Faculty of Occupational Hygiene

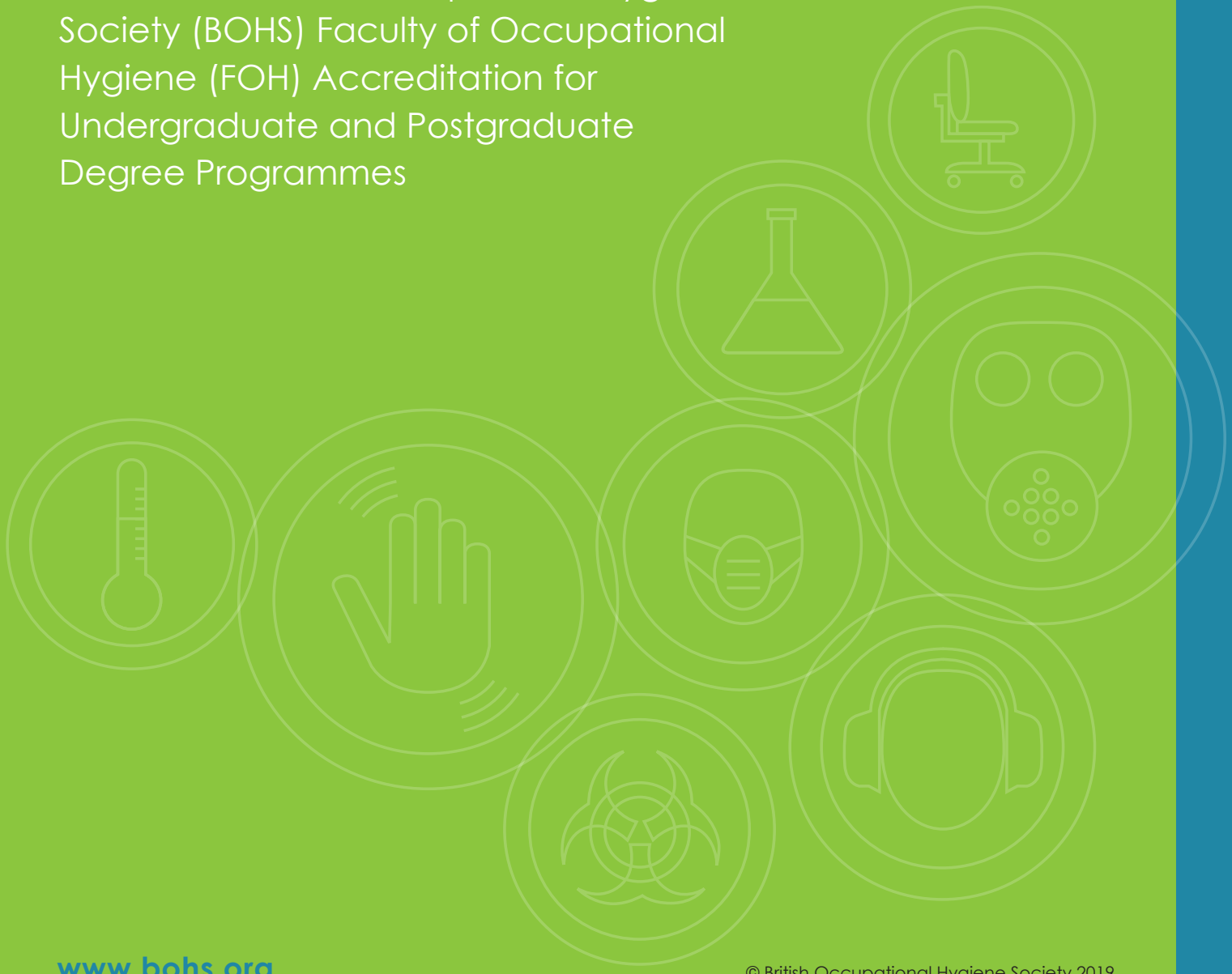
BOHS

WE'RE SETTING THE STANDARDS

The industry standard for qualifications and courses in worker health protection

University Programmes Accreditation Handbook

A Guide to British Occupational Hygiene Society (BOHS) Faculty of Occupational Hygiene (FOH) Accreditation for Undergraduate and Postgraduate Degree Programmes



www.bohs.org

About BOHS - The Chartered Society for Worker Health Protection

BOHS is the Chartered Society for Worker Health Protection. Our vision is to create a healthy working environment for everyone by preventing exposure to hazards in the workplace.

Founded in 1953, we have developed over the last 65 years into a highly respected and influential body on workplace health issues, working closely with organisations in the UK and overseas to promote our vision. We are a registered charity, professional society and a member of the International Occupational Hygiene Association which is recognised as a non-government organisation by the International Labour Organisation (ILO) and the World Health Organisation (WHO).

We were awarded a Royal Charter in 2013 in recognition of our pre-eminent role in protecting worker health.

BOHS is a membership organisation, open to anyone who has an interest in workplace health issues, and we have over 1500 members in 57 countries.

Faculty of Occupational Hygiene

BOHS Faculty of Occupational Hygiene

The Faculty of Occupational Hygiene (FOH) is the professional arm of BOHS. Membership is restricted to BOHS members with specific qualifications in occupational hygiene and related subjects.

All members of the Faculty are required to abide by its Code of Ethics. This has been developed to ensure that they act in such a way that the protection and preservation of worker health remains their paramount responsibility at all times, and to guide those who may be subject to contradictory pressures and enable them to act with integrity and objectivity. The Code of Ethics also provides a benchmark for clients, employers, other professionals and members of the general public to use where there is a question as to whether Faculty members have conducted themselves in an appropriate manner.

The FOH sets, develops and maintains the professional standards of occupational hygienists. It is also an internationally recognised, and the only UK-based, examining board for qualifications in occupational hygiene.

For information on all aspects of BOHS' work please visit **www.bohs.org**

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University Programmes Accreditation Handbook

This handbook has been produced to assist universities in the process of applying for and maintaining accreditation of programmes. It outlines the benefits of becoming an accredited university course provider as well as the requirements, process and timescale for application. It includes details of the service you can expect to receive from us as the accrediting body and sets out your responsibilities in terms of applying for and maintaining accreditation.

For the purposes of this document a programme is defined as a course of study leading to a relevant undergraduate or postgraduate degree.

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1. Introduction to Accreditation

1.1 Aims

The BOHS FOH accreditation scheme aims to:

- Encourage the highest quality occupational hygiene higher education by influencing the content of relevant degrees in order to ensure that the core areas of occupational hygiene knowledge and skills identified as required by the BOHS FOH are adequately covered;
- Enable graduates to leave higher education with relevant skills and knowledge to gain employment;
- Enable graduates to develop the skills to become competent practitioners;
- Raise the profile of occupational hygiene, both with academics and with students and their advisers;
- Enable BOHS to develop stronger links with universities;
- Promote best practice and continuing improvements in occupational hygiene by encouraging membership of the FOH;
- Support universities in developing, maintaining and promoting programmes that meet the needs of employers and students.

