

IOSH Level 6 Diploma in Occupational Safety and Health Leadership and Management

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Qualification accreditation number: 610/2478/8

Qualification Handbook



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Glossary of terms and abbreviations

Abbreviations

AO

Awarding organisation

CASS

Centre assessment standards scrutiny

CPD

Continuing professional development

EQA

External quality assurance

GLH

Guided learning hours

ILO

International labour organization

IOSH

Institution of Occupational Safety and Health

IQA

Internal quality assurance

ISO

International organization for standardization

Ofqual

The Office of Qualifications and Examinations
Regulation

OSH

Occupational safety and health

PESTLE

Political, economic, sociological, technological, legal
and environmental

QAN

Qualification accreditation number

QMS

Qualification Management System

RQF

Regulated qualification framework

SME

Subject matter expert

SWOT

Strengths, weaknesses, opportunities and threats

TQT

Total qualification time

VUCA

Volatile, uncertain, complex and ambiguous

OSH glossary

Audit

Auditing is a systematic, independent and documented process for obtaining audit evidence and evaluating it objectively to determine the extent to which the audit criteria are fulfilled.

Business continuity

Business continuity involves planning for situations that have been identified by the organisation as affecting their core functions with the aim of mitigating loss and impact should they occur.

Civil law

The legal framework that balances competing interests between individuals, organisations or between the two, settled independently by the courts, in which compensation is awarded to the victim.

Competence

It is explained as a combination of knowledge, skills, experience and attributes, which is a quality or feature regarded as a characteristic or inherent part of someone, which can also be described as attitudes or behaviours.

Continuous/continual improvement

A periodic/recurring activity to enhance performance.

Culture

The shared characteristics, values and attitudes of a group of people. The 'way we do things here'.

Governance

The system of rules, practices, processes, assurances by which an organisation is directed and controlled, involving balancing the interests of a company's many stakeholders, such as shareholders, senior management executives, customers, suppliers, financiers, the government and the community.

Hazard

Something with the potential to cause harm, harm being defined as injury or damage to the health of people, or damage to property or the environment.

Hierarchy of control

The order within which risk control types are prioritised and where the order reflects the effectiveness of a control compared to others.

Horizon scanning

A structured approach to explore what the future might look like to better understand its uncertainty.

Incident

An all-encompassing term that covers an event that leads to or could have led to injury, occupational ill-health, property damage or loss.

Investigation

The process by which an organisation identifies the cause(s) of an incident and takes forward any learning outcomes from it.

Lagging indicators

Measures of historic data in the form of reactive monitoring, requiring the reporting and investigation of specific incidents and events to discover weaknesses in an activity or process.

Leading indicators

Leading indicators are proactive and predictive measures. They provide current information about the effective performance, activities and processes of an OSHMS

Learner

An individual who is engaged in study on a IOSH qualification and has applied to take an IOSH Assessment.

Legal framework

A term to collectively describe not only the core component of legislation itself, but also the institutional, administrative, political, social and economic conditions or arrangements, which make the legislation available, accessible, enforceable and therefore effective.

Legislation

A term to collectively describe laws enacted by countries to set standards for the management of the impact of work on OSH.

Management system

A collection of policies, procedures and formal processes, and the allocation of responsibilities, set up to manage an organisation

Performance

A measurement of the level of effectiveness of organisational activities against its benchmarks and standards, aimed at the prevention of death, injury, ill-health and wellbeing to persons in the workplace.

Risk

OSH related Risk is the combination of the likelihood of a hazardous event occurring, and the projected reasonable worst consequence of the event.

Risk tolerance

This is the amount of uncertainty an organisation is prepared to accept, either in total, or more narrowly within a certain business unit, a risk category or for a specific initiative.

Risk control

A management process where all risk is analysed and a strategy developed for either removing, reducing, transferring or tolerating key elements in line with the organisation's risk appetite

Risk management

The process for identifying, analysing, assessing, controlling and mitigating intolerable risks within an organisation.

Strategy

Strategy is a description of an organisation's overall plan on how it will meet the business, transformational and operational objectives that it has set for itself

Value chain

A value chain is a business model that describes the full range of activities needed to create a product or service.

Vulnerable workers

Vulnerability comes from two distinct factors:

- 1 An individual's clinical susceptibility to certain triggers that may occur in the workplace.
- 2 Physical health or medical conditions whether temporary or permanent that place an individual or a group of individuals in a situation more likely to be involved in an incident than others performing the same tasks around them.

Welfare

Workplace facilities that promote the health, safety and wellbeing of workers.

Wellbeing

An individual's holistic state that encompasses both current mental and physical health circumstances based on influential factors.

Worker

Anyone who performs work or work-related activities that are under an organisation's control

Workplace

The area under the control of the organisation where the workers perform their activities. This can include not only the immediate workplace, but also other locations.

Command verbs glossary

Analyse

Examine in detail by separating information into parts and consider each part in detail to determine importance and draw conclusions.

Appraise

Making a judgement/assessing with careful consideration or using criteria, how well something performs in a particular context. Assess the benefit, value or contribution that processes/practices/ make in a particular context.

Critically

Used to qualify verbs including appraise, evaluate and review. Give in-depth/detailed opinion, debate, judgement about the validity or relevance of ideas informed by reference to a wide range of sources such as theory, research, practice or experience.

Develop

To progress/expand/elaborate an idea/concept/plan in detail.

Evaluate

Make a detailed qualitative judgement or conclusion taking account of different factors and having a comparative element such as strengths and weaknesses. The evaluation may be supported by evidence from research or theories.

Justify

Present a reasoned case for actions/approach/ decisions made or taken supported by evidence such as research, theories or experience.

Make recommendations

Suggest/put forward proposals as being appropriate, with clear rationale.

Review

To examine/consider the performance/effectiveness of something or someone using a combination of evidence and criteria.

References to third-party material made in this specification are made in good faith. We do not endorse, approve or accept responsibility for the content of materials, which may be subject to change, or any opinions expressed therein. (Material may include textbooks, journals, magazines and other publications and websites).

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Section 1 – Introduction

The Institution of Occupational Safety and Health (IOSH) is the world's largest, and only Chartered, professional body for occupational safety and health. It is a membership organisation, with over 49,000 members in over 130 countries. It has over 75 years of experience in setting standards and developing resources, guidance and training in the occupational safety and health profession. IOSH is the leader of a profession that transforms the world of work, making it safer and healthier every day.

Our status is recognised by businesses and governments and it's why Chartered Membership of IOSH is recognised worldwide as the hallmark of professional excellence in workplace safety and health. IOSH is a regulated awarding organisation (AO), recognised by The Office of Qualifications and Examinations Regulation (Ofqual). The IOSH AO is an enabler of choice and high standards, helping organisations around the world to excel in safety and health. Part of this enabling role is to design, develop, deliver, and award qualifications for knowledge and skills development in occupational safety and health (OSH).

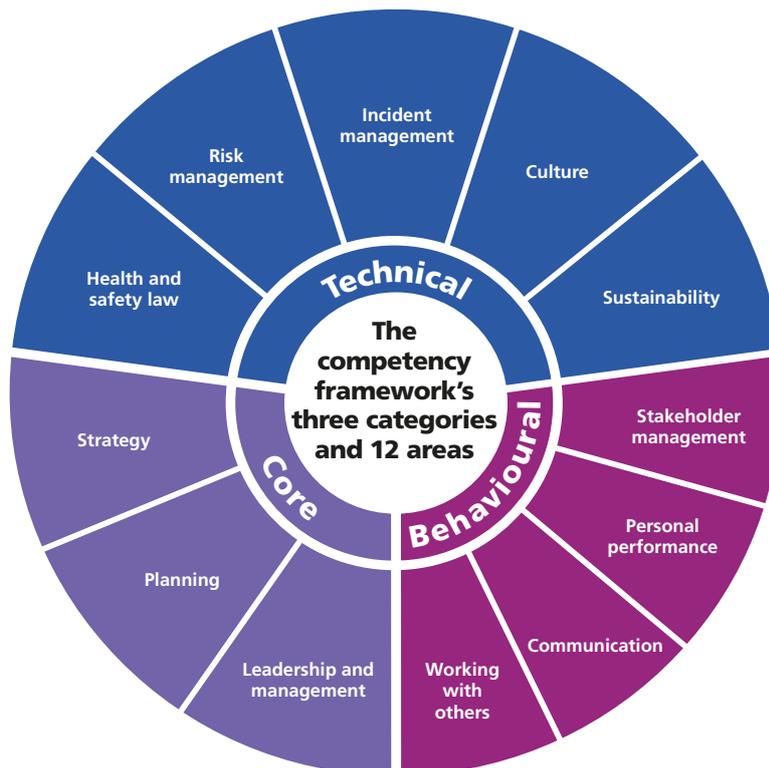
The *IOSH Level 6 Diploma in Occupational Safety and Health Leadership and Management* is a professional qualification based on the IOSH

competency framework. In 2019 we released our updated competency framework following extensive research and consultation with OSH professionals, employers and other stakeholders.

