IOSH Level 3 Certificate in Occupational Safety and Health Principles and Practice

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Qualification Handbook



iosh.com/AOqualifications

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Glossary of terms and abbreviations

Abbreviations

AO
Awarding organisation

APCL
Accredited prior certified learning

CASS
Centre assessment standards scrutiny

COSHH
Control of substances hazardous to health

CPD
Continuing professional development

EQA
External quality assurance

GLH
Guided learning hours

IOSH
Institution of Occupational Safety and Health

IQA
Internal quality assurance

IQAs
Internal quality assurers

KPI
Key performance indicator

Ofqual
The Office of Qualifications and Examinations Regulation

OSH
Occupational Safety and Health

PDCA
Plan do check act

PPE
Personal protective equipment

QAN
Qualification accreditation number

RPL
Recognition of prior learning

RQF
Regulated qualification framework

SC
Study centre

SME
Subject matter expert

TQT
Total Qualification Time

OSH glossary

Accident

An occurrence arising out of or in the course of work that results in either a fatal occupational injury or non-fatal occupational injury or work-related disease/ill health.

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.

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.

Health screening

Describes health assessments conducted for the purpose of determining the likelihood of a particular disease or condition being present in a cross section of the worker population.

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.

Inspection

Careful examination or scrutiny, a safety inspection would specifically involve an on-site walk through to identify potential hazards to workers and provide option for remedial action.

Investigation

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

Key performance indicators (KPIs)

KPIs are predetermined measure to be used in the assessment of progress against objectives either for an individual or in the wider context of the organisation.

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. Leading indicators 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.

Likelihood

Likelihood is a judgement made on balance when weighing up all the relevant factors, particularly in the context of a risk assessment. It is not a precise statistical calculation; therefore, being more aligned to the concept of possibility rather than probability.

Management system

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

Method statement

A formal description of how a task will be carried out safely.

Near miss

An event that did not involve injury or ill-health on this occasion but reasonably could have under different circumstances.

OSH policy

A statement of intent by an organisation on OSH.

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.

Permit to work

A formal, controlled system of documentation to ensure that the controls in higher risk activities such as those covered by a Safe System of Work are followed before, during and after the task.

Personal protective equipment

Protective equipment worn by a worker to minimise potential injury or illness when exposed to workplace hazards.

Reasonably practicable

The balance between the degree of risk in a particular situation or circumstance and the resource (time, trouble, cost) to reduce the level of risk.

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 appetite

The amount and type of risk that an organisation is willing to tolerate to meet strategic objectives.

Risk assessment

The overall process to estimate a magnitude of risk, via risk analysis and a risk evaluation. This includes physical (safety and health) and mental health risks.

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 identification

The process of determining risks that could potentially cause an issue to an organisation, its processes, procedures, or objectives, or a specific task.

Risk management

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

Risk profile

Threats to which a company or organisation are exposed. The risk profile outlines the number of risks, type of risk and potential effects of risks.

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.

Root cause

The initiating factor or failing from which all other causes or failings develop.

Safe systems of work (SSOWs)

A systematic examination of a working process, that identifies hazards and specifies work methods designed either to eliminate the hazards, or control and minimise the relevant risks.

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.

Wellbeing

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

Welfare

Workplace facilities that promote the health, safety and wellbeing of workers. These can include toilet and washing facilities, rest and changing facilities, a place to store and dry clothing and somewhere clean to eat and drink during break times.

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

Complete

Ensure something is finished with all of its parts.

Deliver

Ensure something is conveyed/presented to stakeholders/workers.

Describe

Give a detailed account, including all the relevant features/characteristics/points of the topic in a logical way.

Develop

To progress/expand/elaborate an idea/concept/plan in detail, building upon give information.

Explain

A detailed description of a topic that also gives an account of the purposes or reasons for the practices.

Investigate

To carry out a systematic or formal inquiry into (an incident, situation or problem) to discover and examine the cause(s)/facts.

Outline

A general overview/broad account of the main characteristics/points without going into detail.

Review

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

Undertake

Take part in or carry out an activity.

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).

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 3 Certificate in Occupational Safety and Health Principles and Practice* 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 3 Certificate in Occupational Safety and Health Principles and Practice* 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 Technical Member (Tech IOSH).

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 to a multitude of benefits, including IOSH Blueprint and CPD.

At the start of the IOSH Level 3 Certificate, we strongly recommend learners join us as a Student Member if they are not already a member.

