

Level 5 Diploma in Health and Social Care Management



Qualification Specification

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Qualification Purpose and Aims

The EBMA Level 5 Diploma in Health and Social Care Management has been designed to provide learners with a solid foundation in the principles, practices, and management approaches required for supervisory and middle-management roles in the health and social care sector. It ensures that learners are able to integrate policy frameworks, ethical principles, and evidence-based practice into their decision-making and service delivery.

This diploma is intended for those currently working in health and social care, as well as those aspiring to management positions within the sector. It balances practical workplace relevance with academic rigour, ensuring learners are prepared both for professional advancement in their related field.

The qualification aims to:

- Equip learners with knowledge and practical skills to manage teams, safeguard individuals, and promote quality standards within health and social care environments.
- Develop an understanding of health promotion, wellbeing, and the management of complex needs, enabling learners to support diverse service-user groups.
- Build competence in partnership working, supervision, and leadership, ensuring learners can contribute effectively to organisational goals.
- Enhance learners' ability to apply ethical principles, policy frameworks, and critical thinking in solving real-world challenges.
- Provide learners with research skills necessary to investigate contemporary issues and support evidence-based practice.
- Support academic and career progression into senior roles or higher-level qualifications in health and social care management.

Qualification Overview

The EBMA Level 5 Diploma in Health and Social Care Management is designed to provide learners with the knowledge, skills, and practical understanding required for effective management within health and social care settings. It equips learners with a blend of operational and strategic competencies, enabling them to manage teams, safeguard vulnerable individuals, and promote quality service delivery in line with professional standards.

This qualification is structured around eight compulsory units, totalling 120 credits, and covers key areas such as partnership working, safeguarding, team leadership, supervision, quality management, health promotion, and the management of complex needs. In addition, learners develop critical insight into leadership for strategic change and explore the ethical and policy frameworks shaping modern health and social care. A substantial research project further enhances academic and professional skills, preparing learners to apply evidence-based approaches to practice and service development.

Learners will be assessed through written assignments and project work, encouraging critical analysis, reflection, and application of theory to real-world scenarios. The programme balances academic depth with practical relevance, making it suitable for those seeking progression to higher education, including entry to the final year of a bachelor's degree, as well as those aiming to advance into supervisory or middle-management roles within the health and social care sector.

By the end of the course, learners will be able to:

By the end of this qualification, learners will be able to:

1. Apply core principles, values, and professional standards that underpin effective practice in health and social care management.
2. Demonstrate competence in partnership working, inter-professional collaboration, and service-user engagement to achieve integrated and person-centred care.
3. Analyse safeguarding frameworks and apply best practice approaches to protect vulnerable individuals from harm, neglect, or exploitation.
4. Lead and manage teams effectively, using appropriate leadership and supervision methods to promote quality, motivation, and continuous improvement.
5. Evaluate strategies for health education and wellbeing promotion, while addressing the needs of individuals and communities with complex health and social care requirements.
6. Design, conduct, and present research using appropriate methodologies, critically reviewing literature, and generating evidence-based recommendations for practice.
7. Critically appraise leadership theories and change management strategies, applying them to organisational development and sustainable improvement in health and social care.
8. Interpret and analyse health and social care policies, ethical frameworks, and contemporary issues, making informed recommendations for policy and practice.
9. Demonstrate academic and professional skills in problem-solving, critical analysis, communication, and reflective practice.

10. Progress to advanced professional roles with confidence in applying both theoretical knowledge and practical skills within diverse health and social care settings.

Assessment is through a portfolio of evidence, including assignments, case studies, reflective accounts, presentations, projects, and practical demonstrations. This ensures learners are able to apply theory to practice, reflect on personal development, and demonstrate occupational competence in line with industry expectations.

Progression Opportunities

The EBMA Level 5 Diploma in Health and Social Care Management prepares learners for a wide range of roles within health and social care organisations in both public and private sectors. Graduates of this qualification will have the knowledge and practical skills to take on supervisory and management responsibilities, supporting service delivery, safeguarding, quality improvement, and strategic development.