1.2 General Benefits of Accreditation

Accreditation enhances a programme by providing the following:

- Mark of assurance that the programme has met recognised professional standards
- Recognition that the programme facilitates entry to professional membership (see 1.5)
- Potential to improve employment prospects for graduates
- Support from the professional body to maintain delivery of core areas of knowledge and skills
- Professional peer review of course content and any proposed changes

All of the above offer significant marketing value to universities and contribute positively to the decision process when students are making programme choices.

1.3 BOHS Professional Occupational Hygiene Qualifications

The professional occupational hygiene qualifications are as follows:

Certificate of Operational Competence in Occupational Hygiene (CertOH)

This is the entry level professional qualification required to join the FOH as a Licentiate and demonstrates knowledge and competence in the broad principles and practice of occupational hygiene. An international version of this qualification (ICertOH) is also available for candidates living/working outside of the UK.

Diploma of Professional Competence in Occupational Hygiene (DipOH)

This is the highest professional occupational hygiene qualification awarded in the UK. Award of the Diploma qualifies the holder to become a Chartered Member of the Faculty, and demonstrates knowledge of, and competence in, assessment of health hazards and the extent of risk in various workplace circumstances, and an ability to advise on suitable control procedures.

More information on routes to membership of FOH can be found in Appendix 1.

1.4 Summary of Accreditation Options

Universities may apply for BOHS FOH accreditation of relevant undergraduate and postgraduate programmes. They will be considered for accreditation at either Certificate or Diploma level as follows:

- BSc programmes – at Certificate level only
- Postgraduate Certificate programmes – not normally accredited but in exceptional circumstances at Certificate level only
- Postgraduate Diploma programmes – at Diploma level only
- MSc programmes – at Diploma level only

PLEASE NOTE:

- Retrospective accreditation will not be considered.
- Franchised programmes will not be accredited.

1.5 Exemption Arrangements and Other Benefits for Holders of Accredited University Degrees

Successful completion of a BOHS accredited university programme makes it easier to achieve a professional occupational hygiene qualification and join the BOHS Faculty of Occupational Hygiene by expediting the pathway to Licentiate (Certificate) or Chartered (Diploma) membership via certain exemptions. Exemption arrangements at Certificate and Diploma levels depend on the type of university programme and are subject to the specific requirements of the BOHS qualification.

Award of an accredited programme qualifies the holder to become an Associate Member of the Faculty (AFOH), which is the first level of professional membership. Please see Appendix 1.

1.5.1 Accreditation at Certificate Level (BSc Programmes and Postgraduate Certificate qualifications in exceptional circumstances)

Permits exemption from the Certificate Core or W500 series examinations. Please see Appendix 2 for full details of requirements to complete Certificate.

1.5.2 **Accreditation at Diploma Level (Postgraduate Diploma and MSc qualifications)**

Permits exemption from the Certificate Core or W500 examinations and the Certificate Professional Discussion. Please see Appendix 3 for full details of requirements to com-plete Diploma.

1.5.3 **All Accredited Programmes**

Accredited programmes will count for one year of the experience requirement for both the Certificate and Diploma examinations.

1.6 Period of Accreditation

Accreditation is ongoing subject to requirements for continuing accreditation including satisfactory completion of Annual Monitoring Report and Course Representative's Report each year (please see 4.2).

1.7 Cost of Accreditation

Currently BOHS does not charge universities for accreditation. However, this is subject to change and appropriate notice will be given if charges are introduced.

2. Requirements for Accreditation

2.1 General Requirements

The requirements below are the current requirements as of October 2019. They may be periodically reviewed and revised in line with development of professional standards. Accredited universities will be consulted as part of any review.

2.1.1 The Programme Leader/Manager should normally be a professional occupational hygienist holding a qualification recognised by the International Occupational Hygiene Association (IOHA) under the National Association Recognition (NAR) scheme. Examples include BOHS Chartered Member of the Faculty of Occupational Hygiene (BOHS CMFOH), American Board of Industrial Hygiene Certified Industrial Hygienist (ABIH CIH), Australian Institute of Occupational Hygienists Certified Occupational Hygienist (AIOH COH) and Canadian Registration Board of Occupational Hygienists Registered Occupational Hygienist (CRBOH ROH). Further details of the NAR scheme are available here:

http://www.ioha.net/ioha-activities/national-accreditation-recognition-nar/

Where this is not the case it must be shown that a professionally qualified occupational hygienist is providing significant input into the overall running of the programme.

2.1.2 At least one member of the teaching staff should be qualified to the level of a qualification recognised by the International Occupational Hygiene Association (IOHA) under the National Association Recognition (NAR) scheme. Examples include BOHS Chartered Member of the Faculty of Occupational Hygiene (BOHS CMFOH), American Board of Industrial Hygiene Certified Industrial Hygienist (ABIH CIH), Australian Institute of Occupational Hygienists Certified Occupational Hygienist (AIOH COH) and Canadian Registration Board of Occupational Hygienists Registered Occupational Hygienist (CRBOH ROH). Further details of the NAR scheme are available here:

http://www.ioha.net/ioha-activities/national-accreditation-recognition-nar/

2.1.3 The University must appoint a Course Representative who should ideally be a pro-fessional occupational hygienist holding a qualification recognised by the International Occupational Hygiene Association (IOHA) under the National Association Recognition scheme. Examples include BOHS Chartered Member of the Faculty of Occupational Hygiene (BOHS CMFOH), American Board of Industrial Hygiene Certified Industrial Hygienist (ABIH CIH), Australian Institute of Occupational Hygienists Certified Occupational Hygienist (AIOH COH) and Canadian Registration Board of Occupational Hygienists Registered Occupational Hygienist (CRBOH ROH). Further details of the NAR scheme are available here:

https://www.ioha.net/ioha-activities/national-accreditation-recognition-nar/

The purpose of the Course Representative is to be an independent guarantor of academic standards and the quality of assessment. They should monitor the programme and assess its "health", the extent to which learning outcomes are delivered and the comparability of assessment standards. This role is broadly similar to that of an External Examiner in UK universities.

More information can be found in **'A Higher Education Handbook for External Examining' (The Higher Education Academy, 2012).**

The Course Representative should sit on the University Examination Board or Liaison Committee and be appointed in consultation with BOHS.

2.1.4 The programme content should contain sufficient practical work, including field work, to enable the student to become familiar with the major techniques covered in the syllabus.

2.1.5 Students should be required to make formal presentations to colleagues and staff.

Facilities

2.1.6 Teaching space should be adequate and suitable for the number of students.

2.1.7 There should be available: a suitable range and sufficient copies of texts, guidance notes etc; other types of information sources such as databases; relevant journals (e.g. Annals of Work Exposures and Health); relevant non-UK (e.g. EC, US) information. This may be in the form of online access.

2.1.8 A sufficient range and quantity of sampling/measuring equipment should be available.

2.1.9 Laboratory facilities covering the main topic areas, such as measurement of toxic substances, noise and workplace control should be present in the teaching department. Facilities covering non-core areas (e.g. ionising radiation) may be present in other departments.

2.1.10 For distance learning programmes, other arrangements to ensure that the student gains the appropriate practical experience should be in place. This may include exercises in the student's workplace.

