# Module Specification Template

## Module Details

<table>
<thead>
<tr>
<th><strong>Module title</strong></th>
<th>Case Management for Health and Social Care</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Module code</strong></td>
<td>NA6108</td>
</tr>
<tr>
<td><strong>Credit value</strong></td>
<td>20 Credits</td>
</tr>
</tbody>
</table>

**Level**

- Level 4
- Level 5
- Level 6
- **Level 7**
- Level 8

**Entry criteria for registration on this module**

- Evidence of study at level 6. Normal continuing professional educational entry requirements apply. Candidates must be in clinical practice where case management is a significant aspect of the role.

**Module delivery**

- **Mode of delivery**
  - Taught
  - Distance
  - Placement
  - Online
  - Other: Problem based learning

- **Pattern of delivery**
  - Weekly
  - Block
  - Other

- **When module is delivered**
  - Semester 1
  - Semester 2
  - Throughout year
  - Other

**Brief description of module content and/or aims**

This module is delivered through problem based learning to demonstrate the co-ordinated, inter-professional approaches to case management required to deliver effective case management for people with complex long term conditions.

This module is co-delivered with NAM80 (Case management for health and social care, level 7)

**Module team/author/coordinator(s)**

Hannah Morris, Maureen Walker, Gill Morrison

**School**

School of Health Sciences

**Site/campus where delivered**

Falmer

## Course(s) for which module is appropriate and status on that course

<table>
<thead>
<tr>
<th>Course</th>
<th>Status (mandatory/ compulsory/ optional)</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSc Professional Practice</td>
<td>Optional</td>
</tr>
<tr>
<td>BSc Nurse Practitioner</td>
<td>Optional</td>
</tr>
<tr>
<td>BSc Community Specialist Practice</td>
<td>Optional</td>
</tr>
</tbody>
</table>

## Module Aims, Assessment and Support

**Aims**

This module aims to develop case management skills for health and social care professionals in advanced roles to deliver improvements in inter-professional co-ordinated care for persons with complex long term conditions.
| Learning outcomes | 1) Critically analyse the principles and processes of case management and case finding and apply to the context of own practice.  
2) Critically analyse risk and predicative data tools and evaluate their application in the clinical decision making processes utilised in the management of care of persons living with complex long term conditions.  
3) Utilise learning from research literature to promote and facilitate collaborative and cohesive approaches to working with service users, carers and health and social care professionals ensuring personalised approach to the provision of care that promotes independence, choice and dignity.  
4) Evaluate patient outcomes in order to ensure the quality of care provision, contribute to service evaluation and commissioning requirements.  
5) Demonstrate critical awareness of legal and ethical issues and synthesise and apply learning to the context of case management. |
| Content | Process, principle and application of problem based learning.  
Models of case management, principles and processes of case management.  
Assessment tools for case management; general and specialist.  
Risk stratification and predictive tools, risk analysis.  
Critical clinical decision making in the context of case management for long term conditions.  
Legal and ethical considerations in case management practice.  
Integration in health and social care, collaborative working in case management.  
Personalisation agenda in case management for long term conditions.  
Skills for commissioning, procurement and access to services. |
| Learning support | You will be able to negotiate appropriate areas of study and the focus for your assignment with the module facilitators. The module leader will be happy to provide you with academic support and tutorials.  
Coulter, A., S. Roberts, and A. Dixon. 2013. *Delivering better services for people with long term conditions.* Building the house of


NHS Modernisation Agency and Skills for Health 2005 *Case management competencies framework for care of people with long term conditions*

Offredy, M, F Bunn, and J Morgan. 2009. "Case management in long term conditions: an inconsistent journey?" *British Journal of Community Nursing*


Purdy, S. 2010. *Avoiding hospital admissions. What does the research


**Journals:**

Health Service Journal; Journal of Advanced Nursing; Journal of Interprofessional Care; Journal of Nursing Management; Managing Community Care; Practice Development in Health Care Journal [http://onlinelibrary.wiley.com](http://onlinelibrary.wiley.com)