Typical career pathways include:

- Health and Social Care Manager – managing teams, budgets, and service delivery.
- Team Leader / Care Coordinator – overseeing frontline staff and ensuring person-centred care.
- Safeguarding Officer / Protection Lead – leading safeguarding practices and compliance.
- Quality Assurance Manager – monitoring and improving service standards.
- Community Health and Wellbeing Officer – promoting health education and public health initiatives.
- Service Manager – managing residential, community, or domiciliary care services.
- Policy or Service Development Officer – contributing to organisational strategy and policy implementation.

Course Structure

Learners are required to complete 8 units to achieve the full Level 5 Diploma in Health and Social Care Management (120 credits).

Number	Code	Title	Credits
Unit 01	HS/PHM/204	Principles and Practice in Health and Social Care Management	15
Unit 02	HS/WPH/205	Working in Partnership in Health and Social Care	15
Unit 03	HS/SPV/206	Safeguarding and Protection of Vulnerable Individuals	15
Unit 04	HS/QTM/207	Quality and Team Management in Health and Social Care	15
Unit 05	HS/HEW/208	Health Education, Wellbeing, and Complex Needs Management	15
Unit 06	HS/RMP/209	Research Methods and Project in Health and Social Care	20
Unit 07	HS/LSC/210	Leadership and Strategic Change in Health and Social Care	15
Unit 08	HS/PEC/211	Policy, Ethics, and Contemporary Issues in Health and Social Care	10

Entry Requirement

Learner(s) must fulfil the following criteria to be allowed entry to Level 5 Diploma in Health and Social Care Management.

- Level 4 Diploma in Care OR
- Any qualification equivalent to one of the above
- Learners must be 18+ to undertake this qualification

Delivery Guidance

Centres delivering the EBMA Level 3 Diploma in Health and Social Care are expected to adopt a learner-centred and inclusive approach to teaching and learning. Delivery should enable learners to develop both theoretical knowledge and practical skills through a balanced and engaging programme.

Key Principles of Delivery

- **Variety of Methods:** Teaching should incorporate lectures, seminars, workshops, group discussions, role-plays, simulations, and problem-solving activities to accommodate different learning styles.
- **Practical Application:** Centres should link theory to practice through case studies, workplace examples, projects, and scenarios that reflect real health and social care environments.
- **Active Engagement:** Learners should be encouraged to participate actively in learning through debates, peer-to-peer activities, reflective practice, and collaborative projects.
- **Independent Learning:** Delivery should support the development of independent study skills through guided reading, research tasks, reflective journals, and online learning resources.
- **Blended and Digital Learning:** Centres are encouraged to integrate digital tools and e-learning platforms to provide flexibility and broaden access to learning materials.
- **Inclusivity and Accessibility:** All teaching must be inclusive and fair, making reasonable adjustments to ensure learners with additional needs are able to fully participate.
- **Professional Development:** Tutors should encourage learners to reflect on their own personal and professional growth, linking their learning to career aspirations and continuing professional development (CPD).

Centres must ensure that teaching staff are appropriately qualified, occupationally competent, and experienced in health and social care, and that delivery is aligned with the qualification's aims, learning outcomes, and assessment requirements.

Learner Support and Reasonable Adjustments

EBMA is committed to ensuring that all learners have equal access to learning and assessment. Centres must provide appropriate support to meet the individual needs of learners, while maintaining the integrity of the qualification.

Learner Support

- Centres should provide induction sessions, study skills guidance, and ongoing academic support to enable learners to succeed.
- Tutors should encourage learners to engage in reflective practice, independent study, and personal development planning.
- Learners must have access to suitable resources, including libraries, digital platforms, and online learning materials.
- Additional tutorial support should be available for learners who may need extra help with understanding content, completing assignments, or preparing evidence.

Reasonable Adjustments

- Reasonable adjustments may be applied to ensure that learners with disabilities, learning difficulties, or temporary medical/physical conditions are not unfairly disadvantaged.
- Adjustments may include (but are not limited to):
 - Extra time for assessments
 - Modified materials (e.g., large print, braille, simplified text)
 - Assistive technology or alternative formats
 - Use of a reader, scribe, or sign language interpreter
 - Alternative assessment arrangements where appropriate
- All adjustments must be agreed in advance, documented, and applied in line with EBMA's policies and regulatory requirements.