Examinations/Assessments

2.1.11 The mode(s) of assessment used should be specified clearly in the programme documentation.

2.1.12 Examples of typical assessment/coursework/examinations should be provided.

2.1.13 The level of assessment should be comparable to that used for the Certificate or Diploma e.g. Certificate Core Examinations, Certificate and Diploma portfolio assessments, Diploma Researched Essay (as appropriate).

2.1.14 Written reports of practical work should form part of the overall assessment.

2.2 Learning Outcomes

The learning outcomes required for accreditation by BOHS FOH can be found in Appendix 4. Requirements differ for accreditation at Certificate and Diploma level. Broadly speaking the outcomes are divided into the following categories:

- Technical Knowledge and Skills (Certificate and Diploma level)
- Management (Diploma level)
- Work Environment and Processes (Diploma level)
- Science (Diploma level)
- Ethics (Diploma level)

The learning outcomes are derived from the Core Competencies for the Certificate and Diploma qualifications and aim to provide a foundation for professional development and progression within the BOHS FOH. Full details of the Core Competencies can be found in the respective Certificate and Diploma Qualification Guides (available at www.bohs.org).

3. The Application Process

See diagram on page 7.

3.1 Application Process Details

From application to decision, the process of accreditation will normally take about six months, although this can vary. New programmes in development are likely to require longer at consultation stage than existing programmes.

CONSULTATION

1. Enquiry from University to BOHS.
2. BOHS sends University Accreditation Handbook.
3. University reviews all relevant programme documentation.
4. University requests consultation with BOHS Chief Examiner to discuss BOHS FOH requirements.

a. FOR NEW PROGRAMMES IN DEVELOPMENT: consultation with BOHS should take place during the development stage. A FOH representative should normally be included on the validation panel and should provide the BOHS Chief Examiner with a written report on the suitability of the programme. An inspection of facilities by a BOHS FOH representative may be required.

b. FOR EXISTING PROGRAMMES LOOKING FOR ACCREDITATION: an inspection of facilities by a BOHS FOH representative may be required.

5. University appoints Course Representative who is usually a professional occupational hygienist holding a qualification recognised by the International Occupational Hygiene Association (IOHA) under the National Association Recognition scheme. See 2.1.3 for further details.

APPLICATION

6. University submits application to BOHS.
7. BOHS checks all documentation supplied and contacts University if application incomplete.
8. BOHS assesses application.
9. BOHS Chief Examiner has oversight of application.

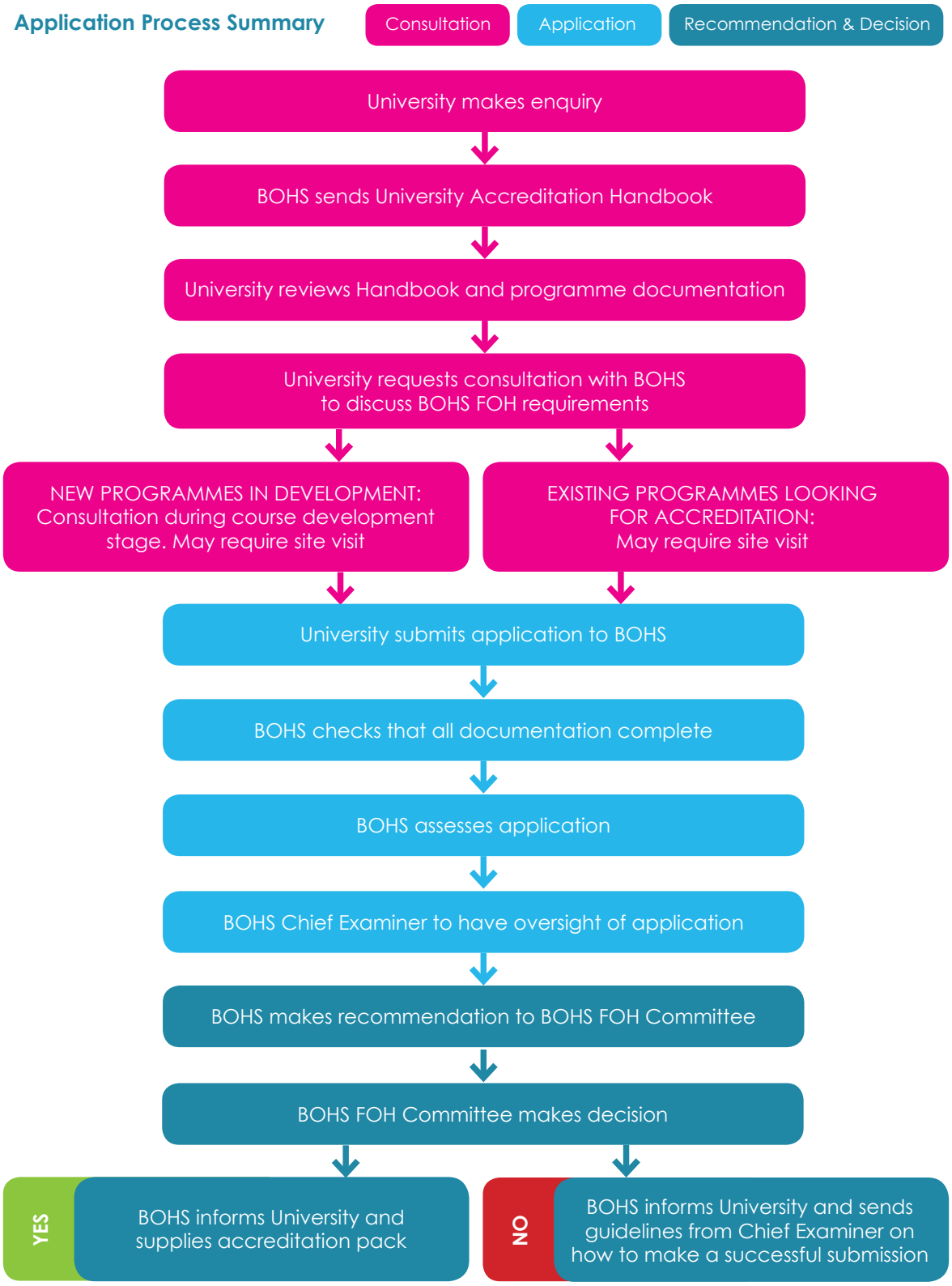
RECOMMENDATION AND DECISION

10. BOHS makes recommendation to BOHS FOH Committee.

11. BOHS FOH Committee makes decision.
12. If application successful, BOHS informs University and supplies accreditation pack. The programme will be listed on the BOHS website and students on the programme will be eligible for exemptions as indicated in 1.5.
13. If application unsuccessful, BOHS informs University and sends guidelines from Chief Examiner on how to make a successful submission.

    All correspondence should be with the BOHS Qualifications team unless otherwise specified **(qualifications@bohs.org)**

Application Process Summary



3.2 Required Documentation

The applicant University will be required to provide the following documentation:

3.2.1 A copy of the full programme document. The minimum information this should include is:

3.2.1.1 The programme rationale

3.2.1.2 The course of study to be followed

3.2.1.3 Full syllabi of all courses/units/modules

3.2.1.4 Details of resources to be used in delivery of the programme (including practical resources)

3.2.1.5 Assessment methods to be used (included examples)

3.2.1.6 QA procedures for the programme concerned

3.2.1.7 CVs of the teaching staff including the Programme Leader / Manager.

3.2.2 A mapping document showing how the course learning outcomes meet the BOHS qualifications learning outcomes as detailed in Appendix 4.

