

**PROFESSIONAL MASTERS IN CHEMICALS RISK MANAGEMENT
(MCRM); Programme Code - MM037**

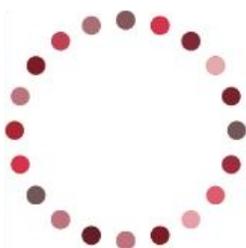
PROGRAMME BROCHURE 2022/2023



Division of Environmental Health | UCT

**Division of Environmental Health
School of Public Health and Family Medicine
Faculty of Health Sciences
University of Cape Town**

http://www.publichealth.uct.ac.za/phfm_environmental-health



Division of Environmental Health
School of Public Health and Family Medicine
Isikolo Sempilo Yoluntu kunye Namayeza Osapho
Departement Openbare Gesondheid en Huisartskunde



UNIVERSITY OF CAPE TOWN
IYUNIVESITHI YASEKAPA • UNIVERSITEIT VAN KAAPSTAD

DEADLINE FOR APPLICATIONS: 30 September 2021

PROGRAMME COMMENCES: February/March 2022

**PROFESSIONAL MASTER'S IN CHEMICALS RISK
MANAGEMENT (MCRM) (MM037)
PROGRAMME BROCHURE [2022/23](#)**

**Division of Environmental Health
School of Public Health and Family Medicine, Faculty of Health Sciences
University of Cape Town (UCT)**

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INTRODUCTION

This brochure provides information to assist prospective candidates in deciding whether the **Professional Masters in Chemicals Risk Management (MCRM)** programme suits their needs as well as provides programme and financing information for applicants.

Students interested in applying for this course should apply online and send an email for more information to: mcrm@uct.ac.za



Prospective students must first apply on-line at:

<http://applyonline.uct.ac.za>

Applicants are strongly encouraged to put as their second choice, the Division's **postgraduate diploma in Pesticide Risk Management - DPRM (MG021)**

Once you have your student number, please email it to: mcrm@uct.ac.za



Information about the Division of Environmental Health and DPRM is available at:

http://www.publichealth.uct.ac.za/phfm_environmental-health



General information about the University of Cape Town (UCT) is available at:

www.uct.ac.za.

The MCRM is a two-year part-time flexible learning programme with a substantial distance learning component using internet based educational technology. **It includes a mandatory two-week residential session at UCT at the beginning of the two-year cycle.** There will be substantial requirements for homework in the form of assignments and project related work, expected self-directed learning and regular distance communication between students and lecturers extending over the two years.

1. PROGRAMME OBJECTIVES

The primary purpose of this qualification is to advance knowledge, critical thinking, and the application of cutting-edge approaches to the multi-stranded complexity of managing chemical risks in a sound and sustainable approach to protect the health of all, but particularly vulnerable, populations. Especially for difficult use and regulatory contexts, where there are often competing vested interests. This programme aims to equip students with the ability to solve complex problems, build capacity in their work environment, and be able to contribute to national, regional, and international policy debates and development.

1.1 Target candidates

This Professional Masters is aimed at health professionals, chemists, biologists, sociologists, anthropologists, ecologists, agronomists, toxicologists, and other professionals working in the field of chemicals management in low- and middle-income countries (LMICs). Applicants could be working for government, academics, staff of a non-governmental organization (NGO) or an intergovernmental organization (IGO), researchers and others.

The programme is open to applicants globally and particularly from Africa and other LMICs.

Individual courses will be open, subject to any limitation on numbers, to candidates from other postgraduate degrees at UCT and to individuals interested in single semester courses non-degree purposes.

Individuals wishing to complete only one course and not the whole programme may register as an **occasional student** (<http://www.students.uct.ac.za/students/applications/apply/forms>). A successfully completed course can be used to fulfil requirements in future should an individual apply to the full MCRM programme. Occasional student applicants need to meet the same entry requirements as full MCRM programme applicants.

2. CURRICULUM REQUIREMENTS AND PROGRAMME ORGANISATION

2.1 Time commitment

This programme is a two-year part-time flexible learning programme with a substantial distance learning component using internet based educational technology. Students should put in at least half an hour a day.