Special Considerations

- Where learners are affected by unforeseen circumstances (e.g., illness, bereavement), centres may apply for special consideration on their behalf.
- Requests must be supported by appropriate evidence and submitted according to EBMA's procedures.

Assessment

Assessment for the EBMA Level 5 Diploma in Health and Social Care Management is designed to measure learners' knowledge, understanding, and ability to apply learning in practical contexts. The assessment approach ensures fairness, consistency, and validity while enabling learners to demonstrate competence across all twelve mandatory units.

Assessment Approach

- All units are internally assessed and subject to internal and external quality assurance.
- Evidence must show that the learner has achieved all learning outcomes and met all assessment criteria for each unit.
- Assessment is designed to encourage learners to apply theoretical knowledge to real workplace situations or simulated environments that reflect current sector practice.
- Evidence may be generated through a range of methods, including:
 - Written assignments and essays
 - Case studies and scenario-based tasks
 - Reflective accounts and journals
 - Presentations and reports
 - Practical demonstrations, role plays, and simulations
 - Workplace evidence (where available) such as witness testimonies or records of practice
- Learners must produce evidence that is authentic, valid, sufficient, current, reliable, fair, and comparable.

Assessment Principles

All assessment decisions must meet the following principles:

- Authenticity – evidence must be the learner's own work.
- Validity – assessment must measure what it claims to measure, meeting all criteria.
- Reliability – decisions must be consistent across assessors, learners, and centres.
- Sufficiency – evidence must be adequate in quantity and depth to justify credit.
- Currency – evidence must reflect recent learning or practice.
- Fairness – assessment must be accessible, equitable, and free from bias.

Assessor Requirements

The primary responsibility of assessors is to evaluate learners' performance and knowledge across a range of tasks, ensuring that the competence and understanding demonstrated meet the required standards.

- Assessors must be occupationally competent in health and social care.
- They must hold or be working towards a recognised assessor qualification (e.g., AI, D32/D33, or equivalent mapped to national occupational standards).
- Assessors must engage in continuing professional development (CPD) to remain current in sector knowledge and assessment practice.

Internal Quality Assurance (IQA)

All assessment decisions are subject to internal quality assurance to ensure accuracy and consistency.

- IQAs will sample assessment decisions, standardise practice, and provide feedback to assessors.
- IQAs must hold or be working towards a recognised internal verifier/IQA qualification and maintain CPD in assessment and quality assurance.

External Quality Assurance (EQA)

- EBMA will appoint External Quality Assurers (EQAs) to monitor centres, ensuring assessment and IQA meet required standards.
- EQAs will review learner evidence, sampling, assessment decisions, and internal quality systems.
- Certificates will only be issued once EBMA has confirmed that assessment and IQA are valid, reliable, and consistent with qualification requirements.

Grading

- The qualification is awarded on a Pass/Fail basis.
- To achieve a Pass, learners must successfully demonstrate achievement of all learning outcomes and assessment criteria across the 12 units.

Certification

On successful completion of **eight units** within the qualification structure, learners are awarded the Level 5 Diploma in Health and Social Care Management (120 Credits).

Unit Syllabuses

Unit Format

All units in the Level 5 Diploma in Health and Social Care Management have a standard format. The unit format gives guidance on the requirements of the qualification for learners, assessors, tutors, and those responsible for monitoring standards.

Each unit has following sections.

Unit Aim

Aim indicates the general direction or orientation of a unit/module, in terms of its content and sometimes its context within a programme.

Unit level

Level describes of what a learner is expected to achieve at the end of a level of study. Levels are hierarchical stages that represent increasingly challenging learning to a learner.

Guided learning hours

Guided learning hours (GLH) are defined as all the times when a tutor, trainer or facilitator is present to give specific guidance towards the learning aim being studied on a programme. This definition includes lectures, tutorials, and supervised study in; for example, open learning centres and learning workshops. It also includes time spent by staff assessing learners' achievements.

Unit code

Each unit is assigned a unique code that appears with the unit title of the qualification.