The updated framework reflects the significant changes that have occurred in the workplace over the last decade. Today's OSH professionals need a broader range of skills, knowledge, and behaviours to influence and drive change.

The competency framework includes 69 competencies across three categories: technical, core and behavioural. It is not a 'one size fits all' tool; the range and level of competencies required for each individual role will vary and depend on factors such as the sector, the individual's seniority or career stage and the size of organisation.

Each unit within the *IOSH Level 6 Diploma in Occupational Safety and Health Leadership and Management* has clear linkage to the competency framework, with direct alignment to the technical, core and behavioural competencies, as shown in Section 4 Unit Content. The qualification has been accredited by IOSH as meeting all of the required competencies to evidence the academic requirements for Certified IOSH membership.





IOSH Membership

Being a member of IOSH opens a world of professional opportunities to safety and health that will support progress at work and contribute tangibly to business success. It will also enable access a multitude of benefits, including IOSH Blueprint and CPD.

At the start of the IOSH Level 6 Diploma learners will need to join us a Student Member if they are not already a member and meet the eligibility criteria.

Eligible enrolled students can access IOSH Student Membership for the duration of their studies and, on successful completion, they will meet the academic requirements for Graduate/Certified IOSH membership.

How can membership benefit my studies?

Career support and advice

Get access to our Career Hub, helping you to plan and manage your career goals, with practical career development and job-hunting tips and advice to prepare you for your dream OSH role.



Bursary

Access our IOSH Student Member Bursary which exists to help train aspiring OSH professionals, and to support with their studies. Eligibility criteria applies.



IOSH Mentoring

Benefit from a mentor, who can provide you with support, guidance and advice, helping you to build your confidence and expand your horizons.



Professionalism

Demonstrate your commitment to high standards of professionalism and work ethics from the start, boosting your post-study employability. Use our online CPD programme to develop your career plan and reflect on your learning and work.



Specialist technical knowledge and research

Develop and deepen your knowledge with our extensive range of research materials and our technical information service providing you with an array of online resources, books and technical guides. Access webinars to keep your knowledge up to date and relevant.



Networking

Connect with our existing 48,000 global members, join industry-specific groups and local branches, and attend some of the 300-plus events a year by them. As part of our Future Leaders Community, join other new and aspiring professionals at tailor-made events and in our dedicated online forum space.



Discounts

Discounts on all IOSH events.



Stay up to date

Access our newsletters and magazine, keeping you up to date with the latest news updates, as and when you need them.





Section 2 – Qualification overview

About this qualification

Title and level	IOSH Level 6 Diploma in Occupational Safety and Health Leadership and Management
Qualification accreditation number (QAN)	610/2478/8
IOSH Qualification Number	L6DIP
Total Qualification Time (TQT)	380
Guided Learning Hours (GLH)	155
Assessment	Internally assessed and externally quality assured to include: <ul style="list-style-type: none"> • Technical Evaluation Assignment (Report and Presentation) • OSH Strategic Proposal Assignment (Report and Presentation with Assessor Question and Answers) • Self-Reflection Assignment (Report)

This qualification is regulated by Ofqual which regulates qualifications, examinations, and assessments in England.

Total qualification time

Qualification	QAN	Total GLH	TQT
IOSH Level 6 Diploma in Occupational Safety and Health Leadership and Management	610/2478/8	155	380

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

TQT is comprised of the following two elements:

- 1 the number of hours which an awarding organisation has assigned to a qualification for guided learning, and
- 2 an estimate of the number of hours a learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed by – but, unlike guided learning, not under the immediate guidance or supervision of – a lecturer, supervisor, tutor or other appropriate provider of education or training.



Some examples of activities which can contribute to TQT include:

- ✓ independent and unsupervised research/learning
- ✓ unsupervised compilation of a portfolio of work experience
- ✓ unsupervised e-learning
- ✓ unsupervised e-assessment
- ✓ unsupervised coursework
- ✓ watching a pre-recorded podcast or webinar
- ✓ unsupervised work-based learning
- ✓ all guided learning.

Ofqual defines GLH as:

The average time a learner spends being taught or instructed by, or otherwise participating in education or training under the immediate guidance or supervision of, a lecturer, supervisor, tutor or other appropriate provider of education or training. This includes guidance or supervision time:

- (a) with the simultaneous physical presence of the learner and that person, or
- (b) remotely by means of simultaneous electronic communication.

Some examples of activities which can contribute to GLH include:

- ✓ classroom-based learning supervised by a lecturer, supervisor or tutor
- ✓ work-based learning supervised by a lecturer, supervisor or tutor
- ✓ live webinar or telephone tutorial with a lecturer, supervisor or tutor in real time
- ✓ e-learning supervised by a lecturer, supervisor or tutor in real time
- ✓ all forms of assessment which take place under the immediate guidance or supervision of a lecturer, supervisor, tutor or other appropriate provider of education or training, including where the assessment is competence-based and may be turned into a learning opportunity.

Qualification aims and objectives

This qualification aims to:

- Provide learners with opportunities to develop and apply a broad range of competencies to embed effective health, safety and wellbeing practices within workplaces and in workplace cultures.
- Provide learners with advanced technical, soft and business skills that equip them to influence, challenge and drive change within OSH in an organisation.
- Provide learners with opportunities to put their learning into practice within an organisation in ways which help to make the OSH agenda fit for purpose in a volatile, uncertain, complex, and ambiguous (VUCA) business world.
- Provide a pathway for career enhancement via IOSH membership and higher-level qualifications.

The objectives of this qualification are to enable learners to:

- Evaluate, advise, develop, and manage opportunities for improvement in OSH performance and culture in the context of the wider business.
- Demonstrate a high level of knowledge and capability in technical areas of specialism within the context of a business.
- Demonstrate strong core business skills to underpin the delivery of the health, safety and wellbeing requirements of the organisation.
- Manage and lead internal and external relationships to embed effective OSH practices and culture within an organisation
- Represent OSH to any stakeholder, using information in a commercially astute way to support decision making.

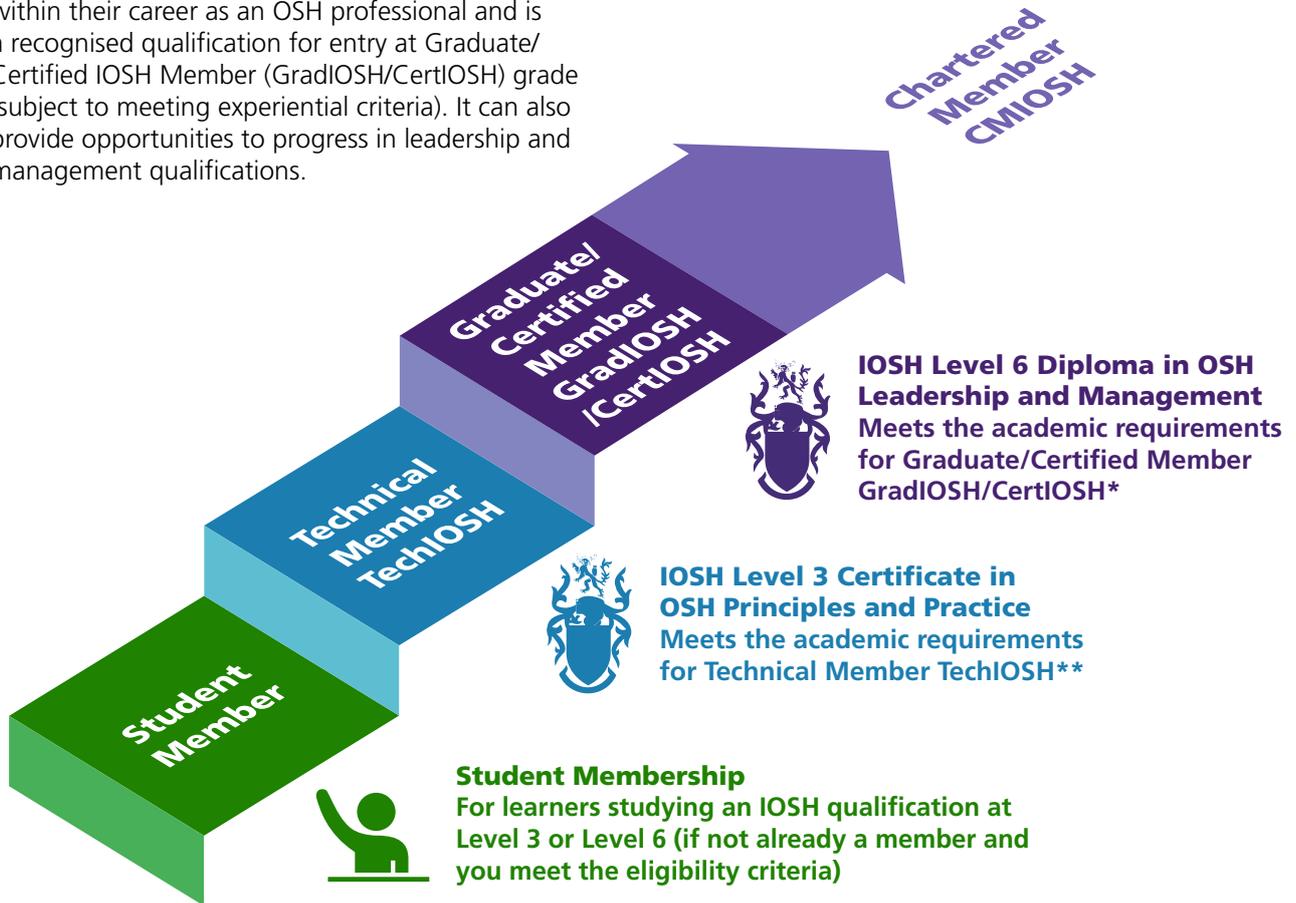
This qualification is for learners whose role in their organisation involves managing OSH policy, procedures and practice, reporting to or as a member of the senior leadership team.

