commences.	

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First CAP Approval Date	22/10/2014			
Revision ASQC Approval Date	31/10/2017	Version	2	Link to RIA 12435