Credit value

All units have a credit value. The minimum credit value that may be determined for a unit is one, and credit can only be awarded in whole numbers. Learners will be awarded credit for the successful completion of whole units.

Learning outcomes

These are statements of what a learner is expected to know, understand or be able to do at the end of the unit and of how that learning will be demonstrated. Unlike aim, they are couched in terms of what the learner is expected to learn.

Assessment criteria

These are statements that indicate, in more detailed manner than the learning outcome, the quality of performance that will show that the learner has reached a particular standard that is reflected in the learning outcome.

The assessment method

Assessment methods are tasks that are undertaken by learners that is the subject of assessment. It provides the context for assessment criteria.

Teaching strategy

Teaching strategy is the support that needs to be given to learners to enable them to achieve the learning outcomes. There is recognition that the learning may be achieved without the involvement of teaching.

Unit content

The unit content identifies the breadth of knowledge, skills and understanding needed to design and deliver a programme of learning to achieve each of the learning outcomes. The content provides the range of subject material for programme of learning and specifies the skills, knowledge and understanding required of the unit.

Unit 1: Principles and Practice in Health and Social Care Management			
Unit Aim	This unit aims to provide learners with a comprehensive understanding of the underpinning principles, values, and practices that guide effective health and social care management. Learners will examine ethical frameworks, supervisory responsibilities, and professional standards while critically reflecting on their own managerial and leadership practice. By the end of the unit, learners will be able to integrate theory with practice, applying core principles to support quality care delivery and professional accountability.		
Level	5	Credit Value	15
GLH	60	Unit Number	HS/PHM/204
Learning Outcomes		Assessment Criteria	
The learner will		The learner can	
1. Analyse core principles underpinning professional practice in health and social care		1.1. Explain key values and principles (e.g., dignity, respect, inclusivity, accountability) that underpin professional practice in health and social care. 1.2. Assess how legislation, policies, and codes of practice influence professional standards. 1.3. Evaluate the importance of maintaining professional boundaries and responsibilities in managerial practice.	
2. Evaluate supervisory practices and their impact on service quality		2.1. Analyse the role of supervision in supporting staff development and service improvement. 2.2. Assess methods of monitoring and evaluating staff performance in health and social care. 2.3. Critically reflect on the impact of effective (or ineffective) supervision on service delivery outcomes.	
3. Apply ethical frameworks to decision-making in health and social care		3.1. Explain ethical theories and principles relevant to decision-making in health and social care. 3.2. Apply ethical frameworks to evaluate case scenarios involving dilemmas in service delivery. 3.3. Justify decisions made in complex ethical situations with reference to professional codes and policies.	
4. Critically reflect on personal lead-		4.1. Assess personal leadership and man-	

ership style and professional responsibilities	agement approaches using recognised frameworks (e.g., transformational, transactional, situational). 4.2. Reflect on strengths and areas for development in own leadership practice. 4.3. Propose strategies for professional growth and continuous improvement in a health and social care context.
Assessment Instructions Assessment must be carried out through a range of valid and reliable methods that measure achievement of all learning outcomes. Centres should ensure evidence is authentic, sufficient, and demonstrates learners' ability to apply knowledge in practice. Assessment Methods A 2000-word individual written assignment, addressing all learning outcomes through analysis, application of theory, and critical reflection. Suggested Resources • Key Texts ○ Thompson, N. (2020). <i>Understanding Social Work: Preparing for Practice</i>. Palgrave Macmillan. ○ Collins, K. (2019). <i>Management and Leadership in Health and Social Care</i>. Routledge. ○ Jasper, M., Rosser, M., & Mooney, G. (2013). <i>Professional Development, Reflection and Decision-Making in Nursing and Health Care</i>. Wiley-Blackwell. • Journals ○ <i>Journal of Health and Social Care Improvement</i> ○ <i>British Journal of Social Work</i> ○ <i>Journal of Health Organization and Management</i> • Policy/Frameworks ○ UK Department of Health and Social Care (statutory guidance & policy frameworks) ○ Health and Care Professions Council (HCPC) Standards of Proficiency ○ NICE Guidelines on quality standards in health and social care	