Learners should be aged 19 or above to undertake this qualification.



Progression

This qualification enables learners to progress within their career as an OSH professional and is a recognised qualification for entry at Graduate/Certified IOSH Member (GradIOSH/CertIOSH) grade (subject to meeting experiential criteria). It can also provide opportunities to progress in leadership and management qualifications.



*a minimum of two year's relevant full-time experience and mandatory CPD required in addition
 **a minimum of one year's relevant experience and mandatory CPD required in addition





Institute of Leadership and Management Approved

We are delighted that the IOSH Level 6 Diploma in Occupational Safety and Health Leadership and Management has been approved by the Institute of Leadership & Management (The Institute). Recognised as meeting The Institute's standards for supporting improved leadership practice, the IOSH Level 6 Diploma qualification purpose, learning content and approaches have been assessed as current, relevant, inclusive, and accessible to support the diverse needs of learners. The qualification reflects the five values of The Institute: Authenticity, Vision, Achievement, Ownership and Collaboration.

The programme has been recognised as a pathway to The Institute Membership (MInstLM)* providing learners with additional professional recognition of their learning experience and ongoing commitment to effective leadership, inspiring others to achieve excellence. IOSH Blueprint also provides access directly to a range of ILM's MyLeadership resources which are mapped to the IOSH Competency Framework to support learning on the IOSH Level 6 Diploma.

About The Institute

The Institute of Leadership & Management is an award winning, global, professional membership body for leaders and managers with mission of '*inspiring great leadership everywhere*'. Headquartered in the UK, but with a membership base across the world, three professional grades of membership entitle members to use post-nominal letters as follows: Associate Member (AMInstLM), Member (MInstLM) and Fellow (FInstLM). Membership is validated by an official membership certificate. All members are offered access to a wide range of services supporting their continuous professional development including online learning tools, webinars and events, podcasts, career advice and other resources.



*On successful completion of the IOSH Level 6 Diploma in OSH Leadership and Management, learners are eligible to apply for The Institute of Leadership and Management Member (MInstLM) at a specially discounted rate of £100.



Who we developed this qualification with

This qualification content is built on the IOSH competency framework, which was developed following extensive research and consultation with OSH professionals, employers, and other stakeholders. The qualification has been accredited by IOSH against the competency framework, mapping to all of the required competencies for Certified IOSH Member (CertIOSH).

The content reflects the significant changes that have occurred in the workplace over the last decade and will help to build learners' capability in the skills, knowledge, and behaviours they need to influence and drive change as an OSH professional.

We are grateful to all the employers, education and OSH professionals, and other individuals who have generously shared their time and expertise to help us develop the qualification.

Qualification structure

To achieve the *IOSH Level 6 Diploma in Occupational Safety and Health Leadership and Management*, learners must achieve all units in the qualification.

IOSH Unit No	Unit Title	Mandatory or Optional	Credit Value	Guided Learning Hours (GLH)
L6D01	Advanced occupational safety and health (OSH) management principles in organisations	Mandatory	13	60
L6D02	Occupational safety and health (OSH) integration within an organisation	Mandatory	13	50
L6D03	Leading and influencing in occupational safety and health (OSH)	Mandatory	12	45

Entry requirements

There are no mandatory entry requirements for this qualification, but it is strongly recommended that learners have completed the *IOSH Level 3 Certificate in Occupational Safety and Health Practice* or equivalent IOSH accredited qualification and/or experience, as this level of prior learning is assumed.

Study Centres are responsible for ensuring that this qualification is appropriate for the age, ability and professional experience of learners. They need to make sure that learners can fulfil the requirements of the learning outcomes, assessments and comply with the relevant literacy, numeracy and health and safety aspects of this qualification.

English language requirements

For learners to be successful on this qualification, which is taught and assessed in English, it is crucial that they have an appropriate level of English language skills. If a learner is not from a majority English-speaking country, they must provide evidence of an appropriate level of English language skills.

Learners are expected to be able to demonstrate English language comprehension at a level equivalent to IELTS (International English Language Testing System) 7.0 to be able to study the *IOSH Level 6 Diploma in Occupational Safety and Health Leadership and Management*.

All study centres delivering this qualification must ensure that all learners who are non-native English speakers and who have not undertaken their final two years of schooling in English, can demonstrate capability in English at a standard equivalent to the level identified above, before being registered on the qualification.

For more information, please refer to our English language requirements FAQs.



Section 3 – Qualification delivery

Study centre approval

New study centre

To offer this qualification, new study centres will need to gain IOSH study centre and qualification approval prior to commencing delivery. Please refer to the IOSH website for more information.

Existing study centres

If you are already approved as an IOSH study centre and would like to offer this qualification, you will need to gain approval prior to commencing delivery. Please refer to the IOSH website for more information.

Staffing requirements

Centres delivering this qualification must:

- ✓ Ensure that tutors/lecturers/teachers have a demonstrable level of occupational competence / technical knowledge /experience in the area(s) for which they will be delivering training. This should be at the same level as that being delivered.
- ✓ Ensure that Assessors have a demonstrable level of experience of carrying out assessment and have achieved or are working towards a recognised assessor qualification. Assessors should also have achieved or be working towards the *IOSH Level 6 Diploma in Occupational Safety and Health Leadership and Management* or an equivalent qualification or experience.
- ✓ Have a sufficient capacity of appropriately qualified/experienced Assessors for the volume of learners.
- ✓ Ensure that Internal Quality Assurers have an understanding of the subject area, have experience in carrying out internal quality assurance activities and have achieved, or are working towards a recognised Level 4 Internal Quality Assurance qualification. Internal Quality

Assurers should also have achieved or be working towards the *IOSH Level 6 Diploma in Occupational Safety and Health Leadership and Management* or an equivalent qualification or experience.

- ✓ Have a sufficient capacity of appropriately qualified/experienced Internal Quality Assurers for the volume of learners.
- ✓ Ensure that all staff involved in the assessment and internal quality assurance have sufficient resources, time and undertake appropriate training in order that assessment decisions are reliable and valid.
- ✓ Support their staff with CPD to ensure that their subject, delivery, training, assessment and internal quality assurance knowledge remains up to date with current best practice.

Centre staff may undertake more than one role, for example tutor and assessor or internal quality assurer but cannot internally quality assure their own assessments.

Resource requirements

There are no specific resource requirements for this qualification.

Support for centres

There are several documents supplied by the IOSH AO to support delivery of the qualification that can be accessed via the IOSH Qualification Management System such as:

- recommended reading lists, IOSH Blueprint resources and bibliographies
- assessment forms and guides.

We can provide training sessions for Assessors and Internal Quality Assurers. For further information please contact our Quality team on +44 (0)116 257 3100.



Learner support and induction

Prior to a learner commencing on a qualification course, we recommend the centre should conduct an initial assessment to determine that they are working at the required level for this qualification and to identify any specific areas where development or specific support is required.

