

**Faculty of Health Sciences & Wellbeing  
School of Nursing & Health Sciences**

***MSc Health, Safety and Wellbeing (on line)***  
***PgD Health, Safety and Wellbeing (on line)***

**2018**

## Version History

<b>Version</b>	<b>Occasion of Change</b>	<b>Change Author</b>	<b>Last Modified</b>
1.0	Periodic review	<i>Dr Sarah Pickup</i>	<i>12/2017</i>
2.0	Post review comments	<i>Dr Sarah Pickup</i>	<i>4/2018</i>

## SECTION A: CORE INFORMATION

1. Name of programme: Health, Safety & Wellbeing
2. Award title: MSc Health, Safety and Wellbeing  
PG Diploma in Health, Safety and Wellbeing  
PG Certificate in Health, Safety and Wellbeing Studies
3. Programme linkage No
4. Is the programme a top-up only? No
5. Level of award: Level 7
6. Awarding body: University of Sunderland
7. Which department is it in? Faculty of Health Sciences and Wellbeing
8. Programme Studies Board: Safety, Health and Environment
9. Programme Leader: Dr Sarah Pickup
10. How and where can I study the programme?

<b>At Sunderland:</b>	
Full-time on campus	
Full-time on line	*
Part-time on line	*

11. How long does the programme take?

<b>MSC</b>	Min number of years / months	Max number of years / months		<b>PgD</b>	Min number of years / months	Max number of years / months
Full-time	14 months	42 months		Full-time	10 months	30 months
Part-time	34 months	6 years		Part-time	23 months	6 years

These programmes are offered in both full time and part time modes.  
Full time programmes have a start date of September.  
Part time programmes have a start date of August.

## SECTION B – FURTHER CORE INFORMATION

### 24. Learning and teaching strategy.

This Msc/ PgD addresses the need for highly skilled health, safety and wellbeing managers. The online programme has been designed to support and accommodate students who are in a health and safety role seeking to develop their skills and broaden their knowledge of wellbeing issues. The course also supports a broad spectrum of students who come from a variety of disciplines related to Health, Safety and Wellbeing but also other complimentary disciplines such as Law, Business, Engineering and Education seeking to move into the field of health, safety and wellbeing. Consequently a learning and teaching strategy has been designed to accommodate and support the needs of students to ensure graduates are prepared for careers with the health, safety and wellbeing field. For students who are in employment, the ideal mode of study would be the Part time mode owing the demands of full time study at MSc level.

A choice of PgD or MSc allows students to set their own goals and needs early on. A PgD is suited to individuals who wish to progress within the workplace or gain an accredited qualification in health, safety and wellbeing for graduate membership of IOSH. The MSc is appropriate for students who seek to gain a higher level academic qualification via demonstration of skills and attributes associated with researching and progress further to progress further in work and career or more advanced academic qualifications such as a PhD or professional doctorate. However, students who complete the PgD and wish to progress to the MSc can do by applying for the MSc using your PgD as accreditation of prior learning (APL).

The programme is based upon the learning and teaching strategies developed in the current postgraduate provision in MSc Public Health and MSc Environment, Health & Safety where the focus is on providing students with both the necessary subject knowledge together with a range of employability skills relevant for the workplace in a real life and practical way.

Within the first three modules students will be encouraged to research and read the literature, relevant to the module being taught and to include that research in the assessment submitted. The professional practice module will also seek to develop the research skills that students will need for their projects. This module will also focus on the development of skills needed in the workplace. It will be assessed by a portfolio containing a range of elements. The ability to critically reflect on activities carried out will be essential for students intending to progress through the professional body accrediting this programme IOSH.

Furthermore, the learning and teaching strategy for this programme is aligned to the University Learning and Teaching Plan whose aims are to:

- develop independent, active and reflective learners.
- create learning environments where teaching approaches, learning technologies, and institutional structures and culture foster these learners.
- ensure that staff are supported and developed for their roles, and valued for their contribution to learning and the learner experience.
- promote learning partnerships in which innovative, supportive and challenging practice inspires students to approach their courses and careers with curiosity, enthusiasm and creativity.