3.2.3 Contact details of the Programme Leader/ Manager.

3.2.4 CV and contact details of the occupational hygiene Course Representative. See 2.1.3 for details of requirements relating to this role.

3.2.5 ***For new programmes in development:*** Written report on suitability of programme from FOH representative.

3.2.6 Summary/overview of all documents in the submission.

4. After Accreditation

4.1 Guidelines for Publicity

Accreditation entitles the University to:

- Promote the accredited programme/programme pathway and its benefits to students in marketing materials
- Use the BOHS FOH logo on materials relating to the accredited programme
- Use the BOHS FOH logo on the University website where it relates to the accredited programme
- Use the BOHS FOH logo on the UCAS website where the University's name appears in relation to the accredited programme
- Use the following statement for the Key Information Set in relation to the accredited programme (if undergraduate): "This programme is accredited by the British Occupational Hygiene Society for delivering the knowledge and skills required for Associate Membership of the Faculty of Occupational Hygiene and following a qualifying period of professional experience, provides access to the pathways to Licentiate or Chartered Membership via certain exemptions."
- Use the following statement on the University's web pages in relation to the accredited programme: "This programme has been accredited by the British Occupational Hygiene Society (BOHS). Degree accreditation by BOHS recognises programmes that prepare graduates with the knowledge and skills required for good practice in the occupational hygiene profession. The accreditation criteria require the programme to meet specific learning outcomes. Degree accreditation by BOHS provides eligibility for Associate Membership of the Faculty of Occupational Hygiene and following a qualifying period of professional experience, provides access to the pathways to Licentiate or Chartered Membership by entitling the graduate to certain exemptions."

BOHS retains the right to request the removal of its name and its logo from printed or electronic material or publications at any time.

4.2 Continuing Accreditation

Accreditation is ongoing subject to the University meeting certain requirements including submitting two annual reports for monitoring purposes, as well as a five yearly review.

The requirements are as follows:

4.2.1 Any significant changes to content or delivery of accredited programmes must be notified to BOHS within twelve weeks of the changes occurring.

Significant changes will include:

- major changes in content of individual courses
- deletion of courses
- changes in mode of delivery
- any other alterations that may change the learning outcomes of the programme.

Programme Leaders/Managers are advised to discuss proposals for such changes with the Chief Examiner to ensure that the accreditation requirements will still be met.

If there is significant change to content or delivery of an accredited programme, the University must provide a copy of the updated programme documentation with the proposed changes highlighted or otherwise clearly identified. The minimum information this should include is:

- Updated programme rationale explaining benefits of proposed changes and how these might impact on learning outcomes and the future professional development of students
- The modified course of study to be followed and any new course options
- Full syllabi for courses/units/ modules being modified or new courses/units/modules being introduced
- Details of resources to be used in delivery of modified new courses/units/modules (including practical resources) if changed from original application for accreditation
- Assessment methods to be used (if these have changed)
- QA procedures for the programme concerned (if these have changed)
- CVs of the teaching staff for modified/new courses/units modules (please also see 4.2.2 below).
- Contact details of the Programme Leader/ Manager
- Summary/overview of all documents in the submission

4.2.2 Any changes to the teaching staff must be notified to BOHS within twelve weeks of the changes occurring. CVs of replacement teaching staff must be sent to BOHS.

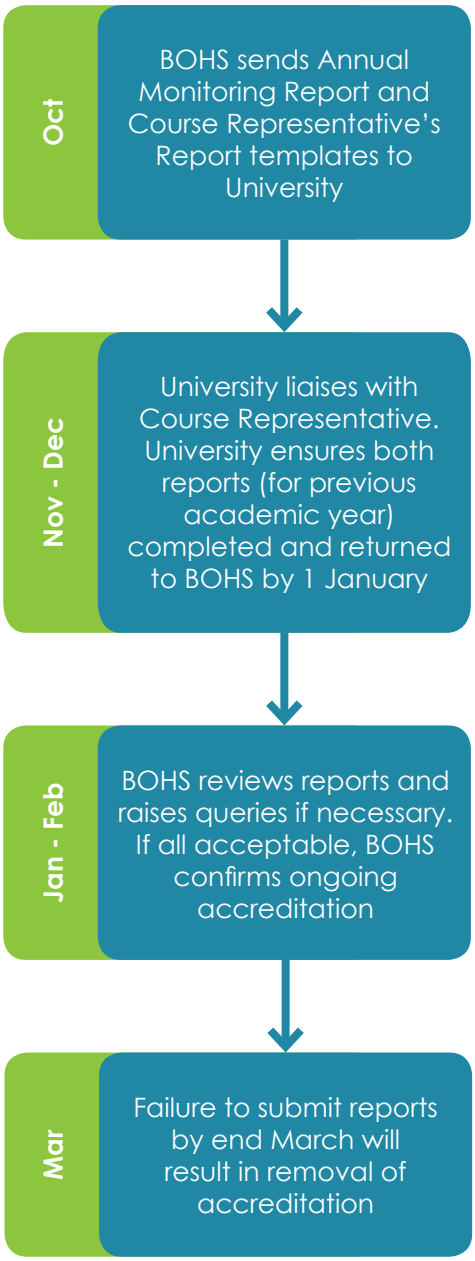
4.2.3 Any change to the contact details must be notified to BOHS.

4.2.4 By 1 January each year the University must send two reports covering the previous academic year to BOHS using the standard templates provided. BOHS will contact the University in October to request these. The two reports are:

- Annual Monitoring Report, to be completed by the Programme Leader / Manager. This report enables the University's course records to be updated and notifies BOHS of any changes or issues, including in relation to resource, helping to identify areas where BOHS can offer assistance.
- Course Representative's Report, to be completed by the Course Representative. The report addresses mode, breadth and level of assessment, academic standards and systems, and other comments, concerns or recommendations.

4.2.5 Programme review panels should include a FOH representative who will make recommendations to the Chief Examiner regarding continued accreditation.

Monitoring Process Summary



4.3 Quality Check and Review

All accredited programmes will be reviewed for quality assurance purposes.

4.3.1 Every year a quality check will be carried out on behalf of the BOHS QA Manager based on the data supplied in the Annual Monitoring and Course Representative's Reports for each accredited programme.

4.3.2 Every five years a substantial review will be carried out on behalf of the BOHS QA Manager. This will include a meeting with the Programme Leader/Manager and Course Representative (either face-to-face or via the web).

4.3.2 In the intervening period the Chief Examiner may request a review if there is reason for concern about the programme (e.g. poor Course Representative's Reports, complaints from students etc.)

4.3.3 Programme Leaders/Managers will be notified of the review outcome.

4.3.4 In the case of an unsatisfactory review, the BOHS QA Manager will recommend to the Chief Examiner:

- Changes that need to be made to bring the programme up to the requirements of the Faculty

  and in exceptional cases

- Immediate suspension of accreditation.