As part of the learner's induction, we recommend the following areas should be covered by the centre:

- requirements of the qualification such as prior experience/qualifications, mandatory units, and assessments
- responsibilities of the learner and awareness of relevant policies such as plagiarism and malpractice
- responsibilities of the centre and awareness of relevant policies and processes such as complaints, appeals, health and safety, equality and diversity
- progression routes and opportunities.

Equality, diversity and inclusion

The IOSH Awarding Organisation (AO), are fully committed to the fundamental principles of ensuring equity and inclusivity for all learners, stakeholders, and colleagues. This commitment means continuously working to address inequalities and avoiding and removing barriers to learning opportunities and fair assessment, therefore ensuring an inclusive, safe, and welcoming environment for all learners undertaking our qualifications. The IOSH AO Equality, Diversity and Inclusion Policy details our approach and commitment to developing qualifications and assessments that are accessible

and inclusive through design and reflect the diversity of our learners and the OSH profession. The IOSH AO promotes and encourages a culture where everyone feels able to participate and achieve their potential, free from unlawful discrimination, harassment, or victimisation of any kind. To enable this the IOSH AO commits to make all AO staff, associates, Study Centre staff, learners, and other stakeholders aware of expected behaviours. Committing to the Federation of Awarding Bodies EDI pledge further supports our value 'providing inclusivity and accessibility to learners'.

Reasonable adjustments and special consideration

In accordance with current Equalities Law and the Ofqual conditions, IOSH AO has in place a Reasonable Adjustments and Special Considerations policy, aimed at centres and learners, who may wish

to submit a request for a reasonable adjustment and/or special consideration. The policy can be found on the IOSH website.

Fees and pricing

Our current fees list can be found at www.iosh.com/AOqualifications.



Section 4 – Unit content

Introduction

This section provides details of the structure and content of the qualification.

The unit overview includes:

IOSH unit number

The reference number assigned to the unit by IOSH for the purpose of identification.

Ofqual unit number

The reference number assigned to the unit by Ofqual on the Regulated Qualifications Framework (RQF).

RQF Level

Indicates the level of the unit within the RQF.

Guided Learning Hours (GLH)

The average time a learner spends being taught or instructed by, or otherwise participating in education or training under the immediate guidance or supervision of, a lecturer, supervisor, tutor or other appropriate provider of education or training.

Total unit time

The average amount of time it will take to complete the unit – this includes guided learning hours, study time, assessment preparation time and assessment time.

Credit value

The value given to the unit – it is equal to the Total Qualification Time (TQT) divided by ten.

Unit aim(s)

Gives a summary of the aim(s) and purpose of the unit.

Following the unit overview there is detailed information for each unit comprising:

Learning outcomes

Set out what a learner will understand or be able to do as a result of successful completion.

Assessment criteria

Specify the standard required to achieve the learning outcomes via assessment.

Indicative content

Provides guidance for learners to understand what is required for learning outcomes and assessment criteria. It can be used by study centres to help develop schemes of work and associated materials such as lesson plans and learning materials. Study centres must deliver the full range of indicative content; however, it is not expected that learners cover all of the indicative content when completing assessments. Learners should select and present the relevant elements of the content and examples that will allow them to evidence the assessment criteria within the context of their own assessment.

Links to the IOSH competency framework

Indicates which of the IOSH competencies the learning outcomes align to.



Unit L6D01

Advanced occupational safety and health (OSH) management principles in organisations

Ofqual Unit Number: Y/650/6668

Unit aim(s)

The aim of the unit is to enable learners to demonstrate advanced understanding of OSH legal frameworks and management principles, including the application, development, appraisal, and implications of different approaches in the context of an organisation.



60
Guided
Learning
Hours



130
Hours Total
Unit Time



RQF
Level 6

13
Credits





Learning outcome 1



The learner will understand implications of OSH legal frameworks to organisations around the world

Assessment criteria

Indicative content

1.1

The learner can evaluate how OSH legal frameworks are relevant to an organisation

- Legislation (including regulations) that applies to OSH such as:
 - international law
 - 'hard' vs 'soft' law
 - common/civil law.
- OSH-specific legal principles as applied around the world.
- International legislative context and how it drives legal changes around the world.
- Regional legislative context and the implications of working across country borders with different local legal requirements.
- Comparative legal systems and legislative frameworks.

1.2

The learner can justify the benefits to an organisation of compliance and moving beyond compliance with OSH legal frameworks

- Enforcement and laws of contract.
- Benefits of compliance and moving beyond compliance:
 - legal – reduced risk of legal action
 - moral – health and safety of workers
 - financial – reduced costs, increased productivity
 - reputation – suppliers, customers, stakeholders.
- Consequences of non-compliance:
 - reputational damage and industry disqualification
 - financial consequences – penalties, sick pay, compensation, insurance
 - injury and danger to lives
 - operational consequences – productivity.

Learning outcome 1 is continued on the next page.



Assessment criteria

Indicative content

1.3

The learner can critically evaluate tools and techniques for ensuring compliance and moving beyond compliance with OSH legal frameworks

- Good practice in relation to:
 - due diligence
 - standard of care
 - legislation.
- International Labour Organization (ILO), International Organization for Standardization (ISO) and other international standards and their application.
- The main components of an OSH management system:
 - OSH policy including:
 - governance arrangements
 - responsibility and accountability
 - competence and capability
 - documentation
 - communication
 - consultation.
 - Planning and implementation.
 - Evaluation of OSH compliance including:
 - performance monitoring and measurement
 - investigation
 - internal and external audits.
 - Action for improvement including:
 - preventative and corrective action
 - continuous improvement.

Links to the IOSH competency framework – Level 6 (Certified Member)

This learning outcome is mapped to:



Technical

Health and safety law

- Health and safety policy development (AC1.3)
- Principles of health and safety and other legislative frameworks (AC1.1, AC1.3)
- Health and safety governance (AC1.2, AC1.3)
- Occupational safety and health management systems (AC1.3)
- Performance management (AC1.3)
- Health and safety audits (AC1.3)
- Continuous improvement (AC1.3)
- Quality Management (AC1.3)



Core

Planning

- Planning and implementation (AC1.3)
- Data analysis (AC1.3)
- Decision-making (AC1.3)



Behavioural

Stakeholder management

- Being the 'trusted advisor' (AC1.2)

Personal performance

- Personal responsibilities and accountabilities (AC1.1, AC1.2)

Working with others

- Professional integrity (AC1.2)



Learning outcome 2



The learner will understand key components of OSH risk management

Assessment criteria

Indicative content

2.1

The learner can critically evaluate approaches to OSH risk identification, assessment, and prioritisation

- Hierarchy of risk management tools.
- Different hazard and risk identification methodologies.
- Complex hazard analysis methods.
- Job safety analysis.
- Benefits and limitations of different approaches to risk assessment.
- Risk perception.
- Risk prioritisation:
 - critical risk
 - qualitative and quantitative aspects of risk
 - risk tolerance and risk appetite.
- OSH risk profiles to inform the assignment of responsibility and accountability within the organisational governance structure.

2.2

The learner can critically evaluate approaches to OSH risk control and mitigation

- Control principles and different control types.
- Eliminate:
 - reduce
 - transfer
 - tolerate.
- Exposure standards and their application.
- Hazard specific legislation and standards.
- Critical control management:
 - structures and processes for managing critical controls.
- Proportionate control proposals.
- Safety management:
 - theories and models such as hierarchies of control
 - roles and responsibilities.
- Balancing OSH risk control strategies with organisational priorities.
- Risk mitigation in the context of OSH.

Learning outcome 2 is continued on the next page.



Assessment criteria

Indicative content

2.3

The learner can critically evaluate approaches to OSH risk monitoring and reporting

- Sources of internal and external OSH performance information and its utilisation.
- Proactive OSH performance information and its evaluation:
 - auditing and inspections
 - monitoring performance and behaviour (interviews, observations)
 - health, psychosocial, safety and environmental surveillance
 - checking procedures
 - safety sampling.
- Reactive OSH performance information and its evaluation:
 - incident reporting and investigation
 - using data to identify trends.
- Benchmarking OSH performance against other similar organisations.
- External agencies' requirements for OSH information.
- Systems for managing OSH information.
- Integration of OSH reporting into business and governance reporting processes.
- Delegated authorities and differing OSH reporting and information needs at different levels of organisational structure.