Candidates are expected to undertake substantial homework preparation and activities, as well as self-directed learning. They will be expected to read widely and intensively around topics of the programme, and to contribute to teaching inputs themselves either directly or by way of specially structured interactive debates and discussions in an on-line chat room forum (usually through Zoom), as well as through posting discussions on-line. The content of these activities will include critical thinking and the application of cutting-edge approaches to the multi-stranded complexity of managing chemical risks in a sound and sustainable approach in difficult contexts and with competing vested interests to protect the health of vulnerable and all populations.

2.2 Entry requirements

- Four-year undergraduate degree or a relevant postgraduate diploma. Since chemicals management is an eclectic field and incorporates a board range of disciplines (e.g., chemistry, science, toxicology, public health, medicine, environmental sciences, agriculture, biology, political science, economics, sociology, anthropology, psychology) and therefore a broad range of four-year degrees will be accepted depending on the experience the applicant has had with chemicals.
- Demonstrated proficiency in written and spoken English (TOEFL required where appropriate).

- Reliable and continuous computer connectivity (applicants must complete Vula exercises to demonstrate their connectivity).
- Demonstrated computer literacy (applicants are required to write Vula tests).
- Proven ability to write technical reports and assessments.
- Numeracy literacy (applicants will be required to write a numeracy test), and
- Completion of a chemistry foundation course (applicants will be required to write a chemistry test).

2.3 Programme structure

Each MCRM student is required to complete **seven core courses, a situational analysis task and a project**. All students must successfully complete the first four core courses before the situational analysis task and project. The first three courses are part of the DPRM programme and worth **20 Higher Education Qualifications Framework (HEQF) credits**, the next four courses are worth **12 Higher Education Qualifications Framework (HEQF) credits**, the Situational Analysis Task is worth **30 credits** and the project **45 credits**.

The programme content will equip students with the ability to solve complex problems, build capacity in their work environment, and be able to contribute to national, regional and international policy debates and development. As a professional masters, the programme will provide students with a broad range of skills and practical applicability through a situational analysis task and a project that addresses various complexities through analysis, research and problem-solving. The practical activities will take the form of assignments for each course within the programme.

Final assignments will be at the end of each course covering core course material. These count for 40% of the final marks. The rest of the marks (60%) arise from continuous assessment by way of assignments tests and student contribution to asynchronous and synchronous learning activities.

2.4 Computer hardware, software and skills required of students

As this course contains a substantial component of online and self-directed learning, it is imperative that the applicant understands the requirements for computer hardware, computer software, computer skills, time spent working on the course while off campus and student participation expectations if accepted into the course. In short, candidates should have good and easy access to a reliable computer, and have familiarity and facility with computers, email, the internet, and the software below.

2.4.1 Computer Hardware Specifications Requirements

2.4.1.1 Windows XP or VISTA or Apple MAC operating system

2.4.1.2 At least 1GB RAM and 2GHz processor speed (otherwise pages could be slow to load)

2.4.1.3 Sound card with microphone and speakers/headphones

2.4.1.4 Screen resolution should be at least 800x600 and set to a colour depth of at least "High Colour (16 bit)"

2.4.2 Computer Specifications and Skills

It is important that students have the following computer capabilities and access to the following software (or the equivalent):

- Word
- Excel
- PowerPoint
- Outlook express or equivalent email handling software
- An up-to-date browser
- A Media Player to run some of the interactive materials
- Fast broadband access and connectivity to the Internet either at home or at work, preferably both. Students must be able to access the internet and on weekends

Prospective candidates will undergo online **tests** as part of the application process to assess whether they are able to meet all the necessary hardware and software requirements for participation in the distance learning aspects of the programme. If these are failed, they will be encouraged to upgrade hardware and software and/or learn the necessary computer skills. If the test is not passed and it is not possible to upgrade hardware, software or improve computer skills, it will not be possible to be accepted into the programme.

2.5 Assessment of student performance

- The marks for Courses 1-7 will be comprised of:
 - 60% - forum assignments, discussion forum participation, online quizzes, and assignments.
 - 40% - final assignment consisting of a policy brief, policy analysis report or critical review.
- The situational analysis task and project will have one final mark. A milestone rubric will be provided for each to students which will consist of marks for completed milestones that will form the final mark.

2.5.1 Distinction

The Masters may be awarded with distinction to candidates who average 75% or above for all courses, with not less than 70% for any course, subject to all courses being passed during the first attempt.

