

**TRAINING AND
EVENTS FROM**



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Version: 1.3
Specification date: April 2022
Publication date: June 2025

Registered Charity Number: 1010444

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NEBOSH HSE Certificate in Managing Stress at Work

Qualification guide for Learning Partners

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Qualification overview

Qualification overview

Qualification key features

Unit prefix and title:	Unit MSW1: Identifying and managing workplace stressors	
Assessment	Assessment Type	Assessment Time
Unit MSW1:	Multiple-choice assessment	1 hour
Modes of study:	Taught (face-to-face) Open, distance, part-time or block release eLearning	
Notional learning hours:	Taught hours: 6 hours Assessment: 1 hour Total hours: 7 hours	
Qualification level:	Notional SCQF Level 7 / RQF Level 4	
Entry requirements:	None	
Recommended minimum standards of English:	Learners: International English Language Testing System score of 6.0 or higher Tutors: International English Language Testing System score of 7.0 or higher	
Languages available:	English	
Assessment dates/ registration:	On-demand only. Registrations can be made at any time pre-course and up to 10 working days from the assessment date.	
Pass standards:	A 'Pass' (score of 60% or higher) must be achieved in Unit MSW1.	
Qualification grades:	Pass Refer	

Qualification summary

Qualification summary

Introduction

The NEBOSH HSE Certificate in Managing Stress at Work qualification will give learners the knowledge to be able to recognise the causes and effects of stress; identify the risks within their workplace; and apply suitable interventions to prevent and reduce stress. It is suited to anyone responsible for managing and reducing work-related stress within their organisation, such as line managers, Human Resource employees and health and safety professionals.

The syllabus and accompanying workbook have been developed by NEBOSH, in conjunction with Great Britain's Health and Safety Regulator, the Health and Safety Executive (HSE), and is based on published HSE guidance.

On completion of the course, learners will be able to:

- Explain the business case for addressing workplace stress and associated mental health issues;
- Understand the legal requirements, roles and responsibilities for managing workplace stress;
- Recognise the signs and effects of workplace stress;
- Identify the six aspects of workplace design which can cause workplace stress and mental ill health;
- Apply the HSE's Management Standards approach to identify and assess work-related stress risks;
- Develop suitable interventions to reduce the causes and effects of workplace stress.



Qualification summary

Teaching of the syllabus content

We have produced a face-to-face training pack (which includes a lesson plan) for you to use to deliver this qualification (see 'available resources' section). If you are not using the materials published by NEBOSH and HSE you will need to reflect this in your lesson plans which are submitted as part of the approval process.

Minimum standard of English required for learners

The standard of English required by your learners studying for the Certificate in Managing Stress at Work must be such that they can both understand and articulate the concepts contained in the syllabus. It is important to stress that it is your responsibility to determine your learners' standards of proficiency in English.

Achieving the qualification

The qualification has one unit assessment: a multiple-choice assessment. Your learners will be presented with a realistic workplace scenario, and asked 20 multiple-choice questions about the scenario based on the course learning outcomes (see 'Syllabus'). The aim of this assessment is for learners to practically apply their knowledge and understanding gained from your studies of the MSW syllabus.

It is an open-book assessment, so learners are able to refer to their course book or notes during the assessment. Learners must achieve a 'pass' (60% or higher) to be awarded the qualification.

Date of assessment

The assessment will normally take place at the end of the day's training (if taught in one day). If your learners are studying by distance or eLearning, they should have access to the assessment once they have completed all course content. Learners will have one hour to complete the assessment.

Registration

The Learning Partner must register learners for the MSW1 unit assessment. Registration can be made at any time pre-course delivery, and up to 10 working days post-assessment.

Submission of the assessment

If taught face-to-face, learners should leave their completed assessments with their course tutor for marking at the end of the day's training. If they have studied via eLearning, course tutors must provide learners with information on how to submit their assessment for marking.

To avoid any malpractice issues the course tutor must confirm each learner's identification before they undertake their course of study. Each learner's assessment must be entirely their own work. By submitting their assessment for marking, they are declaring that it is their own work. Falsely claiming that an assessment is a learner's own work is malpractice and NEBOSH may impose severe penalties, as set out in the NEBOSH Malpractice Policy.

The course tutor or internal assessor must upload the learner's results **within ten working days** of the assessment date.