Links to the IOSH competency framework – Level 6 (Certified Member)

This learning outcome is mapped to:



Technical

Health and safety law

- Principles of health and safety and other legislative frameworks (AC2.2)
- Health and safety governance (AC2.3)
- Occupational safety and health management systems (AC2.3)
- Performance management (AC2.3)
- Continuous improvement (AC2.2)

Risk management

- Risk identification and profiling (AC2.1)
- Risk assessment and analysis (AC2.1)
- Risk prioritisation (AC2.1)
- Risk control, mitigation and resilience (AC2.2)
- Risk monitoring and reporting (AC2.3)
- Incident Management – Supporting a legal defence (AC2.3)



Core

Strategy

- Knowledge management (AC2.3)

Planning

- Data analysis (AC2.3)
- Decision-making (AC2.1, AC2.2, AC2.3)



Learning outcome 3

The learner will understand approaches to OSH incident management

Assessment criteria	Indicative content
---------------------	--------------------

3.1
The learner can critically evaluate the approaches used in an organisation to manage a serious OSH incident

- Approaches to designing, developing, implementing, and critiquing incident control and investigation procedures:
 - different procedures to deal with incidents of different severity
 - incident reporting processes
 - identification and engagement of relevant stakeholders.
- Methods of integrating incident management processes with other associated business management systems such as business continuity, public relations, production interruption plans:
 - proactive monitoring of case law and legal precedent
 - document control and record retention.
- Approaches to evaluating incident cost analysis and its application to support:
 - recommendations for OSH risk control enhancement
 - management system modification
 - advising the organisational leadership on the direct and hidden costs of the incident such as improvement costs, legal costs.

Links to the IOSH competency framework – Level 6 (Certified Member)

This learning outcome is mapped to:

 **Technical**

Incident management

- Incident management (AC3.1)
- Incident investigation (AC3.1)
- Incident reporting (AC3.1)
- Supporting a legal defence (AC3.1)
- Proficiency with incident cost analysis (AC3.1)

Risk management

- Integrating health and safety risk into business risk processes (AC3.1)
- Business continuity (AC3.1)

 **Core Planning**

- Decision making (AC3.1)



Learning outcome 4

The learner will understand how to integrate OSH risk into organisational risk processes

Assessment criteria	Indicative content
<p>4.1</p> <p>The learner can evaluate how well OSH risk is integrated into operational decision-making and risk management processes in an organisation</p>	<ul style="list-style-type: none"> • Categories of organisational risks such as operational, financial, regulatory, reputational • Governance of risk within organisations • Standards for operational risk management such as ISO31000 <ul style="list-style-type: none"> ○ lines of authority and accountability ○ decision-making ○ risk management policies and procedures ○ different organisational methods for managing and quantifying risks. • Different organisational methods for monitoring and reporting risks. • Methods of integrating OSH risk assessment, control and management into: • Business risk assessment methodologies: <ul style="list-style-type: none"> ○ business risk mitigation ○ organisational risk reporting ○ governance arrangements ○ business continuity and incident/crisis management.

Links to the IOSH competency framework – Level 6 (Certified Member)

This learning outcome is mapped to:

 **Technical**

Risk management

- Integrating health and safety risk into business risk processes (AC4.1)
- Business continuity (AC4.1)



Unit L6D02

Occupational safety and health (OSH) integration within an organisation

Ofqual Unit Number: A/650/6669

Unit aim(s)

The aim of this unit is to enable learners to critically appraise OSH performance within an organisation and demonstrate a wide appreciation of how internal and external factors can influence OSH decision making and approach, while contributing to wider organisational strategy. The learner will develop recommendations for improving and implementing organisation wide OSH practices and culture.



**50
Guided
Learning
Hours**

**RQF
Level 6**



**130
Hours Total
Unit Time**

**13
Credits**





Learning outcome 1

The learner will understand how OSH activities form part of an organisation's value chain

Assessment criteria	Indicative content
---------------------	--------------------

1.1
The learner can analyse how OSH activities contribute to the value chain

- Concept of a value chain and the different primary and support functions that contribute to it, including:
 - procurement
 - finance
 - production
 - distribution
 - mapping the value chain of an organisation.
- OSH practices within production stages in the value chain:
 - identification of occupational hazards
 - concept of inherent safety and engineered safe design
 - impact of technology, including automation, assessment of new risk, and impact on OSH and organisational culture
 - human factors and ergonomic considerations in the workplace (including physical, cognitive ergonomics and usability).
- Implications to organisations associated with OSH practice within supply chain.
- How organisations can embed and promote OSH throughout their supply chains:
 - frameworks to ensure contractor relationships meet organisational objectives and are delivered with minimal levels of OSH risk
 - supply chain management
 - methods of gaining assurance across global supply chains
 - framework agreements
 - controls
 - processes.

Links to the IOSH competency framework – Level 6 (Certified Member)

This learning outcome is mapped to:

 **Technical**
Culture

- External visitors, suppliers, and contractors (AC1.1)

 **Core**
Leadership and management

- Functional management (AC1.1)

 **Behavioural**
Working with others

- Commercial-mindset (AC1.1)
- Professional integrity (AC1.1)



Learning outcome 2

The learner will understand the implications of external factors and organisational change on an organisation's approach to OSH

Assessment criteria	Indicative content
---------------------	--------------------

2.1
The learner can evaluate the potential implications of external factors on the organisation's OSH strategy

- Types of external factors that can potentially impact the OSH strategy in an organisation to include:
 - political factors such as changes to legislation
 - sociological factors such as public opinion, demographics of workers, workforce trends
 - technological factors such as new and emerging OSH practice
 - legal factors such as regulations, enforcement, case law and legal precedents, contracts, trade unions
 - environmental factors such as regulations and restrictions, customer attitudes, corporate social responsibility.
- Tools for analysis such as PESTLE, SWOT.
- Sources of thought leadership from both OSH and non-OSH sources.

2.2
The learner can evaluate the impact of potential organisational change on an OSH strategy

- Identification of direct and indirect impacts of organisational change on OSH strategy and practices including:
 - capability and capacity within the organisation
 - OSH risk control programmes
 - consultation, cooperation and training for workers
 - impact on deliverables, schedule, budget, quality
 - need to review and may need to adapt OSH strategy.

Links to the IOSH competency framework – Level 6 (Certified Member)

This learning outcome is mapped to:

 **Technical**

Risk management

- Horizon scanning (AC2.1)

Culture

- Responsiveness to changes in the modern workplace (AC2.2)

 **Core**

Strategy

- Strategy Development (AC2.1, AC2.2)
- Business context (internal and external) (AC2.2)
- Learning Organisation (AC2.1)

Leadership and management

- Managing change (AC2.2)

 **Behavioural**

Personal performance

- Personal responsibilities and accountabilities (AC2.1, AC2.2)
- Innovation and creativity (AC2.1)

Communication

- Active listening (AC2.2)

Working with others

- Commercial mindset (AC2.2)
- Professional integrity (AC2.1)



Learning outcome 3



The learner will understand how OSH contributes to sustainability

Assessment criteria

Indicative content

3.1

The learner can appraise how OSH contributes to creating and maintaining socially sustainable businesses

- Importance of the general principles of sustainability (people, planet and profit) as part of the OSH strategy and solutions.
- Ways of reducing the risk of workers being injured and made ill by work:
 - integrating occupational health risk management into the wider OSH management systems
 - identifying occupational health hazard and when and what specialist advice and equipment may be needed to assist with its assessment and management
 - collaboration with occupational health specialists to eliminate or mitigate risk and design and implement appropriate management systems
 - appropriate and proportionate occupational health monitoring arrangements
 - effective prevention methods for all aspects of occupational health.
- Ways of managing the risks to wellbeing of the workforce:
 - collaboration with specialists and others to support the delivery of an organisation's wellbeing agenda
 - occupational health considerations as part of planning and operational decisions made by the organisation's leadership
 - methods and initiatives to improve the wellbeing of workers and managers
 - engagement of different management teams to support the wellbeing agenda.
- OSH, wellbeing and welfare principles and initiatives to ensure that human capital is not exploited but optimised effectively:
 - safeguarding and risk policies, processes, and additional risk controls relevant to vulnerable workers.
 - recruitment, talent management and retention strategies for the OSH team
 - the roles of the workforce and trade unions in developing advanced safety, health, and wellbeing practices
 - horizon scan information for future and emerging trends in OSH and business practice in relation to human capital demands
 - initiatives to improve the welfare provision in an organisation
 - behaviours and initiatives to promote equality, diversity and inclusion in the workplace
 - social sustainability initiatives and programmes that directly affect local communities.
- Investing in people:
 - meaningful work and development opportunities
 - ensuring they have the competences and skills to operate safely.
- Ways to ensure workplace changes are reflected in the occupational safety and health management systems and risk control strategies.
- Methods and standards for reporting social sustainability in the organisational context.

Learning outcome 3 is continued on the next page.



Assessment criteria	Indicative content
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3.2
The learner can analyse how OSH financial planning contributes to business sustainability

- Importance of cascading sustainable finance objectives and policies in OSH programmes, projects, and day to day operations.
- Encouraging innovative, economical, and financially sustainable initiatives in relation to OSH strategy and practice across an organisation.
- Importance of ensuring that resources are applied appropriately across the OSH risk profile.
- costing methods across OSH activities to ensure value for money is balanced with criteria for a sustainable environment.