The content of the programme is informed by accrediting body requirements (IOSH) and mapped against the IOSH curriculum, together with feedback from the database of employers with whom the team are in regular contact. Health, safety and wellbeing is predominantly based on UK/EU legislation, however students are encouraged to consider the appropriateness of this legislation within other countries. The management of health, safety and wellbeing requires consideration of national and international standards. The programme therefore ensures that health, safety and wellbeing is given an international focus.

To support learning as well as the practical and applied nature of the course content, the programme has been designed to follow a 'traditional' typical plan-do-check-act (PDCA) system adopted for the development of managements systems, enabling students to apply their learning into the field more readily on completion of the programme.

Overall, the pedagogical approach is designed to develop technical knowledge and skills in health, safety and wellbeing that prepares graduates for work in this field. The written assignments, practical work and seminar presentations all demand the level of academic rigour necessary for an academic award at Level 7.

## **25. Retention strategy.**

### ***Before programme start***

Applicants are encouraged to get in touch with the Programme Leader such that queries, concerns and questions can be address early and expectations are understood.

### ***Initial Programme start – Induction***

There is a six- week induction which all students will take part in. The first part of the induction is a programme induction, this includes, familiarisation with Canvas, getting to know your tutors and fellow students, using discussion forums to build supportive relationships from the beginning. There will be an early introduction to health, safety and wellbeing and an introduction to the skills needed to succeed in university style study.

The induction then seeks to support and manage student expectations about university study particularly the transition to advanced education. Sourcing relevant information, using this information wisely and writing academically have been challenging for students generally, and to support online student's in these areas, sessions are built into the induction around library resources, literature searching, report writing, critical writing, report planning which can include reviewing work to demonstrate weak and strong examples.

### ***Ongoing programme support***

All students are allocated a personal tutor which is member of the teaching team to provide you with academic support during your programme of studies. The Programme Leader and the teaching team are proactive and contact students on a regular basis throughout the programme to offer their support. The contacts are triggered by module timetabled activities, the tutorship scheme and the pre and post boards communications.

As a team we work closely with other support systems that are available at the from the university regardless of the mode of study, for example, students with ongoing health needs requiring flexibility in their study arrangements can be referred to our student support services.

Finally, during the delivery of the programme the team have considered the guidelines developed by the University on 'Inclusive Programme Design – Disabled Students' guidance.

Overall, regardless of the mode of study, you are supported throughout the programme.

## **26. Any other information**

### ***Relationship with IOSH***

The programme is accredit by IOSH and the health, safety and wellbeing contents of the programme designed to meet the IOSH curriculum requirements. Completion of the four main modules (excluding the project module) can form the basis a student's application for graduate member of IOSH (GradIOSH). During the programme students will be introduced to IOSH and the process of applying for membership and working toward graduate membership.

## **SECTION C - TEACHING AND LEARNING**

### **27. What is the programme about?**

This programme is designed to give students knowledge of regulation & legislation, management tools, risk assessment & mitigation and communication for all necessary aspects of health, safety and wellbeing. The practical nature of the programme ensures that graduates possess the capabilities and skills to apply these to workplace issues. Similarly, students will learn and develop skills that will enable employers to promote health and wellbeing because ensuring a healthy workforce will have economic benefits for a business as each employee will be contributing to the economic growth and stability of the organisation.

