



Mental Health & Wellbeing
Academy

**Level 5 Diploma in Strategic Mental Health
and Wellbeing Management**

An ICM Endorsed Qualification

Qualification Specification

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Introduction

The Mental Health & Wellbeing Academy (MHWA) has partnered with the Institute of Commercial Management (ICM) to offer the ICM-Endorsed Level 5 Diploma in Strategic Mental Health and Wellbeing Management. This qualification is designed for professionals committed to fostering positive mental health and wellbeing in the workplace. It provides in-depth knowledge and practical strategies to enhance organisational culture, improve employee wellbeing, and strengthen workplace resilience. Covering key areas such as mental health policies, leadership responsibilities, and effective workplace strategies, this diploma equips learners with the skills to drive meaningful and lasting change within their organisations.

Qualification Aim and Objectives

This qualification provides learners with a comprehensive understanding of strategic management approaches for supporting organisational mental health and wellbeing. Designed for individuals with a personal or professional interest in organisational stress, mental health, wellbeing, people management, and organisational performance, it equips learners with the knowledge and skills to effectively manage these critical areas. The qualification covers key strategic approaches to promoting and sustaining a healthy workplace environment, ensuring both employee wellbeing and organisational success. These include:

- Develop practical and theoretical knowledge of mental health and wellbeing in an organisational context.
- Raise awareness of the impact that poor mental and physical health has on organisational performance, employee wellbeing, society and the economy.
- Promote legal and ethical compliance to ensure understanding of relevant legislation, policies and ethical considerations related to workplace mental health.
- Develop knowledge of the organisation factors that impact on organisational performance resilience, and employee health.
- Promote a proactive risk-based approach to tackling organisational factors that cause stress and work-related illnesses.
- Develop an understanding of work-related stress and associated illnesses.
- Promote the benefits of taking a strategic, organisation-wide approach to managing organisational mental health and wellbeing.
- Explore the management systems approach, contemporary theories and models that support organisational mental health and wellbeing.
- Encourage evidence and research-based practice when developing mental health and wellbeing strategies and improvement plans.
- Identify opportunities to improve organisational competence and awareness of mental health and wellbeing

Entry Requirements

To register on the Level 5 Diploma in Strategic Mental Health and Wellbeing Management, learners are required to:

- Be at least 18 years of age.
- Have a keen interest in organisational mental health and wellbeing.
- Have a Level 2 literacy skills.
- Have Level 2 numeracy skills.

Learners may come from any of the following roles:

- Directors/Senior managers
- Human resource/People development professionals
- Medical/Healthcare professionals
- Occupational health and safety professionals
- Wellbeing consultants

Qualification Level

The Diploma in Strategic Mental Health and Wellbeing Management ICM Endorsed Qualification is **benchmarked** Level 5 of the RQF.

Credit Value

The credit value for the Level 5 Diploma in Strategic Mental Health and Wellbeing Management is 40 credits. The credit value of the qualification is based on the total notional learning hours and as a guide, 10 notional learning equate to one credit.

Guided Learning Hours (GLH) and Total Qualification Time (TQT)

For the Level 5 Diploma in Strategic Mental Health and Wellbeing Management the Guided Learning Hours (GLH; face-to-face time, structured learning resources and activities) is 120 hours. The Total Qualification Time (TQT) for this course is 400 hours. The GLH and TQT are given for guidance only and the amount of time required by individual Learners may vary.

The Level 5 Diploma in Strategic Mental Health and Wellbeing Management is comprised of four units:

1. Principles of organisational mental health and wellbeing
2. Psychosocial hazards and risk assessment
3. Work-related stress and associated illnesses
4. Strategic management of organisational mental health and wellbeing

Mode of Learning and Delivery

MHWA's modes of delivery are as follows:

- Tutor supported distance learning (for individual learners)
- Virtual learning
- In-person classroom

Regardless of the mode of course delivery, all learners will receive a copy of the core course textbook. Learners are also given access to MHWA's Learning Management System (LMS) where they can access:

- Study tips and pointers
- Learning guide for each module including an essential reading list
- Links to relevant external video resources
- End of unit multiple choice tests
- Assignment briefs and submission guidance

Learners can contact a tutor directly through the LMS or by email for study support/questions. They can also request a phone/video call with their tutor.