3.3
The learner can appraise how the undertaking of OSH activities impacts on the environment

- Development and implementation of OSH policies relating to creating and maintaining a sustainable environment.
- Consistent practice of sourcing with consideration of the environment across all OSH programmes and projects.
- Researching environmentally friendly alternatives of both OSH products and services.
- Importance of cascading OSH environmental objectives through an organisation, including contractors and suppliers.
- Methods and standards for reporting OSH environmental impacts in the organisational context.

Links to the IOSH competency framework – Level 6 (Certified Member)

This learning outcome is mapped to:

 **Technical**

Risk management

- Occupational health and wellbeing (AC3.1)

Culture

- Vulnerable workers (AC3.1)
- Employee welfare (AC3.1)
- Understanding worker wellbeing (AC3.1)
- Responsiveness to changes in the modern workplace (AC3.1)

Sustainability

- Sustainability (AC3.1, AC3.2, AC3.3)
- Human capital (AC3.1)
- Financial sustainability (AC3.2)
- Ethical business practices (AC3.1, AC3.3)
- Community impact (AC3.1)

 **Core**

Strategy

- Diversity and inclusion (AC3.1)

Planning

- Financial management (AC3.2)

 **Behavioural**
Working with others

- Professional integrity (AC3.1, AC3.3)



Learning outcome 4



The learner will be able to develop an organisation-wide approach to OSH

Assessment criteria

Indicative content

4.1

The learner can critically appraise existing OSH performance in an organisation

Links to L6D01 AC2.3

- Measuring the progress and current status of OSH policy, processes and activities in line with organisational objectives:
 - measuring progress with plans and objectives
 - measuring management arrangements and risk control
 - capability
 - compliance
 - deployment
 - identifying and utilising appropriate performance indicators
 - lagging indicators
 - leading indicators
 - predictive indicators.
- Measuring organisational maturity and competence in context of OSH:
 - maturity models
 - levels of maturity.
- Approach to integration of OSH risk into organisational risk.
- Benchmarking OSH performance against other similar organisations.
- Measuring OSH compliance against external benchmarks.
- Appraising OSH standards in the context of the organisation's risk profile, risk appetite and risk toleration.
- Benefits of exceeding OSH benchmarks.
- Measuring OSH culture:
 - elements of a safe culture
 - alignment with organisation's overall culture.

4.2

The learner can make recommendations for an organisation wide approach to OSH that improves on existing OSH performance, in line with OSH standards of compliance

- Recommendations for change based on research and appraisal of performance.
- How recommendations support the strategic goals of the organisation and continuous improvement.
- How recommendations meet and go beyond compliance.
- Impact of changes on the organisation including economic, sustainability, employee, stakeholder, and cultural considerations.
- Key components of the OSH strategy:
 - mission and vision, structures, systems, processes, plans, risks.

Learning outcome 4 is continued on the next page.



Assessment criteria

Indicative content

4.3

The learner can develop a plan to implement recommendations for an organisation's approach to OSH

- Developing an implementation plan:
 - aims and objectives of plan
 - action points
 - deadlines
 - required quality
 - budget.
- Working with stakeholders to develop a plan.

4.4

The learner can develop performance measures and methods for monitoring progress against the implementation plan

- Developing performance measures:
 - define intended results
 - understand alternative measures
 - select appropriate measures for each objective
 - set targets and thresholds
 - define and document selected performance measures.
- Monitoring progress against a plan:
 - track progress against goals, milestones and deadlines
 - accurate monitoring to identify successes and problems
 - choosing a way to collect and use data
 - adjusting expectations in light of change.
- Analysing qualitative and quantitative data to monitor progress:
 - data analysis
 - statistical methods
 - using results to communicate performance.
- Using information technology to monitor progress:
 - integrated management systems
 - application of technical standards.

Links to the IOSH competency framework – Level 6 (Certified Member)

This learning outcome is mapped to:



Technical

Health and safety law

- Performance management (AC4.1)
- Continuous improvement (AC4.1)

Culture

- Organisational culture (AC4.1, AC4.2)
- Health and safety competence (AC4.1)



Core

Planning

- Planning and implementation (AC4.1, AC4.3)
- Decision-making (AC4.1, AC4.2)



Behavioural

Personal performance

- Prioritising work (AC4.3, AC4.4)
- Driven by results (AC4.4)
- Problem-solving (AC4.2)
- Innovation and creativity (AC4.1, AC4.2)



Unit L6D03

Leading and influencing in occupational safety and health (OSH)

Ofqual Unit Number: H/650/6670

Unit aim(s)

The aim of this unit is to enable learners to demonstrate understanding and application of leadership and management skills that equip them to influence, challenge and drive change within OSH in an organisation. Learners will critically review the effectiveness of their own capability and performance to fulfil the OSH leadership role and identify areas for Continuing Professional Development (CPD).



45
Guided
Learning
Hours

RQF
Level 6



120
Hours Total
Unit Time

12
Credits





Learning outcome 1



The learner will understand individual and team behaviour and performance in relation to the attainment of work objectives.

Assessment criteria

Indicative content

1.1

The learner can evaluate how the behaviour and capabilities of individuals can impact the attainment of work objectives

- Theories of behavioural characteristics and organisational behaviour of individuals:
 - personality behavioural traits
 - inherent styles of individuals
 - approaches to organisational behaviour.
- Theories of motivation of individuals:
 - extrinsic and intrinsic factors
 - content models of motivation
 - process models of motivation.
- Interpersonal skills:
 - collaboration
 - communication
 - listening
 - problem solving
 - decision-making
 - working with others
 - empathy.
- Intra-personal skills.
- Behaviours to promote equality, diversity and inclusion.
- Ethics and moral conduct, codes of conduct.

1.2

The learner can evaluate how the behaviour and capabilities of a team can impact the implementation of work objectives

- Theories related to the formation, behaviour, and motivation of teams:
 - stages of team dynamics and development
 - team roles
 - what motivates team members
 - how to motivate team members.
- Characteristics of an effective team.
- Team values and norms.
- Benefits of equality, diversity, and inclusion in teams.
- Barriers to effective teamwork:
 - ineffective communication
 - skewed influence over decisions
 - lack of trust
 - intra-team conflict
 - lack of teamworking skills or task skills within the team
 - groupthink and lack of contribution.
- Virtual teams and remote working.
- Inter-team conflict and cohesion.
- Capability and diversity of skills in a team:
 - training needs analysis
 - coaching and mentoring.

Learning outcome 1 is continued on the next page.



Links to the IOSH competency framework – Level 6 (Certified Member)

This learning outcome is mapped to:

 **Core**

Strategy

- Diversity and inclusion (AC1.1, AC1.2)

Leadership and management

- Functional management (AC1.1, AC1.2)
- Visible leadership (AC1.1, AC1.2)
- Teamwork (AC1.2)

 **Behavioural**

Stakeholder management

- Collaboration (AC1.1, AC1.2)

Personal performance

- Self-motivation and discipline (AC1.1)
- Problem-solving (AC1.2)

Working with others

- Self-awareness (AC1.1)
- Empathy (AC1.1, AC1.2)
- Coaching and mentoring (AC1.2)



Learning outcome 2

The learner will understand how to lead and influence others to achieve results

Assessment criteria	Indicative content
---------------------	--------------------

2.1
The learner can evaluate appropriate styles and techniques to lead and influence team members in different scenarios

- Theories and models of leadership.
- Different leadership styles and the need to adapt styles.
- The leader's role in purpose, vision and values:
 - sharing the vision and values
 - gaining buy-in for the vision
 - inspiring the team and followership
 - performance standards.
- Characteristics and techniques of an effective leader:
 - interpersonal skills
 - emotional intelligence
 - empowerment and delegation
 - relationship building
 - persuasion
 - gaining and maintaining trust
 - managing conflict
 - taking responsibility
 - reward and recognition.
- Challenges of leading in a VUCA world.
- Selecting and using communication strategies to influence team members:
 - constructive comments
 - constructive feedback
 - active listening
 - coaching and mentoring skills.

2.2
The learner can evaluate ways to influence other stakeholders to achieve results

- Identifying, categorising, and analysing influence of internal and external stakeholders:
 - stakeholder prioritisation
 - stakeholder mapping.
- Gaining stakeholder buy-in:
 - sharing the vision
 - inspiring the stakeholders
 - stakeholder engagement strategies.
- Selecting and using communication strategies to influence stakeholders:
 - clear written and verbal communication
 - eliciting opinions
 - active listening
 - leading stakeholders to come to consensus.
- Selecting and using collaborative working methods to manage stakeholders:
 - inter-personal skills
 - relationship building
 - negotiation and persuasion
 - gaining and maintaining trust
 - use of own reputation and expertise
 - managing conflict.