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 Technical (TechIOSH) 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 3 Certificate in Occupational Safety and Health Principles and Practice
Qualification accreditation number (QAN)	610/3188/4
IOSH Qualification Number	L3CERT
Total Qualification Time (TQT)	122
Guided Learning Hours (GLH)	80
Assessment	External assessment to include: • One online multiple-choice examination • One online scenario-based assessment

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

Total qualification time

Qualification	QAN	Total GLH	TQT
IOSH Level 3 Certificate in Occupational Safety and Health Principles and Practice	610/3188/4	80 hours	122 hours

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 the knowledge, application and real-life skills that they and their employers require to apply safety systems and positively influence OSH performance within their organisations.
- Provide learners with opportunities to build their capability in OSH.
- Provide a pathway for career enhancement via IOSH membership and higher level qualifications.
- Provide learners with skills and behaviours to assist with strengthening OSH culture within their organisation.
- Contribute to the development and maintenance of a positive OSH culture.
- Improve their own and their organisation's performance through sustainable and effective application of systems, processes, procedures and resources.
- Undertake detailed work in a technical area of OSH.
- Take responsibility for their own work and sometimes the work of others.

The objectives of this qualification are to enable learners to:

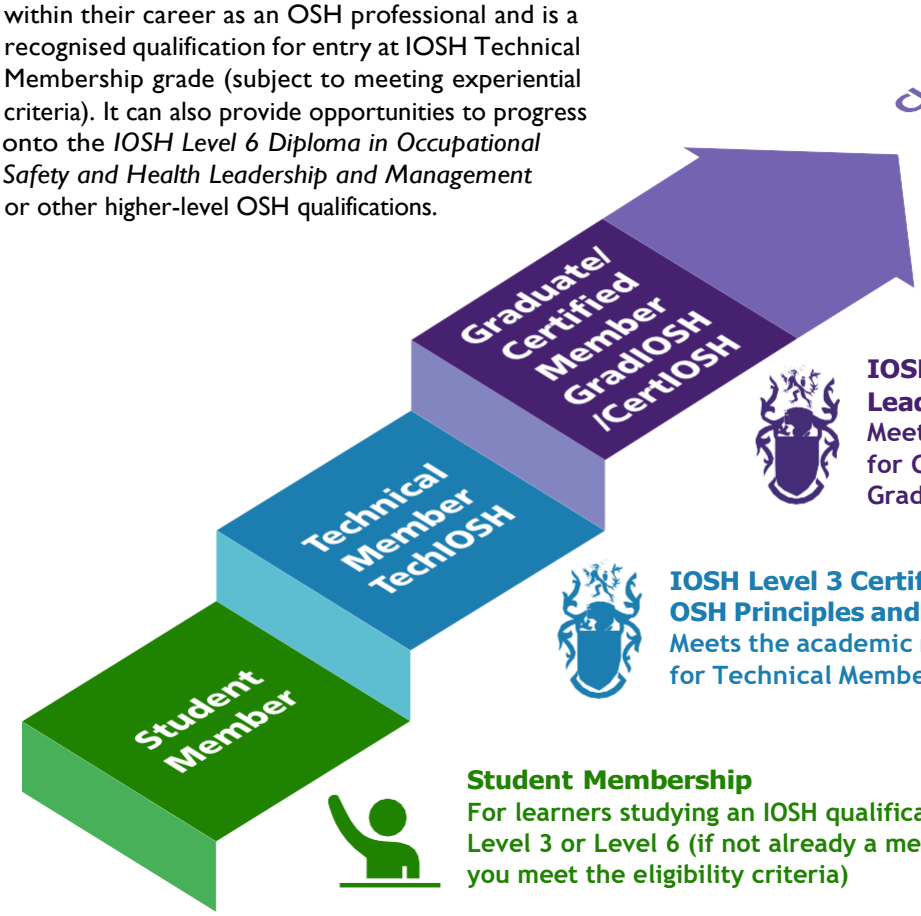
- Understand the fundamentals of OSH principles and management systems.
- Understand and apply OSH principles in the workplace to mitigate risk and help to prevent incidents.
- Understand and apply principles of OSH incident management.

This qualification is for learners who are pursuing a career in OSH in a variety of sectors and for those already working in the profession who have some responsibility for OSH in their role. Learners may be working in the capacity of supervisor, manager, team leader or preparing to work at this level. Learners who achieve this qualification will have greater credibility and confidence when talking to senior management about safety and health in organisations.

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 IOSH Technical Membership grade (subject to meeting experiential criteria). It can also provide opportunities to progress onto the *IOSH Level 6 Diploma in Occupational Safety and Health Leadership and Management* or other higher-level OSH qualifications.



IOSH Level 6 Diploma in OSH Leadership and Management
Meets the academic requirements for Graduate/Certified Member GradIOSH/CertIOSH*

IOSH Level 3 Certificate in OSH Principles and Practice
Meets the academic requirements for Technical Member TechIOSH**

Student Membership
For learners studying an IOSH qualification at Level 3 or Level 6 (if not already a member and you meet the eligibility criteria)

*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



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 to meet the academic requirements for Technical Member (TechIOSH)

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 progress 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 3 Certificate in Occupational Safety and Health Principles and Practice*, learners must achieve all units in the qualification.