Unit 2: Working in Partnership in Health and Social Care			
Unit Aim	This unit aims to provide learners with a critical understanding of partnership working in health and social care. Learners will explore theories, models, and frameworks of collaboration, while developing strategies to overcome challenges and promote effective multi-agency, inter-professional, and service-user partnerships.		
Level	5	Credit Value	15
GLH	60	Unit Number	HS/WPH/205
Learning Outcomes		Assessment Criteria	
The learner will		The learner can	
1. Explain models and theories of partnership working		1.1. Describe key theories and models of partnership in health and social care. 1.2. Analyse the benefits and limitations of partnership approaches. 1.3. Evaluate how partnership working supports service integration and outcomes.	
2. Assess benefits and challenges of inter-professional collaboration		2.1. Identify barriers to effective inter-professional collaboration. 2.2. Analyse the impact of communication, trust, and power dynamics in partnerships. 2.3. Propose solutions to overcome challenges in collaborative working.	
3. Evaluate policies and frameworks guiding partnership practice		3.1. Explain the role of national and local policies in shaping partnership practice. 3.2. Assess the influence of regulatory and professional frameworks 3.3. Critically analyse case examples where policy has improved or hindered partnerships.	
4. Demonstrate strategies to build and maintain successful partnerships		4.1. Develop strategies to promote effective communication and collaboration. 4.2. Propose methods for conflict resolution and sustaining partnerships. 4.3. Evaluate approaches for involving service users and communities in partnership working.	
Assessment Instructions			
Assessment must be carried out through a range of valid and reliable methods that measure achievement of all learning outcomes. Centres should ensure evidence is authentic, sufficient, and demonstrates learners’ ability to apply knowledge in practice.			

Assessment Methods

- 2000-word individual written assignment, covering all learning outcomes with theory, analysis, and application to practice.

Suggested Resources

- Glendinning, C. (2021). *Partnerships, New Labour and the Governance of Welfare*. Routledge.
- Carnwell, R. & Carson, A. (2018). *Effective Practice in Health and Social Care: A Partnership Approach*. Open University Press.
- *Journal of Integrated Care*
- *Health and Social Care in the Community* (Wiley)
- UK Government and NHS policy papers on partnership and integration (e.g., NHS Long Term Plan).

Unit 3: Safeguarding and Protection of Vulnerable Individuals			
Unit Aim	This unit equips learners with the knowledge and skills required to protect and safeguard vulnerable individuals in health and social care settings. Learners will examine legislation, frameworks, and organisational responsibilities, while analysing real-world challenges and applying safeguarding principles to practice.		
Level	5	Credit Value	15
GLH	60	Unit Number	HS/SPV/206
Learning Outcomes The learner will		Assessment Criteria The learner can	
1. Explain legislation and regulatory frameworks for safeguarding		1.1. Outline key safeguarding legislation, policies, and statutory guidance. 1.2. Analyse the roles and responsibilities of organisations and professionals in safeguarding. 1.3. Evaluate how safeguarding frameworks protect service users' rights and well-being.	
2. Analyse risks and indicators of abuse, neglect, or exploitation		2.1. Identify signs, symptoms, and patterns of different types of abuse. 2.2. Assess risk factors contributing to vulnerability and harm. 2.3. Examine case examples where early intervention prevented or failed to prevent abuse.	
3. Evaluate safeguarding policies and procedures within organisations		3.1. Critically review organisational safeguarding policies and reporting procedures. 3.2. Assess the effectiveness of staff training and awareness programmes. 3.3. Recommend improvements to strengthen safeguarding practices.	
4. Apply best practice approaches to case management and protection		4.1. Demonstrate application of safeguarding procedures in simulated case studies. 4.2. Propose strategies for inter-agency collaboration in safeguarding vulnerable individuals. 4.3. Reflect on ethical dilemmas and decision-making in safeguarding practice.	
Assessment Instructions Assessment must be carried out through a range of valid and reliable methods that measure achievement of all learning outcomes. Centres should ensure evidence is			

authentic, sufficient, and demonstrates learners' ability to apply knowledge in practice.

Assessment Methods

- 2000-word individual written assignment, requiring learners to apply legislation, policies, and case studies to demonstrate safeguarding knowledge and critical analysis.

