Accreditation of qualifications

Graduate Membership (leading to Chartership)

ISO 9001:2008 FS 60566

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1 Introduction

Since 1992, IOSH has carried out assessments of occupational safety and health-related courses offered at qualifications-awarding organisations/institutions. The purpose of these assessments is to determine whether the content of the courses meets the academic requirements for Graduate (leading to Chartered) membership of IOSH.

The primary aims of accreditation by IOSH are to

- provide an independent, rigorous and valid assessment of undergraduate and postgraduate programmes leading to qualifications in occupational safety and health and related topics (see Section 3, IOSH Accreditation – item 7, 'Cognate degrees')
- give potential students a guarantee that their course satisfies the academic requirements for Graduate membership of IOSH
- support the standing of the qualifications in occupational safety and health offered by higher education institutions worldwide
- support the schools and departments offering occupational safety and health courses in higher education institutions.

2 Glossary of terms used in this document

Accreditation
Accreditation is carried out by IOSH, the professional body, to determine whether the proposed course is justified, has appropriate content and is backed by the necessary resources. It also considers course prerequisites, entry criteria and assessment methods.

Board of Trustees
The appointed body that sets the policies for the governance of IOSH.

British Standards Institution (BSI)
BSI is the business standards company that helps organisations all over the world make excellence a habit. ISO 9001:2008 is the Quality Standard accredited by BSI.

External examiner
A person appointed by a higher education institution to review drafts of examination question papers, marking schemes and so on. This person forms a link between the higher education institution and the profession (see Appendix 4 for further details).

National Academic Recognition Information Centre (NARIC)
A UK organisation which undertakes the mapping and levelling of UK qualifications against worldwide qualifications.

Quality Assurance Agency for Higher Education (QAA)
The UK agency for quality assurance of qualifications awarded by the higher education sector (see Appendix 8).

Validation
The process carried out by the awarding institution to decide whether the proposed course is justified and likely to be viable, has appropriate content and is backed by the necessary resources. It also considers course prerequisites, entry criteria and assessment methods.

3 IOSH accreditation

This document sets out the process and method that we use to accredit qualifications submitted for acceptance as meeting the academic requirement for Graduate membership. The process considers only qualifications which are:

1 a first-cycle degree as recognised by the Bologna Process (known in the UK as a Bachelor's degree); or
2 a second-cycle degree as recognised by the Bologna Process (known in the UK as a Master's degree); or
3 a qualification at the equivalent level to a first-cycle degree currently recognised by a regulating authority within a national jurisdiction, such as the Qualification and Credit Framework (QCF) in England; the Scottish Qualifications Authority (SQA); the National Framework of Qualifications (NFQ) in the Republic of Ireland; or
4 a National Vocational Qualification (NVQ) or Scottish Vocational Qualification (SVQ); or
5 a qualification equated to at least a UK first-cycle degree by the UK National Academic Recognition Information Centre (UK NARIC); or
6 any other qualification that IOSH assesses as meeting the criteria; or
7 a cognate degree in a discipline related to occupational health and safety which does not meet the full breadth of the IOSH learning objectives but is assessed as being suitable for inclusion.

Graduate members may use the post-nominal designation Grad IOSH and may progress to Chartered Membership after successfully completing a period of Initial Professional Development (IPD). To maintain Graduate Membership an applicant must complete Continuing Professional Development (CPD).

Organisations wishing to offer other types of qualification, which may be accepted by IOSH as meeting the level required for Graduate membership, should contact the Education and Standards Adviser at IOSH for more information about the application process.

When IOSH is told that a qualifications-awarding organisation or institution intends to develop a course in occupational safety and health, IOSH will offer input to the development of the course content. Input by IOSH at an early stage is likely to contribute to a higher-quality course and is more likely to result in the course being accredited. IOSH may nominate or approve a suitable person experienced in the subject of the course to assist the development team. This person should then take part neither in any validation process run by the university or college seeking accreditation nor in IOSH's accreditation process.

Accreditation is the means by which IOSH monitors the content and standard of occupational safety and health degrees and maintains the initial standards required for IOSH Graduate membership. It is conducted on a rolling-review basis, and is performed by assessors qualified to a suitable academic level and nominated by IOSH. The process is co-ordinated by the Education and Standards Adviser at IOSH in consultation with the Executive Director – Membership.

Accreditation is voluntary and may be granted for up to five years with or without specific provisions. Where there are sufficient grounds to believe the accredited course is not meeting the outline requirements in the submission document, accreditation may be withdrawn. A list of qualifications-awarding organisations and institutions currently holding accreditation is available on IOSH's website and in a published list, which forms part of the IOSH membership application pack. This list is reviewed at least annually. Please tell the Education and Standards Adviser about changes to the contact details relating to courses as soon as possible, to ensure the accuracy of our information.

One of IOSH's requirements as a condition of accreditation is that IOSH should be able to nominate or approve an external examiner for the course. This person is normally a Chartered Member or Chartered Fellow of IOSH in good standing. For countries where there is no established IOSH network, making this condition problematic, an external examiner's qualifications will be considered on their merits.