IOSH Unit No	Unit Title	Mandatory or Optional	Credit Value	Guided Learning Hours (GLH)
L3C01	Fundamentals of occupational safety and health (OSH) principles and management systems	Mandatory	3	21
L3C02	Principles and application of occupational safety and health (OSH) risk management	Mandatory	4	27
L3C03	Principles and application of occupational safety and health (OSH) incident management	Mandatory	2	12
L3C04	Improving organisational occupational safety and health (OSH) performance and culture	Mandatory	3	20

Entry requirements

There are no mandatory entry requirements for this qualification, however, 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) 6.0 to be able to study the *IOSH Level 3 Certificate in Occupational Safety and Health Principles and Practice*.

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 entre 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.
- ✔ Support their staff with continued professional development (CPD) to ensure that their subject, delivery, training, and knowledge remains up to date with current best practice.

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.

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, and 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 behaviour '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 but 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 L3C01

Fundamentals of occupational safety and health (OSH) principles and management systems

Ofqual Unit Number: K/650/8274

Unit aim(s)

The aim of the unit is to enable learners to demonstrate an understanding of the key principles of OSH including management systems and specialist services and the role they play in supporting OSH performance and good practice.



21
Guided Learning Hours

31
Hours Total Unit Time

RQF Level 3

3
Credits

Global contextualisation

This IOSH qualification is suitable for any learner, wherever they reside and work in the world. Of course, different countries may not have the same OSH law, however, there is a general consensus in businesses across the world that adopting a risk-led and evidence-driven approach is helpful. A reliance on the same principles, concepts and techniques that will help and guide organisations to meet and exceed the legal standards set in their country of operation. While the language of the qualification may be familiar in some countries, in others it may not, but the principles, concepts and techniques explored in this unit will still bring value if adopted anywhere in the world. They help us to ask the questions:

- What could go wrong; how can people be hurt and why?
- What can we do to try to stop it from going wrong?
- What do we do if it still goes wrong despite our best efforts to prevent it?

Learning outcome 1



The learner will understand OSH principles, the elements of a safety management system and the role they play in OSH performance.

Assessment criteria	Indicative content
1.1 The learner can **explain the main OSH principles as they relate to an organisation's operations**	• How to use competency to deliver reasonable judgement • Reasonable foresight • Reasonable practicability and proportionate response to risk • Responsibility for risk • Legal requirements specific to own area of control
1.2 The learner can **outline how local law and good practice* help to define the elements of a safety management system**	• Available OSH standards (local and international) • Policy • Identifying, assessing, and reporting risk • Risk control decision making • Consultation • Performance monitoring, auditing, inspections • Reporting and investigating incidents * If good practice isn't defined in law then learners could consider basic elements for example, risk assessment, control

Learning outcome 1 is continued on the next page.

Assessment criteria	Indicative content
1.3 The learner can **outline the benefits for meeting OSH local law and good practice considerations and the consequences of not meeting them**	• Awareness of benefits to individuals, organisations, and society • Awareness of consequences to individuals, organisations and society of not meeting legal requirements

Links to the IOSH competency framework – Level 3 Technical Member

This learning outcome is mapped to:

Technical

Health and safety law

- Principles of health and safety and other legislative frameworks (AC1.1, AC1.2)
- Health and safety governance (AC1.3)
- Occupational safety and health management systems (AC1.2)
- Health and safety audits (AC1.2)

Risk management

- Risk control, mitigation and resilience (AC1.1, AC1.3)

Core

Strategy

- Stakeholder management (AC1.2, AC1.3)

Behavioural

Stakeholder management

- Being the 'trusted advisor' (AC1.3)

Learning outcome 2

The learner will understand management systems in relation to OSH

Assessment criteria	Indicative content
2.1 The learner can describe the type and purposes of organisational management systems in OSH	• Organisational strategy for example, statement of intent • Policies and procedures • Roles and responsibilities • Methods to conduct a workplace audit or inspection (externally or internally led) • How other organisational functions support effective OSH performance (for example, procurement, human resources, finance, production/operations)

2.2 The learner can explain techniques that can be used to involve others in the application of OSH management systems and strategies	• Consultation, communication, supervision, instruction and training, collaboration
	• Methods of communication:
	  • Verbal – meetings, presentations, lectures
	  • Toolbox talks, workshops, informal/formal
	  • Conversations (face-to-face, phone/video conference)
	  • Printed media – procedures, policy, risk assessments, manufacturer or supplier information, instructions, leaflets, handbooks
	  • Pictorial – diagrams, charts, displays, photographs, drawings, safety videos, safety signs
	  • Social – informal discussions
	• Coaching, mentoring, and advocating
	• Conflict management
	• Active listening:
	  • Paraphrasing
	  • Verbal responses
	• Basic project management techniques

2.3 The learner can outline corporate social responsibility within OSH management	• Equality, diversity, and inclusion access to labour • Sustainability and environmental impact for example, circular economy, Triple Bottom Line • Company ethical practice for example, modern slavery

Learning outcome 2 is continued on the next page.