### **28. What will I know or be able to do at the end of the programme?**

#### **Learning Outcomes Postgraduate Certificate – Skills**

*By the end of this part of the programme successful students should know, understand or be able to do the following:*

- S1 critically appraise factors within the workplace that may influence the health, safety and wellbeing of those in work
- S2 justify and communicate workplace recommendations to health, safety and wellbeing matters in the workplace

#### **Learning Outcomes Postgraduate Certificate – Knowledge**

*By the end of this part of the programme successful students should know, understand or be able to do the following:*

- K1 comprehensively explain how the complex interactions of the workplace environment, individual, psychosocial factors can influence the health, safety and wellbeing of those in work
- K2 systematically assess a range of methods available for the management of health, safety and wellbeing in the workplace

#### **Learning Outcomes Postgraduate Diploma – Skills**

*By the end of this part of the programme successful students should know, understand or be able to do the following:*

- S3 evaluate the means by which health, safety and wellbeing risks can be managed and improved
- S4 communicate effectively to a range of stakeholders, the results of deliberation in the field of health, safety and wellbeing.
- S5 design appropriate research and handle data comprehensively with reference to an aspect of health, safety and wellbeing

### **Learning Outcomes Postgraduate Diploma – Knowledge**

*By the end of this part of the programme successful students should know, understand or be able to do the following:*

- K3 systematically explain how the work environment, individual and psychosocial factors can be understood, predicted and assessed in relation to the health, safety and wellbeing of those at work
- K4 critique the factors, methods and standards available for the effective management of health, safety and wellbeing risks.
- K5 explain the role of critical reflection for professional development

### **Learning Outcomes Masters – Skills**

*By the end of this part of the programme successful students should know, understand or be able to do the following:*

- S6 apply research principles to a topic relevant to health, safety and wellbeing and be able to communicate the results effectively
- S7 apply theoretical concepts to the design and implementation of research
- S8 collect and critically evaluate data using an appropriately justified methodology.

### **Learning Outcomes Masters – Knowledge**

*By the end of this part of the programme successful students should know, understand or be able to do the following:*

- K6 Conceptualise and critically synthesise contemporaneous evidence from the field of H&S to design and execute an applied research investigation into a negotiated area of relevance to the discipline.

## **29. What will the programme consist of?**

Postgraduate programmes generally consist of a number of modules leading to the award of a Postgraduate Certificate (60 credits) or Postgraduate Diploma (120 credits). A Masters qualification (180 credits) usually culminates in a major piece of independent work such as a project or dissertation. All modules are at postgraduate level (level 7 in the UK's national scheme). The summary below describes briefly what is contained in the programme. The programme structure, including a detailed list of modules, can be found in the [programme regulations \(Section E\)](#).

The delivery of the HSW content of the MSc will follow the plan-do-check-act cycle adopted for the implementation of management systems in a business. The first 60 credits of the programme will comprise two 30 credit modules, HSWD01 and HSWD02, which provide an introduction to and the management of, health, safety and wellbeing respectively. A further 30 credits will be obtained via a third module, **HSWD03 - Public health and the workplace (30 credits)** which introduces two very important areas for the management of HSW in the workplace; public health principles that are

applicable to the wider public health domain and more specific environments such as the workplace and applied epidemiology.

To achieve 120 credits the programme also includes a fourth module (either EHSD04) which focuses on data analysis, research and professional practice skills. Finally, to achieve an MSc you then need to complete a further 60 credits and these credits are associated with MSc research project (EHSD06 – Research Project).

### **Awards**

Regulations for the award of the Postgraduate Certificate, Postgraduate Diploma and Master of Science are contained within the University of Sunderland Postgraduate Regulations.

#### **Postgraduate Certificate (PgC) Health, Safety and Wellbeing studies**

To exit with a PgC you will need to have completed 60 credits. This can be any two of the following modules HSWD01, HSWD02, HSWD03 or ESDM04

#### **Postgraduate Diploma (PgD) Health, Safety and Wellbeing \*\***

To exist with a PgD, you will need to have completed **all** of the following modules, HSWD01, HSWD02, HSWD03 and ESDM04.