All courses submitted for accreditation must have paperwork in English. Where English is not the language of delivery, it will be necessary to provide translations of all the relevant course documents.

There is normally no fee for accreditation, although an IOSH nominee may seek reimbursement of subsistence expenses from the university or college applying for accreditation.

4 Application for accreditation

This section is in two parts. Section A is for courses that are either in preparation or have not yet actually been run. Section B is for courses that are already available and have students either enrolled on them or who have graduated. Appendices 1 and 2 show flow diagrams of the processes.

Section A

1 Contact the Education and Standards Adviser at IOSH with information about the proposed course. This will need to include the proposed title and level, and the school or faculty in which the course will be run. This will allow IOSH to plan for the course to be reviewed for accreditation.

2 Once the initial documentation about the course is available, the application form should be completed and returned to the Education and Standards Adviser with copies of the relevant documents. In most cases, the course documents required by the quality control processes of the university will also cover IOSH requirements. This checklist covers the essential documentation you need to include in the application for accreditation:

- the completed application form (Appendix 5)
- the structure of the course
- evidence of entry-level requirements and verification of assessment processes for accredited prior certificated learning (APCL) and accredited prior experiential learning (APEL) entry
- the full programme and modular specifications, including reading lists
- course assessment methods
- CVs of the tutors involved in the delivery of the course, linked to the modules they deliver
- a copy of the university's quality control procedures
- a completed mapping matrix (Appendix 6).

An academic reader nominated by IOSH will review these papers. IOSH will try to ensure that the reviewer is impartial and has no connection with the university under review. If you believe that there may be a conflict of interest for specific named reviewers, you should tell the Education and Standards Adviser at an early stage.

3 If you need an IOSH representative to be present at the university validation event, where possible please give at least eight weeks' notice of the date. If an IOSH representative is present, this normally enables the accreditation process to be completed more quickly, as any IOSH requirements can be dealt with as part of the validation panel results.

IOSH strongly recommends that any external member of a validation panel representing the discipline of health and safety practice is known to and approved by IOSH. The university may already have identified an external member, and on most occasions this person will also be acceptable to IOSH, but to streamline the process of accreditation it is important that contact can be made with the individual before the event. The results of the written appraisal of the course may be given to the nominated external member.

4 Following the validation event, a separate recommendation will be required for IOSH accreditation. If IOSH imposes any conditions or makes recommendations, IOSH will give a timescale for their completion.

Section B

For courses that are already running, the following documentation for the course should be sent to the Education and Standards Adviser:

- the completed application form (Appendix 5)
- the full title of the course, including level descriptors (eg MSc/PGD in occupational safety and health)
- a full description of the course, including any specific subject pathways that may be available. This should also include the timing and mode of delivery of the course (eg part-time day release, block release)
- evidence of entry-level requirements and verification of assessment processes
- full programme and module descriptors for all mandatory and relevant optional or voluntary modules, which should include the credit rating and specific level of each module (eg year 1, BSc programme)
- full CVs of all tutors involved with the course, cross-referenced to the modules they deliver
- examples of examination papers and assignments, together with a selection of answer scripts and marking schemes taken from the last two years of examinations
- course assessment methods
- external examiners' reports for the previous two years
- minutes of any course committee meetings relevant to the course, eg staff/student liaison committees
- a completed mapping matrix (Appendix 6)
- the number of students who have already completed the course.

Retrospective accreditation may be given, but where significant alteration has been made to a course carrying the same title, information about these changes must be submitted before this can be granted. In some circumstances, accreditation may be given to graduates of a course only after a specified date. For clarification, contact the Education and Standards Adviser.

The Education and Standards Adviser will normally acknowledge receipt of the application within 10 working days. The timescale for completing the accreditation process will also be notified. The initial accreditation process will take between four and eight weeks.

5 Outcome of the accreditation process

The following outcomes may result from the accreditation process:

1 Accreditation is given for a specified period. This will normally be the same as that given by the university between review periods. For courses that are already running, IOSH will try to synchronise the accreditation period.

2 Accreditation is given but is subject to certain conditions. These conditions will be mandatory, and if they are not fulfilled in the specified timescales, accreditation will be withdrawn.

3 Accreditation is given with recommendations. These recommendations are not mandatory but will be given focused attention at a future review, after a specified period.

4 The programme may be accredited as a cognate qualification. This recognises that the programme is at the level required but does not cover the full breadth of the learning outcomes covered in this document. In these cases, the course details will not appear in the main accreditation list and graduates of the course may be expected to undertake a further assessment of knowledge in whatever format is currently required by IOSH. This may be in addition to any other requirements for membership.

5 Accreditation is refused. IOSH will explain its reasons for refusal and you may appeal against this decision. IOSH may need further information during the appeal.

Review of a course or award

When an accredited qualification is reviewed, the university or college must involve IOSH in the review process if accreditation is to continue. This will normally be within the period specified by the organisation's own quality control procedures, but should be no longer than five years. IOSH may ask for a review of accreditation outside this process, for example in the event of adverse reports from the course's external examiner or from students. This review may include the consideration of reports submitted by external examiners.