2.5.2 Minimum requirements for progression and re-registration

A student who fails to meet the following minimum requirements may be refused permission to renew his/her registration for the programme (students are required to pass a course with a minimum of 50% before proceeding to the next course):

- In each year of study, the student shall pass, with a minimum of 50%, at least half of the courses registered, with the exception of the final year of study, in which the student will be expected to complete the requirements for the Masters.

- Students may be allowed to repeat a course they have failed once, at the convener's discretion. Where a candidate fails any course twice, or fails more than one course, a recommendation may be made to the Faculty Examinations Committee to refuse readmission.
- The student must be able to complete all requirements for the Masters within three years, and
- Students are required to complete the three DPRM, NQF level 8, courses in the first year to proceed to the NQF 9 courses. The research literacy course must be completed first to register for the situational analysis task course.

Students who have successfully graduated and hold a postgraduate diploma in pesticide risk management (DPRM) from UCT, will be eligible to apply for exemption through credit accumulation and transfer of the courses completed that are required for the professional masters. The DPRM courses must have been passed with a 65% or better.

2.6 Programme Rules

2.6.1 Entry

2.6.1.1 All participants, including non-degree candidates, or candidates for other UCT degrees, must register and pay fees.

2.6.1.2 People may not "audit" courses, (i.e., may not "sit in" for non-examination purposes without registering and paying fees).

2.6.1.3 Participation by non-degree candidates (i.e., occasional students) or candidates for other UCT degrees must be approved in advance by the programme convenor.

2.6.1.4 These participants must register and will be billed.

2.6.2 Attendance/on-line participation

As this programme contains a substantial component of distance and self-directed learning, it is imperative that students understand the time and participation requirements that will be expected of them. These include:

2.6.2.1 Following a set timetable for course preparation by timeously reading materials provided, conducting self-directed learning activities by going beyond the materials provided, and diligent application to the various exercises, quizzes and project related work that constitutes the course.

2.6.2.2 Daily accessing (approximately 30 minutes per day) and participating in the UCT VULA online learning environment is required for asynchronous (writing and reading FORUM messages) and synchronous (chat discussions via Zoom) learning activities.

2.6.2.3 Attending the initial two-week session at the Health Sciences Faculty at UCT in Cape Town is compulsory.

2.6.3 Communication

As the primary communication between students, course convenor and module lecturers is through WhatsApp, e-mail and Vula. It is essential that students ensure the programme administrator has the student's current contact details (e-mail and phone) during the full time they are registered as a student. *Skype/ Zoom appointments with the administrator and programme convenors are also available.*

2.6.4 Assignments and Tests

Online assessments are managed through Vula. Each assignment and exercise have a deadline and submission date and time. Online quizzes are timed once opened and cannot be downloaded. Students are given a week to open the quiz on Vula to fit into their work schedule and time zone. Students from Francophone Africa will be provided with 15 extra minutes to allow for more time to read the questions in English.

2.6.5 Plagiarism

2.6.5.1 The University has strict rules against [plagiarism](#) (i.e., presenting the work of others, including fellow students, as one's own without acknowledgement).

2.6.5.2 Candidates will be expected to submit signed declarations with all written work.

2.6.5.3 Plagiarised work will earn zero, and the student will be reported via the University disciplinary process.

2.6.6 Summarised University Language policy

Second language speakers may be required to prove their English competency. The following are required for assessing language competency:

2.6.6.1 a recent score (obtained within 3—5 years before application for

2.6.6.2 admission) of at least 570 (paper-based test) or 230 (computer-based test) on the Test of English as a Foreign Language (TOEFL);

a recent overall band score of 7.0 (with no individual element of the test scoring below 6.0) on the International English Language Testing System (IELTS); or, noting that this may only be written at certain designated venues within South Africa, a score of at least 65% on the University's Placement Test in English for Educational Purposes (PTEEP).

Read about UCT's language requirements at:

<http://www.students.uct.ac.za/students/applications/admission-requirements/language>

2.6.7 The Writing Lab

The Faculty of Health Sciences Writing Lab at UCT which forms part of the Language Development Group in the Academic Development Programme, Centre for Higher Education Development, offers students free assistance with their academic writing. Students are

required to use the services of the Writing Lab for each course final assignment. Students must book an appointment well in advance as slots fill up.

