Module Descriptor

Title	Specialist Occupational Health Nursing		
Session	2026/27	**Status**	Published
Code	NURS11171	**SCQF Level**	11
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**Health and Life Sciences**		
Module Co-ordinator	Josephine Amahoro		

Summary of Module

This module has been designed to enhance knowledge and learning in the development of autonomous, professional leaders within contemporary occupational health nursing. Students will develop skills in advanced clinical decision-making, communication, and technology, in the provision of effective person-centred occupational health case management and occupational health services for employees and employers. They will work with a multi-professional team to enhance the workplace culture in the development of effective occupational health services. They will use innovative, critical thinking skills to advance occupational health practice in industry and within the wider context of health and work. Whilst undertaking case

management, students will critically explore and analyse the global and national policy context and develop a critical understanding of the value of evidence and research for modern occupational health nursing practice. The knowledge and learning activities from this module are aligned with the NMC (2022) Standards of proficiency for specialist community public health nurses, and students will review the attainment of the proficiencies and ensure that all development & achievement, is recorded within their Practice Assessment Document.

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 literacy.

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	Drive the role of the SCPHN Occupational Health Nurse within the wider public health arena, demonstrating professional leadership skills and a critical understanding of the global and national policy and research context.
L2	Demonstrate a critical understanding of leadership principles exploring contemporary concepts through the promotion of a supportive workplace culture and the development of an effective Occupational Health service.
L3	Use an advanced range of communication skills and technologies to lead and collaborate with multidisciplinary and multiagency teams to deliver strengths-based, person-centred, programmes of care within the Occupational Health arena.
L4	Demonstrate originality, creativity, innovation, and a high level of autonomy in judgement and decision-making in the provision of effective, evidence-based Case Management, within Occupational Health Practice.
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 public health policy context that shapes occupational health services. Demonstrating a critical understanding of contemporary leadership theory.

[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

Practice: Applied Knowledge and Understanding	**SCQF 11** Demonstrate autonomy and sound professional judgment in the leadership and management of occupational health nursing and services. Critically applying knowledge and understanding, along with a contemporary evidence base, in the delivery of Occupational Health services.
Generic Cognitive skills	**SCQF 11** Developing creative and original responses to presenting problems and issues in relation to the delivery of safe and effective occupational health services. Critically reflecting upon and appraising the effective delivery of occupational health nursing and services.
Communication, ICT and Numeracy Skills	**SCQF 11** Advanced communication skills with a range of audiences, employees, employers, and professionals. Demonstrating advanced 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 originality, professionalism, and autonomy in academic activities. Demonstrate accountability and autonomy in leading others to facilitate the enhancement of clinical developments and services. Dealing with complex ethical and legal 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 teaching and learning strategies will be used to support student learning and to enable the achievement of module learning outcomes. Together, these strategies will reflect the Curriculum Framework (UWS, 2022). A Distance Learning / Online approach will be taken.The Virtual Learning Environment (VLE) will be used to deliver core content (pre-recorded lecture material / guided self-study) and will also support further collaborative learning strategies (e.g. Discussion forums). Student-centred, authentic learning experiences will be the focus e.g. Small group work, peer discussion, case studies, simulation, problem-based learning. Students will have options for creative and collaborative projects. Guest speakers from practice and subject specialists will be involved where appropriate. There will be an aligned practice based / work-based learning component and students will be required to critically reflect upon this throughout the module; firmly situating their learning within the context of their professional role.

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. 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)
Tutorial / Synchronous Support Activity	12
Lecture / Core Content Delivery	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.

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:

A range of learning and teaching strategies will be used to support student learning, enabling the achievement of module learning outcomes. A Hybrid 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, with the opportunity for students to attend Campus for

optional collaborative learning opportunities. 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 workshops.

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

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	Christine Devine
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
Case Study (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**
Case study	☒	☒	☒	☒	☐	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