IOSH may from time to time review and update its accreditation criteria in the light of developments in the practice of health and safety and education. Universities and colleges will be expected, within a reasonable timescale, to adjust their syllabuses in line with these developments and updated IOSH criteria.

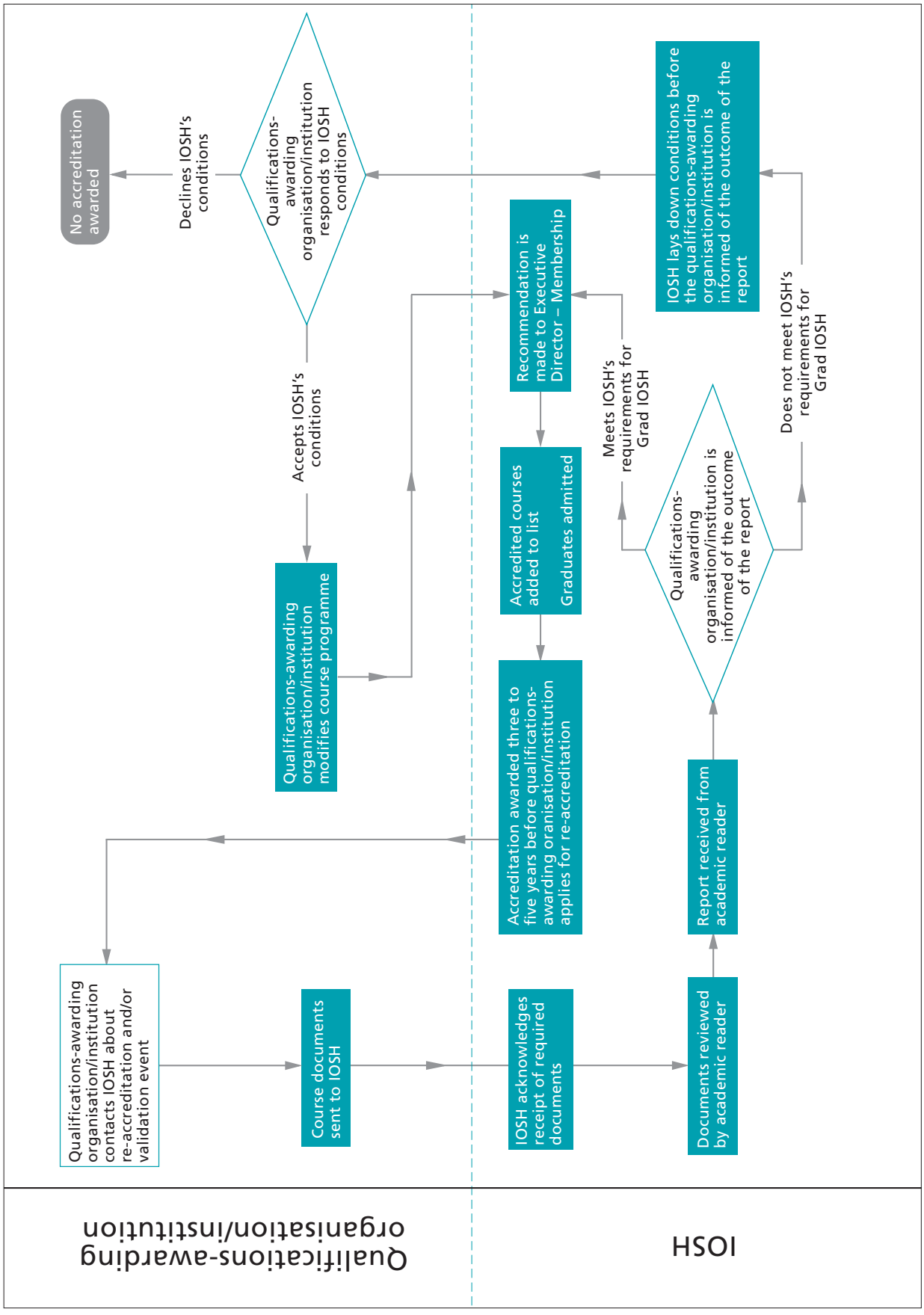
You should report significant changes to programme structure, content or teaching staff to the Education and Standards Adviser as soon as possible. At least annually, IOSH will ask you for information required to keep its records up to date and for statistical analysis. You should send IOSH this information within one month of the request. **This is a condition of accreditation.**