Please visit their website: www.writingcentre.uct.ac.za/about/healthsciences for guidelines on their services, the team and to access any of their free writing resources. Make an appointment with the Writing Lab staff by accessing the booking schedule: www.uct.mywconline.com by creating an account, logging in using your myUCT email address and clicking on Health Sciences.

2.6.8 Leave

Notice to Leave: Withdrawal of Registration

If a student will be discontinuing studies permanently then they must formally cancel registration in writing on the [prescribed form](#). This is of considerable importance because if a candidate leaves without cancelling, they will still be liable for fees that are payable. Applications for retrospective cancellation of registration are not accepted. Students will be provided with the specified dates after which a cancellation cannot be accepted or any fees refunded.

Leave of absence (LOA)

If it is impossible for a candidate to continue with his/her studies in any given year (for example due to serious illness) but they intend continuing in the following year then they must apply for [leave of absence](#), in writing, to the Dean. Leave of absence can be awarded for a full year, the first six months or the second six months of the year. A maximum of one year of LOA is allowed. The request for [leave of absence](#) must state the period, the reasons and include supporting documentation (e.g., medical certificate) and have the signed support of the supervisor and Head of Department.

3 GENERAL INFORMATION

3.1. Fees (See: [2021 Fees Handbook](#))

The University's course-based fee structures will enable students to calculate the cost of their academic studies at UCT in 2022 based on 2021 fees (there will be a fee increase of less than 10% so this is just an estimate). Students can use the course codes listed in this brochure to look up the all-inclusive cost of the degree in the 2021 fees booklet. (See: [Fees handbook | UCT Students](#)). The sum of these costs will give the total cost for the set of chosen courses.

SADC students are required to pay a Non-refundable administrative service fee of R4 200 for 2021. See:

(http://www.students.uct.ac.za/sites/default/files/image_tool/images/434/fees_funding/fees/downloads/2021_fees_payment_dates.pdf)

Proforma invoices

These can be requested for an estimate of the total cost of the course fees by completing the following:

South African Students:

https://publicaccess.uct.ac.za/psp/public/EMPLOYEE/SA/c/UCT_PUBLIC_ME_NU.UCT_PROFORMA_DIST.GBL?

International Students:

http://www.students.uct.ac.za/sites/default/files/image_tool/images/434/fees_funding/fees/forms/fee09_proforma_invoice_request.pdf

Non-SADC international students will be billed in South African Rand. An 'out-of-state' or 'international levy' called the International Term Fee, will be charged in addition to the individual fees. Both the International Term Fee plus the individual course-based fees must be paid prior to registration. An international student is someone who requires a study permit.

All students from outside South Africa and other SADC countries should refer to fees for international students. Visit <http://www.iapo.uct.ac.za> for more information.

Total Course fees

Please note the fees in the table 1 are for 2021 An increase of approximate 10% for 2022 should be added.

Table 1: *Estimated MCRM 2022 Fees*

Student Category	Tuition: Courses Year 1 (4 courses)	Tuition: Courses Year 2 (5 Courses <i>Estimated</i>)	International Admin Fee (non- refundable)	International Term fee	Total
South African	ZAR30 420	ZAR47 780	n/a	n/a	ZAR78 200
SADC region (<i>within Africa</i>)	ZAR30 420	ZAR47 780	ZAR4200	n/a	ZAR82 400
Non-SADC (<i>within Africa</i>)	ZAR30 420	ZAR47 780	ZAR4200	ZAR47 000	ZAR129 400
International (rest of the world)	ZAR30 420	ZAR47 780	ZAR4200	ZAR66 000	ZAR148 400

Additional costs to budget for:

- Two-week on-site teaching at UCT:
 - Flights and Transport to and from Airport
 - Accommodation & Daily Subsistence

3.2 Financial assistance

Every year students are disappointed because they are accepted into the programme and then must cancel their place as they have not applied for any funding. **It is recommended that students start looking for funding immediately after applying and do not wait until you receive an acceptance letter to investigate your opportunities.**

Some suggestions for bursaries are:

- A. Information regarding scholarships and bursaries is available on request from the Postgraduate Funding Office, University of Cape Town.
Tel: +27-21-650 3629
Email: pgfunding@uct.ac.za
Website: <http://www.students.uct.ac.za/students/fees-funding/postgraduate-degree-funding/noticeboard>
- B. Faculty of Health Sciences
<http://www.health.uct.ac.za/fhs/research-noticeboard>
- C. Inquire what bursary options your place of employment offers
- D. Contact the British Council and embassies in your country to inquire about educational bursary options
- E. Investigate personal loan options from your bank.