Qualification summary

Identifying learners

The course tutor must be sure of the identity of all learners prior to qualification delivery. This should be done ahead of the training; on the day for classroom delivery; or, for distance or eLearning, verification can be undertaken remotely via webcam. This will involve checking photographic identification. Photographic evidence of identity includes driving licences, national identity cards and passports. If you are unable to identify the learner, then you should contact us for further advice.

Resources

Course tutors should provide their learners with one assessment paper each. This will have been provided to you directly by NEBOSH, along with the mark schemes.

Marking

The assessment will be marked by your appointed internal assessor; for face-to-face delivery, this would usually be the course tutor. We need to be confident that the course tutor has adequate qualifications and experience in the areas covered by the syllabus and preferably has experience in delivering courses/teaching. Further details will be supplied by the NEBOSH Learning Partner Quality department.

The Lead Tutor must hold a Level 6 qualification (Qualifications Framework for England and Wales) or equivalent in one of the following disciplines: Health and safety; Leadership and Management; human resources; psychology, health and well-being, psychotherapy or counselling. Membership with an appropriate professional body is preferred. Professional

membership includes Graduate IOSH, MCIPD, MBPsS, CPsychol or MBACP). If no membership is held, the Lead Tutor must be able to demonstrate how they keep up-to-date with current health and safety legislation. The Lead Tutor must have 2 years' experience in managing stress related risk or experience with responsibility for occupational health risk. The Lead Tutor's experience and qualifications must match the MSW syllabus, and preferably have experience in delivering courses/teaching. Our Learning Partner Quality department will be able to provide you with further information on this before or at the time you submit your accreditation application.

The internal assessor will be provided with a mark scheme for marking the assessments. Learners will receive a 'Pass' (60% or higher) or 'Refer' (59% or lower) for their assessment. Should a learner be referred, the course tutor must provide them with further support. You must upload the percentage mark for each learner.

Individual learner feedback

For more information on the assessment feedback provided for this qualification, please visit the NEBOSH website.

Qualification summary

Retention of sample assessments by Learning Partners

You must retain the assessments for at least six weeks following the date of issue by us of the assessment result to which they relate. The assessment may be moderated (see 'Moderation' section) at any time from the date of the assessment until six weeks after the issue of results and, therefore, should be scanned and available at any time, in a easily retrievable format. We monitor the consistency of the marking of internal assessment by you over time. You are, therefore, required to retain representative samples (eg, Pass and Refer) for each cohort of learners for a rolling three-year period. The sample of assessments to be retained will be no more than 24 assessments per year per qualification, but you may choose to retain more for internal quality assurance purposes. The archived samples must be retained in a format that makes them easily retrievable. Other assessments must be disposed of as confidential waste where appropriate.

Moderation

Marked assessments may be moderated by NEBOSH. The reason that we do this is to monitor a tutor's marking standard. An assessment mark may, therefore, be subject to adjustment (this could result in a change of grade, eg, an assessment originally marked as a 'Pass' being downgraded to a 'Refer' or vice versa).

Results

We aim to issue results within 24 working days of the date of the assessment. However, results may be issued after the deadline dependent on any moderation undertaken.

What to do if your staff, family or friends are sitting the course?

If any of your staff, family or friends want to sit the qualification you must tell NEBOSH first. Further information can be found in the 'Instructions for Conducting Examinations' document.

Available resources

- Course Leaflet
- Workbook

A face-to-face training pack is also available as part of your accreditation. The pack includes:

- Lesson plan
- Slides

Note: one ebook will be supplied as part of your accreditation. Additional copies (ebook or printed) are purchased separately.

Syllabus

Syllabus

Syllabus summary, learning outcomes and assessment criteria

Element summary		Learning outcome	Assessment criteria
		On completion of this course the learner will be able to understand:	
1	Key principles	<p>1.1 Understand common terms and the relationships between work-related stress, pressure and mental health/mental illness</p> <p>1.2 Understand the prevalence and costs of stress and mental ill-health in the workplace</p> <p>1.3 Recognise the signs and effects of work-related stress</p> <p>1.4 Understand the responsibilities of employers to workers relating to work-related stress (including the role of health and safety, HR, Occupational Health and line management)</p>	Respond to a workplace scenario, identifying the causes of stress and recommending interventions to reduce and manage the effects.
2	Identification of risk	<p>2.1 Understand the causes of workplace stress</p> <p>2.2 Apply the HSE's Management Standards</p>	
3	Implementing interventions	<p>3.1 Develop practical options to address and reduce workplace stressors</p> <p>3.2 Develop practical options to manage effects of stress and its impact in the workplace</p> <p>3.3 Develop ways to continually improve the workplace</p>	