Suggested Resources

- Department of Health and Social Care (2018). *Working Together to Safeguard Children: Statutory Guidance*.
- Brayne, H., Carr, H. & Goosey, D. (2019). *Law for Social Workers*. Oxford University Press.
- *Journal of Adult Protection* (Emerald Publishing).
- *Child Abuse Review* (Wiley).
- NSPCC, Care Quality Commission (CQC), and NHS Safeguarding resources.

Unit 4: Quality and Team Management in Health and Social Care			
Unit Aim	This unit aims to provide learners with the knowledge and skills required to lead and manage teams effectively while ensuring continuous improvement and high-quality service delivery in health and social care. Learners will explore leadership approaches, performance management, and quality assurance systems that enhance organisational outcomes and service-user satisfaction.		
Level	5	Credit Value	15
GLH	60	Unit Number	HS/QTM/207
Learning Outcomes		Assessment Criteria	
The learner will		The learner can	
1. Analyse principles and methods of quality assurance		1.1. Explain the importance of quality assurance in health and social care. 1.2. Analyse tools and methods used to monitor and evaluate quality standards. 1.3. Assess the impact of quality improvement initiatives on service delivery.	
2. Evaluate approaches to managing, motivating, and supporting teams		2.1. Compare leadership and management styles relevant to team management. 2.2. Evaluate strategies to motivate and develop staff performance. 2.3. Assess the role of effective communication and feedback in team management.	
3. Assess the impact of leadership styles on organisational outcomes		3.1. Analyse how leadership styles influence organisational culture and performance. 3.2. Evaluate case examples where leadership has improved or hindered team outcomes. 3.3. Propose strategies for adopting effective leadership practices.	
4. Develop strategies for continuous improvement and service excellence		4.1. Identify approaches for embedding continuous improvement in health and social care. 4.2. Propose methods for involving staff and service users in quality improvement initiatives. 4.3. Critically reflect on challenges to achieving excellence in service delivery.	
Assessment Instructions Assessment must be carried out through a range of valid and reliable methods that measure achievement of all learning outcomes. Centres should ensure evidence is			

authentic, sufficient, and demonstrates learners' ability to apply knowledge in practice.

Assessment Methods

- 2000-word individual written assignment, evaluating leadership, team management, and quality assurance approaches with reference to real-world practice and case studies.

Suggested Resources

- Gopee, N. & Galloway, J. (2017). *Leadership and Management in Healthcare*. SAGE.
- McSherry, R. & Warr, J. (2010). *Implementing Excellence in Your Health Care Organisation*. Open University Press.
- *Journal of Health Organization and Management* (Emerald).
- *International Journal for Quality in Health Care* (Oxford University Press).
- National Institute for Health and Care Excellence (NICE) guidelines on quality standards.

Unit 5: Health Education, Wellbeing, and Complex Needs Management			
Unit Aim	This unit aims to develop learners’ knowledge and skills in promoting health and wellbeing while managing services for individuals with complex needs. Learners will explore models of health promotion, strategies for community wellbeing, and approaches to supporting vulnerable individuals with multiple or long-term care requirements.		
Level	5	Credit Value	15
GLH	60	Unit Number	HS/HEW/208
Learning Outcomes The learner will		Assessment Criteria The learner can	
1. Examine health promotion models and strategies		1.1. Describe key models and approaches to health promotion. 1.2. Analyse the effectiveness of health promotion campaigns in improving public health. 1.3. Evaluate barriers to successful health promotion initiatives.	
2. Evaluate the role of education in promoting individual and community wellbeing		2.1. Assess the role of health education in changing behaviours and improving outcomes. 2.2. Evaluate strategies for engaging individuals and communities in health education. 2.3. Analyse the impact of cultural and social factors on health education.	
3. Analyse approaches to supporting individuals with complex needs		3.1. Define complex needs within the context of health and social care. 3.2. Assess multi-agency approaches to supporting individuals with complex needs. 3.3. Critically evaluate challenges in delivering integrated care for complex needs.	
4. Design and justify health promotion initiatives in practice		4.1. Propose a health promotion initiative addressing a specific public health issue. 4.2. Justify the chosen methods, resources, and target groups for the initiative. 4.3. Evaluate potential outcomes and challenges of the proposed initiative.	
Assessment Instructions Assessment must be carried out through a range of valid and reliable methods that measure achievement of all learning outcomes. Centres should ensure evidence is authentic, sufficient, and demonstrates learners’ ability to apply knowledge in practice.			