4. PROGRAMME CONTENT

The MCRM programme is structured over two years as follows:

YEAR 1: COURSES

Students are required to complete all courses listed below in year 1 if the student wants to graduate within two years:

	<u>Course Code</u>	<u>Course</u>
Course 1	(PPH4033F/S)	Pesticide Risk Management
Course 2	(PPH4041F/S)	International Chemical Management Agreements
Course 3	(PPH4034F/S)	Health and Safety Management
Course 4	(PPH6032Q/R)	Research Literacies

Year 1 Course Details:

4.1.1 Course 1: PESTICIDE RISK MANAGEMENT (PPH4033F/S)

This course introduces students to the International Code of Conduct on Pesticide Management (the Code), a life-cycle analysis approach, pesticide policy, a legal framework for pesticides, and how to regulate vulnerable populations and complex use environments. The central management philosophy taught in this course is to regulate, control and monitor pesticides through a holistic life-cycle approach (from the beginning until the end of a product's life). Students will be introduced to the basic principles of risk, risk assessment, highly hazardous pesticides, ethical pesticide policies, compliance with international commitments and standards, registration issues, pesticide governance, implementation of pesticide legislation, the incorporation of vulnerability into the registration process, and how to design a lifecycle management strategy for a particular pesticide. At the end of the course, students will have developed an approach to critically analyze pesticide policies and the registration process to promote effective regulatory implementation in varying pesticide use contexts (e.g., different climates, populations, legal structure).

Course structure:

- This course consists of five two-week modules, to be completed in first year of the programme
- To be completed in first semester
- Learning will take place through a combination of online lectures, videos, written course materials, online group chats and written assignments

Learning outcomes:

At the end of the course, students will be able to:

1. Identify the core issues associated with pesticide risk management in LMICs.
2. Describe and apply the elements of the Code of Conduct for the sound management of pesticides.
3. Explain and apply the pesticide life-cycle in relation to best practices for reducing pesticide health risks.
4. Identify the steps in the pesticide registration process and data required for the processes.
5. Access and use various global data bases for effective pesticide regulation.
6. Identify social and individual vulnerability in relation to pesticide exposures and identify how to regulate for these.
7. Apply the concept of the hierarchy of control for hazard and risk reduction measures.
8. Develop plans for risk reduction and management.
9. Apply the concept of the hierarchy of control for hazard and risk reduction measures.

Course content:

- Introduction to the pesticide life cycle, the code and pesticide risk management
- Pesticide policy, politics and legal framework
- Regulating to protect vulnerable populations
- Registration and trade control as risk reduction strategies
- Controlling pesticide use and alternative approaches to pest management

Course requirements:

As for degree (see section 2.2)

4.1.2. Course 2: INTERNATIONAL CHEMICAL MANAGEMENT AGREEMENTS (PPH4041F/S)

Course outline: This course aims to provide students with an in-depth knowledge of the various international chemical conventions and agreements, and their relevance to managing the risks associated with pesticides. These include the Code, the Stockholm Convention, the Rotterdam Convention, Basel Convention, Minamata Convention, the Montreal protocol, and the Strategic Approach to International Chemicals Management (SAICM). By the end of the course, students are able to describe the detailed requirements of different conventions at each stage in the pesticide life-cycle and relate them to national legislation to regulate pesticides, understand how chemical conventions can be implemented at local level in a systematic and synergistic way, critically appraise their own national legislation and assess its compliance with international convention requirements, and identify and use existing information resources about conventions and international initiatives.