Unit Specifications

Unit 1 Specification

Unit Title	Unit 1 - Principles of organisational mental health and wellbeing		
Unit Credit Value	5		
Unit Level	5		
Unit Size	GLH (Guided Learning Hours)	Non Guided Learning Hours (NGLH)	TQT (Total Qualification Time)
	10	40	50
Unit Aim			
To explore the concept of organisational of mental health and wellbeing. Including, the impact that organisational stress and mental illness can have on organisational performance, workers, society and the economy.			
Learning Outcomes			
Understand the principles of organisational mental health and wellbeing.			
Assessment Criteria			
<p>1.1 Explain mental health and wellbeing in an organisational context</p> <p>1.2 Explain the difference between stress, pressure and their effects on performance and wellbeing</p> <p>1.3 Evaluate the impact that stress and mental ill-health has on organisational performance.</p> <p>1.4 Evaluate the impact that organisational stress and mental ill-health has on society and the economy.</p> <p>1.5 Outline UK legislation related to organizational stress and mental health</p>			
Indicative Content			
<p><i>Mental health and wellbeing in an organisational context</i></p> <ul style="list-style-type: none"> • WHO definitions of 'mental health' and 'mental wellbeing' • Organizational v individual mental health and wellbeing • HSE definition of work-related/organizational stress <p><i>Difference between stress, pressure and their effects on performance and wellbeing</i></p> <ul style="list-style-type: none"> • Stress and pressure in the workplace • Fight or flight • Biological response to stress • Reasonable levels of pressure • Motivational benefits of pressure • Psychological and physiological effects on employees • Impact on employee performance <p><i>The impact of stress and mental ill-health on organisational performance.</i></p> <ul style="list-style-type: none"> • Effects on productivity 			

- Increase employee absenteeism
- Presenteeism and leavism
- Frequent leave requests
- High staff turnover
- Challenges in recruitment and retention
- Litigation and legal costs
- Reputational damage
- Organisational resilience and sustainability

The impact that organisational stress and mental ill-health has on society and the economy.

- Cost and effects on the individuals, their family and friends
- Cost and effects on health services
- Local and national economic impact.

The UK legislation related to organisational stress and mental health

- Health and Safety at Work etc Act 1974
- Management of Health and Safety at Work Regulations 1999
- Companies Act 2006
- Equality Act 2010

Assessment Method(s)	% Contribution towards final grade
Online multiple-choice test	N/A but pass required to progress to unit 2
Essential Learning Resources	
<p>CIPD (2024). <i>Wellbeing at Work</i>. [online] CIPD. Available at: https://www.cipd.org/uk/knowledge/factsheets/well-being-factsheet/.</p> <p>Codd, E. (2024). <i>Mental health at work: eight reasons employers can't ignore it</i>. [online] Deloitte. Available at: https://www.deloitte.com/global/en/about/people/blogs/mental-health-at-work.html.</p> <p>Deloitte (2022). <i>Mental health and well-being in the workplace</i>. [online] Available at: https://www2.deloitte.com/content/dam/Deloitte/global/Documents/Life-Sciences-Health-Care/gx-mental-health-2022-report-noexp.pdf.</p> <p>Hesketh, I (2024). Absenteeism, presenteeism and leaveism. <i>Edward Elgar Publishing eBooks</i>, [online] pp. 1–3. https://doi.org/10.4337/9781035313389.ch01</p> <p>HSE (2024). <i>Work-related stress, Depression or Anxiety Statistics in Great Britain, 2024</i>. [online] Available at: https://www.hse.gov.uk/statistics/assets/docs/stress.pdf.</p> <p>HSE (2018). <i>Stress at work - HSE</i>. [online] Hse.gov.uk. Available at: https://www.hse.gov.uk/stress/.</p> <p>Lapierre, L.M. and Sir Cary Cooper (2023). <i>Organizational Stress and Well-Being</i>. Cambridge University Press.</p> <p>World Health Organization (2022). <i>World Mental Health Report: Transforming mental health for all</i>. [online] World Health Organization. Available at: https://iris.who.int/bitstream/handle/10665/356119/9789240049338-eng.pdf?sequence=1.</p>	