Assessment Methods

- 2000-word individual written assignment, requiring learners to analyse health promotion models, evaluate complex needs management, and propose a justified health promotion initiative.

Suggested Resources

- Ewles, L. & Simnett, I. (2019). *Promoting Health: A Practical Guide*. Elsevier.
- Naidoo, J. & Wills, J. (2021). *Foundations for Health Promotion*. Elsevier.
- Glasby, J. (2017). *Understanding Health and Social Care*. Policy Press.
- *Health Education Journal* (SAGE).
- Public Health England (PHE) and World Health Organization (WHO) reports on health promotion and wellbeing.

Unit 6: Research Methods and Project in Health and Social Care			
Unit Aim	This unit equips learners with the knowledge and skills to conduct independent research in health and social care. Learners will gain competence in research design, data collection, and analysis, culminating in the completion of a project that addresses a relevant issue in health and social care management.		
Level	5	Credit Value	20
GLH	80	Unit Number	HS/RMP/209
Learning Outcomes The learner will		Assessment Criteria The learner can	
1. Formulate research aims, questions, and objectives relevant to health and social care		1.1. Identify a feasible research topic related to health and social care management. 1.2. Formulate clear research aims, objectives, and questions. 1.3. Justify the significance and relevance of the chosen research focus.	
2. Critically review literature and secondary data sources		2.1. Conduct a structured literature review using academic and professional sources. 2.2. Analyse existing theories, concepts, and findings relevant to the research topic. 2.3. Identify gaps and limitations in the existing body of knowledge.	
3. Apply appropriate research methodologies and tools		3.1. Select suitable qualitative and/or quantitative research methods. 3.2. Demonstrate application of ethical principles in research design. 3.3. Collect, organise, and interpret data using appropriate tools and techniques.	
4. Present findings, analysis, and recommendations in a professional report		4.1. Analyse research findings critically in relation to research questions. 4.2. Draw valid conclusions and propose recommendations for practice. 4.3. Present a structured, well-referenced research report in academic style.	
Assessment Instructions Assessment must be carried out through a range of valid and reliable methods that measure achievement of all learning outcomes. Centres should ensure evidence is authentic, sufficient, and demonstrates learners’ ability to apply knowledge in practice.			
Assessment Methods			

- Written Research Project (5000–6000 words) — learners complete an independent project addressing all learning outcomes, including literature review, methodology, analysis, and conclusions.

Suggested Resources

- Creswell, J. & Creswell, J. (2018). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. SAGE.
- Bowling, A. (2014). *Research Methods in Health: Investigating Health and Health Services*. Open University Press.
- Polit, D. & Beck, C. (2021). *Nursing Research: Generating and Assessing Evidence for Nursing Practice*. Wolters Kluwer.
- *Health and Social Care Research Journal*
- NHS Health Research Authority – *Research Ethics Guidance*.

Unit 7: Leadership and Strategic Change in Health and Social Care			
Unit Aim	This unit develops learners’ understanding of leadership theories and their application in health and social care contexts. It explores how leaders manage strategic change, overcome resistance, and foster a positive organisational culture that supports innovation and continuous improvement. Learners will reflect on their own leadership skills and design strategies for leading change effectively.		
Level	5	Credit Value	15
GLH	60	Unit Number	HS/LSC/210
Learning Outcomes		Assessment Criteria	
The learner will		The learner can	
1. Analyse key theories and models of leadership		1.1. Explain classical and contemporary leadership theories relevant to health and social care. 1.2. Evaluate the strengths and limitations of different leadership approaches. 1.3. Assess the role of emotional intelligence in effective leadership.	
2. Evaluate the role of leaders in managing organisational change		2.1. Analyse the process of change management in health and social care settings. 2.2. Assess how leaders influence staff engagement during periods of change. 2.3. Evaluate case studies where leadership facilitated or hindered change.	
3. Develop strategies to overcome resistance to change		3.1. Identify common sources of resistance to organisational change. 3.2. Propose techniques for managing conflict and resistance constructively. 3.3. Evaluate strategies to build trust and commitment during change initiatives.	
4. Propose solutions for implementing sustainable improvements		4.1. Design a change strategy that promotes service innovation and improvement. 4.2. Justify approaches for embedding sustainability into organisational practice. 4.3. Critically reflect on leadership challenges in driving long-term change.	
Assessment Instructions Assessment must be carried out through a range of valid and reliable methods that measure achievement of all learning outcomes. Centres should ensure evidence is authentic, sufficient, and demonstrates learners’ ability to apply knowledge in practice.			

