

Part 1 Programme details

Proposed title/Existing title and code	MSc in Environmental Health and Safety DT442T and DT436T MSc in Health, Safety and Ergonomics#
Mode and duration of programme	1 year Full-time or 2 years Part-time
ECTS	90
TU Dublin award(s) sought	MSc in Environmental Health and Safety PgDip in Environmental Health and Safety MSc in Health, Safety and Human Factors# PgDip in Health, Safety and Human Factors CPD Certificate for each module
Classifications of award(s)	MSc: First Class Honours, Second Class Honours, 1 st Division, Second Class Honours, 2 nd Division and Pass PgDip: Distinction, Merit Grade 1, Merit Grade 2, Pass CPD: Unclassified
School responsible	Food Science and Environmental Health
Professional body accreditation and relevant dates (where applicable)	Institute of Occupational Safety and Health (UK)
External provider type (where applicable)	N/A
Delivery location	Cathal Brugha Street moving to Grangegorman

Part 2 Programme approval information

Date of validation/review event	3rd December 2019
Date of approval by Academic Council and Governing Body	

Part 3 Programme background/structure

Background

The MSc in Environmental Health and Safety commenced in 1999 as a full-time programme. The programme was introduced to respond to a national In 2018 a new stream in Ergonomics was added to the programme. The central feature of this programme is that it offers an holistic approach to Environmental Health underpinned by the principles of Risk Assessment.

Stated aims and learning outcomes of the programme

The purpose of this programme is to produce graduates who can:

- Competently and practically, conduct risk assessments prior to designing and implementing effective solutions to minimise and appropriately manage risk to workers, third parties, organisations and the environment.
- Recognise the limits of their competency and seek additional expertise when necessary.
- Meet the requirements of relevant professional body membership for example IOSH.
- Communicate and engage with stakeholders including employers at all levels, employees, regulatory and professional bodies as well as fellow professionals.
- Conduct and actively engage in research in the domain of EHS and publish outputs in peer-reviewed fora such as conferences, and journals.
- Contribute to evidence-based best practice within the Environmental Health and Safety discipline
- Engage in lifelong learning and professional development

Programme Learning Outcomes

Upon successful completion of this programme the graduate will be able to:

- Critically evaluate the scientific literature related to Environmental Health and Safety topics including chemical, physical, biological and human factor risks. (PLO1)
- Formulate an aim, hypothesis or research question addressing a specific Environmental Health and Safety topic. (PLO2)
- Apply Environmental Health and Safety management strategies to workplace and environmental protection scenarios, including legal requirements and international guidelines (PLO3)
- Design and conduct scientifically and statistically valid approaches to investigate the aim, test the hypothesis or answer the research question set. (PLO4)
- Prepare a concise review of specific area(s) of Environmental Health and Safety. (PLO5)
- Communicate with peers on specific area(s) of Environmental Health and Safety using a variety of media and academic writing styles. (PLO6)
- Communicate professional knowledge effectively into comprehensible and legally adequate project documentation. (PLO7)
- Devise comprehensive strategies for the evaluation and assessment of risk. (PLO8)
- Devise comprehensive strategies for the implementation and evaluation of risk management interventions. (PLO9)
- Analyse results and data using statistically appropriate methodologies. (PLO10)
- Assess the professional practice impact of competency requirements using case studies related to Environmental Health and Safety. (PLO11)
- Apply resource management considerations, cost benefit evaluation and organisational technical capabilities when devising risk assessment or risk management interventions. (PLO12)

Programme structure

The MSc in Environmental Health and Safety programme is fully modularised and consists of 8 ECTS taught modules, a 20 ECTS integrated case study and a 30 ECTS dissertation. For the full-time programme classes are scheduled over 2 days a week and for the part-time programme classes are scheduled 1 day a week.

The programme is streamed into two distinct awards; the Masters of Science in Environmental Health & Safety stream, and the Masters of Science in Health, Safety & Human Factors. The delivery of both streams includes eight common modules.