The Chief Examiner will:

- Write to the Programme Leader/Manager specifying the changes that are necessary and giving a timescale by which they must be put into place. The BOHS QA Manager will confirm the satisfactory completion of these actions.
- Make a recommendation to the Registrar of the BOHS FOH for the removal of accreditation of a programme if the recommended actions are not carried out within the specified period.

4.4 Removal of Accreditation

Accreditation of a programme will be withdrawn for failure to follow one or more of the following essential requirements:

4.4.1 Failure to submit Annual Monitoring Report.

4.4.2 Failure to submit, or consistently poor, Course Representative's reports.

4.4.3 Major changes in accredited programmes without prior approval.

4.4.4 Failure to meet accreditation requirements.

4.4.5 Lack of suitably qualified teaching staff.

4.4.6 Failure to meet review requirements.

4.5 Appeals Procedure

A University may appeal against the removal of accreditation if they feel that all relevant information has not been considered. The appeal must be made in writing to the Registrar of the BOHS FOH.

Appendix 1:
Routes to Membership of FOH

Joining BOHS as a Faculty member is the ideal way for professionals to achieve recognition and support career development in worker health protection industry.

For those working in occupational hygiene, joining the Faculty of Occupational Hygiene will help demonstrate to employers, clients and colleagues that they meet the rigorous requirements for good practice and are committed to their ongoing professional development.

The membership grades available depend on the qualifications and experience achieved:

AFOH
Associate

First step for those looking to gain professional recognition as an Occupational Hygienist.

Eligibility

One of the occupational hygiene modules or W201 Basic Principles in Occupational Hygiene,

or

A BOHS approved degree in occupational hygiene,

or

Occupational Hygiene & Engineering Control Course from the University of Illinois in Chicago.

LFOH
Licentiate

Recognises the operational competence of the OH professional.

Eligibility

Certificate of Operational Competence in Occupational Hygiene (CertOH)

or

International Certificate in Occupational Hygiene (ICertOH).

CMFOH
Chartered Member

Internationally recognised Chartered status signifying a high level of professional competence and experience.

Eligibility

Diploma in Professional Competence in Occupational Hygiene

CFFOH
Chartered Fellow

The highest award bestowed on a practising professional hygienist.

Eligibility

Chartered Member for at least five years,

and

Demonstrate seniority and distinct contribution to the advancement of the profession of occupational hygiene.

Appendix 2: BOHS Certificate Qualifications Structure – Accredited University Courses Pathway (International and UK Universities)

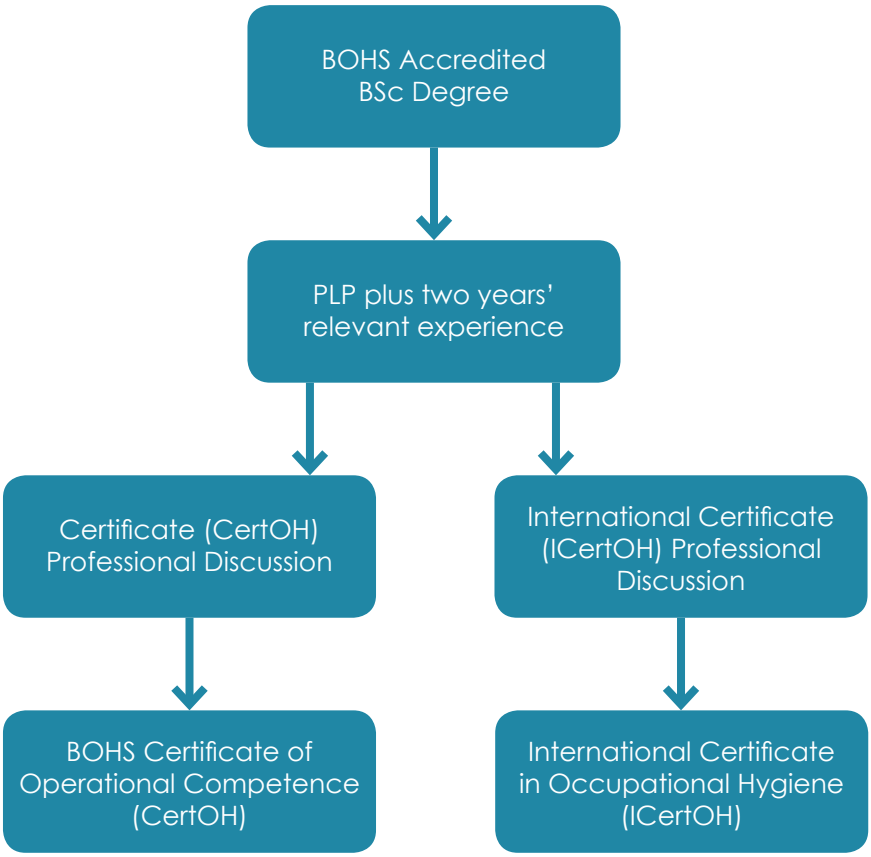
BSc Programmes

Accreditation for BSc degree programmes will be considered at Certificate level only. Accreditation at this level will permit exemption from the Certificate Core or W500 series examinations.

Candidates from accredited BSc degrees will require two years of relevant experience at a technical level and will be required to complete the Certificate level Personal Learning Portfolio (PLP) before taking the Certificate Professional Discussion.

Postgraduate Certificate Qualifications

PG Certificate qualifications are not normally accredited but in exceptional circumstances they can be considered for accreditation at Certificate level only.



Appendix 3:
BOHS Diploma Qualifications Structure – Accredited University Courses Pathway (International and UK Universities)