Re-accreditation

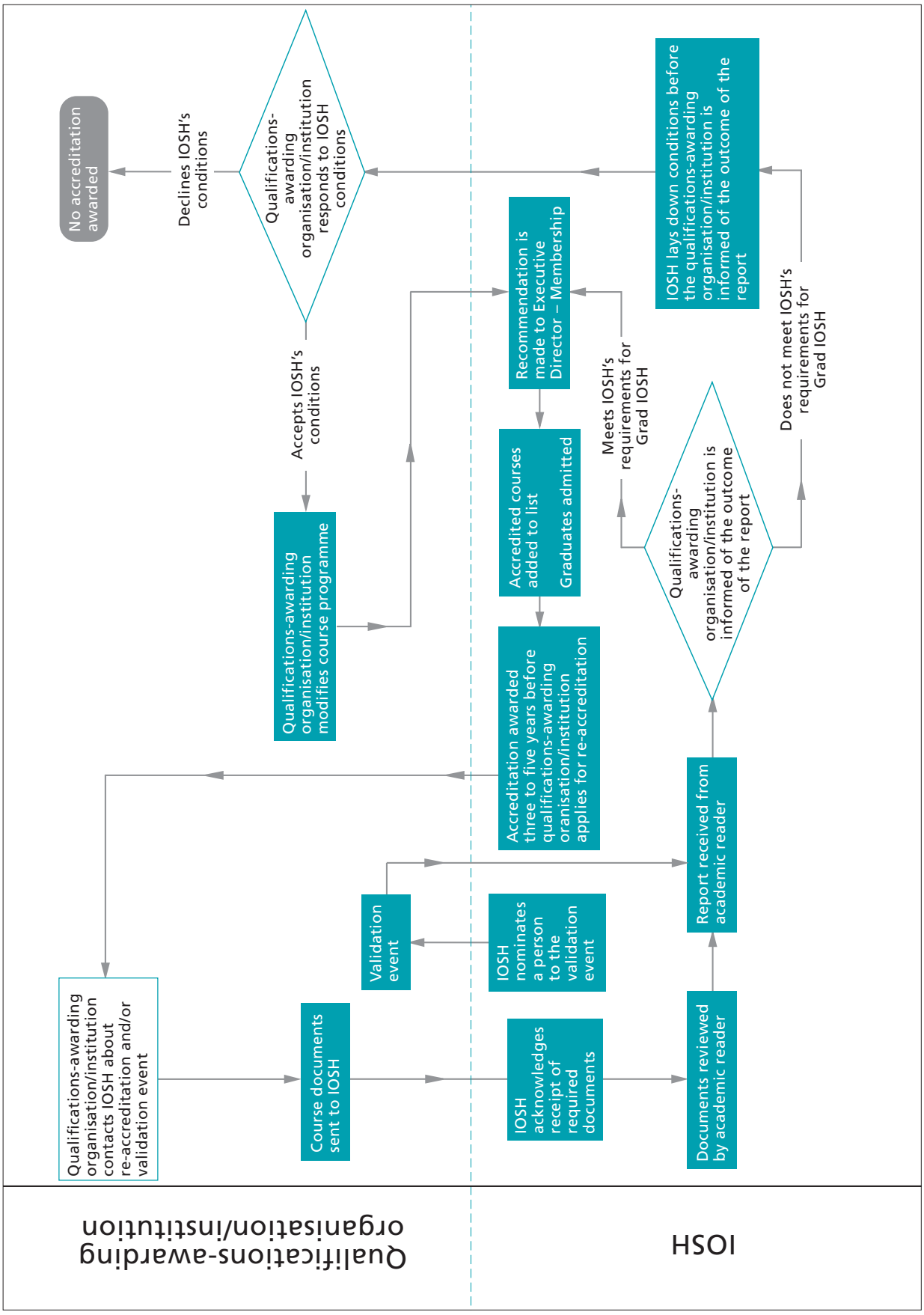
Accreditation is granted for a period of up to five years. IOSH will let you know when a review of a programme is due. This will normally be at the end of the accreditation period, but can be at a more suitable time that fits with the qualification awarding organisation's/ institution's own review period, if this precedes IOSH's re-accreditation date.

You must apply for re-accreditation in writing to the Education and Standards Adviser. If there have been any major changes to the programme structure, module content or teaching staff, you must provide documents that outline these changes.

Appendix 1 – Flow diagram for new qualifications



Appendix 2 – Flow diagram for existing qualifications



Appendix 3 – IOSH learning objectives

The learning objectives specified here are designed to cover the core knowledge requirements for occupational safety and health practice. They are not designed to be a complete syllabus for a course, and institutions making the award will need to tailor and augment the given objectives, structured within the regulations of their own academic criteria.

The outline learning objectives can be expanded to meet the requirements for undergraduate or postgraduate degrees by using qualification descriptors for each level. These are based on those currently used in England, Wales and Northern Ireland (Framework for Higher Education Qualifications (England, Wales and Northern Ireland – FHEQ)[1] but are transferable to other European qualifications as they are based on the pan-European Dublin Descriptors (Framework for Qualifications of the European Higher Education Area – QEHEA).[2] The Dublin descriptors are also compatible and consistent with the generic descriptors of the European Qualifications Framework (EQF). Qualifications-awarding organisations/institutions from countries outside Europe will need to show that the degree offered is of a comparable level to those offered in Europe.