#### **Master of Science (MSc) Environment, Health and Safety**

To exit with an MSc, you will need to have completed **all** of the following modules, HSWD01, HSWD02, HSWD03, ESDM04 and the research project ESDM06.

\*\*PgD is awarded when 120 credits are achieved by completion of four modules: HSWM01, HSWM 02, HSWM03, and ESDM04. Completion of these modules will enable you to join IOSH as a graduate member. Once you have passed these modules we will provide you with a letter that states that you have successfully completed these modules, enabling you to join IOSH as a graduate member. Unless you withdraw from the programme at this stage you will not be awarded a PgD you will go on to complete the research project and progress to the completion of your MSc.

### **30. How will I be taught? Modes of teaching and learning aligned with KIS – choose one or more**

Scheduled teaching activities	*
Independent study	*
Placement	n/a

- Our online programmes are centred around our VLE system, Canvas, which has programme and individual module spaces. *The Programme space* is used to provide a central hub for all students enrolled on the programme and allows them to access all important documents related to the Programme and Modules. These include extensive guidance and links to University Policies and Procedures as well as links to Library, key resources and study skills guidance. The programme space provides the basis for programme and extended inductions which are designed to support the development of the academic skills required to perform well at PgD and MSc study (see *retention strategy* section for further information).



- *The module spaces:* each module has a home page where students can access a range of resources such as module resources, module guides and announcements. Each module is designed to guide students through a series of sequential units related to each of the modules learning objectives. Our teaching methods are deliberately varied to account for differences in learning styles and to ensure that our programme is interesting and engaging.
- During the modules you will work,
  - Independently and , sequentially through each module unit which consists of learning materials, activities and feedback, video links and links to external sources.
  - At the end of each unit is a series of self-report questions that are not graded but provide you feedback. This provides you an opportunity to assess your current progress.
  - Within many of the units there will be scheduled discussions between you, the tutor and your fellow students.
  - You are expected to spend additional, personal time reading around the subjects that you are studying and preparing for assessments.

Online students will develop self-study skills and the ability to actively research and apply the result to real world problems. Other teaching methods can include but are not limited to the following:

- Introductory self-study materials, with links to relevant documentation, videos or recording of on-campus lectures designed to provide knowledge, understanding and critical appreciation of issues within the fields of Health, Safety and Wellbeing.
- Quizzes and discussions where students are encouraged to develop skills of self-study and research.
- At the end of each unit self-assessment questions provide opportunity to examine individual progress. Feedback is a mixture of pre populated feedback and interactive feedback by the module tutors.
- The professional practice module will also seek to develop the research skills that students will need for their projects. This module will also focus on the development of skills needed in the workplace. It will be assessed by a portfolio containing a range of elements, include a reflective log. The ability to critically reflect on activities carried out will be essential for students intending to progress though the professional body accrediting this programme IOSH.

Students will be encouraged to research and read the literature, relevant to the module being taught and to include that research in the assessment submitted. The modules on the programme will be delivered in an attractive and stimulating learning environment in which students can develop their subject knowledge and skills. The team is committed to trialling new developments and initiating different approaches to using the VLE

A list of the modules in the programme can be found in the **programme regulations (section E)**.

### 31. How will I be assessed and given feedback?

Written examinations	
Coursework	*
Practical assessments	n/a

A summary of the types of teaching, learning and assessment in each module of the programme can be found in (32) *Teaching, Learning and assessment matrix*. The generic assessment criteria which we use can be found [here](#). Some programmes use subject-specific assessment criteria which are based on the generic ones.

This programme uses the Generic University Assessment Criteria	<b>YES*</b>	
This programme uses the Subject Specific Assessment Criteria		<b>NO*</b>

The University regulations can be found [here](#).

The nature and the timings of the Module Assessments will be set at the start of the module and is part of an extensive Module guide. Work will be submitted via Turnitin within the Canvas VLE.