Postgraduate Diploma Qualifications

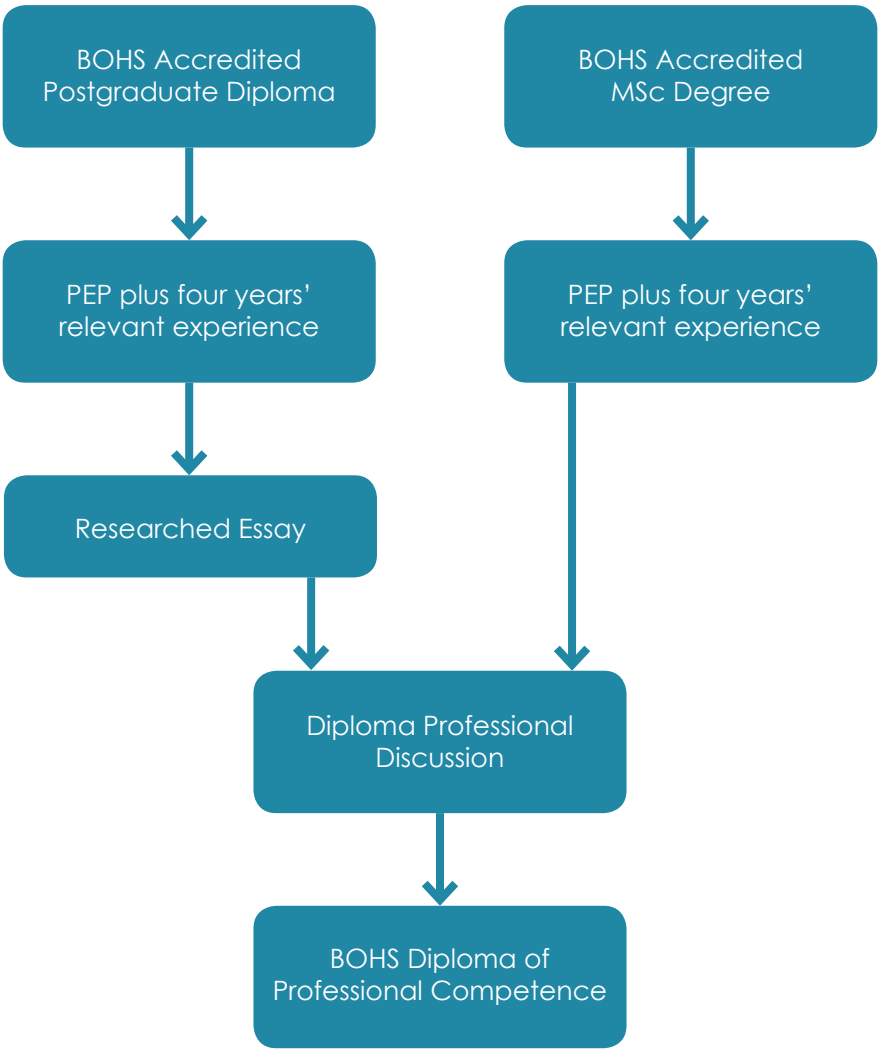
PGDip qualifications will be considered for accreditation at Diploma level. Accreditation at this level will permit exemption from the Certificate Core or W500 examinations and the Certificate Professional Discussion.

Candidates from accredited PGDip programmes will require four years of relevant experience at the professional level and must complete a Diploma Professional Experience Portfolio (PEP) and a Researched Essay on a relevant topic set by the Chief Examiner before taking the Diploma Professional Discussion.

MSc Qualifications

MSc qualifications will be considered for accreditation at Diploma level. Accreditation at this level will permit exemption from the Certificate Core or W500 examinations and the Certificate Professional Discussion.

Candidates from accredited MSc programmes will require four years of relevant experience at the professional level and must complete a Diploma PEP before taking the Diploma Professional Discussion.



Appendix 4:
Learning Outcomes Mapping

For each of the BOHS learning outcomes, please show clearly where the corresponding learning outcomes are covered in the programme of study. As each BOHS learning outcome may be covered over more than one area in the programme of study you may find that putting the information in a spreadsheet will assist with its presentation.

Certificate

For consideration for accreditation at the Certificate level (all BSc programmes) the following is required:

a) All learning outcomes from 1.1 to 1.4 must be matched

b) At least two of the learning outcomes 1.5 to 1.13 are also to be matched

c) Matching the remaining learning outcomes is also strongly encouraged as the student may be questioned in any of these areas during the Certificate oral examination.

Diploma

For consideration for accreditation at the Diploma level the following is required:

a) The criteria for accreditation at Certificate level must be achieved.

b) At the advanced level, topics from 2.1 to 2.6 must be matched with programme learning outcomes.

c) At least a further two Diploma level topics from 2.7 to 2.9 must be matched with programme learning outcomes.

d) At least one further Diploma level topic from 2.10 to 2.12.

Reference to BOHS syllabi will provide more detail on relevant content.

BOHS Combined Learning Outcomes				Programme Learning Outcomes
1.0	**Technical Knowledge and Skills**			
	1.1	**Health Effects of Hazardous Substances**		
		1.1.1	Provide definitions of commonly used toxicological terms;	
		1.1.2	Describe the main routes by which hazardous substances can enter the body, and the factors which influence their absorption, distribution, storage and elimination;	
		1.1.3	Describe the main sources of information on hazardous substances and processes;	
		1.1.4	Describe the main features of the principal target organs affected by hazardous substances at work, and the factors which influence the degree of harm;	
		1.1.5	Describe the main routes of exposure and toxic and health effects for hazardous substances commonly encountered in the workplace;	
		1.1.6	Basic interpretation of the results from epidemiological studies.	
	1.2	**Measurement of Hazardous Substances**		
		1.2.1	Describe the general approach to health risk assessment, including the role of atmospheric monitoring;	
		1.2.2	Select appropriate equipment to measure specific airborne contaminants and devise a suitable sampling strategy;	
		1.2.3	Present the results in a form useful for health risk assessment purposes to enable management to comply with relevant legislation.	

	1.3	**Control of Hazardous Substances**		
		1.3.1	Describe how airborne contaminants are generated by industrial processes, how this impacts on the control strategy, and how control solutions can thereby be optimised;	
		1.3.2	Recognise the range of approaches to risk reduction embodied in the hierarchy of control and select appropriate strategies for implementation;	
		1.3.3	Describe the meaning of "adequate control", particularly in relation to personal exposures;	
		1.3.4	Discuss the importance of design considerations in terms of the workplace, process, and plant, as a means of reducing occupational exposures;	
		1.3.5	Describe the principal elements of a local exhaust ventilation system, give examples of typical installations and know how to carry out the necessary measurements to assess whether a local exhaust ventilation system is effective and operating to the design specification;	
		1.3.6	Recognise the limitations of local exhaust hoods and enclosures and the means to optimise their effectiveness;	
		1.3.7	Describe how personal protective equipment programmes may be used in an effective manner;	
		1.3.8	Recognise the impact that control measures may have on other workplace hazards and understand the need to take a holistic approach to the design of control solutions.	
	1.4	**Noise**		
		1.4.1	Describe the consequences to health and wellbeing of excessive exposure to noise;	
		1.4.2	Understand the measurement (including dosimetry) of noise in relation to current standards;	
		1.4.3	Conduct surveys in the workplace to assess risks from noise;	
		1.4.4	Advise on the need and means of control including PPE;	
		1.4.5	Appreciate and advise on environmental noise assessment and concerns;	
		1.4.6	Understand current standards and good practice in these fields.	
	1.5	**Asbestos**		
		1.5.1	Describe the composition, nature and properties of asbestos, machine made mineral and other fibres and their historical uses;	
		1.5.2	Describe the health effects of asbestos and other fibrous materials and apply appropriate exposure limits;	
		1.5.3	Describe the uses of asbestos in buildings and the public health risk that these may pose;	
		1.5.4	Understand the principles of and requirements for asbestos surveys including taking samples and identifying bulk asbestos types by microscopic techniques including relevant safety requirements;	
		1.5.5	Be thoroughly familiar with current good practice in the construction and use of enclosures for asbestos remediation and the use of decontamination units;	