The list of subjects covered in the outline is not exhaustive and institutions may add topics or delete those that are not compatible with their overall programme objectives. However, for IOSH accreditation purposes, the expectation is that at least 80 per cent of the subjects can be clearly identified in the programme.

Entry requirements for programmes

IOSH expects individual universities and colleges to follow their own quality-assured academic provisions for entry to degree programmes. Entry to programmes may involve APCL or APEL. This is normally left to the discretion of the admissions tutors, but for postgraduate programmes credits from an undergraduate programme must follow the guidelines issued by the QAA, and no more than 30 credits at Level 7 (M) may be awarded to undergraduate modules or Level 6 qualifications from the QCF.

Where APCL or APEL are used for entry to programmes, clear guidance on how this works will need to be included in submissions to IOSH for accreditation (see Section 4 on pages 05–06).

Level descriptors

Undergraduate degree-level (first-cycle) programmes

Students completing an undergraduate-level programme should be able to:

- demonstrate a systematic understanding of the key elements of occupational safety and health, which include knowledge, some of which will relate to the development of new ideas or processes at the forefront of work or study contexts, including research
- apply the methods and techniques that they have learned to review, consolidate, extend and use this understanding to carry out projects
- demonstrate conceptual understanding so that they can solve problems, devise and sustain arguments and describe and comment on current research into occupational safety and health
- demonstrate an evidence-based approach and an appreciation of the limits of knowledge
- manage their own research and learning and be continually aware of where the limits of their own knowledge and skills lie
- take responsibility for managing the professional development of individuals and groups
- demonstrate complex skills, expert knowledge and original thinking in solving complex and unpredictable problems in the field of occupational safety and health
- communicate effectively information, ideas, problems and solutions to the full range of people they will encounter at work.

Postgraduate-level (second-cycle) programmes

Students entering programmes at this level will be expected to be able to demonstrate already most of the underpinning knowledge and skills described for undergraduate programmes. While the subjects covered will be similar, the learning required needs to be in greater depth for postgraduate awards.

Students completing a postgraduate level qualification (postgraduate diploma or master's degree) should be able to:

- deal with highly complex occupational safety and health issues, make sound judgments using the evidence available and then communicate their decisions to specialist and non-specialist audiences
- act autonomously to plan and implement tasks in a professional way
- advance their knowledge and understanding of risks and risk management as applied to occupational safety and health
- show a comprehensive understanding of research techniques and use original thought to increase and apply their knowledge.

1 QAA – www.qaa.ac.uk/academicinfrastructure/fheq/default.asp
2 www.bologna.bergen2005.no/Docs/00-Main_doc/050218_QF_EHEA.pdf

Subjects to be covered by all programmes

This list is split into three sections:

A an outline of knowledge requirements for undergraduate degrees

B the core learning objectives which need to be covered by all courses being considered for IOSH accreditation

C professional and personal development: IOSH is committed to the concept of lifelong learning and professional development, so all programmes carrying IOSH accreditation should provide students with the skills they need to maintain, record and reflect on their knowledge and skills throughout their career.

Section A – Basic knowledge requirements

This list covers the outline knowledge requirements for a structured progressive undergraduate programme. Most of the topics should be covered in year 1 and part of year 2 of the programme. Years 2 and 3 should build on the occupational safety and health subjects in section B. Students on master's programmes are expected to have covered the basic concepts in this list before entering a postgraduate programme. Any accredited prior learning or experiential learning which is used for entry to postgraduate programmes should cover the objectives in this section. Submissions for accreditation of postgraduate programmes will need to demonstrate how this requirement is met during their admission processes.

A1 Science and technology

a Principles of chemistry and physics necessary to understand occupational safety and health hazards and effective controls

b Principles of human physiology and microbiology necessary to understand health and safety hazards and consequences

A2 Legal and regulatory systems

a The origins and principles of legal frameworks and processes

b The regulatory regimes in place and principles employed by enforcing agencies

Note: This section should be based on the legal systems of the territory where the programme is being delivered or, where no local equivalent is in place, on the English legal system.

A3 Workplace health and safety

a Principles of materials, structural and mechanical science with particular reference to the overall safety of work equipment and structures

b Principles of engineering design, manufacturing, reliability and testing

c Principles of ergonomics (human factors)

d Methods to identify the elements of a physical or organisational system that may give rise to unsafe or unhealthy conditions

e Fire theory and principles of prevention

f Building and working environment factors that influence safety and health

A4 Definitions of risk and risk management principles

a Concepts of risk and risk management

b How risk assessment, particularly for occupational safety and health, fits into the broader management concepts used in organisations

c Social, political and cultural influences, intolerable and acceptable risks

d Hierarchy of controls

A5 The principles and theories of health and safety management

a Organisational behaviour and management theory

b Role and practices of systematic health and safety management

c Commonly-applied development and implementation systems, procedures and performance standards

d Loss control and the costs of accidents and ill health to an organisation and society

e Causation theories relevant to health and safety

f Fault and no-fault insurance processes

A6 Occupational health and hygiene

a The working environment, including organisational culture

b The benefits of 'good work'

c Work-related exposures and ill health

d Toxicology and epidemiology

e Principles of health hazard evaluation, monitoring and control

f Relationship between occupational, environmental and public health

g Workplace health promotion

h Rehabilitation and workplace adjustments

A7 Occupational psychology

a Factors which influence perceptions, attitudes and behaviours

b Formal and informal leadership

c Risk perception and society

A8 Information technology (IT), literacy and numeracy

a Computer-based software applications that are in frequent use within workplaces

b Security and legal issues associated with IT systems

c Producing technical and legal letters, reports and other documents

d The numeracy necessary to undertake calculations relating to health and safety monitoring