The assessment throughout this programme uses a range of methods appropriate to the learning outcomes of the programme and modules, these can include;

- academic reports, posters, professional logs and time constrained tests.
- feedback on final submitted assignments is documented and communicated to students via the VLE and Turnitin. Assessment methods are designed not only to grade performance but also, through the feedback on assignments, to motivate learners, influence their learning strategies, and alert them to further issues and ideas.
- Marks will be recorded through e-vision and once confirmed through the Postgraduate Programme Assessment Board will be communicated formally to students.
- Referred/deferred work will be set and treated as per all other taught postgraduate programmes. This again will be communicated to students concerned via the VLE and e mail system.

During the programme you will encounter a range of methods of assessment. During the first three modules (HSWD01, 02 & 03) that cover the subject of health, safety and wellbeing at work, you will be assessed using a range of: academic reports, business reports, posters (defended) and time constrained tests. Full guidance will be provided on the requirements of these assessments.

The professional practice/research module will be assessed using a portfolio of individual components. This will be comparable to the portfolio that is required by IOSH for progression through the professional body. For the research methods and professional practice module, the portfolio will comprise: a research proposal, data analysis, reflective log and dissertation. The ability to reflect and report that reflection is another key skill required for progression through the professional body IOSH.

For MSc, the final element of assessment for the programme will be a written report of the research work undertaken.

### 32. [Teaching, learning and assessment matrix](#)

Module	Code	Core / optional	Modes of T&L	Modes of Assessment	LO S1	LO K1	LO S2	LO K2	LO S3	LO K3	LO S4	LO K4	LO S5	LO K5	LO K6	LO S6	LO S7	LO S8
<b>Stage 1 &amp; 2</b>																		
Introduction to health, safety and wellbeing	HSWD01	Core	Online learning materials, activities and feedback, self-assessment questions and discussions	40% Report 40% TCT 20% presentation	*	*	*	*	*	*	*	*						
Managing health, safety & wellbeing	HSWD02	Core	Online learning materials, activities and feedback, self-assessment questions and discussions	40% Case study 40% Case study 20% defended poster	*	*	*	*	*		*	*						
Public health and the workplace	HSWD03	Core	Online learning materials, activities and feedback, self-assessment questions and discussions	30% Poster 30% test 40% Report	*	*	*	*	*		*							
Research Methods and Professional Practice	ESDM04	Core	Online learning materials, activities and feedback, self-assessment questions and discussions	Research proposal 30% Data Analysis 10% Reflective Diary 20% Dissertation 40%	*	*	*	*					*	*				
Research Project	ESDM06	Core	Online learning materials, activities and feedback, self-assessment questions and discussions	20% Project Proposal 80% Project Thesis									*	*	*	*	*	*

### 33. How does research influence the programme?

- (a) Research undertaken by the team will also advise the subject areas to be covered in the taught modules. Academic tutors are research active in the fields of health, safety and wellbeing. In terms of health and safety, research is being undertaken in the field of occupational psychology principles applied to the safety environment and includes the concept and characteristics of safety culture and climate, leadership, behaviour, human factors and error. In addition, research is being conducted that is exploring the role of personality and the relationship with safety behaviour in restrictive and non-restrictive environments. In terms of wellbeing research is currently being conducted around wellbeing risk factors, their identification and control and how they vary in the context of an aging workforce. Further research interests include local public health policies for alcohol harm reduction.
  
- (b) During the programme students will be encouraged to become more research active themselves around the subjects relating to health, safety and wellbeing. This will be achieved by reading appropriate academic literature and developing skills around critical reading. This information is used as part of the module units either as discussions or part of structured activities or quizzes. Furthermore, the research process is embedded within the assessment methods. The research methods and professional practice module will take students through the research process, from research designs, methodologies, and procedures to handling a range of data types. For MSc students the final element will provide an opportunity to apply research methods in a topic of their choosing during the research project module.

