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# Working with Wellbeing

## Qualification guide for Learning Partners



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# Qualification overview

# Qualification overview

## Qualification key features

Unit prefix and title	<b>Unit WEL1: Working with Wellbeing</b>	
Assessment:	<b>Assessment Type</b>	<b>Assessment Time</b>
Unit WEL1	Practical assessment	Approximately 1 hour
Modes of study	Taught (face-to-face) Open, distance or eLearning	
Notional learning hours	Teaching time: 6 hours Assessment: 1 hour <b>Total: 7 hours</b>	
Qualification level	Informally levelled at SCQF Level 5 (equivalent to RQF Level 2)	
Entry requirements	None	
Recommended minimum standards of English	Learners: International English Language Testing System 5.0 or higher Tutors: International English Language Testing System 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.	
Qualification grades	Pass Refer	

# Qualification summary

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## Introduction

*Working with Wellbeing* is an introductory level qualification that looks at workplace wellbeing at both an individual and organisational level. It is relevant to any business, in any sector, and utilises real life case studies. The syllabus and accompanying workbook are based on recognised research.

On completion of the course, your learners will:

- understand what wellbeing is and why it matters;
- understand how wellbeing can be improved (including use of the NEBOSH 'wellbeing tree'); and
- be able to intervene to improve wellbeing in the workplace.

## Teaching of the syllabus content

We have produced a face-to-face training pack (which includes a lesson plan) that you can use to deliver this qualification (see 'additional resources' section). Although the lesson plan sets out the elements in the order of the syllabus, your tutors can teach the elements in any order they feel is appropriate. If you are not using our training pack, you will need to reflect this in your lesson plans which you will need to submit as part of the approval process.

## Minimum standard of English required for learners

The standard of English required by your learners studying for *Working with Wellbeing* must be such that they can both understand and articulate the concepts contained in the syllabus. It is important to stress that the onus is on you to determine your learners' standards of proficiency in English.

## Achieving the qualification

*Working with Wellbeing* has one assessment (see 'Qualification overview' for details on the assessment and the pass standard); your learners must achieve a 'Pass' in the unit to be awarded the qualification.



NEBOSH Wellbeing Tree

# Qualification summary

## Qualification grading and issue of qualification parchment

The minimum standard required for a Unit WEL1 'Pass' can be found in the "Unit WEL1: Working with Wellbeing, Guidance and information for learners and Learning Partners" document available from the NEBOSH website ([www.nebosh.org.uk](http://www.nebosh.org.uk)).

Once a learner has achieved a 'Pass' they are normally considered to have completed the qualification and a qualification parchment will be issued within **20 working days** of the result declaration date.

However, once the result of the qualification has been issued the learner has **20 working days** from the date of issue of that result to submit an Enquiry About Result (EAR) request. For more details see the NEBOSH "Enquiries About Result (EARs) and appeals policy and procedures" document available from the NEBOSH website ([www.nebosh.org.uk](http://www.nebosh.org.uk)).

## Individual learner feedback

For more information on the assessment feedback provided for this qualification, please visit the NEBOSH website: <https://www.nebosh.org.uk/faqs/how-can-i-gain-feedback-on-my-performance-to-assist-with-future/>

## 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 course you must tell us first. Further information can be found in the "Instructions for Conducting Examinations" document.

## Available resources

In addition to this guide, the following resources are downloadable from the NEBOSH website:

- Unit WEL1: Working with Wellbeing, Guidance and information for learners and Learning Partners
- Leaflet.

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

- lesson plan;
- slides; and
- workbook (additional copies for your learners can be 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:	
<b>1</b>	Foundations of wellbeing	What wellbeing is and why it matters	Produce an effective intervention plan to improve wellbeing in the workplace
<b>2</b>	The branches of wellbeing; benefits and what this means in practice	How wellbeing can be improved	
<b>3</b>	Interventions in the workplace	How to use interventions to improve wellbeing in the workplace	

### Element 1: Foundations of wellbeing

#### 1.1

##### What wellbeing means

- Definitions (New Economics Foundation, Oxford Dictionary, ESRC Research Group, MIND, Department of Health and Social Care UK Government)
- Difficulty in defining wellbeing
  - > interconnectivity between aspects of wellbeing.

#### 1.2

##### Why wellbeing matters

- Social expectations and organisational reputation (Corporate Social Responsibility (CSR))
- Demographics
- Effects on workers
  - > morale and engagement
  - > health
  - > work-life balance (including leaveism)
  - > resilience
  - > satisfaction
- Implications for an organisation
  - > ill-health
  - > presenteeism
  - > absenteeism
  - > staff turnover
  - > performance and productivity.

# Syllabus

## Element 2: The branches of wellbeing; benefits and what this means in practice

<b>2.1</b>	Interaction
<b>2.2</b>	Exercise
<b>2.3</b>	Mindfulness
<b>2.4</b>	Nutrition
<b>2.5</b>	Kindness
<b>2.6</b>	Learning

## Element 3: Interventions in the workplace

### 3.1

#### Planning interventions

- Level:
  - > strategic
  - > policy
  - > organisation
  - > group
  - > individual
- Principles for implementation (What Works Centre for Wellbeing):
  - > communication
  - > coherence
  - > commitment
  - > consistency
  - > creativity
- Approach:
  - > direct
  - > indirect.

### 3.2

#### Measuring the effectiveness of interventions

- Wellbeing indicators (eg review of staff turnover or absence rates)
- Specific wellbeing assessment tools:
  - > Warwick Edinburgh Wellbeing Scale (WEMWBS)
  - > Workplace Wellbeing Tool (Gov.uk)
  - > Britain's Healthiest Workplace (Vitality)
  - > Workplace wellbeing snapshot survey (What Works Wellbeing).