Section B – Core professional learning objectives

All qualification programmes meeting the academic standard for IOSH Graduate membership must cover the following outline learning objectives at the depth appropriate for either undergraduate or postgraduate programmes. The core objectives should be modified in line with the academic policies and practices operating in the university or college and the overall aims of the programme. The academic descriptors and assessment of the core objectives must reflect an appropriate depth of study.

The learning objectives are grouped together in the stages of a safety management system, but this format does not need to be followed exactly. Institutions can design their own programme, and modules can be developed that are not in this format. However, at least 80 per cent of the outline objectives must demonstrably be covered.

Students successfully completing a course will have a level of knowledge and understanding at the appropriate academic depth of the following topics:

B1 Health and safety strategy, policy and culture

- Health and safety culture in an organisation and its relationship to and integration with other management functions
- The importance of engaging individuals and groups in an organisation's health and safety processes
- The impact of practical and statutory health and safety requirements on the inputs, conversion processes and outputs of an organisation
- Management techniques to initiate, develop, promote, monitor and improve health and safety strategies, policies and organisational arrangements
- Potential barriers to developing effective policies and associated organisational arrangements
- Internal, external and change factors affecting organisations' health and safety arrangements
- The incorporation of relevant health and safety law into organisations' health and safety policies and management systems
- Potential barriers to effective policies and positive health and safety cultures
- Goals and performance targets in health and safety policy design and development
- Organisational arrangements for contractors and shared workplaces

B2 Communication and organisational competence

- The theory and practice of organisational communication and its applicability to health and safety management systems
- Organisational communication and its relationship to organisational culture and health and safety
- Identifying, locating and evaluating current sources of health and safety information
- Documentation and control systems to manage information and archives
- Communication tools used to acquire and disseminate information
- Competence for organisations, teams and individuals, including documentation and assessments, competence development, prevention of decay
- Training analysis for health and safety needs
- Preparing, delivering and assessing the impacts of health and safety training programmes

B3 Identification, assessment and control of health and safety risks

- Legislation, control standards and guidance that affect work environments
- The factors that influence risk tolerability or acceptability
- Hazard identification and evaluation across a range of environments
- Risk assessment techniques and the practical application of risk assessment across a range of environments
- Risk control strategies across a range of environments
- The principles and applicability of the tools and techniques available to measure risk
- Safe systems of work and associated documents
- The use of suitable and appropriate analysis, assessment and recording techniques for risk control

B4 Monitoring systems for health and safety

- Active monitoring tools and their applicability in helping organisations meet their statutory and organisational needs, including employee feedback (climate)
- Reactive monitoring tools
- Loss events, including their investigation from a legal perspective
- Internal investigation techniques for actual and potential loss situations
- The effectiveness of monitoring systems
- Analysis techniques for monitoring data
- Record clear findings and recommendations.

B5 Audit and review

- Health and safety review systems
- Performance targets
- The development of action plans
- The concept of continual improvement in health and safety performance and the techniques for benchmarking
- Safety audits, their purposes, design, techniques and review systems, and associated international and national standards

Section C – Professional development and ethics

Professionals in health and safety practice need to be able to evaluate their personal competence continually. Continuing Professional Development (CPD) is an active process which identifies and reflects on skills or knowledge gaps and decay and ways of fulfilling these development needs.

This section of the outline learning objectives is a mandatory requirement, and institutions must demonstrate that their academic programmes prepare students for this aspect of their future practice.

Students successfully completing the course will be able to:

a recognise that health and safety is a dynamic discipline and that it is necessary to keep up to date

b appreciate the value and benefits of active professional development as part of lifelong learning and develop a reflective learning approach.

c compile a personal development portfolio which can contribute to professional bodies' CPD requirements

d set and prioritise realistic goals for professional development and systematically record the outcomes of development activities

e apply professional ethics in practice, eg in response to observing a high-risk activity or an employment dilemma

f appreciate diversity and inclusivity in workplaces and ensure the dignity of individuals when dealing with health and safety issues

g share personal experiences constructively in professional debate and discussion.

Appendix 4 – Guidelines for external examiners of occupational safety and health courses

Introduction

Universities and other institutions, having developed qualifications in occupational safety and health, approach IOSH to have these qualifications accredited as meeting the academic requirements for Graduate membership. Procedures of this kind need to be managed consistently so that prospective members of IOSH undertaking these qualifications can be assured of their quality, while recognising that individual universities may take different approaches to the subject areas.