Course structure:

- This course consists of five two-week modules, to be completed in first year of the programme
- To be completed in first semester
- Learning will take place through a combination of online lectures, videos, written course materials, online group chats and written assignments

Learning outcomes:

At the end of the course, students will be able to:

1. Describe the history of global cooperation for chemicals management.
2. Analyse how the different global agreements fit into the wider international arena for chemicals management and the importance of national roles in implementing the requirements of the conventions.
3. Describe the detailed requirements of different conventions at each stage in the pesticide life-cycle and relate them to national legislation to regulate chemicals particularly pesticides.
4. Understand the synergies between global chemicals management agreements.
5. Describe the key capacity needs for implementation of the conventions, and basic demands on national staff to administer the conventions.
6. Critically appraise their own national legislation and assess its compliance with international chemical management agreement requirements, and
7. Identify and use existing information about chemical management agreements and other international initiatives.

Course content:

- Introduction to Global Cooperation on Chemical Management (CCM)
- Legally Binding Instruments for Chemicals Management (LBI)
- Implementation 1 - Life cycle approach, legislation, information, and Policy (ILP)
- Implementation 2 - Capacity, education and governance (ICG)
- Implementation 3 - Compliance and Monitoring Chemicals Management Instruments (ICM)

Course requirements:

As for degree (see section 2.2)

4.1.3. Course 3: HEALTH AND SAFETY MANAGEMENT (PPH4034F/S)

The course provides students with the technical knowledge base and skills to regulate and manage the acute and chronic health effects associated with exposure to pesticides. To promote this understanding, students receive training in the basic chemistry of pesticides and how to interpret the WHO and Globally Harmonized System of the classification and labelling of chemicals (GHS) hazard classification systems. An introduction to pesticide toxicology, pesticide epidemiology, and the principles of risk and hazard assessment provides the technical skills and knowledge base to evaluate the quantitative human risk assessment data in pesticide dossiers. The health consequences of pesticide exposure are covered through an understanding of exposure pathways and multiple exposures, as well as endocrine disruption, neurotoxicity, genotoxicity, immunotoxicity (vital for countries with high immune-compromised populations), and reproductive effects. The course also covers ways to interpret strength-of-association in epidemiological studies and to critically appraise pesticide health literature. Students learn how to assess human risk assessment data submitted as a part of a pesticide dossier, and the application of the Code and lifecycle approach to health risk assessment.

Course structure:

- This course consists of five two-week modules, to be completed in first year of the programme
- To be completed in second semester
- Learning will take place through a combination of online lectures, videos, written course materials, online group chats and written assignments

Learning outcomes:

At the end of the course, students will be able to:

1. Describe the pesticide nomenclatures, classifications of physical status, function, chemical groups, modes of action, and some concepts of classifications related to pest resistance.
2. Interpret the WHO Recommended Classification of Pesticides by Hazard, its history and status.
3. Interpret the GHS criteria for classification of acute health hazards.
4. Explain basic pesticide toxicology, epidemiology and risk assessment concepts and principles.
5. Describe the health consequences and pathways of acute and chronic pesticide toxicity.
6. Identify and explain key pesticide exposure risks, especially for vulnerable populations, and exposure assessment methods.
7. Explain how to evaluate health risk assessment data in pesticide dossiers submitted by companies for decision making.
8. Understand the importance of appropriate exposure information in determination, prevention and control of pesticide-related risks.

Course content:

- Classifications, Chemistry and Acute Hazards
- Concepts for Pesticide Toxicology & Risk Assessment
- Human Pesticide Exposure
- Epidemiology of Pesticides & Non-Acute Health Effects
- Human risk Assessment and Management

Course requirements:

As for degree (see section 2.2)

4.1.4. Course 4: RESEARCH LITERACIES (PPH6032Q/R)

This course aims to equip students with: 1) critical and analytical research and writing skills; 2) training in different methodological approaches and tools for project work; 3) the ability to translate research findings for academic and non-academic audiences; and 4) skills in writing proposals, sourcing funding and project management of research projects.

Course structure:

- To be completed in first year of programme
- Course runs for approximately 8 weeks in second semester
- Learning will take place through a combination of online lectures, videos, written course materials, online group chats and written assignments

Learning Outcomes:

At the end of the course, students will be able to:

1. Demonstrate an understanding of the key principles of academic writing and be able to apply these learnings through writing.
2. Conduct an effective review of the literature, including developing effective strategies for searching relevant academic databases and grey literature.
3. Critically evaluate, summarise and synthesise evidence from various source material including research articles, documents and data for research and regulatory decision making.
4. Demonstrate an ability to conduct a situation analysis, gap analysis, needs assessment and health impact assessments.
5. Analyse different methods for translating research and policy finding to various audiences.
6. Develop a fundraising strategy and concept note for proposals.
7. Describe the funding landscape for research and projects.
8. Demonstrate project management and budgeting skills.