Entry Requirements

A minimum 2.2 honours degree or equivalent in Science or Engineering. Applicants with degrees in other disciplines and relevant employment experience at a senior level to create a strong overall profile will be considered under the RPL policy.

A 6.5 IELTS or equivalent English proficiency.

Student assessment

In accordance with TU Dublin, City Campus General Assessment Regulations

Derogations from the General Assessment Regulations, including rationale for derogation and view of the Panel:

Part 4 Validation Details and Membership of Panel

Schedule of meetings: Tuesday, 3rd December 2019, TU Dublin Cathal Brugha Street

9.30am:	Meet Programme Management Team (Head of School, Assistant Head of School, Programme Chair) - presentation by Programme Chair
10.00am:	Private Meeting of the Panel.
10.45am:	Meeting with the Programme Management Team, to discuss quality assurance arrangements, programme governance and other strategic issues with the programme:
11.45am:	Break
12.00pm:	Meeting with a selection of Students and Graduates
12.45pm:	Lunch
13.45pm:	Meeting with Teaching Staff
15.00pm:	Private meeting of the panel to start drafting the report
16.00pm:	Report back to School

Panel Membership

External Panel members:

Dr Anne Drummond	Director, UCD Centre for Safety & Health at Work, School of Public Health, Physiotherapy & Sports Science
Mr Ronan Kilgallon	Health, Safety & Environment Risk & Compliance Mgr, ESB Networks, Dublin 2

Internal Panel members:

Dr Denise O'Leary	School of Hospitality Management & Tourism TU Dublin City Campus, Cathal Brugha St, D1
Dr Sarah Rawe	School of Chemical & Pharmaceutical Sciences TU Dublin City Campus, Kevin Street, D8
Declan Doran	School of Accounting & Finance TU Dublin City Campus, Aungier Street, D2

Quality Assurance Officer:

Nicole O'Neill

Documentation submitted

Programme Self Study, Programme Document, Student Handbook and Book of Modules.

Part 5 Summary of Panel findings against key questions

Note: the Panel's findings (ie yes/no) and any additional comments against each of the key questions should be recorded below. Where a 'no' is recorded, an associated condition or recommendation should be included in Part 6, Findings of the Panel.

Is the market demand and need for the programme clear and articulated?	Yes
Are the aims, objectives and learning outcomes of the programme well-founded and clearly formulated?	Yes

Are the entry requirements clear and appropriate?	
Are the arrangements for access, transfer and progression in accordance with Institute policy and NFQ?	Yes see recommendations for suggested improvements
Are the programme learning outcomes at the appropriate level as set out by the NFQ requirements?	Yes
Do the individual modules 'add up' to a coherent programme?	Yes
Are Graduate Attributes embedded within the programme?	Yes see recommendations for suggested improvements
Will the accumulation of the module learning outcomes result in the attainment of the programme learning outcomes?	Yes
Is there appropriate use of student-centred learning, teaching and assessment strategies, including the First Year Framework for Success checklist, which recognise the needs of diverse student groups?	Yes see recommendations for suggested improvements
Do the curricula and teaching schemes in each module descriptor give realisable substance to the module's aims, objectives and learning outcomes?	Yes
Are the assessment methods and criteria aligned to the learning outcomes in each module?	Yes see recommendations for suggested improvements
Are facilities and resources, including staff, in place to support the delivery of the programme at the standard proposed?	Yes
Is there parity between off-campus/on-campus delivery (if applicable)?	N/A
Are the roles and responsibilities of each partner clearly specified (if applicable)?	N/A

Part 6 Recommendations of the Panel

• Overall recommendations of the Panel

The panel recommends to Academic Council continuing approval of the MSc in Environmental Health and Safety and the Postgraduate Diploma in Environmental Health and Safety at level 9 on the National Framework of Qualifications. The panel endorses the programme committee's title change request and recommends approval of the MSc in Health, Safety and Human Factors and Postgraduate Diploma in Health, Safety and Human Factors at level on the National Framework of Qualifications. The panel does not endorse the programme committees request to increase the English proficiency requirements for applicants to the programme to 7.5 IELTS or equivalent but recommends that the students who have a 6.5 IELTS across each element of IELTS.