## SECTION D EMPLOYABILITY

### 34. How will the programme prepare me for employment?

The programme gives you the opportunity to develop advanced skills and knowledge which you can use in the future. Some postgraduate programmes are associated with a particular career path but most skills can be applied to a range of employment situations. The skills which this programme is designed to develop are listed below.

- The programme is accredited by IOSH Institution of Occupational Safety & Health and the knowledge and skills taught in the programme are designed to meet the IOSH core curriculum [www.iosh.co.uk](http://www.iosh.co.uk)
- The programme has links with a range of local employers who provide feedback to the teaching team to ensure that the content of the programme is both relevant and topical.
- The programme also has close links with the local IOSH committee and students are encouraged to join meetings of the local IOSH group.
- Graduates from the programme will be able to find jobs as Health, Safety and Wellbeing managers across a range of industry sectors. They may also choose to work for the regulators such as the HSE. A range of consultancy businesses also support the area of HSW. The necessary knowledge and skills required to gain employment in these sectors will be taught throughout the programme. The professional practice module will provide students with the generic skills demanded by employers in this sector.

For information about other opportunities available to our students who study on campus, click [here](#). Additional opportunities to develop your experiences more widely will vary if you study at one of our partner colleges. For information about the extra-curricular activities available in any of our colleges please contact the college direct.

### 35. Particular features of the qualification. (optional)

*Students who complete all the following modules, HSWD01, HSWD02, HSWD03 and ESDM04 will be eligible for graduate status within IOSH.*

### 36. Professional statutory or regulatory body (PSRB) accreditation. *Choose one of the following.*

PSRB accreditation is not relevant to this programme	
PSRB accreditation is currently being sought for this programme	
This programme currently has PSRB accreditation	*

The programme is currently accredited until: March 2021

The relevant PSRB is: IOSH – Institution of Occupational safety & Health.

The terms of the accreditation are as follows:

- Students who complete all the following modules, HSWD01, HSWD02, HSWD03 and ESDM04 will be eligible for graduate status within IOSH.

The programme is recognised as: MSc Health, Safety and Wellbeing  
PG Diploma in Health, Safety and Wellbeing

Accreditation gives graduates: Graduate Status of IOSH (GradIOSH)

There are programme-specific regulations relating to the following. Details are given in the programme regulations:

The modules to be studied	
Pass-marks for some or all modules and/or parts (elements) of modules	
Placement requirements	
Attendance requirements	
Professional practice requirements	
Final or overall mark for the award	
Other:	Naming of the PgC award Registration period for part time

## 27. SECTION E PROGRAMME STRUCTURE AND REGULATIONS

**Name of programme:** MSc Health, Safety and Wellbeing

**Title of final award:** MSc

**Interim awards<sup>1</sup>:** PgC Health, Safety and Wellbeing Studies,  
PgD Health, Safety & Wellbeing

**Accreditation:** PgD & MSc Health, Safety & Wellbeing is accredited with IOSH, Institution of Occupational Safety & Health.

**University Regulation:** 6.3.1

**Regulations apply to students commencing their studies from** October 2018

Regulations apply to students	Date the regulations apply	Intakes affected
Stage 1	October 2018	1
Stage 2	October 2018	1
Stage 3	October 2018	1

### **PgC Health, Safety and Wellbeing Studies,**

#### **Core modules:**

Code	Title	Credits
<i>HSWD01</i>	<i>Introduction to health, safety &amp; wellbeing</i>	<i>30</i>
<i>HSWD02</i>	<i>Managing health, safety &amp; wellbeing</i>	<i>30</i>
<i>HSWD03</i>	<i>Public health and the workplace</i>	<i>30</i>
<i>ESDM04</i>	<i>Research Methods &amp; Professional Practice (Placement)</i>	<i>30</i>

**NOTE to complete stage one students must complete and pass any 2 of the three core modules listed above, plus one of the optional modules**