Links to the IOSH competency framework – Level 3 Technical Member

This learning outcome is mapped to:

Technical

Health and safety law

- Health and safety policy (AC2.1)
- Health and safety governance (AC2.1)
- Occupational safety and health management systems (AC2.1)
- Health and safety audits (AC2.1)

Sustainability

- Sustainability (AC2.3)
- Community impact (AC2.3)
- Ethical business practices (AC2.3)

Core

Strategy

- Diversity and inclusion (AC2.3)
- Influencing (AC2.2)

Leadership and Management

- Teamwork (AC2.2)
- Project management (AC2.2)
- Conflict management (AC2.2)

Behavioural

Stakeholder management

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

Communication

- Communicating (AC2.2)
- Advocating and inspiring people (AC2.2)
- Active listening (AC2.2)

Working with others

- Coaching and mentoring (AC2.2)

Learning outcome 3

The learner will understand specialist services that are needed to support good OSH practice

Assessment criteria	Indicative content

3.1 The learner can outline the specialist services that can support the OSH function	• Types of specialists such as:
	  • Occupational health hygienists
	  • Occupational health nurses and doctors
	  • Asbestos specialists
	  • Acoustic specialists
	  • Ergonomists
	• What the specialists do
	• Advantages and benefits of using specialists

3.2 The learner can describe the activities of occupational health services	• What is an occupational health service?
	• Reasons for occupational health services for example, wellbeing
	• Examples of occupational health services:
	  • Occupational health screening
	  • Occupational monitoring for example, workplace exposure limits, legal limits, biological monitoring
	  • Occupational surveillance
	  • Health assessment
	  • Pre employment checks, Vaccinations
	  • Preplacement check
	  • Fitness to work
	• Factors that determine type of service for example, cost, specialist equipment, specialist knowledge
	• Supporting rehabilitation in the workplace

Links to the IOSH competency framework – Level 3 Technical Member

This learning outcome is mapped to:

Technical

Risk management

- Occupational health and wellbeing (AC3.1, AC3.2)

Culture

- Vulnerable workers (AC3.2)
- Employee welfare (AC3.2)
- Worker wellbeing (AC3.2)

Unit L3C02

Principles and application of occupational safety and health (OSH) risk management

Ofqual Unit Number: L/650/8275

Unit aim(s)

The aim of this unit is to enable learners to understand when to apply OSH tools and techniques including risk assessment, risk management, workplace inspections and audits and to be able to apply them effectively to workplace scenarios.

27 Guided Learning Hours

44 Hours Total Unit Time

RQF Level 3

4 Credits

Learning outcome 1

The learner will understand the application of risk assessment and risk management

Assessment criteria	Indicative content

1.1 The learner can **explain the principles and types of hazard identification and risk assessment**	• Basic terms including, risk, hazard, likelihood, consequence, risk profile, risk appetite, risk tolerance
	• Hazard identification methodologies
	• Risk assessment steps
	• Methods of risk assessment applying reasonable foresight
	  • Hazard identification
	  • Risk led
	  • People, Environment, Task
	  • Process driven
	  • Task lists
	  • Different types of risk assessment for example, COSHH, ergonomics, musculo-skeletal assessments
	• Calculation of risk level

1.2 The learner can **explain the concept of vulnerable workers and how risk assessment applies**	• What makes a vulnerable worker? • Types of Vulnerable workers • How risk assessment applies to vulnerable workers
1.3 The learner can **explain the main causes of ill health and safety incidents in the workplace.**	• Categories of workplace hazards – mechanical, physical, biological, chemical, environmental, and psychosocial, • Adequacy of training, levels of supervision, suitability of equipment

Learning outcome 1 is continued on the next page.

Assessment criteria	Indicative content

1.4
The learner can
explain the hierarchy of risk control and how risk management is effectively applied
	• How and why risk is prioritised
	• Hierarchy of control methods:
	  • Elimination
	  • Substitution
	  • Engineering controls
	  • Administrative controls (including safe systems of work)
	  • PPE
	• Importance of consultation with employees and how this can be achieved
	• Methods of informing and training employees about risk control
	• Challenges of supervising employees to ensure the application of risk controls
	• How the organisation's risk profile and appetite influences risk management decisions
	• Where a risk needs monitoring and the methods for doing so.
	• Importance of accurate records and documents, impact of inaccuracy

Links to the IOSH competency framework – Level 3 Technical Member

This learning outcome is mapped to:

Technical

Risk management

- Risk identification and profiling (AC1.1, AC1.2)
- Risk assessment and analysis (AC1.1)
- Risk prioritisation (AC1.3, AC1.4)
- Risk control, mitigation and resilience (AC1.3, AC1.4)
- Risk monitoring and reporting (AC1.4)
- Integrating health and safety risk into business risk processes (AC1.4)

Culture

- Vulnerable workers (AC1.2)
- Worker wellbeing (AC1.3)
- Health and safety competence (AC1.4)

Learning outcome 2

The learner will be able to carry out and review risk assessments in the workplace

Assessment criteria	Indicative content

2.1 The learner can complete risk assessments for a range of workplace activities or processes	• Who should complete the risk assessment?
	  • Teams
	  • Individual process owner
	• Consideration of a range of workplace hazards including:
	  • Ergonomic
	  • Physical
	  • Chemical/Biological
	  • Psychological
	  • People for example, external visitors, contractors, employees
	• Completing risk assessment document accurately and correctly Evidencing the findings of a risk assessment through data or consultation

2.2 The learner can develop control measures, as an outcome from risk assessment exercises	• Creating control measures utilising the hierarchy of control • Communicating control measures • Advocating and inspiring others to develop a positive safety culture
2.3 The learner can review the content and quality of a range of risk assessments or method statements	• Identifying errors and omissions on a risk assessment and offering advice to rectify them for example, identifying training needs, incorrect recording of data • Types of contractors: suppliers, other third parties • Common errors and omissions found on contractor method statements or risk assessments • Process for challenging a contractor risk assessment or method statement • Applying controls measures in the workplace for example, permits to work

Learning outcome 2 is continued on the next page.

Links to the IOSH competency framework – Level 3 Technical Member

This learning outcome is mapped to:

Technical

Health and safety law

- Principles of health and safety and other legislative frameworks (AC2.1)
- Health and safety governance (AC2.1)
- Occupational safety and health management systems (AC2.1)

Risk management

- Horizon scanning (AC2.1)
- Risk identification and profiling (AC2.1)
- Risk assessment and analysis (AC2.1, AC2.3)
- Risk prioritisation (AC2.1)
- Risk control, mitigation and resilience (AC2.1, AC2.2, AC2.3)
- Risk monitoring and reporting (AC2.1, AC2.2, AC2.3)

Culture

- Health and safety competence (AC2.1, AC2.3)
- External visitors, suppliers, and contractors (AC2.3)

Core

Planning

- Decision making (AC2.1, AC2.3)

Behavioural

Personal performance

- Problem solving (AC2.2)
- Innovation and creativity (AC2.2)

Communication

- Communicating (AC2.1)
- Advocating and inspiring people (AC2.1)

Learning outcome 3

The learner will understand the role and process of workplace inspection and audit

Assessment criteria	Indicative content

3.1 The learner can **explain the role and process of workplace inspection**	• The difference between an audit and inspection
	• The role and purpose of an inspection
	• The potential outcomes of an inspection
	• Who should be involved in an inspection and why?
	• Practical inspection skills
	  ◦ Methods of communicating
	  ◦ Being an internal advocate for OSH
	  ◦ Providing constructive feedback
	  ◦ Use of questioning to clarify understanding
	  ◦ Responding to others in a flexible way
	  ◦ Using professional integrity
	• How the findings from an inspection can be addressed
	• Risk based inspection programmes

3.2 The learner can **describe the role and process of a workplace audit programme**	• Different audit formats • Process of an audit and how they are prepared; how evidence is gathered, and interviews arranged; how results are analysed; and improvement plans devised and implemented. • The role and skills of an auditor for example, identification and management of tasks, conflict management • Factors to consider when deciding on an internally or externally led audit. • Nature and frequency of inspections and monitoring systems • Awareness of industry influences and best practice (horizon scanning)

Learning outcome 3 is continued on the next page.

Links to the IOSH competency framework – Level 3 Technical Member

This learning outcome is mapped to:

Technical

Health and safety law

- Health and safety governance (AC3.1)
- Occupational safety and health management systems (AC3.1, AC3.2)
- Health and safety audits (AC3.1, AC3.2)
- Quality management (AC3.1, AC3.2)

Risk management

- Horizon scanning (AC3.2)
- Risk identification and profiling (AC3.1)
- Risk monitoring and reporting (AC3.2)

Culture

- Health and safety competence (AC3.1)

Core

Planning

- Planning and implementation (AC3.2)
- Decision making (AC3.2)

Leadership and management

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

Behavioural

Stakeholder management

- Collaboration (AC3.2)
- Being the 'trusted advisor' (AC3.1, AC3.2)

Personal performance

- Prioritising work (AC3.1, AC3.2)
- Results driven (AC3.1, AC3.2)
- Problem solving (AC3.1, AC3.2)