Unit 2 Specification

Unit Title	Unit 2 - Psychosocial hazards and risk assessment		
Unit Credit Value	10		
Unit Level	5		
Unit Size	GLH (Guided Learning Hours)	Non Guided Learning Hours (NGLH)	TQT (Total Qualification Time)
	40	60	100
Unit Aim			
This unit looks at key theories and models of organisational stress and a range of psychosocial hazards found in organisations. The unit also explores the principles of carrying out a psychosocial risk assessment and the hierarchy of controls.			
Learning Outcome			
Understand the range of psychosocial hazards, the principles of risk assessment and control			
Assessment Criteria			
2.1 Outline the key theoretical models of organisational stress			
2.2 Describe a range of psychosocial hazards associated with organisational stress and work-related illness			
2.3 Describe the specific psychosocial hazards known to affect managers			
2.4 Explain how moral and ethical beliefs can impact on mental health			
2.5 Describe how to carry out a psychosocial risk assessment			
2.6 Explain the principles of the hierarchy of management controls			
Indicative Content			
<p><i>Theoretical models of organisational stress:</i></p> <ul style="list-style-type: none"> • Demands-Control • Effort-Reward Imbalance • Job Demands Resources • Organisational Justice • Person-Environment Fit <p><i>Categories of common psychosocial hazards:</i></p> <ul style="list-style-type: none"> • Definition of 'psychosocial hazard' • <i>How work is designed and organised:</i> Demands, expectations, workload, working hours, control over how and when work is done, management of organisational change • <i>Behaviours and relationships at work:</i> including support, relationships, culture, leadership styles, manager behaviour, bullying, harassment • Work environments, tasks, and equipment including lighting, space, noise, hostile work environment, remote and lone working, hazardous activities <p><i>Specific psychosocial hazards</i></p>			

- Position in the middle
- Lack of authority and influence
- Limited training and development in being a manager
- Limited support from senior and top management

Impacts of moral and ethical beliefs

- Ethical beliefs
- Individual morals and moral compass
- Professional ethics

Psychosocial risk assessment

- Definition of ‘psychosocial risk’
- Organisational, team and individual levels
- Proactive v reactive
- Steps to completing a psychosocial risk assessment

Hierarchy of management controls

- Primary, secondary and tertiary
- Legal basis for use
- Effectiveness and return on investment

Assessment Method(s)	% Contribution towards final grade
Online multiple-choice test	N/A but pass required to progress to unit 3
Learning Resources	
<p>Newman, R. (2023). <i>Leadership and mental health: what your team is looking for from you - News & insight</i>. [online] Cambridge Judge Business School. Available at: https://www.jbs.cam.ac.uk/2023/leadership-and-mental-health/.</p> <p>HSE (n.d.). <i>MAC Tool - Psychosocial risks factors</i>. [online] Available at: https://www.hse.gov.uk/msd/mac/psychosocial.htm.</p> <p>HSE (2019). <i>What are the Management Standards? - Stress - HSE</i>. [online] Hse.gov.uk. Available at: https://www.hse.gov.uk/stress/standards/.</p> <p>Lapierre, L.M. and Sir Cary Cooper (2023). <i>Organizational Stress and Well-Being</i>. Cambridge University Press.</p>	