Element 1: Key principles

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|------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1.1 | <ul style="list-style-type: none">• Common terms<ul style="list-style-type: none">- Stress- Pressure- Intervention- Mental health- Common mental health issues• Reduction of workplace stress and the promotion of positive mental health – why it matters• Relationships<ul style="list-style-type: none">- When does pressure become stress?- The difference between stress and mental ill-health- Links between stress and health- The beneficial effects of work |
| 1.2 | <ul style="list-style-type: none">• Key statistics<ul style="list-style-type: none">- Work-related stress, depression or anxiety- Work-related ill-health and absence• The business case for managing workplace stress<ul style="list-style-type: none">- Moral, legal and business reasons |
| 1.3 | <ul style="list-style-type: none">• Signs of stress:<ul style="list-style-type: none">- In a team- In a worker• The potential further effects of stress on health |

Element 1: Key principles (continued)

- 1.4**
- UK Legislation
 - Health and Safety at Work Act 1974 (and The Health and Safety at Work (Northern Ireland) Order 1978)
 - Management of Health and Safety at Work Regulations 1999 (and Management of Health and Safety at Work Regulations (Northern Ireland) 2000)
 - Equality Act 2010
 - Industry guidance
 - HSE Management Standards
 - International standards
 - ILO convention C155
 - Best practice: ISO 45003:2021; 45001:2018
 - European Framework Directive 89/391
 - Reporting and enforcement of work-related stress concerns
 - Roles and responsibilities for managing workplace stress
 - Leadership influence and responsibility
 - Typical roles in managing stress
 - > Senior leadership
 - > Line management
 - > Health and safety personnel
 - > Human Resources (HR)
 - > Occupational Health
 - > Workers
 - Responsibilities
 - > procedural
 - > behavioural
 - Communicating and escalating issues
 - External expertise
 - Competence

Syllabus

Element 2: Identification of risk

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| 2.1 | <ul style="list-style-type: none"> • Six key workplace stressors (The HSE Management Standards 2004) <ul style="list-style-type: none"> - Demands - Control - Support - Relationships - Role - Change • Other work-related factors <ul style="list-style-type: none"> - Organisational culture - Organisational justice - Quality of work - Job security - Remote/hybrid working - Migrant working • Stressors outside of work |
| 2.2 | <ul style="list-style-type: none"> • An organisational approach to the management of work-related stress • The Management Standards approach (process) <ul style="list-style-type: none"> - Getting started <ul style="list-style-type: none"> > Commitment from leadership > Steering groups - Identifying risk factors <ul style="list-style-type: none"> > Understanding the six key stressors > Gathering information > Evaluating information - Planning actions - Monitor and review • Embedding the approach • Tailoring the approach • Tools and guidance <ul style="list-style-type: none"> - Surveys - Focus groups - HSE Stress Indicator Tool, Talking Toolkit, and Workbook |

Element 3: Implementing interventions

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| 3.1 | <ul style="list-style-type: none"> • Definition of 'intervention' • Levels of intervention: <ul style="list-style-type: none"> - Primary interventions – organisational (strategic) level - Secondary interventions – team or group (macro) level - Tertiary interventions – individual (micro) level • Time period for interventions • Characteristics of successful interventions: <ul style="list-style-type: none"> - Managerial commitment - Worker involvement - Engagement with interventions - Integration with organisational systems - Adequately resourced • Common interventions to address 6 key stressors <ul style="list-style-type: none"> - Demands - Control - Support - Relationships - Role - Change |
| 3.2 | <ul style="list-style-type: none"> • Characteristics of an effective personal action plan <ul style="list-style-type: none"> - Worker involvement - Recognising workplace triggers - Reasonable adjustments - Actions - Management support - Continuing communication and review • Access to external assistance • Sickness absence and return to work <ul style="list-style-type: none"> - Communication - Return to work - Adjustments |

Syllabus content

Element 3: Implementing interventions (continued)

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| 3.3 | <ul style="list-style-type: none">• Creating a great place to work<ul style="list-style-type: none">- Mental health core standards- The Thriving at Work study (Stevenson and Farmer, 2017) |
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