		1.5.6	Understand all the principles of clearance testing, the requirements for measurement and appropriate techniques for post remediation evaluation;	
		1.5.7	Conduct air sampling to determine airborne concentrations of asbestos or other fibres in accordance with defined procedures including microscopic counting techniques;	
		1.5.8	Have the ability to advise on all the various techniques for the management of asbestos in buildings in accordance with good practice.	
	1.6	**Ergonomics**		
		1.6.1	Understand and apply ergonomics principles to the creation of safer, healthier and more efficient and effective activities in the workplace;	
		1.6.2	Understand ergonomics risk assessments and appropriate control measures;	
		1.6.3	Understand the causes of upper limb disorders and how to reduce them;	
		1.6.4	Appreciate workplace layout and equipment design;	
		1.6.5	Appreciate environmental aspects of good ergonomics design.	
	1.7	**Thermal Environment**		
		1.7.1	Identify sources of thermal stress within the working environment;	
		1.7.2	Understand the nature of thermal strain on the body;	
		1.7.3	Make an assessment of the thermal environment through appropriate measurement and other means;	
		1.7.4	Evaluate the likely risk from exposure to thermal stress;	
		1.7.5	Suggest appropriate control approaches for the thermal environment.	
	1.8	**Lighting**		
		1.8.1	Understand the effects of workplace lighting on health;	
		1.8.2	Be able to carry out workplace lighting surveys;	
		1.8.3	Make recommendations on suitable workplace lighting.	
	1.9	**Non-ionising Radiation**		
		1.9.1	Be aware of the nature and sources of non-ionising radiation in the workplace;	
		1.9.2	Understand the health effects of non-ionising radiation exposure;	
		1.9.3	Make assessments of non-ionising radiation exposure;	
		1.9.4	Make suitable recommendations on controlling exposure to non-ionising radiation.	
	1.10	**Ionising Radiation**		
		1.10.1	Be aware of the nature and sources of ionising radiation in the workplace;	
		1.10.2	Understand the health effects of ionising radiation exposure;	
		1.10.3	Make assessments of ionising radiation exposure;	
		1.10.4	Make suitable recommendations on controlling exposure to ionising radiation.	

	1.11	**Vibration**		
		1.11.1	Be aware of the nature and sources of vibration exposure in the workplace;	
		1.11.2	Understand the health effects of exposure to both whole body and hand-arm vibration;	
		1.11.3	Make assessments exposure to whole body and hand-arm vibration;	
		1.11.4	Make suitable recommendations on controlling exposure to vibration in the workplace.	
	1.12	**External Environment**		
		1.12.1	Describe significant environmental impacts of human activity globally and locally, and the impact of environmental detriment to human health;	
		1.12.2	Describe the regulatory framework, and key legislation applicable to environmental management;	
		1.12.3	Outline the main features and benefits of certified environmental management systems;	
		1.12.4	Outline best practice techniques in industrial pollution prevention, control and remediation;	
		1.12.5	Describe the function and application of environmental resource management in the workplace;	
		1.12.6	Outline current trends and requirements in sustainable development and corporate responsibility;	
		1.12.7	Describe a range of environmental monitoring and assessment techniques and their application.	
	1.13	**Biological Hazards**		
		1.13.1	Understand the difference between chemical and biological hazards;	
		1.13.2	Understand the problems associated with legionella and the need for effective control strategy;	
		1.13.3	Understand the risks and controls required to prevent disease from exposure to blood borne pathogens;	
		1.13.4	Understand the problems associated with exposure to fungal and other spores especially through sensitisation of the individual;	
		1.13.5	Understand the human disease-related risks from working with animals, and the precautions required.	
2.0	**BOHS Diploma Content**			
	2.1	**Management**		
		2.1.1	**Project Planning and Management**	
			Design of occupational hygiene projects to meet specific goals. Management of occupational hygiene projects to ensure successful completion. Assessment of the effectiveness of projects in meeting stated goals.	
		2.1.2	**Resource Management**	
			Identification, acquisition and management of resources required for occupational hygiene programmes.	
		2.1.3	**Cost-Benefit Analysis**	
			Use of the principles of cost-benefit analysis and ability to apply them appropriately when making project decisions.	

		2.1.4	**Team Working**	
			Working effectively as a member of a team with both occupational hygiene professionals and other relevant persons. Showing leadership skills when leading teams.	
		2.1.5	**Auditing**	
			Use of auditing as a key element of managing occupational health and safety within the workplace. Awareness of the relevant auditing standards. Effectively working within audit teams.	
		2.1.6	**Communication**	
			Communication of complex problems effectively to senior managers. Communication of the nature of hazard and risk effectively to the workforce. Asking appropriate questions to gain relevant information.	
	2.2	**Work Environment and Processes**		
		2.2.1	**Existing Work Environments and Processes**	
			Gathering relevant information to aid evaluation of unfamiliar work environments and processes. Use of their understanding of the physical and chemical properties of substances to evaluate the potential of significant risk being present. Use of their understanding of the nature of physical hazards to evaluate the potential of significant risk being present. Effective use of observation to aid in understanding of unfamiliar work environments and processes. Drawing on experience of other work environments and processes to aid understanding of unfamiliar work environments and processes. Asking appropriate questions to aid in understanding of unfamiliar work environments and processes.	
		2.2.2	**New and Novel Work Environments**	
			Effective identification of relevant information available on such environments. Identification and understanding of the nature of the hazards that may be present in such environments.	
	2.3	**Science**		
		2.3.1	**Material and Chemical Properties**	
			Application of knowledge of the material and chemical properties of substances when making decisions about likely exposure. Use of the material and chemical properties of substances when designing control strategies.	
		2.3.2	**Calculations**	
			Use of appropriate calculations to design sampling strategies. Use of appropriate calculations to evaluate and present data in appropriate formats.	

		2.3.3	**Critical Thinking**	
			Reviewing information and making judgements based upon evidence. Use of reputable sources of information when making judgements. Application of critical analysis to others' reasoning. Understanding of the difference between correlations and false correlations. Writing reports in a critical and analytical way.	
		2.3.4	**Use of Statistics**	
			Use of statistics to plan sampling strategies. Use of statistics to evaluate exposure measurements. Use of statistics to evaluate the significance of data.	
		2.3.5	**Occupational Epidemiology**	
			Collection of data and ability to plan studies in a way that data can be used for epidemiological studies at a later date. Understanding of the difference between, and relevance of, different types of epidemiological study. Working as part of a multi-disciplinary team on epidemiological studies. Interpretation and use of data from epidemiological studies to plan appropriate control and worker health protection strategies.	
	2.4	**Ethics**		
		2.4.1	**Ethical Principles**	
			Recognition of situations in professional practice where ethical decisions need to be made. Application of the key ethical principles of beneficence, autonomy and justice and the relevant secondary principles derived from the key principles when making decisions relating to professional practice.	
		2.4.2	**BOHS Faculty of Occupational Hygiene Code of Ethics**	
			Working within the BOHS Faculty of Occupational Hygiene or other occupational hygiene professional body Code of Ethics.	
	2.5	**Hazardous Substances**		
		2.5.1	**Physical and Chemical Properties**	
			Use of the physical properties when evaluating the behaviour of substances in a workplace and how this may affect exposure and approaches to control. Use of the chemical properties of substances in understanding the nature of the hazard.	
		2.5.2	**Toxicology**	
			Reviewing the scientific literature to generate usable toxicological information in the form of Materials Data Hazard Sheets and similar. Application of basic toxicological principles to categorise new chemicals based upon the GHS system. Reviewing exposure data to evaluate the potential for adverse health effects. Recognition and taking into account the potential for interaction (synergistic, antagonistic, potentiation and similar) between substances.	