**Elective Modules** – there are no elective modules for this programme.

**Progression Regulations** *There are no programme-specific progression regulations<sup>2</sup>*

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## PgD Health, Safety & Wellbeing

### Core modules

Code	Title	Credits
<i>HSWD01</i>	<i>Introduction to health, safety &amp; wellbeing</i>	30
<i>HSWD02</i>	<i>Managing health, safety &amp; wellbeing</i>	30
<i>HSWD03</i>	<i>Public health and the workplace</i>	30
<i>ESDM04</i>	<i>Research Methods &amp; Professional Practice (Placement)</i>	30

**NOTE – to complete stage 2 students must complete and pass all of the three core modules listed above plus one of the optional modules**

**Elective modules**                      There are no elective modules.

**Progression Regulations**            *There are no programme-specific progression regulations*



## MSc Health, Safety & Wellbeing

### Core modules

Code	Title	Credits
<i>HSWD01</i>	<i>Introduction to health, safety &amp; wellbeing</i>	<i>30</i>
<i>HSWD02</i>	<i>Managing health, safety &amp; wellbeing</i>	<i>30</i>
<i>HSWD03</i>	<i>Public health and the workplace</i>	<i>30</i>
<i>ESDM04</i>	<i>Research Methods &amp; Professional Practice (Placement)</i>	<i>30</i>
<i>ESDM06</i>	<i>Research project</i>	<i>60</i>

**NOTE – to complete stage 3 (MSc) students must complete and pass all of the four core modules listed above plus one of the optional modules**

**Elective modules**                      There are no elective modules

**Progression Regulations**            *The maximum registration period for part time students on this programme is 6 years.*

## SECTION F ADMISSIONS, LEARNING ENVIRONMENT AND SUPPORT

### 40. What are the admissions requirements?

We usually require applicants to hold an undergraduate degree with a classification of 2:2 or above, in any subject. Applicants who have relevant experience and who can demonstrate their suitability for the course should contact the programme leader to discuss any potential application

The University's standard admissions requirements can be found in the [university regulations](#). Programme-specific requirements which are in addition to those regulations are given below.

Can students enter with advanced standing?	Yes*	
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\*. For students who have enrolled and completed the PgD health, safety and wellbeing and wish to progress to the MSc health, safety and wellbeing can do so through this APL route.

### 41. What kind of support and help will there be?

a. in the department: describe the student support in place in the department/ faculty

You will be supported in the department by the allocation of a personal tutor when you join the programme. However, as the programme is managed by a small team you will also be provided with support from both the module and programme leaders, who will always be willing to provide support. Please also see section 24 retention strategy for more detailed information on how we as a programme and teaching team provide support.

b. in the university as a whole:

The University provides a range of professional support services including [health and well-being](#), [counselling](#), [disability support](#), and a [Chaplaincy](#). Click on the links for further information.

### 42. What resources will I have access to?

On campus		In a partner college		By distance learning	X
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#### On Line

*Tick all that apply*

General Teaching and Learning Space	*
IT	
Library	*
VLE	*
Laboratory	
Studio	
Performance space	

Other specialist	
Technical resources	

During your time studying the MSc you will have access to a range of facilities in both the Faculty and the University. These include:

- **Staff**

The academic teaching team have research, reach-out and extensive postgraduate teaching experience. Their expertise covers a broad range of HSW assessment and management tools.

All academic staff teaching on this programme have also been teaching on the on-campus Environment, Health and Safety and other related programmes for over 20 years.

- **VLE**

University VLE Canvas will provide you access to both a programme and module spaces. We will use the VLE to study the learning materials, to interact with peers and tutors and to be assessed.

- **My Programme/Module Resources**

Embedded within the VLE this will provide you with access to our electronic library and key resources for the particular programme/module.

- **Study skills support**

Embedded within the VLE, this link will provide you with library support and guidance, for studying, one –to-one support and information on events and on line workshops.

Information about the University’s facilities can be found [here](#).