Communicating

- Communicating (AC3.1, AC3.2)
- Advocating and inspiring people (AC3.1)
- Providing constructive feedback (AC3.1)
- Active listening (AC3.1)

Working with others

- Empathy (AC3.1)
- Professional integrity (AC3.1)

Learning outcome 4

The learner will be able to undertake a workplace inspection

Assessment criteria	Indicative content
4.1 The learner can undertake a workplace inspection	• Understanding activities within the workplace • Scope, criteria, and objectives of doing an inspection • Using simple inspection forms of different formats • Conduct a risk-based inspection programme

Links to the IOSH competency framework – Level 3 Technical Member

This learning outcome is mapped to:

Technical

Health and safety law

- Health and safety governance (AC4.1)
- Occupational safety and health management systems (AC4.1)
- Health and safety audits (AC4.1)
- Quality management (AC4.1)

Risk management

- Risk identification and profiling (AC4.1)
- Risk assessment and analysis (AC4.1)
- Risk prioritisation (AC4.1)
- Risk control, mitigation and resilience (AC4.1)
- Risk monitoring and reporting (AC4.1)

Culture

- Health and safety competence (AC4.1)

Core

Planning

- Decision making (AC4.1)

Leadership and management

- Project management (AC4.1)

Unit L3C03

Principles and application of occupational safety and health (OSH) incident management

Ofqual Unit Number: M/650/8276

Unit aim(s)

The aim of this unit is to enable learners to understand the definitions of incidents and their causation along with the process and application of practical skills required for effective incident investigation.

12 Guided Learning Hours

20 Hours Total Unit Time

RQF Level 3

2 Credits

Learning outcome 1

The learner will understand the definitions of incidents and their causation

Assessment criteria	Indicative content
1.1 The learner can explain the terminology used when dealing with incidents	• Definitions: incident; accident; near miss; dangerous occurrence; direct and indirect cause

1.2 The learner can outline factors and models that influence the occurrence of incidents within the workplace	• Awareness of incident causation models including:
	  • Domino theory (Heinrich)
	  • Swiss cheese theory (Reason)
	Please note that modern research has shown that incident causation and prevention is more complex than Heinrich's Accident Triangle Theory and therefore will not be assessed.
	• Human error and human failure
	• Ergonomic factors
	• Environmental factors
	• Unforeseen consequences of changes to work practices
	• Safety culture

Links to the IOSH competency framework – Level 3 Technical Member

This learning outcome is mapped to:

Technical

Incident management

- Incident investigation (AC1.1, AC1.2)

Culture

- Organisational culture (AC1.2)

Learning outcome 2

The learner will understand the process of the investigation of incidents

Assessment criteria	Indicative content

2.1 The learner can **explain the stages of an incident investigation**	• Determining who should investigate and the required practical investigation skills such as:
	  • Interpersonal eg, collaboration, communication, active listening, empathy
	  • Analytical eg, problem solving, prioritising work
	  • Technical eg, professional integrity
	  • Administrative eg, recording, reporting
	• Prioritisation of action/resources including:
	  • preserving the scene
	  • identifying physical evidence
	  • photographing/videoing
	  • witness management
	• Gathering the information including:
	  • the requirements of the authorities
	  • identifying specialists needed
	  • interview techniques
	  • taking legal advice
	  • examining training records
	  • reviewing policy, risk assessments and procedural documentation
	• Analysis of the incident
	  • Identifying cause(s) – immediate, underlying, root cause
	  • Methods of analysis
	  • Incident costs analysis
	• Developing an action plan for recommendations

Learning outcome 2 is continued on the next page.

Links to the IOSH competency framework – Level 3 Technical Member

This learning outcome is mapped to:

Technical

Incident management

- Incident management (AC2.1)
- Incident investigation (AC2.1)
- Incident reporting (AC2.1)
- Supporting a legal defence (AC2.1)
- Incident cost analysis (AC2.1)

Core

Planning

- Decision making (AC2.1)

Leadership and management

- Functional management (AC2.1)
- Project management (AC2.1)

Behavioural

Stakeholder management

- Collaboration (AC2.1)
- Being the trusted advisor (AC2.1)

Personal performance

- Prioritising work (AC2.1)
- Problem solving (AC2.1)

Communication

- Communicating (AC2.1)
- Active listening (AC2.1)

Working with others

- Empathy (AC2.1)
- Professional integrity (AC2.1)

Learning outcome 3

The learner will be able to investigate incidents

Assessment criteria	Indicative content
3.1 The learner can investigate a multi-factor incident	• Understanding activities within the workplace • Identification of causes of accidents (immediate, underlying, root) • Identifying prevention strategies/control measures • Appreciating direct and indirect costs of incidents

Links to the IOSH competency framework – Level 3 Technical Member

This learning outcome is mapped to:

Technical

Incident management

- Incident investigation (AC3.1)
- Incident reporting (AC3.1)
- Incident costs analysis (AC3.1)

Core

Planning

- Decision making (AC3.1)

Unit L3C04

Improving organisational occupational safety and health (OSH) performance and culture

Ofqual Unit Number: R/650/8277

Unit Aim(s)

The aim of this unit is to enable learners to ensure their own effectiveness as an OSH professional and the effective application of the organisation's safety management systems by influencing and collaborating with colleagues.