Course content:

- Academic Literacy
- Data Collection Methods and Analysis
- Translational Methods
- Funding and proposal writing

Course requirements:

As for degree (see section 2.2)

YEAR 2: COURSES

Students are required to complete the courses listed below:

	<u>Course Code</u>	<u>Course</u>
Course 5	(PPH6033Q/R)	Policy Brief and Risk Communication
Course 6	(PPH6035Q/R)	Core Course in Chemicals Risk Management
Course 7	(PPH6036Q/R)	Chemicals Risk Assessment for Managers
Course 8	(PPH6034Q/R)	Situation Analysis Task
Course 9	(PPH6037Q/R)	Master's Project

Year 2 Course Details:

4.1.5. Course 5: POLICY BRIEF AND RISK COMMUNICATION (PPH6033Q/R)

This course aims to provide students with the skills needed for risk communication and research translation, as well as for promoting policy changes through policy briefs.

Course structure:

- To be completed in second year of programme
- Course runs for approximately 8 weeks in first semester
- Learning will take place through a combination of online lectures, videos, written course materials, online group chats and written assignments

Learning Outcomes:

Upon completion of this course, students should be able to demonstrate:

1. Advanced knowledge in chemical risk communication concepts and methods as part of risk management.
2. Advanced skills in developing risk communication strategies for the appropriate context and target audience.
3. Advanced skills in conducting research for a policy brief.
4. Advanced critical skills and literacies in developing a policy brief.
5. Ability to identify the different stakeholders in chemicals management nationally and internationally and to describe methods to engage with these.
6. Ability to pilot policy briefs with target audiences.
7. Ability to describe the role, impact and complexity of research translation.

Course Content:

- Risk Communication in Chemicals Management
- Developing Chemical Risk Communication Strategies
- Writing Policy Briefs
- Dissemination of Policy Briefs

Requirements:

As for degree (see section 2.2)

4.1.6. Course 6: CORE COURSE IN CHEMICALS RISK MANAGEMENT (PPH6035Q/R)

This course aims to provide the student with extensive knowledge on the complex aspects of managing chemical health and environmental risks along the life-cycle of the chemical to protect vulnerable populations in low- and middle-income countries.

Course structure:

- To be completed in second year of programme.
- Course runs for approximately 8 weeks .
- Learning will take place through a combination of online lectures, videos, written course materials, online group chats and written assignments.

Learning Outcomes of the Course:

Upon completion of this course, students should be able to demonstrate:

1. Knowledge of principles of chemicals risk management covering health, environment, human rights, environmental justice and gender mainstreaming.
2. Insights to the environmental and social determinants of chemical exposures by vulnerable populations and in diverse contexts including climate change.
3. Advanced knowledge of chemicals and their associated hazards and risks for health and the environment, particularly in LMIC.
4. Insights into decision-making mechanisms for chemicals management and specifically risk reduction in LMIC.
5. Critically appraise the various policies to identify gaps and opportunities with various systems and structures.
6. Advanced knowledge of global governance of the sound management of chemicals particularly in relation to international harmonization, hazard and risk management and labelling.
7. Apply human rights, ethics, and environmental principles to managing health risks.
8. Ability to describe governance and policy analysis theories as applied to chemical risk management.
9. Ability to identify the key stakeholders and roles each play in the life cycle management of chemical risks.
10. Advanced knowledge of policies and drivers in chemical risk management through understanding relevant frameworks for managing chemical risks.

Course Content:

- The field to chemicals
- Drivers and principles
- Management routes and means
- Heading for results

Requirements:

As for degree (see section 2.2)

4.1.7. Course 7: CHEMICAL RISK ASSESSMENT FOR MANAGERS (PPH6036Q/R)

This course aims to provide students with the knowledge to implement risk assessments for the sound management of chemicals at a management level.

Course structure:

- To be completed in second year of programme
- Course runs for approximately 8 weeks in second semester
- Learning will take place through a combination of online lectures, videos, written course materials, online group chats and written assignments.