Unit 3 Specification

Unit Title	Unit 3 - Work-related stress and associated illnesses		
Unit Credit Value	5		
Unit Level	5		
Unit Size	GLH (Guided Learning Hours)	Non Guided Learning Hours (NGLH)	TQT (Total Qualification Time)
	10	40	50
Unit Aim			
To look at the signs and symptoms of work-related stress and associated illnesses. The unit introduces a model that can be used to support an individual with a mental health issue or in crisis.			
Learning Outcomes			
Understand the signs and symptoms of work-related stress and associated illnesses			
Assessment Criteria			
3.1 Describe the signs and symptoms of stress at organisational, team and individual level 3.2 Describe the characteristics, signs and symptoms of work-related illnesses linked to stress 3.3 Discuss how to support an individual with a mental health issue or in crisis			
Indicative Content			
<p><i>The signs and symptoms of stress</i></p> <ul style="list-style-type: none"> • Psychological signs and symptoms of stress • Emotional signs and symptoms of stress • Physical signs and symptoms of stress • Behavioural signs and symptoms of stress <p><i>Work related illnesses and conditions</i></p> <ul style="list-style-type: none"> • Anxiety • Depression • Self-harm • Suicide • Post-Traumatic Stress Disorder (PTSD) • Fatigue • Heart disease • Burnout • Stroke <p><i>Supporting an individual with a mental health issue or in crisis</i></p> <ul style="list-style-type: none"> • Environment • Effective communication • Empathy • Engage support 			
Assessment Method(s)			% Contribution towards final grade

Online multiple-choice test	N/A but pass required to progress to unit 4
Learning Resources	
<p>HSENI (n.d) <i>Mental well-being at work</i>. [online] Available at: https://www.hseni.gov.uk/topic/mental-well-being-work.</p> <p>QNUK (2019) <i>Mental Health at Work</i>. UK: QN Resources</p>	

Unit 4 Specification

Unit Title	Unit 4 - Strategic management of organisational mental health and wellbeing		
Unit Credit Value	20		
Unit Level	5		
Unit Size	GLH (Guided Learning Hours)	Non-Guided Learning Hours (NGLH)	TQT (Total Qualification Time)
	60	140	200
Unit Aim			
To set out the benefits of taking a strategic, organisation-wide approaches to managing mental health and wellbeing. The unit also explores the management systems approach, contemporary theories and models that support organisational mental health and wellbeing and learning opportunities to promote mental health and wellbeing.			
Learning Outcomes			
Understand strategic approaches to organisational mental health and wellbeing management			
Assessment Criteria			
4.1 Discuss the benefits of adopting a strategic approach to managing mental health and wellbeing. 4.2 Describe the purpose and components of a mental health and wellbeing management system. 4.3 Evaluate contemporary theories and models that support organisational mental health and wellbeing. 4.4 Suggest ways to improve organizational competence and awareness about mental health and wellbeing			
Indicative Content			
<p><i>The benefits of adopting a strategic approach</i></p> <p>Organisations:</p> <ul style="list-style-type: none"> ○ Prevention over cure: reduced costs ○ Lower staff turnover – better recruitment and retention rates; reduced risk of litigation; positive reputation; better return on investment ○ Increase productivity, resilience and sustainability. <p>Society:</p> <ul style="list-style-type: none"> ○ Cost and impact on individuals, their family and friends ○ Cost and impact on health services ○ Local and national economic impact. <p><i>The components and purpose of a mental health and wellbeing management system.</i></p> <ul style="list-style-type: none"> ● Definition of a management system ● Plan, Do, Check, Act approach. ● ISO45003 and HSE Management Standards 			

- Ownership and buy-in from senior/top management
- Mental Health & Wellbeing Policy: Statement of intent, roles and responsibilities, arrangements
- Integration with Strategic Planning, Governance, People, Risk and Performance Management functions

Contemporary theories and models

- United Nations Sustainable Development Goals
- British Academy’s Model of Purposeful Business
- Fair and Decent Work; ESG; CSR
- Learning Organizations and Psychological Safety
- Human-Centered Organisation.

Learning opportunities to improve mental health and wellbeing awareness.

- Mental health awareness for all staff; qualifications in managing organisational mental health and wellbeing for HR, OH and H&S specialists
- Formal leadership and management qualifications for supervisors, line managers, middle managers and senior managers.
- Specialist training for mental health champions and mental health first aid.

