Module Descriptor

Title	Enhancing Wellbeing in Occupational Health		
Session	2026/27	**Status**	Published
Code	NURS11167	**SCQF Level**	11
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**Health and Life Sciences**		
Module Co-ordinator	Christine Devine		

Summary of Module

The module is designed to provide students with the opportunity to critically examine theory relating to human development, health, and well-being. Underpinned by the Human Rights Act (1998), enabling students to develop a critical understanding of how development, health, and well-being influence the policy and legislative context in which the SCPHN Occupational Health Nurse practices.

The module adopts a social justice lens, supporting Occupational Health students to critically examine the complexity of their practice context, enabling them to appraise, challenge, and mitigate health and social inequalities. Students will build on prior knowledge, creating opportunities to examine and critically appraise the evidence base to develop and enhance knowledge and understanding of how adversity and resilience-promoting factors, can impact employee wellbeing. Students will apply this evidence whilst working in partnership with employees, employers, and organisations.

With the knowledge and understanding acquired from this module, students will become trauma-informed/skilled Occupational Health Nurses. This will prepare them to undertake complex assessments of risk and need that inform professional judgements and decisions. Students will adopt a salutogenic approach, enabling them to enhance person-centred care in providing occupational health care that meets the needs of employees and organisations.

This module embraces the concept of Mastersness described in the QAA Scotland (2013) 'Facets of Mastersness' toolkit. Students are encouraged to reflect on learning achievements, experiences, and the implications these have for their future development. Further, the module embraces the three overarching UWS Graduate Attributes that state that our students on graduation will be Universal, Work-ready, and Successful. This includes being critical, analytical, and inquiring with cultural awareness. Students will be research minded, digitally literate, motivated, creative, and resilient, leading to success and enhanced work-related opportunities.

Module Delivery Method	On-Campus[1] ☐	Hybrid[2] ☐	Online[3] ☒	Work -Based Learning[4] ☐
Campuses for Module Delivery	☐ Ayr ☐ Dumfries	☐ Lanarkshire ☐ London ☐ Paisley	☒ Online / Distance Learning ☐ Other (specify)	

Terms for Module Delivery	Term 1	☐	Term 2	☒	Term 3	☐
Long-thin Delivery over more than one Term	Term 1 – Term 2	☐	Term 2 – Term 3	☐	Term 3 – Term 1	☐

Learning Outcomes	
L1	Evidence the ability to apply theory, policy, guidelines, ethical and legislative frameworks to protect and enhance the rights and well-being of employed individuals.
L2	Demonstrate an understanding of the impact of organisational culture, in the critical application of Occupational Health policy and guidelines to reduce risk and enhance well-being, contributing to the creation and maintenance of healthy work environments.
L3	Through a social justice lens, demonstrate a critical awareness of the impact of health and ill health on employees and apply a strengths-based approach to promote and protect well-being.
L4	Critically apply knowledge and judgement in recognising, managing, and referring employees with complex health needs to appropriate professionals and agencies.
L5	

Employability Skills and Personal Development Planning (PDP) Skills	
SCQF Headings	**During completion of this module, there will be an opportunity to achieve core skills in:**
Knowledge and Understanding (K and U)	**SCQF 11** Demonstrate a critical understanding of the theoretical underpinnings and policy directives that underpin contemporary Occupational Health Nursing. Demonstrate critical awareness of the ethical and legal frameworks required for Occupational Health Nursing. Critical appraisal of the

[1] Where contact hours are synchronous/ live and take place fully on campus. Campus-based learning is focused on providing an interactive learning experience supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus contact hours will be clearly articulated to students.

[2] The module includes a combination of synchronous/ live on-campus and online learning events. These will be supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus and online contact hours will be clearly articulated to students.

[3] Where all learning is solely delivered by web-based or internet-based technologies and the participants can engage in all learning activities through these means. All required contact hours will be clearly articulated to students.

[4] Learning activities where the main location for the learning experience is in the workplace. All required contact hours, whether online or on campus, will be clearly articulated to students

	impact of the wider determinants of health on human life course development.
Practice: Applied Knowledge and Understanding	**SCQF 11** Use key aspects of theory and policy in the provision and enhancement of Occupational Health nursing. Critically applying knowledge and understanding, along with a contemporary evidence base, in the delivery of Occupational Health services.
Generic Cognitive skills	**SCQF 11** Be able to work autonomously in assessing and managing the occupational health needs of employed people. Critically reflect upon and appraise, the impact of health and ill health on employees and employers, whilst applying strategies to enhance occupational health services.
Communication, ICT and Numeracy Skills	**SCQF 11** Communicating with a range of audiences and professionals. Demonstrating skills of critical thinking, reflection, and writing. Utilise a wide range of software to support the delivery of a safe occupational health service. Critically evaluating a wide range of numerical and graphical data.
Autonomy, Accountability and Working with Others	**SCQF 11** Exercising substantial autonomy and initiative in academic activities. Working in ways that are reflective, critical and analytical to facilitate and enhance clinical developments, taking responsibility for own work. Dealing with complex ethical issues related to occupational health nursing and services.