Learning outcome 2 is continued on the next page.



Links to the IOSH competency framework – Level 6 (Certified Member)

This learning outcome is mapped to:



Core

Strategy

- Stakeholder management (AC2.2)
- Influencing (AC2.1, AC2.2)

Leadership and management

- Functional management (AC2.1)
- Visible leadership (AC2.1, AC2.2)
- Conflict management (AC2.2)



Behavioural

Stakeholder management

- Collaboration (AC2.2)
- Being the 'trusted advisor' (AC2.2)
- Negotiating (AC2.2)

Personal performance

- Self-motivation and discipline (AC2.1)
- Problem-solving (AC2.2)

Communication

- Communicating effectively (AC2.1, AC2.2)
- Advocating for safety and inspiring people (AC2.1, AC2.2)
- Providing constructive feedback (AC2.1)
- Active listening (AC2.1, AC2.2)

Working with others

- Self-awareness (AC2.1, AC2.2)
- Empathy (AC2.1, AC2.2)
- Professional integrity (AC2.1)
- Coaching and mentoring (AC2.2)



Learning outcome 3



The learner will be able to embed an organisation-wide approach to OSH

Assessment criteria

Indicative content

3.1

The learner can critically evaluate how change management models and approaches can be utilised to achieve a desired or planned change in an organisation

- Using change management models such as:
 - ADKAR model
 - Kubler-Ross change curve
 - Kotter's 8-step change model
 - Kurt Lewin: Unfreezing, changing and refreezing.
- Understanding the process of change and forces for change.
- Creating a business case for change.
- Change management principles.
- Performance indicators.
- Planning change in line with the strategic vision:
 - timeline
 - quality
 - resources including human, technological, financial, physical.
- Communicating, engaging and influencing others in the vision for change.
- Identifying and removing or mitigating barriers to change.
- Working to targets:
 - setting short-term targets
 - celebrating the achievement of each target.
- Implementing the change:
 - maintaining momentum
 - empowering people to change
 - encouraging people to change
 - reviewing and reporting on delivery.

3.2

The learner can develop an appropriate communication strategy for the implementation of a desired or planned change in an organisation

- Develop a communication strategy:
 - communication models
 - communicate benefits, priorities, business impacts and performance measures
 - methods and timings of communication
 - consultation points with workforce
 - identification of stakeholders and consideration of their training and communication needs
 - acting in partnership with other functions.

Learning outcome 3 is continued on the next page.



Links to the IOSH competency framework – Level 6 (Certified Member)

This learning outcome is mapped to:

 **Technical**

Culture

- Responsiveness to changes in the modern workplace (AC3.1)

 **Core**

Strategy

- Strategy development (AC3.1, AC3.2)
- Stakeholder management (AC3.1, AC3.2)

Planning

- Planning and implementation (AC3.1, AC3.2)

Leadership and management

- Visible leadership (AC3.1)
- Project management (AC3.1)
- Managing change (AC3.1, AC3.2)
- Conflict management (AC3.1)

 **Behavioural**

Stakeholder management

- Being the ‘trusted advisor’ (AC3.2)

Personal performance

- Driven by results (AC3.1, AC3.2)

Communication

- Communicating effectively (AC3.1)
- Active listening (AC3.1)

Working with others

- Commercial-mindset (AC3.1, AC3.2)



Learning outcome 4



The learner will be able to review own OSH leadership and competence

Assessment criteria

Indicative content

4.1

The learner can critically review effectiveness of own capability and performance to fulfil the OSH leadership role

- Methods of review:
 - 360-degree feedback
 - Self-reflection
 - Personal SWOT analysis, learning journal
 - Feedback from line manager
 - Review against goals/targets.
- Identification of criteria to review against:
 - Motivation of team members and other functions
 - Interpersonal skills to drive others to progress and change
 - Teamwork
 - Empowering others and gaining their commitment
 - Managing people, motivation, managing conflict, instilling discipline
 - Managing projects
 - Managing change
 - Decision-making
 - Self-motivation
 - Prioritising work
 - Effective use of human, technological and financial resources to achieve results
 - Communication of benefits, business impacts, priorities, and performance measures
 - Problem solving
 - Innovation and creativity.
- Identification of gap areas/skills for CPD.

Links to the IOSH competency framework – Level 6 (Certified Member)

This learning outcome is mapped to:



Core

Leadership and management

- Functional management (AC4.1)
- Visible leadership (AC4.1)
- Teamwork (AC4.1)
- Project management (AC4.1)
- Managing change (AC4.1)
- Conflict management (AC4.1)



Behavioural

Personal performance

- Self-motivation and discipline (AC4.1)
- Prioritising work (AC4.1)
- Driven by results (AC4.1)
- Problem-solving (AC4.1)
- Innovation and creativity (AC4.1)

Working with others

- Self-awareness (AC4.1)

Communication

- Communicating effectively (AC4.1)
- Advocating and inspiring people (AC4.1)
- Providing constructive feedback (AC4.1)
- Active listening (AC4.1)



Section 5 – Assessment

Summary of assessment

Learners must successfully complete:

- an IOSH AO set, technical evaluation assignment for unit L6D01
- an IOSH AO set, OSH strategic proposal assignment for units L6D02 and L6D03
- an IOSH AO set, self-reflection assignment for unit L6D03.

IOSH unit no.	Unit title	Assessment	Details
L6D01	Advanced occupational safety and health management principles in organisations.	IOSH AO set 'Technical Evaluation' assignment. Delivered and marked by the centre tutor/assessor and externally quality assured by the IOSH AO.	An IOSH Awarding Organisation set assignment that will assess the learner's ability to critically evaluate, apply and justify approaches to OSH management and compliance. This assessment covers all the assessment criteria from unit L6D01. Evidence format Written report. Presentation recording and accompanying slide deck and notes.
L6D02	Occupational safety and health integration within an organisation.	IOSH AO set 'OSH Strategic Proposal' assignment (assessment across Units L6D02 and L6D03). Delivered and marked by the centre tutor/assessor and externally quality assured by the IOSH AO.	The OSH strategic proposal assignment will assess the learner's ability to: <ul style="list-style-type: none"> • research the impact of a wide range of internal and external factors on OSH strategic decisions • critically appraise existing OSH performance and culture in an organisation leading to recommendations for change • develop an organisation wide approach to OSH strategy and an associated implementation approach. This assessment covers all the assessment criteria from unit L6D02. Evidence format Written report. Presentation followed by assessor-led questions and answers. <i>Note: Presentation recording and accompanying slide deck and notes to be submitted for purpose of EQA.</i>



IOSH unit no.	Unit title	Assessment	Details
L6D03	Leading and influencing in occupational safety and health.	<p>IOSH AO set 'OSH Strategic Proposal' assignment (assessment across Units L6D02 and L6D03).</p> <p>Delivered and marked by the centre tutor/assessor and externally quality assured by the IOSH AO.</p>	<p>The OSH strategic proposal assignment will assess the learner's ability to:</p> <ul style="list-style-type: none"> • evaluate how individual and team behaviours and capabilities, along with leadership and influencing styles can impact on the process of embedding an organisation wide approach to OSH • critically evaluate change management approaches • develop appropriate communication strategies. <p>• This assessment covers assessment criteria 1.1–3.2 from unit L6D03.</p> <p>Evidence format</p> <p>Written report.</p> <p>Presentation followed by assessor-led questions and answers.</p> <p><i>Note: Presentation recording and accompanying slide deck and notes to be submitted for purpose of EQA.</i></p>
		<p>IOSH AO set 'Self-reflection' assignment.</p> <p>Delivered and marked by the centre tutor/assessor and externally quality assured by the IOSH AO.</p>	<p>A final short reflective assignment will assess the learner's ability to critically review their own capability and performance to fulfil the OSH leadership role, identifying areas for CPD.</p> <p>This assessment covers assessment criteria 4.1 from Unit L6D03.</p> <p>Evidence format</p> <p>Written report.</p>

To achieve the *IOSH Level 6 Diploma in Occupational Safety and Health Leadership and Management* the learner must achieve a pass in all units in the qualification i.e., successfully achieve all learning outcomes and assessment criteria of the units as set out in Section 3.

Learners who are not successful can resubmit work within the registration period.

Assessment timings

The IOSH AO has four set assignment windows throughout the year. The Centre must submit learner results and required evidence for the external quality assurance process by the specified deadline. Details of the dates can be found on the IOSH website.