IOSH has produced learning objectives for academic programmes and will evaluate initial applications for accreditation against these. A course that fulfils these objectives will be recognised as meeting the academic requirements for Graduate membership, but in all instances, before membership is offered, further conditions specified by IOSH must also be met.

The external examiner for the course is an essential link between academic occupational safety and health provision and the profession. He or she provides both IOSH and the university or college with the liaison necessary to ensure the high standards required by both organisations. These guidelines are intended to help health and safety practitioners who do not have previous links with academia to perform the function of external examiner.

The role of the external examiner

An external examiner is usually appointed according to the university or college's own quality assurance procedures, but with the additional requirement that IOSH expects all modules to be covered by external examiners' expertise. At least one external examiner will be appointed for each qualification course run by a university or college. IOSH needs to be allowed to nominate this external examiner as part of its accreditation process. However, the external examiner is appointed by the university or college itself to ensure examination standards set by the university are adequate and that grades issued for examinations are appropriate to its regulations.

In terms of specific duties, the minimum requirements for an external examiner are to:

- review drafts of examination question papers, marking schemes and model answers before the final
- setting of the examination and, where appropriate, make suggestions, criticisms, deletions, additions or amendments
- view a representative sample (at least five per cent) of examination answers presented by candidates,
- normally including the work of any borderline candidates
- visit the university or college at least once in each academic year, normally at the time of the determination of final results, and meet the course team, board of examiners or other body assembled to determine the final results
- ask to communicate with the students to determine their perceptions of the course; this is a strong recommendation by IOSH but is not always part of a university's or college's requirements.

Conclusion

The procedures and guidelines described in this document largely reflect the standards required by the higher education sector. An external examiner is the conduit between this sector and the profession; it is via this route that IOSH monitors the education being provided in the health and safety arena, as well as highlighting current issues that are relevant to the profession.

Appendix 5 – University or college course accreditation application form

Course leader's title and name

Full title of the course to be accredited

Is the course: ☐ full-time? ☐ part-time?

Name and address of the university or college

Correspondence address, if different

Course leader's phone and email

Name of the school or department in which the proposed course will run

Brief summary of the administrative structure of the university or college

Brief outline of any in-built quality assurance systems

Names of any other relevant courses being run or proposed at the university or college

Names, qualifications and posts held by staff available to teach on the proposed programme

Does the university or college have a staff development programme? ☐ Yes ☐ No

If yes, how would this affect the proposed course?

Is the programme already established? ☐ Yes ☐ No

Why do you want to establish the proposed course? For example, is it as a result of market research or for academic or professional reasons?

Please give outline syllabuses of the modules proposed for the qualification (attach a separate sheet if necessary)

What resources are available for students outside formal lectures, eg libraries, information resources, academic support?

How many students are expected in each intake?

Does the course incorporate a year in industry (if full-time)? ☐ Yes ☐ No

What are the pre-learning requisites for the course?

What is the duration of the course (in hours, if possible)?

Essential criteria checklist

As well as this completed form, please send us:

- course specification handbook
- student handbook
- module-indicative syllabuses
- a completed matrix for IOSH outline learning objectives (Appendix 6)
- CVs of staff who teach/would teach on the (proposed) course
- sample assessments indicating the style of assessment (e.g. continuous or end-of-module)
- the weighting of the types of assessment
- reading lists

If you would like workable electronic copies of the Application form or Matrix please contact the Education and Standards Adviser.

Appendix 6 – Mapping of modules against IOSH learning objectives

Section A: Outline of knowledge requirements for undergraduate provision

| Semester | | |

Appendix 6 – Mapping of modules against IOSH learning objectives

Section B: IOSH core competence learning objectives

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																								Module
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Appendix 6 – Mapping of modules against IOSH learning objectives

