

## Comparison between OH nurse education and Affinity Wellbeing

Janet O’Neill

Affinity ↔ PHE (2016) ↔ NMC SCPHN (2022/24)

- <https://vivbennett.blog.gov.uk/wp-content/uploads/sites/90/2016/11/Educating-OHNs-final-Oct-2016-FinalNB071116.pdf>
- [nmc.org.uk](https://nmc.org.uk)
- <https://ioh.org.uk/2024/05/ensuring-competence-and-quality-care-why-scphn-oh-nurses-need-to-revalidate-to-the-new-standards/>

Practice area	Affinity framework Wellbeing	PHE 2016 OHN education	NMC SCPHN
<b>Public health foundations &amp; determinants</b>	“Why wellbeing matters”, determinants, psychosocial hazards, “good work” models (JD-R, biopsychosocial), equity/EDI.	Essential curriculum: determinants, inequalities, relationship between work/health & worklessness; OH within public health and PH Outcomes Framework.	(assessment/surveillance; population health; healthy places) emphasise determinants/inequalities; OHN field section frames work as a public-health setting.
<b>Risk assessment &amp; H&amp;S interface</b>	Prevention & psychosocial risk management; translate evidence into organisational controls.	Models of health risk assessment (org-level physical/mental health), H&S management within public health principles.	(Assessment/surveillance) preventing work-related ill health; applying legal/regulatory frameworks.
<b>RTW / adjustments / case management</b>	“Support interventions”: RTW planning, reasonable adjustments, crisis response, understanding OH pathways and case management.	Emphasises impact of health on work, organisational advice, ageing workforce; leadership to link public health aims with productivity and workability.	Address inequalities; enable improved outcomes across life course; OHN field describes inclusive workplace strategies and business-aware planning.
<b>Evaluation, research literacy, ROI/VOI</b>	Strong on research appraisal, evaluation, data use, and ROI/VOI to link health to outcomes. Notes this is often a capability gap.	Requires evidence-based intervention design and translation of theory to practice; less explicit on ROI/VOI methods.	Mandates evidence, research, evaluation, data/informatics use to inform policy/programmes. ROI/VOI not named, but outcomes focus is clear.
<b>Governance, ethics, data protection &amp; digital</b>	Data governance, digital ethics, tech fluency embedded as organisational practice factors.	Highlights leadership, business skills, and programme oversight; less specific on digital/data governance.	Requires advanced digital/technological skills; apply legal/regulatory/governance requirements across UK nations.
<b>Health promotion &amp;</b>	Prevention/promotion, manager capability, behaviour change (e.g.,	Workplace as health-promotion setting, behaviour change, social	Population health and healthy places; design workplace health initiatives

<b>Practice area</b>	<b>Affinity framework Wellbeing</b>	<b>PHE 2016 OHN education</b>	<b>NMC SCPHN</b>
<b>behaviour change</b>	COM-B), and healthy culture/places.	marketing, environmental impacts.	responsive to individual/organisational need.
<b>Stakeholder engagement &amp; leadership</b>	“Engage & influence”; stakeholder management; board-level alignment and strategic governance.	Prompts for multi-professional education, leadership/management/business skills, and employer-facing competence.	Autonomy, entrepreneurship, business acumen, sector-level influence.
<b>Education pathways &amp; placements</b>	Competency by level (L1–L3) for non-clinical wellbeing roles (not a regulated register).	Prompts for placement quality and OH-qualified teaching.	Sets post-registration proficiency outcomes