20 Guided Learning Hours

27 Hours Total Unit Time

RQF Level 3

3 Credits

Learning outcome 1

The learner will understand the effective application of an organisation's safety management systems

Assessment criteria	Indicative content

1.1 The learner can describe the techniques for checking safety management systems to maintain OSH performance	• Identify how systems can monitor OSH performance:
	  • Audits
	  • Inspections
	  • Risk reviews
	  • Incident investigations

1.2 The learner can explain monitoring and review systems and the role they play in assuring OSH performance	• How to plan, monitor, measure and review safety and health performance (PDCA cycle) • What is measured within an organisation for example, KPIs, OSH indicators (lagging and leading) • Review relevant records required by your organisation for proactive monitoring following industry best practice: • Value added to an organisation by reviewing positive OSH practices • Awareness of management review and communication on changes • Sustainability reporting – how safety data can be used to support sustainability performance assessment • Awareness of development and implementation of plans to meet the objectives in supporting the organisation's strategy

1.3 The learner can explain common internal and external drivers for OSH change in organisations	• Concept of a value chain, impact, and management
	• Importance of alignment of OSH with business strategy
	• External drivers:
	  • Political
	  • New health and safety legislation, standards and recognised best practice
	  • New technology
	  • Sustainability (triple bottom line – environment, economic and social) and how good OSH performance supports all three.

Learning outcome 1 is continued on the next page.

Links to the IOSH competency framework – Level 3 Technical Member

This learning outcome is mapped to:

Technical

Health and safety law

- Occupational safety and health management systems (AC1.1)
- Performance management (AC1.1, AC1.2, AC1.3)
- Health and safety audits (AC1.1)
- Continuous improvement (AC1.1, AC1.2, AC1.3)
- Quality management (AC1.1, AC1.2)

Risk management

- Horizon scanning (AC1.2, AC1.3)
- Risk monitoring and reporting (AC1.2)
- Integrating health and safety risk into business risk processes (AC1.3)

Culture

- Health and safety competence (AC1.2)

Sustainability

- Sustainability (AC1.3)
- Human capital (AC1.3)
- Ethical business practices (AC1.2, AC1.3)

Core

Strategy

- Strategy development (AC1.3)
- Business context (AC1.3)

Planning

- Planning and implementation (AC1.1)

Behavioural

Communication

- Communicating (AC1.2)

Learning outcome 2

The learner will understand how own professional conduct and capabilities can influence OSH performance

Assessment criteria	Indicative content
2.1 The learner can describe how monitoring of own personal performance and continued professional development influences organisational OSH performance	• Monitoring own personal performance, competence, and professional development • How personal and organisational values can influence own values and behaviours • Benefits of being a member of a mentoring scheme

2.2 The learner can explain the methods of influencing change in OSH	• Effective methods of change for individuals
	• Supporting local managers to embed the use of safe systems of work and other control measures
	• Effective methods of change for organisational culture for example, recommendation for safety committee
	• Safety culture and models
	  • Developing and communicating a positive health and safety culture
	  • Modifying OSH language when communicating to different audiences including workers, managers, contractors
	  • Simplify and clarify wording of policies, procedures, and other documents
	  • Engaging stakeholders via consultation
	  • Engaging stakeholders to lead by example
	  • Recommending changes and plans
	• Barriers/resistance/conflict management
	• Vulnerable groups and inclusion
	• Promoting OSH to stakeholders, influencing workers/ stakeholders to optimise performance

Learning outcome 2 is continued on the next page.

Links to the IOSH competency framework – Level 3 Technical Member

This learning outcome is mapped to:

Technical

Culture

- Health and safety competence (AC1.2)

Core

Strategy

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

Leadership and management

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

Behavioural

Stakeholder management

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

Personal performance

- Personal responsibilities and accountabilities (AC2.1)
- Self-motivation and discipline (AC2.1)
- Prioritising work (AC2.1)
- Results driven (AC2.1)
- Problem solving (AC2.2)
- Innovation and creativity (AC2.1)

Communication

- Communicating (AC2.2)
- Advocating and inspiring people (AC2.2)
- Active listening (AC2.2)

Working with others

- Professional integrity (AC2.1)

Learning outcome 3

The learner will be able to deliver improvements to OSH controls through effective communication

Assessment criteria	Indicative content

3.1 The learner can develop an approach and content for the delivery of a toolbox talk	• Select relevant toolbox talk format for topic and audience such as:
	  • written sheet
	  • diagrams
	  • presentation
	  • script
	  • verbal discussion
	  • answering questions
	• Select content which could include:
	  • recent incidents
	  • repeated incidents
	  • patterns emerging
	  • a new hazard
	• Communication considerations such as:
	  • clarity of message
	  • suitability for audience
	  • use of media if required
	  • communication style
	• Dealing with challenges and conflict.