**Websites:**


[http://www.cmsuk.org/default.aspx](http://www.cmsuk.org/default.aspx)


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**Teaching and learning activities**

**Details of teaching and learning activities**

This module will be delivered through problem based learning. Students will receive a series of key note lectures and will be provided with trigger scenarios. Students will then undertake a critical discourse based on the trigger in order to establish their learning needs and areas to examine and investigate through facilitated action learning sets. Students will then feedback and critically discuss their findings and how this can be applied to their own case management practice. Through this process students are learning the communication, collaborative, delegation, networking and decision making skills required for effective case management practice.

**Allocation of study hours (indicative)**

<table>
<thead>
<tr>
<th>Study hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>
Where 10 credits = 100 learning hours

| SCHEDULED | This is an indication of the number of hours students can expect to spend in scheduled teaching activities including lectures, seminars, tutorials, project supervision, demonstrations, practical classes and workshops, supervised time in workshops/ studios, fieldwork, external visits, and work-based learning. | 54 |
| GUIDED INDEPENDENT STUDY | All students are expected to undertake guided independent study which includes wider reading/ practice, follow-up work, the completion of assessment tasks, and revisions. | 76 |
| PLACEMENT | The placement is a specific type of learning away from the University that is not work-based learning or a year abroad. | 70 |

TOTAL STUDY HOURS 200

Assessment tasks

Details of assessment for this module

Assessment for this module is in two parts to demonstrate theoretical and practical achievement of the learning outcomes.

Theoretical assignment:
A 2000 word essay reflecting on the students role in the decision making process in reference to a specific case management case study with which they have been actively involved. This should include the evaluation of patient outcomes and an evaluation of how learning from the module has informed the students professional practice and role development.

Practice assessment:
A portfolio of evidence to inform the basis of a 30 minute viva with the practice assessor.
The portfolio should demonstrate the students involvement in a specific case management scenario, and should include a case summary, assessment tools, personalised care plans and evidence of coordination and collaboration. A written reflection on the process of case management should be included and discussed at the viva.

Types of assessment task

<table>
<thead>
<tr>
<th>Types of assessment task</th>
<th>% weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indicative list of summative assessment tasks which lead to the award of credit or which are required for progression.</td>
<td>% weighting</td>
</tr>
<tr>
<td>WRITTEN</td>
<td>0</td>
</tr>
<tr>
<td>COURSEWORK</td>
<td>50%</td>
</tr>
<tr>
<td>PRACTICAL</td>
<td>50%</td>
</tr>
</tbody>
</table>

EXAMINATION INFORMATION

Area examination board
School of Health Sciences Graduate Area Exam Board

Refer to Faculty Office for guidance in completing the following sections

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1 Set exercises, which assess the application of knowledge or analytical, problem-solving or evaluative skills, are included under the type of assessment most appropriate to the particular task.
### External examiners

<table>
<thead>
<tr>
<th>Name</th>
<th>Position and institution</th>
<th>Date appointed</th>
<th>Date tenure ends</th>
</tr>
</thead>
<tbody>
<tr>
<td>David Owens</td>
<td>Senior Lecturer, Edge Hill University</td>
<td>01.09.16</td>
<td>31.12.20</td>
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### QUALITY ASSURANCE

<table>
<thead>
<tr>
<th>Date of first approval</th>
<th>July 2006</th>
</tr>
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<tbody>
<tr>
<td>Date of last revision</td>
<td>October 2011</td>
</tr>
<tr>
<td>Date of approval for this version</td>
<td>April 2015 – Q&amp;S published August 2016</td>
</tr>
<tr>
<td>Version number</td>
<td>4</td>
</tr>
<tr>
<td>Modules replaced</td>
<td>Not applicable</td>
</tr>
</tbody>
</table>

Available as free-standing module?  

| Yes | x | No |