Assessment strategy

The following assessments provide the opportunity for the learner to apply their learning within their own workplace/organisation:

- Technical Evaluation assignment.
- OSH Strategic Proposal assignment.

It is recommended that where possible the learner discusses the assessment brief with their employer/line manager to identify how the assessment task could support their own development and the needs of the organisation. If the learner is not currently employed in an organisation, then the task can be based on an organisation that the learner is familiar with or one in which they can gain access to the relevant information to enable completion of the task and evidencing the assessment criteria.

Simulation and/or the use of scenarios are not allowed, unless otherwise stated within the assignment task instructions. It is the Centre's responsibility to liaise with the learner's employer to ensure relevant access to OSH management processes and performance data is provided or to assist the learner in ensuring access to a suitable organisation. Where sensitive and/or confidential information may be required to be referenced by the learner, organisation names etc may be redacted.

All evidence presented by the learner for the purposes of assessment must clearly relate to the learner's competence assessed against the specified assessment criteria.

The following assessment methods have been identified as suitable for this qualification:

- Technical Evaluation assignment – written report and presentation recording with accompanying slide-deck and notes.
- OSH Strategic Proposal assignment – written report, verbal presentation followed by Q&A with the centre assessor. Note the presentation recording and accompanying slide deck and notes to be submitted for purpose of EQA.
- Self-reflection assignment – written report.

All assessments are only available to be taken in the English language.

Full information relating to how the assessments must be administered including supervision of learners, role of the assessor and feedback to learners can be found within the *Centre Assessment Guidance* document.

Grading

This qualification is graded Pass/Refer.

For award of the full qualification, a learner must have achieved a pass in each assessment. To achieve a pass overall in an individual assessment, the learner must successfully achieve all learning outcomes and assessment criteria.



Quality assurance

Quality assurance is at the heart of the IOSH AO practices, and we expect our Study Centres to follow suitably rigorous processes to ensure that the integrity of our qualifications is maintained.

To achieve this the IOSH AO has procedures in place to ensure its own staff, its associates and relevant Study Centre staff are competent and have access to appropriate training and guidance to ensure quality and consistency of standards across Study Centres and over time.

The IOSH AO also assures through gathering evidence from regular centre audits that standards of qualification delivery and assessment meet IOSH AO requirements and are consistent across all Study Centres. This is achieved through ongoing Study Centre compliance monitoring, sampling of Study Centre assessment practice, and rigorous external standardisation.

There are three tiers of assurance that exist which are as follows:

- 1 **The first tier** is undertaken by Study Centre IQAs and processes to ensure that assessors judgments are valid and reliable.

- 2 **The second tier** is undertaken through IOSH AO EQA to assure that assessments are fair, comparable, and consistent with expectations.
- 3 **The third tier** is through a review of assessment decisions made by the IOSH AO Assessment Panel. Membership of this panel includes external education Subject Matter Experts (SMEs) who oversee and provide final sign-off of assessment outcomes before certification.

This level of scrutiny sets out to maintain the required rigour regarding assessment responsibilities thereby maintaining the integrity of IOSH AO qualifications and in doing so meets Ofqual's Centre Assessment Standards Scrutiny (CASS).

Centres must refer to the following documents for detailed guidance and instructions on the IOSH Quality Assurance process:

- Study Centre Assessment Scrutiny Statement (CASS).
- Study Centre IQA Guide.
- Study Centre EQA Guide.
- Internal quality assurance (IQA).

Internal quality assurance

Internal quality assurance is the process of ensuring that everyone who assesses a particular unit in a centre is assessing it to the same standards. It is the responsibility of IQAs to ensure that Assessors' decisions are sampled and monitored to ensure consistency and fairness. IQAs are also responsible for supporting Assessors by offering advice and guidance. The IQA will follow the centre's own

sampling strategy in selecting the sample to be internally quality assured.

The Internal Quality Assurer provides the vital link between the Assessors and the External Quality Assurer and acts as the Study Centre's quality assurance agent.



External quality assurance (EQA)

External quality assurance of internal assessments is carried out a minimum of once a year to ensure that assessment and grading decisions are in line with required standards.

External quality assurance is carried out by EQAs who are appointed, trained, and monitored by IOSH.

EQAs are responsible for monitoring and sampling learners' evidence to ensure that internal assessment decisions are valid, reliable, fair, and consistent with national standards. Study centres are notified of their EQA's contact details on registration of learners with IOSH.

Exemptions

IOSH recognises that many learners undertake prior learning which can be considered as being equivalent to the IOSH qualifications. The IOSH exemption policy is designed to ensure that learners do not need to repeat certificated learning that they have undertaken

previously. IOSH remains committed to recognising, and giving credit for, prior learning through Recognition of Prior learning (RPL). This document summarises the associated IOSH policy which applies to all applications for exemption for the IOSH Qualifications.

IOSH exemption policy

IOSH will only assess exemption applications based on RPL.

Applications for exemptions will only be accepted in respect of Accredited Prior Certified Learning (APCL) and will normally only be considered for learners who have achieved qualifications awarded by UK Universities, Higher Education Institutes (HEIs), or AOs.

Qualifications awarded by non-UK Institutions will only be considered if they are recognised by the National Recognition Information Centre (NARIC) www.naric.co.uk as offering programmes equivalent to UK HE qualifications.

The qualification associated with the exemption application must be at the same academic level as, or above, that for the IOSH unit for which the exemption is being sought. The qualification must also have equivalent or more learning hours to that for the IOSH unit for which the exemption is sought.

For the *IOSH Level 6 Diploma in Occupational Safety and Health Leadership and Management*, exemptions will only be permitted against Unit L6D01.

Qualifications which are more than five years old cannot be considered for exemptions. The five-year period commences from the award date on the certificate issued by the university, HEI or AO.

IOSH non-regulated courses are not eligible as applications for exemptions.

Applications should include a completed application form, a copy of the qualification certificate, an academic transcript, a fully completed mapping document and the exemption fee.

The mapping document must demonstrate a 100 per cent match to each of the learning outcomes within the IOSH unit for which exemptions are being sought.

Copies of any relevant unit or unit specifications which form part of the qualifications referred to in the mapping document should also be included as part of the application.

A fee will be charged per unit exemption application and will be published on the IOSH website on the RPL application form. The fee is non-refundable regardless of the outcome of the application.



Section 6 – General guidance

Essential information for centres

The following sections contain essential information for centres delivering the IOSH qualifications. They should be referred to in conjunction with this handbook.

Centre handbook

The centre handbook contains detailed information about the processes which must be followed and requirements which must be met to maintain approved study centre status and offer a particular qualification. Specifically, the handbook includes sections on:

- Registration and certification of learners.
- Assessment and IQA.
- Complaints and appeals.
- Centre approval process.
- Reporting incidents.
- Withdrawal process.
- General Data Protection Regulation (GDPR) Policy.
- Equality and diversity.
- Advertising and marketing.

Centre standards

The centre standards guidance contains detailed information about the criteria and supporting evidence required for approved study centre status with IOSH. It should be referred to in conjunction with the Centre Approval form. Specifically, the guidance includes sections on:

- Internal management controls.
- Qualification/programme resourcing.
- Centre capacity.
- Centre capability.

IQA documents

- Study Centre IQA Handbook.
- Study Centre IQA – Internal verification form.
- IOSH AO – Assessment Scrutiny Statement.
- Centre access to the Qualification Management System (QMS).

Centre access to QMS

Upon approval, Study Centres will be given access to IOSH's QMS which allows centres to manage their learners journey from registration through to certification. This platform also contains access to policies and procedures designed to support centres at each step of the journey.

Policies

IOSH AO policies can be found via the website, iosh.com/AOqualifications. Policies include:

- Complaints Policy.
- Conflict of Interest Policy.
- Customer service statement
- Equality, Diversity and Inclusion Policy.
- Fees and invoicing policy
- Malpractice and Maladministration Policy.
- Reasonable Adjustment and Special Considerations.
- Recognition of Prior Learning Policy.
- Registration and Certification Policy.
- Review and Appeals Policy.
- Whistleblowing policy.

Policies relating specifically to centre approval include:

- Centre Assessment and Scrutiny Statement (CASS).
- Study Centre (SC) Initial Application Form (Stage 1).
- IOSH AO Additional Sites Statement.
- SC Application for Additional Sites.
- SC Application for Additional Qualifications.
- SC Approval T&Cs.
- Statement of Fees.
- Invoicing Policy.
- Sanctions Policy.

Want to know more?

Contact our dedicated AO team via admin@ioshao.com for more information

IOSH is the Chartered body for health and safety professionals. With over 49,000 members in more than 130 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.

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