		2.5.3	**Assessment of Exposure**		
			Planning and assessing the effectiveness of different sampling strategies in complex environments. Use of limits of detection and other analytical parameters to select appropriate analytical methods. Application of appropriate quality assurance procedures to measurement systems.		
		2.5.4	**Assessment of Risk**		
			Integration of all relevant data when assessing levels of risk. Making sound and practical judgements based upon level of risk.		
		2.5.5	**Control of Exposure**		
			Selection of effective and practical control options based upon good occupational hygiene practice. Identification of actions required for legislative compliance.		
			2.5.5.1	**Engineering Controls**	
				Selection of the most appropriate engineering controls for complex environments. Design of and costing of appropriate engineering controls. Production of maintenance and testing schedules for engineering controls. Evaluation of the effectiveness of engineering control systems.	
			2.5.5.2	**Non-Engineering Controls**	
				Selection of the most appropriate and practicable non-engineering controls for complex environments. Design and evaluation of effective PPE programmes.	
	2.6	**Physical Hazards [Noise and Vibration]**			
		2.6.1	**Noise**		
			Recognition of environments that may present workers with significant risk of noise induced hearing loss.		
		2.6.2	**Health Effects**		
			Understanding of how different noise exposure scenarios can cause damage to hearing in different ways.		
		2.6.3	**Assessment of Exposure**		
			Planning noise exposure assessment surveys in complex environments. Interpretation of noise exposure data in terms of legislative compliance and design of appropriate control strategies. Presentation of noise exposure data in a way that is accessible to both workers and management.		

		2.6.4	**Control of Exposure**	
			Selection of the most appropriate control measure, or combination of control measures, for complex environments. Design of hearing conservation programmes. Assessment of the effectiveness of hearing conservation programmes. Identification of actions required to ensure legislative compliance.	
		2.6.5	**Audiometry**	
			Design of appropriate audiometric testing programmes. Interpretation of audiometric data as part of hearing conservation programmes.	
		2.6.6	**Vibration**	
			Recognition of work environments and processes that may present a health risk to workers from exposure to vibration.	
		2.6.7	**Health Effects**	
			Recognition of the signs and symptoms of health effects due to exposure to hand-arm and whole body vibration.	
		2.6.8	**Assessment of Exposure**	
			Planning and implementing appropriate exposure assessment programmes for vibration. Interpretation of measurements of exposure to vibration for control and compliance purposes.	
		2.6.9	**Control of Exposure**	
			Identification of appropriate control strategies for vibration exposure. Provision of advice on selection of work equipment to minimise exposure to vibration.	
	2.7	**Physical Hazards [Thermal Environments]**		
		Recognition of work environments that may present a risk to health due to the thermal environment.		
		2.7.1	**Health Effects**	
			Recognition of the health effects of exposure to hot and cold environments. Awareness of the thermal environment related health and safety issues that may arise with workers in moderate thermal environments.	
		2.7.2	**Assessment of Exposure**	
			Planning and implementing appropriate exposure assessment strategies for hot and cold thermal environments. Selection of appropriate thermal stress indicators and use of them to make judgements about health risks and appropriate control strategies.	
		2.7.3	**Control of Exposure**	
			Selection of appropriate and workable control measures for thermally stressful environments. Assessment of the effectiveness of control strategies for thermally stressful environments.	

	2.8	**Physical Hazards [Non-Ionising Radiation]**		
		Recognition of work environments where exposure to non-ionising radiation may present a health risk to workers. [This should include magnetic fields, microwave and radio frequency radiation as well as UV and IR light.]		
		2.8.1	**Health Effects**	
			Awareness of the health effects of exposure to different types of non-ionising radiation.	
		2.8.2	**Assessment of Exposure**	
			Planning and implementing appropriate exposure assessment strategies for the assessment of non-ionising radiation in work environments. Evaluation of exposure data using appropriate indices.	
		2.8.3	**Control of Exposure**	
			Selection of appropriate control measures for the control of exposure to non-ionising radiation. Assessment of the effectiveness of control strategies for exposure to non-ionising radiation.	
	2.9	**Physical Hazards [Ionising Radiation]**		
		Recognition of work environments and processes where exposure to ionising radiation may occur.		
		2.9.1	**Health Effects**	
			Awareness of the effects of exposure to ionising radiation.	
		2.9.2	**Assessment of Exposure**	
			Working with health physicists and other appropriate professionals in planning and implementing exposure assessment programmes. Working with health physicists and other relevant professionals in assessing the data from exposure assessment programmes.	
		2.9.3	**Control of Exposure**	
			Working with health physicists and other relevant professionals in design and implementation of appropriate control measures. Working with health physicists and other relevant professionals in evaluating the effectiveness of ionising radiation control programmes.	
	2.10	**Biological Hazards**		
		2.10.1	**Nature of Biological Hazards**	
			Identification of work environments where workers may be at risk of exposure to biohazards. Relating potential exposure to specific biohazards to particular risks to health.	
		2.10.2	**Assessment of Exposure**	
			Selection of appropriate exposure assessment methodologies and planning exposure assessment programmes.	
		2.10.3	**Control of Exposure**	
			Selection of the most appropriate control measures for the work environment.	

	2.11	**Ergonomics**		
		2.11.1	**Ergonomics Risk Factors**	
			Recognising work environments that may contain ergonomics risk factors for the individual and also as the consequences of human error. Designing effective programmes for evaluating all ergonomics risk factors in the work environment. Working with occupational health professionals and ergonomists in assessing the health effects of exposure to ergonomics risk factors in the workplace. Working with ergonomists to design effective control strategies for ergonomics risk factors. Evaluating the effectiveness of control strategies for ergonomics risk factors.	
		2.11.2	**Occupational Stress Factors**	
			Recognising the factors in the work environment that can lead to occupational stress. Recognising the effects of occupational stress amongst workers. Working with occupational health professionals to design programmes for assessing occupational stress in the workplace. Working with occupational health professionals in designing programmes to control occupational stress in the workplace.	
	2.12	**External Environments**		
		2.12.1	**Environmental Pollution**	
			Designing and implementing emission monitoring programmes. Implementing appropriate controls to reduce and control emissions to the environment. Awareness of current thinking on major environment issues such as global warming and how they relate to work environments.	
		2.12.2	**Emergency Planning**	
			Working with other relevant safety professionals and managers to develop emergency preparedness and incident response programmes.	

The British Occupational Hygiene Society (BOHS), founded in 1953, is pre-eminent in its field. It is the only organisation dedicated to occupational hygiene, to be awarded a Royal Charter.

BOHS is both a learned society and a professional membership organisation. As a learned society, BOHS promotes professional and public awareness of occupational hygiene and its underpinning medical, scientific and technological issues. Professional occupational hygienists are represented by the Faculty of Occupational Hygiene within BOHS.

The BOHS Faculty of Occupational Hygiene sets, develops and maintains the professional standards of occupational hygienists. It is also an internationally recognised, and the only UK-based, examining board for qualifications in occupational hygiene.

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