Prerequisites	**Module Code**	**Module Title**
	Other	
Co-requisites	**Module Code**	**Module Title**

Learning and Teaching
In line with current learning and teaching principles, a 20-credit module includes 200 learning hours, normally including a minimum of 36 contact hours and maximum of 48 contact hours. A range of learning and teaching strategies will be used to support student learning, enabling the achievement of module learning outcomes. A Distance learning/ online approach (UWS Curriculum Framework, 2022) will be applied, reflecting a flexible student-centred philosophy, where authentic and inclusive learning activities are used for the delivery of module content, using the UWS Virtual Learning Platform. Students will be required to participate in collaborative, curricular co-creational learning opportunities, with their peer group and academic staff for the duration of the module. This includes activities such as; critical discussion groups, case study and scenario-based problem solving, case reviews, and group tutorials. Work-based learning is a key component of learning within this module. Students will participate in work-based learning within their own area of practice and continue to build on their knowledge and understanding of their professional role with the application of

theoretical knowledge into the clinical realm. This work-based learning is supported in the clinical field with a Practice Assessor and a Practice Supervisor.

Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	**Student Learning Hours** (Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture / Core Content Delivery	12
Tutorial / Synchronous Support Activity	24
Work-based Learning	80
Asynchronous Class Activity	6
Independent Study	78
n/a	
TOTAL	200

Indicative Resources

The following materials form essential underpinning for the module content and ultimately for the learning outcomes:

Kinder, A., Hughes, R. & Cooper, C.L. (eds) (2022) Occupational Health and Wellbeing: Challenges and Opportunities in Theory and Practice. London. Routledge.

Kloss, D. (2020) Occupational Health Law. 6th edn. London: Blackwell.

Hobson, J. and Smedley, J. (ed.) (2019) Fitness for Work: The Medical Aspects. 6th edn. Oxford: Oxford University Press.

Nursing and Midwifery Council (2022) Standards of proficiency for specialist community public health nurses. London: NMC.

Sadhra, S., Bray, A. & Boorman, S. (ed.) (2022) Oxford Handbook of Occupational Health. 3rd edn. Oxford: Oxford University Press.

Thornbury, G., Everton, S. (ed.) (2018) Contemporary Occupational Health Nursing: A Guide for Practitioners. 2nd edn. Oxon: Routledge.

(N.B. Although reading lists should include current publications, students are advised (particularly for material marked with an asterisk*) to wait until the start of session for confirmation of the most up-to-date material)

Attendance and Engagement Requirements

In line with the Student Attendance and Engagement Procedure, Students are academically engaged if they are attending and participating in all timetabled programme activities including on-campus and online teaching sessions, asynchronous online learning activities, placement, work-based elements, course-related learning resources, and complete assessments and submit these on time.

For the purposes of this module, academic engagement equates to the following:

The university is committed to providing a supportive learning environment that actively facilitates student success. In this module, there is a high degree of student-led flexibility. You are academically engaged if you are regularly engaged with scheduled live sessions on-campus and online, including engaging with online learning activities in your own time,

course-related learning resources, and with timely completion and submission of assessments.

Whilst we understand that there may be times when conflicting priorities make participation challenging, for you to gain the most from this module it is recommended that you participate in all scheduled live classes and complete your self-directed learning activities in a timely manner.

It may be difficult to pass the assessment associated with this module if you are not regularly engaging with the module work and live classes. We may reach out to check how things are going and offer support if we observe that you have not been attending sessions.

Equality and Diversity
The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: UWS Equality, Diversity and Human Rights Code. This module is appropriate for all students. In line with current legislation (Equality Act, 2010) and the UWS Equality, Diversity, and Human Rights Code, our modules are accessible and inclusive, with reasonable adjustment for different needs where appropriate. To promote inclusive practice, procedures and processes have been subject to Equality Impact Assessment where appropriate. In line with the Equality Act 2010 and UWS Refreshed Equality Outcomes 2021 - 2025 Public Sector Equality Duty Mainstreaming and Equality Outcomes Report 2021 (uws.ac.uk) (pp. 37 - 39) the School of Health and Life Sciences encourages the disclosure of support requirements, including disability, at the recruitment stage and throughout the duration of the module. Emphasis is placed on confidentiality of information, the benefits of disclosure, and that no detriment to progress will be experienced. The School will endeavour to make reasonable adjustments to teaching and learning approaches and arrangements for assessment, and (when applicable) periods of placement, where appropriate. All learning materials, activities and scenarios will utilise a diverse range of patients to reflect the diversity of students. s
(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)

Supplemental Information

Divisional Programme Board	**Adult Nursing Community Health**
Overall Assessment Results	☐ **Pass / Fail** ☒ **Graded**
Module Eligible for Compensation	☐ **Yes** ☒ **No** **If this module is eligible for compensation, there may be cases where compensation is not permitted due to programme accreditation requirements. Please check the associated programme specification for details.**
School Assessment Board	Community and Health
Moderator	Nicola Rowley
External Examiner	M Fish
Accreditation Details	NMC
Module Appears in CPD catalogue	☐ **Yes** ☒ **No**
Changes / Version Number	2

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Written Assessment (3,200 words) 100% weighting of the final module mark
Assessment 2
Work Based Learning Portfolio: assessed against NMC (2022) Standards of Proficiency For Specialist Community Public Health Nurses. Pass / Fail
Assessment 3
(N.B. (i) Assessment Outcomes Grids for the module (one for each component) can be found below which clearly demonstrate how the learning outcomes of the module will be assessed. (ii) An indicative schedule listing approximate times within the academic calendar when assessment is likely to feature will be provided within the Student Module Handbook.)

Component 1							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Essay	☒	☒	☒	☒	☐	100	0

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Performance/ Studio work/ Placement/ WBL/ WRL assessment	☒	☒	☒	☒	☐	0	0

Component 3							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
	☐	☐	☐	☐	☐		
Combined total for all components						100%	0 hours

Change Control

What	**When**	**Who**
Update for QAA Desktop	April 2025	Debbie Waddell