Assessment Method(s)	% Contribution towards final grade
Written assignment task	100%
Learning Resources	
<p>DNV. (2025). <i>ISO 45003 Certification: Psychological Health and Safety</i> DNV. [online] Available at: https://www.dnv.com/services/iso-45003-psychological-health-and-safety-at-work-204058/ [Accessed 25 Feb. 2025].</p> <p>HSE (2019). <i>Tackling work-related stress using the Management Standards approach</i> - HSE. [online] Hse.gov.uk. Available at: https://www.hse.gov.uk/pubns/wbk01.htm.</p> <p>EUOSHA (n.d.) Management of psychosocial risks at work: An analysis of the findings of the European Survey of Enterprises on New and Emerging Risks (ESENER) European Risk Observatory Report European Agency for Safety and Health at Work 4 EN. Available at: https://osha.europa.eu/sites/default/files/esener-psychosocial-risks.pdf.</p> <p>CIPD (2011). Preventing stress: promoting positive manager behaviour Phase 4: How do organisations implement the findings in practice?. Available at: https://www.cipd.org/globalassets/media/knowledge/knowledge-hub/reports/preventing-stress-2011-phase-4-organisations-implement-in-practice_tcm18-10572.pdf.</p> <p>HSE & CIPD (2009). <i>Preventing stress Promoting positive manager behaviour</i>. [online] Available at: https://www.cipd.org/globalassets/media/knowledge/knowledge-hub/reports/preventing-stress-2009-promoting-positive-manager-behaviour_tcm18-16794.pdf [Accessed 25 Feb. 2025].</p> <p>Lapierre, L.M. and Sir Cary Cooper (2023). <i>Organizational Stress and Well-Being</i>. Cambridge University Press.</p>	

Elshanti, M. (2017). Transformational Leadership Style and Organizational Learning: The Mediate Effect of Organizational Culture. *International Business and Management*, [online] 15(2), pp.1–14. doi:https://doi.org/10.3968/10059.

Mode of Assessment

To achieve the standards set in the Level 5 Diploma in Strategic Mental Health and Wellbeing Management must achieve a Pass for all assessments.

Unit 1. Principles of organisational mental health and wellbeing
100% assessed by an end of unit multiple choice test (MCQ). <i>FORMATIVE BUT PASS REQUIRED TO PROGRESS TO UNIT 2</i>
Unit 2. Psychosocial hazards and risk assessment
100% assessed by an end of unit multiple choice test (MCQ). <i>FORMATIVE BUT PASS REQUIRED TO PROGRESS TO UNIT 3</i>
Unit 3. Work-related stress and associated illnesses
100% assessed via an end of unit multiple choice test (MCQ). <i>FORMATIVE BUT PASS REQUIRED TO PROGRESS TO UNIT 4</i>
Unit 4. Strategic management of organisational mental health and wellbeing
100% assessed by written assignment (SUMMATIVE – MODERATED)

MCQ are marked automatically by the LMS (results are issued immediately). The pass mark for MCQ is 70%. 2 retakes are permitted. Learners will not be permitted to continue with their course if they fail the MCQ 3 times.

An assignment brief for unit 4 is provided on the LMS with instructions on how to submit assignments. Assignments are assessed by a qualified MHW A tutor according to the command word grid in [Appendix B](#) and the criteria below.

Result	Level 5 criteria
Pass	<ul style="list-style-type: none"> • Very full, independent response to the assignment, applying relevant material well beyond any module input, demonstrating independent study. • Excellent understanding and application of relevant theory, concepts and models. Very clear logical structure. • Very few errors in referencing or grammar or syntax as appropriate.

Not achieved	<ul style="list-style-type: none"> • Little attempt to engage with assignment brief. • Learning outcomes not fully met. • Inadequate demonstration of knowledge or understanding of key concepts, theories or practice.
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Results

Results for the MCQ are issued immediately by the LMS. Provisional results for the unit 4 assignment are issued by the tutor who marked the learner's work via the LMS. The Head of Centre or IQA will review the learner's unit 4 assignment and tutor's assessment before emailing the learner to confirm their result.

Certification

The Head of Centre will request certificates for successful learners from ICM once a month.

Reasonable Adjustments

MHWA aims to ensure equal access to qualifications/assessments by providing reasonable adjustments for any Learner with specific requirements, such as hearing or visual impairments, dyslexia, or restricted mobility, where adjustments do not impede performance in key assessment areas. See ***MHWA Reasonable Adjustments Policy***.