The panel commends the dedication of the programme team, the practical and professional focus of the programme, the support provided to students, accessibility of staff and the reputation that the programme has established in industry.

In addition the panel makes the following recommendations.

Due to the specialist nature of the programme and it is important that the programme team are given the authority to approve all successful applicants for the programme and that the entry procedure for the programme is applied consistently for all applicants. The School should inform the International Office of the specific requirements for the programme and the International Office should request approval of all applicants from the programme team.

Students on the programme would benefit from the provision of further support on Academic Writing, Strategies for Academic Reading, Statistical Analysis, Competency Identification (e-Portfolio). The students reported to the panel their preference is that this additional support be provided on-line, as such the School should engage with the relevant TU Dublin support services e.g. Maths Labs, Academic Writing Centre and Careers Service to develop these supports that would be a benefit to students on this and on other programmes. This could be incorporated into an extended induction programme.

Consider requiring full-time students to attend the College on more than the 2 attendance days, this may encourage students to balance their work /life / study more appropriately.

Reconsider the framework to support students to complete their dissertation. The panel endorses the programme committee's proposal to introduce formative assessment on the submission of the project proposal / pilot study. The panel strongly recommends that the programme committee allocate part of the dissertation marks for this element of the assessment. The panel also recommends the programme committee explore how oral presentations can be incorporated into the curriculum and suggest that the oral presentation of these initial proposals could be considered. The programme team could consider the use of supervisory teams for groups of students.

The programme team should consider how they could build on the existing model of different writing styles required in the programme to enable students to tailor their writing for industry reports / presentations and academic papers and how one supports the other.

The School should make the workload allocation model for the supervision of postgraduate taught students more transparent so staff have a better understanding of the model in operation. TU Dublin should review the resource allocation model for supervision of taught MSc dissertations.

The School should engage with the International Office to ensure that students on this MSc programme are invited to participate in the International Induction week and orientation events provided by the International Office.

Remove reference in the Student Handbook to students being able to apply to transfer to another programme prior to 31st October.

Remove reference in the Student Handbook / Programme Document that students are legally competent.

Provide further information to students on recruitment on the process for employer's payment of fees and work with the admissions / registrations / fees and incomes office to put in place a process that students whose fees are being paid by employers can be facilitated to have access to the VLE and library services whilst waiting on payments. The panel notes that Brightspace Access can be provided to students who are eligible to register.

The panel noted that Students complimented the staff on the level of feedback received. Consider further providing more details on the grading rubrics and approx. word count for each assignments and guidance on the time that should be spent on assignments.

The panel was informed of the different ways in which student feedback is captured for the programme, this should be reflected in the programme self study and Q5s.

The School should engage with the relevant City Campus support services to ensure the accuracy of data retained on student record systems and on the promotional material.

The School should update their promotional material to reflect the new programme offerings.

TU Dublin needs to reconsider the model for “Support” Teaching to facilitate staff who teach across Schools.

The programme team should consider how to most efficiently manage and organise the streams on the programme. The programme team should provide more guidance on when the different optional streams can be offered, e.g. subject to minimum numbers, so that students who are recruited to the programme are clear on the availability of the different streams.

The panel strongly recommends that the School consider how to expand the programme team and consider expertise within this and other schools to support the programme.

Observations

The Panel may also make observations.

Consider further the potential to develop a new programme in International Environmental Health and a new Construction safety team.

For the next review further consider the desired graduate attributes of the programme and how they can be embedded in the learning outcomes.