Learning outcomes:

On completion of this course students will demonstrate:

1. Advanced knowledge of the health and environmental impacts and risks linked to chemical use and exposures for a cross-spectrum of chemicals.
2. Advanced knowledge of methods for chemical hazard, risk and exposure assessment.
3. Advanced knowledge of basic principles of hazard and risk assessment of chemicals.
4. Advanced skills in accessing health and environmental surveillance data within a country or for a country through using mutually accepted data from other countries.
5. Ability to identify and design strategies for addressing complex environmental health issues in relation to chemicals use and management.
6. Specialized knowledge of risk assessment modelling and monitoring.
7. Advanced knowledge of ethical risk assessment that incorporates human rights into chemicals risk management.
8. Ability to critique and identify gaps in hazard and risk assessments relevant for low- and middle-income countries (LMICs) regulation of chemicals.
9. Advanced knowledge of alternatives to risk assessments, particularly for resource poor countries.
10. Advanced skills in managing highly hazardous chemicals in LMICs.

Course Content:

- Background to Risk Assessment for Managers
- Hazard and Risk Assessment
- Risk Reduction
- Assessment Issues for Managers

Requirements:

As for degree (see section 2.2)

4.1.8 Course 8: SITUATIONAL ANALYSIS TASK (PPH6034Q/R)

The aim of this course is for students to apply the skills obtained in the research literacies course to a real-life problem linked to chemical management within their country or the country they are working in.

Course structure:

- To be completed in second year of programme
- Course to be completed in first semester

Learning outcomes:

Upon completion of this course, students will demonstrate:

1. Ability to conduct a situation analysis, needs assessments, gap analysis and health impact assessment within a specific country context for a specific chemical health risk and focusing on vulnerable populations.
2. Ability to appraise national strategies identifying gaps and opportunities for chemicals risk reduction.
3. Ability to evaluate current interventions for risk reduction.
4. Advanced knowledge in applying an assessment methodology and clearly presenting recommendations based on the assessment findings.

Course Content:

- Students will be required to complete two tasks, namely a health situational analysis and environmental situational analysis

Requirements:

As for degree (see section 2.2)

4.1.9 Course 9: MASTER'S PROJECT (PPH6037Q/R)

This is a self-directed case-study work-based project where the student brings in skills learned throughout the programme. The aim of this course is for students to conduct an applied research project linked to specific chemical risk management issue in their country and place of work.

The MCRM is primarily a coursework degree. The purpose of the dissertation is to show that the candidate is able to carry out supervised research, has a grasp of the research tools in the chosen field and is familiar with the more important publications on the subject. It should also demonstrate that the candidate is able to communicate results and to evaluate his or her own work and that of others critically. The project should have a limited focus and scope, e.g. on one research question/issue rather than many. Candidates will need to work closely with their supervisor to focus the question and manage the scope.

5. KEY EXIT COMPETENCIES

After completion of the programme, a student will:

- Have a critical understanding of the complex landscape for managing chemical risks from a lifecycle perspective.
- Be able to identify the chemical management complexities for Africa and LMICs, and to apply relevant prevention and risk management strategies.
- Have the skills required to conduct a situation analysis, case-study project and problem solve in LMIC contexts.
- Have the ability to translate research and data for diverse stakeholders for policy making and community-based interventions.
- Have skills needed for risk communication and research translation, as well as for promoting policy changes through policy briefs.
- Be equipped with critical and analytical research and writing skills; the ability to translate research findings for academic and non-academic audiences; and skills in writing proposals, sourcing funding and project management of research projects.

APPLICATION CHECK LIST

Step 1	Completed UCT on-line application Click on this LINK
Step 2	Sent student number to the programme administrator (send to mcrm@uct.ac.za)
Step 3	Completed MCRM information form (send to mcrm@uct.ac.za)
Step 4	Completed all required tests on Vula
Step 5	Submitted all certified copies of transcripts to UCT
Step 6	Submitted key explaining transcripts' grades/marks
Step 7	Submitted proof of English proficiency (e.g., TOEFL results), if applicable
Step 8	Submitted certified copy of ID or passport
Step 9	Submit all applications/ documents by 30 September 2021
Step 10	Secured funding