Special Consideration

MHWA can grant special consideration to Learners whose ability to complete an assessment has been affected by unforeseen circumstances, such as a temporary injury, illness, or other indisposition. Each case is assessed individually, and special consideration may influence the Learner's grading but is not applicable for all illnesses. Learners must apply through their Approved Centre and further guidance is available in ***MHWA Reasonable Adjustments Policy*** and ***MHWA Special Considerations Policy***.

Malpractice in Assessment

MHWA's approach to identifying, investigating, and addressing suspected or actual malpractice and maladministration, ensuring consistency in handling such cases. Malpractice refers to deliberate actions or negligence that compromise the integrity of assessments, qualifications, or MHWA's reputation, while maladministration involves non-compliance with administrative regulations due to persistent mistakes or poor management.

Any suspected cases must be reported immediately to the awarding organisation with written details and supporting evidence, including relevant names, roles, and qualifications affected. MHWA is responsible for notifying the awarding organisation and conducting thorough investigations while maintaining confidentiality and legal obligations to protect informants. See ***MHWA Malpractice in Assessment Policy***.

Appeals and Complaints

MHWA's complaints policy applies to customers, Learners and other stakeholders to raise concerns about qualifications and services provided. If a complaint involves suspected malpractice, it should be reported following the Malpractice and Maladministration Policy.

Complaints must first be addressed informally, but if unresolved, a formal written complaint must be submitted within one month of the issue. MHWA will acknowledge complaints within five working days and aims to investigate them within 30 days, extending to 60 days for complex cases, with a final decision communicated in writing.

If a complaint is upheld, MHWA will review procedures and implement necessary improvements, while those dissatisfied with the outcome may escalate the matter as outlined in ***MHWA Appeals and Complaints Policy***.

Appendix A: MHWA Centre Policies

The following policies can be accessed on MHWA's website:

<https://www.mhwa.online/policies/>

- MHWA Reasonable Adjustments Policy
- MHWA Special Consideration Policy
- MHWA Malpractice in Assessment
- MHWA Appeals and Complaints Policy
- MHWA Safeguarding Policy
- MHWA H&S Policy

Appendix B : ICM Command Word Grid

	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Analyse	n/a	n/a	Show how main ideas of a concept/ idea are related then why they are important	Break an idea down into separate parts and examine each of these; explain how main ideas are linked to practice of an idea/concept	Break an idea down into separate parts and examine each of these; explain how contemporary ideas are linked to practice of an idea/concept	
Calculate	Give the numerical value of something showing working out					
Define	Describe the meaning of a word/term/concept					
Describe	Write about a concept in detail			Provide a detailed account about a topic/concept	Provide an extended account of a topic/concept in a logical manner	
Draw	Produce a picture or diagram showing key features or information					
Demonstrate	Show in an explicit way					
Design	Create a form, document or plan					
Discuss	n/a	n/a	Give a detailed account of at least two sides of an idea		Give a detailed account including a range of views about a particular concept with a brief conclusion	Give a detailed account including a range of views about a particular concept with a detailed and logical conclusion
Estimate	Provide an approximate value (s)					
Evaluate	n/a		Review an idea in terms of advantages and/or disadvantages	Examine advantages and/or disadvantages of an idea using a range of concepts and draw a conclusion	Examine advantages and/or disadvantages of an idea using a range of concepts and draw one or more conclusions	Examine advantages and/or disadvantages of an idea using a range of concepts and draw appropriate conclusions based purely on fact

Explain	Make clear detailed information with reasons		Show understanding of underpinning concepts and ideas	Show understanding of underpinning concepts and ideas using examples	Show understanding of underpinning concepts and ideas using a range of examples
Identify	Select the appropriate response	n/a			
Outline	Briefly describe an idea				
Prepare	Create statement, table or document				
State	Give the main points				
Suggest	n/a	Propose an idea or a way of doing something	Propose an idea or a way of doing something that is based on knowledge	Form an opinion about an idea that is logical and based on knowledge and justified	Form an opinion about an idea that is logical, based on knowledge and fully justified
Write	Produce an original piece of text or code for a specific purpose				