Links to the IOSH competency framework – Level 3 Technical Member

This learning outcome is mapped to:

Technical

Risk management

- Horizon scanning (AC3.1)

Culture

- Health and safety competence (AC3.1)

Core

Strategy

- Influencing (AC3.1)
- Knowledge management (AC3.1)

Planning

- Planning and implementation (AC3.1)
- Data analysis (AC3.1)
- Decision making (AC3.1)

Leadership and management

- Functional management (AC3.1)
- Visible leadership (AC3.1)
- Conflict management (AC3.1)

Behavioural

Stakeholder management

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

Personal performance

- Problem solving (AC2.2)
- Innovation and creativity (AC2.1)

Communication

- Communicating (AC2.2)
- Advocating and inspiring people (AC2.2)

Working with others

- Professional integrity (AC2.1)

Section 5 – Assessment

Summary of assessment

Learners must successfully complete:

- OSH Principles Examination (online multiple choice).
- OSH in Practice Assessment (online scenario-based assessment).

Assessment title	IOSH unit no.	Learning outcomes and assessment criteria	Assessment details
Occupational Safety and Health (OSH) Principles Examination	L3C01 L3C02 L3C03 L3C04	LO1 1.1, 1.2, 1.3 LO2 2.1, 2.2, 2.3 LO3 3.1, 3.2 LO1 1.1, 1.2, 1.3, 1.4 LO2 2.3 LO3 3.1, 3.2 LO1 1.1, 1.2 LO2 2.1 LO1 1.1, 1.2, 1.3 LO2 2.1, 2.2	An IOSH Awarding Organisation set external examination. Examination duration: 2 Hours The examination will be delivered via the IOSH AO online assessment platform and is remotely invigilated. This assessment will include a range of auto-marked multiple choice style questions.

Occupational Safety and Health (OSH) in Practice Assessment	L3C02
	
	L3C03
	
	L3C04
		LO2 2.1, 2.2
		LO4 4.1
		
		LO3 3.1
		
		LO3 3.1
			An IOSH Awarding Organisation set assessment that will assess the learner's ability to:
			• investigate a multi-factor incident.
			• undertake a workplace inspection to include:
			  • identifying hazards
			  • summarising the main findings and existing controls
			  • suggest recommendations and or improvements based on the findings.
			• carry out a risk assessment for an activity within a workplace.
			• develop an approach and content for a toolbox talk.
			
			Assessment duration: two hours
			
			The assessment will be delivered via the IOSH AO online assessment platform and is remotely invigilated.
			
			This assessment will include a range of tasks based on a realistic workplace scenario and will be marked externally by the IOSH AO.

To achieve the *IOSH Level 3 Certificate in Occupational Safety and Health Principles and Practice* the learner must achieve a pass grade in all assessments in the qualification. Learners who are not successful can re-sit the external assessment(s).

Assessment timings

The IOSH AO has four external assessment windows throughout the year. Deadlines for assessment entries and specific assessment dates can be found on the IOSH website.

Assessment strategy

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

- OSH Principles External Examination (assessing knowledge and understanding) – auto-marked multiple choice style questions delivered via the IOSH AO online assessment platform and remotely invigilated.
- OSH in Practice Assessment (assessing the application of skills) - delivered via the IOSH AO online assessment platform and remotely invigilated. This scenario-based assessment includes:
  - a multi-factor incident investigation
  - a workplace inspection
  - a risk assessment activity
  - developing an approach for a toolbox talk.

Grading

This qualification is graded Pass/Refer.

For award of the full qualification, a learner must have achieved a pass in each assessment.

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 3 Certificate in Occupational Safety and Health Principles and Practice*, exemptions will be permitted against each of the four units if eligibility is met, up to a maximum of two units.

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, Higher Education Institution or AO.

IOSH qualifications or 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 internal quality assurance (IQA).
- Complaints and appeals.
- Centre approval process.
- Reporting incidents.
- Withdrawal process.
- 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.

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 www.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 adjustments and special considerations policy.
- Recognition of prior learning policy.
- Replacement certificate policy.
- Review and appeals policy.
- Whistleblowing policy.

Policies relating specifically to centre approval include:

- Study Centre (SC) Initial Application Form (Stage 1).
- IOSH AO Additional Sites Statement.
- SC Application for Additional Sites.
- SC Application for Additional Quals.
- 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 Awarding Organisation

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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