#### 43. Are there any additional costs on top of the fees?

No, but all students buy some study materials such as books and provide their own basic study materials.	*
Yes (optional) All students buy some study materials such as books and provide their own basic study materials. In addition there are some are additional costs for optional activities associated with the programme (see below)	
Yes (essential) All students buy some study materials such as books and provide their own basic study materials. In addition there are some are essential additional costs associated with the programme (see below)	

*Students will need access to internet and any associated costs should they not have this access already from home or work place.*

#### 44. How are student views represented?

All taught programmes in the University have student representatives for each programme who meet in a Student-Staff Liaison Committee (SSLC) where they can raise students’ views and concerns.

The Students' Union and the faculties together provide training for student representatives. SSLCs and focus groups are also used to obtain student feedback on plans for developing existing programmes and designing new ones. Feedback on your programme is obtained every year through module questionnaires and informs the annual review of your programme. Student representatives are also invited to attend Programme and Module Studies Boards which manage the delivery and development of programmes and modules. Faculty Academic Committee, also has student representation. This allows students to be involved in higher-level plans for teaching and learning. At university level on Students are represented on University level Committed by sabbatical officers who are the elected leaders of the Students' Union.

The University's student representation and feedback policy can be found [here](#).

Every two years we participate in the national Postgraduate Taught Experience Survey (PTES) which is run by the Higher Education Academy.

Programmes offered in partner colleges: If you are studying in one of our partner colleges the college will have its own mechanisms for obtaining student feedback. Some of these may be the same as those on-campus at the University but others may be different. You should ask your college for further information.

For distance learning operated from Sunderland: if you are studying by distance learning you will have slightly different arrangements from those used on campus. In particular you are likely to have virtual rather than physical meetings and discussions. However these arrangements should provide comparable opportunities for you to give feedback.

## SECTION G QUALITY MANAGEMENT

### 45. National subject benchmarks

The Quality Assurance Agency for Higher Education publishes benchmark statements which give guidance as to the skills and knowledge which graduates in various subjects and in certain types of degree are expected to have. They do not cover all subjects at postgraduate level but those which exist can be found at [here](#).

Are there any benchmark statements for this programme?		<b>NO*</b>
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The subject benchmark(s) for this programme is: [Master's Degree Characteristics](#)

The QAA also publishes a Framework for Higher Education Qualifications (FHEQ) which defines the generic skills and abilities expected of students who have achieved awards at a given level and with which our programmes align. The FHEQ can be found [here](#).

### 46. How are the quality and standards of the programme assured?

The programme is managed and quality assured through the University's standard processes. Programmes are overseen by Module and Programme Studies Boards which include student representatives. Each year each module leader provides a brief report on the delivery of the module, identifying strengths and areas for development, and the programme team reviews the programme as a whole. The purpose of this is to ensure that the programme is coherent and up-to-date, with suitable progression through the programme, and a good fit (alignment) between what is taught and how students learn and are assessed - the learning outcomes, content and types of teaching, learning and assessment. Student achievement, including progress through the programme and the way in which the final award is made, is kept under review. The programme review report is sent to the Programme Studies Board and the Faculty in turn reports issues to the University's Quality Management Sub-Committee (QMSC).

External examiners are appointed to oversee and advise on the assessment of the programme. They ensure that the standards of the programme are comparable with those of similar programmes elsewhere in the UK and are also involved in the assessment process to make sure that it is fair. They are invited to comment on proposed developments to the programme. Their reports are sent to the Deputy Vice-Chancellor (Academic) as well as to the Faculty so that issues of concern can be addressed.

All programmes are reviewed by the University on a six-yearly cycle to identify good practice and areas for enhancement. Programmes are revalidated through this review process. These reviews include at least one academic specialist in the subject area concerned from another UK university. Quality Assurance Agency (QAA) review reports for Sunderland can be found [here](#).

Further information about our quality processes can be found [here](#).