Section C: Professional development and ethics

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																								Module
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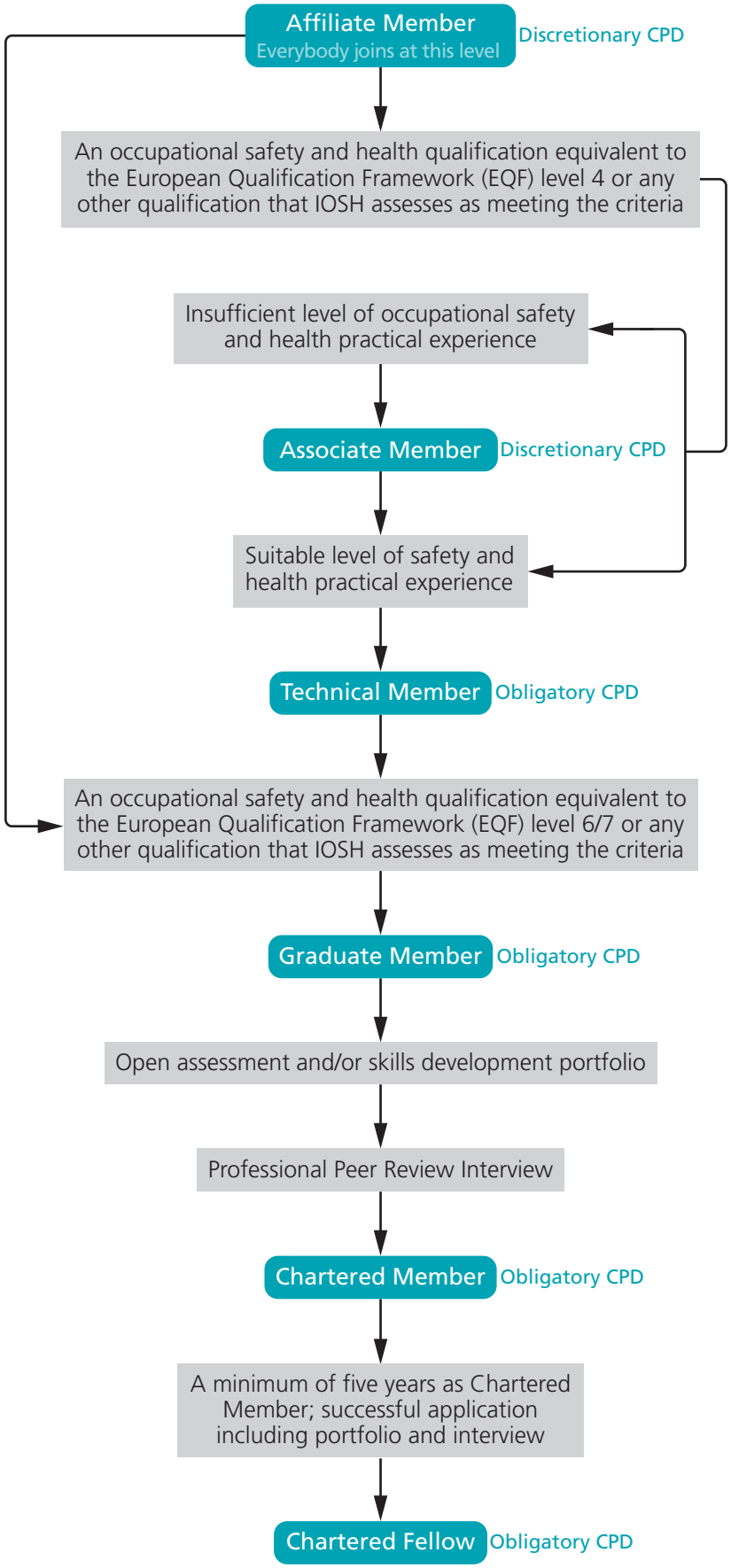
Appendix 7 – IOSH membership structure



Everyone joins IOSH as an Affiliate member. Moving to another category of membership depends on experience and qualifications.

There are six categories of membership:

- Affiliate Member
- Associate Member
- Technician Member
- Graduate Member
- Chartered Member
- Chartered Fellow

To assess whether someone meets the criteria for Chartered membership, IOSH uses qualifications and a clearly structured assessment process to measure knowledge, commitment and experience. This process is called Initial Professional Development (IPD) and students with an accredited qualification are required to complete a Skills Development Portfolio and a peer review interview.

Students who successfully complete the assessment and peer review interview will be transferred to Chartered membership.

Alongside IPD, all members must join IOSH's Continuing Professional Development (CPD) scheme, using IOSH's specially designed online programme

Appendix 8 – Useful contacts

IOSH Education and Standards Adviser
The Grange
Highfield Drive
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f +44 (0)116 257 3101
denise.johnson@iosh.co.uk
www.iosh.co.uk

Office of the Qualifications and Examinations Regulator (Ofqual)
Spring Place
Coventry Business Park
Herald Avenue
Coventry
CV5 6UB
t +44 (0)3003 033346
f +44 (0)3003 033348
info@ofqual.gov.uk
www.ofqual.go.uk

Quality Assurance Agency for Higher Education (QAA)
Southgate House
Southgate Street
Gloucester
GL1 1UB
t +44 (0)1452 557000
f +44 (0)1452 557070
comms@qaa.ac.uk
www.qaa.ac.uk

UK Commission for Employment and Skills (UKCES)
28–30 Grosvenor Gardens
London
SW1W 0TT
t +44 (0)20 7881 8900
f +44 (0)20 7881 8999
info@ukces.org.uk
www.ukces.org.uk

UK Naric Ecctis Ltd National Academic Recognition Information Centre (NARIC)
Oriel House
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IOSH is the Chartered body for health and safety professionals. With 42,000 members in more than 100 countries, we're the world's largest professional health and safety organisation.

We set standards, and support, develop and connect our members with resources, guidance, events and training. We're the voice of the profession, and campaign on issues that affect millions of working people.

IOSH was founded in 1945 and is a registered charity with international NGO status.

Institution of Occupational Safety and Health
Founded 1945
Incorporated by Royal Charter 2003
Registered charity 1096790

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