Assessment Methods

- 2000-word individual written assignment, requiring learners to analyse leadership theories, evaluate change management, and propose strategies for sustainable improvement.

Suggested Resources

- Northouse, P. (2022). *Leadership: Theory and Practice*. SAGE.
- Kotter, J. (2012). *Leading Change*. Harvard Business Review Press.
- Yukl, G. (2020). *Leadership in Organizations*. Pearson.
- *Journal of Leadership in Health Services* (Emerald).
- NHS Leadership Academy – *Healthcare Leadership Model*.

Unit 8: Policy, Ethics, and Contemporary Issues in Health and Social Care			
Unit Aim	This unit enables learners to critically explore the impact of policies, ethical frameworks, and contemporary issues on health and social care practice. Learners will examine how political, economic, and social trends shape service provision, evaluate ethical dilemmas, and propose responses to emerging challenges within the sector.		
Level	5	Credit Value	10
GLH	40	Unit Number	HS/PEC/211
Learning Outcomes		Assessment Criteria	
The learner will		The learner can	
1. Analyse key national and international health and social care policies		1.1. Explain the role of policy in shaping health and social care services. 1.2. Compare the influence of national versus international policy frameworks. 1.3. Evaluate the effectiveness of specific policies in improving health and social care outcomes.	
2. Evaluate the impact of political, economic, and social trends on service provision		2.1. Analyse how demographic changes affect demand for health and social care. 2.2. Assess the impact of funding and resource allocation on service delivery. 2.3. Evaluate the effect of global trends (e.g., pandemics, digital health) on health and social care provision.	
3. Assess major ethical dilemmas in health and social care		3.1. Explain ethical principles relevant to health and social care practice. 3.2. Evaluate real or simulated case studies involving ethical dilemmas. 3.3. Propose ethically justified solutions to complex practice situations.	
4. Explore future challenges and propose recommendations for policy and practice		4.1. Identify emerging challenges affecting the health and social care sector. 4.2. Recommend strategies for policy development and organisational practice. 4.3. Critically reflect on the role of ethics in shaping future health and social care.	
Assessment Instructions Assessment must be carried out through a range of valid and reliable methods that measure achievement of all learning outcomes. Centres should ensure evidence is authentic, sufficient, and demonstrates learners’ ability to apply knowledge in practice.			
Assessment Methods			

- 2000-word individual written assignment, addressing all learning outcomes through critical analysis of policies, ethical frameworks, and contemporary issues.

Suggested Resources

- Glasby, J. (2017). *Understanding Health and Social Care*. Policy Press.
- Leathard, A. (2019). *Health and Social Care Policy*. Routledge.
- Beauchamp, T. & Childress, J. (2019). *Principles of Biomedical Ethics*. Oxford University Press.
- *Health Policy* (Elsevier).
- *Journal of Medical Ethics* (BMJ).
- UK Department of Health and Social Care, World Health Organization (WHO), and NHS policy documents.

Version Control and Review Information

EBMA is committed to maintaining the accuracy and relevance of its qualifications. This specification will be reviewed regularly to ensure its best practice in the sector.

Version Control

- **Qualification Title:** EBMA Level 5 Diploma in Health and Social Care Management
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Review Arrangements

- This document is subject to periodic review by EBMA.
- Updates may be made to reflect changes in legislation, sector standards, or assessment practice.
- Centres will be notified of any updates, and the latest version of the specification will always be available through the EBMA secure portal.
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