



ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Long Term Conditions				
Module Code	UZYSQD-30-M	Level	M	Version	1
UWE Credit Rating	30	ECTS Credit Rating	15	WBL module?	No
Owning Faculty	Health & Applied Sciences	Field	Allied Health Professions		
Department	Allied Health Professions	Module Type	Project		
Contributes towards	MSc Rehabilitation				
Pre-requisites	None		Co- requisites	None	
Excluded Combinations	None		Module Entry requirements	None	
First CAP Approval Date	31 May 2016		Valid from	September 2016	
Revision CAP Approval Date			Revised with effect from		

Review Date	2022
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Part 2: Learning and Teaching	
Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <ul style="list-style-type: none"> • Critically discuss the complexities of living with and managing long term conditions from the perspectives of the individual, carers, families, health and social care services and society (Component A). • Critically evaluate key UK and international policies and guidelines related to the management of long term health conditions (Component A). • Demonstrate a critical understanding of the key components of models of disability, healthcare and health behaviour change (Component A). • Critically evaluate their own practice in relation to long term condition management (Component A). • Discuss the contribution of patients and service users in co-designing individual management plans and wider services (Component A) • Critically appraise different sources of evidence that could contribute towards service redesign, evaluation and improvement (Component A)
Syllabus Outline	<p>Long term health conditions can present major challenges to individuals and also to their families and carers, to those commissioning and delivering health and social care services, and to society more generally. Conditions may cause impairment, activity limitations and participation restrictions but may present with very different time-courses and trajectories. Some are life-limiting yet the impact of others can be well controlled with appropriate management strategies. Co-morbidity and multi-morbidity</p>

	<p>further complicates management.</p> <p>This module aims to explore the complexity of the impact of long term conditions (LTCs), from a range of different stakeholder perspectives. It will introduce national and international policies and guidelines for the management of LTCs and consider different models of disability and healthcare. Shared decision making and patient empowerment will be considered as key components in generating, listening to and incorporating patients' and clients' wishes. Models of health behaviour change relevant to LTCs will be introduced and critiqued. Students will be introduced to sources of evidence and guidance such as relevant research, audit, service evaluation, guidelines and National Service Frameworks. They will also consider how to optimally design, improve and evaluate LTC services. The module content will include introduction to examples from a wide range of different LTCs.</p> <p>A key consideration is to allow individual students to tailor their guided reading and the assessment to their particular area of practice related to LTCs.</p>
Contact Hours	<p>The module will be delivered as a distance learning module. The majority of the module is based on self-directed learning using a range of online resources, directed reading, independent reading and discussion forums. Some contact hours (typically up to 10 hours) will be scheduled during the module for tutor support, group tutorials and online synchronous activities.</p>
Teaching and Learning Methods	<p>This module will use a distance learning approach. This will include online interactive materials, lectures, videos, online seminars and discussion on set topics, and links to external content. Guided reading will direct students to appropriate texts, journal articles and other materials which will all be available electronically. Timed release of materials will allow students to progress through the module content in a coherent manner. Approximately 60 hours of directed study will be delivered during the module via the Blackboard online learning platform. Synchronous online seminars and asynchronous discussion forums will support the development of a student learning cohort experience.</p> <p>Teaching and learning will be delivered in a range of formats. This will typically include up to 10 keynote lectures (video-captured), online seminars (using Blackboard Collaborate) and other web-based materials and activities. Blackboard will also be used to support an online discussion forum which will help students to actively share their learning experiences related to set topics (and more generally). Scheduled learning will account for approximately 60 hours. Independent study will account for the remaining 240 hours and will include directed and guided reading (particularly material directly related to their practice context), and preparation and completion of the assessment.</p> <p>Scheduled learning includes tutorials and synchronous online activities.</p> <p>Independent learning includes hours engaged with online lectures, seminars and tasks, essential reading, change initiative preparation, assignment preparation and completion, online tasks etc.</p> <p>These sessions constitute an average time per level as indicated in the table below. Scheduled sessions may vary slightly depending on the module choices you make.</p>
Key Information Sets Information	<p>Key Information Sets (KIS) are produced at programme level for all programmes that this module contributes to, which is a requirement set by HESA/HEFCE. KIS are comparable sets of standardised information about undergraduate courses allowing prospective students to compare and contrast between programmes they are interested in applying for.</p>

Key Information Set - Module data				
Number of credits for this module				30
Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours
300	10	290	0	300

The table below indicates as a percentage the total assessment of the module which constitutes a -

Written Exam: Unseen written exam, open book written exam, In-class test

Coursework: Written assignment or essay, report, dissertation, portfolio, project

Practical Exam: Oral Assessment and/or presentation, practical skills assessment, practical exam

Please note that this is the total of various types of assessment and will not necessarily reflect the component and module weightings in the Assessment section of this module description:

Total assessment of the module:	
Written exam assessment percentage	0%
Coursework assessment percentage	100%
Practical exam assessment percentage	0%
	100%

Reading Strategy

Essential reading

All essential reading will be indicated clearly, along with the method for accessing it. All essential reading will be made available electronically. The module handbook will clearly indicate the range of reading to be carried out.

Further reading

Further reading will be necessary to supplement the essential reading. This will ensure that students access up to date research, policies, guidelines, underpinning knowledge, and theoretical perspectives. This is particularly relevant when sourcing materials related to their own practice. As such, students will be expected to access all additional reading themselves. Identification of reading will be via library search, including online databases, and via other internet resources.

Access and skills

Students will be provided with opportunities in the curriculum to develop their information retrieval and evaluation skills in order to successfully identify, retrieve and evaluate materials. Additional support is available via the library web pages, including interactive tutorials on finding books and journals, evaluating information and referencing. Sign up workshops are also offered by the library.

Indicative Reading List

The following list is offered to provide validation panels/accrediting bodies with an indication of the type and level of information students may be expected to consult. As such, its currency may wane during the life span of the module specification. However, as indicated above, current advice on readings will be available via the module handbook.

- Department of Health/Long Term Conditions (2010) *Improving the health and*

well-being of people with long term conditions. Available from: http://www.yearofcare.co.uk/sites/default/files/pdfs/dh_improving%20the%20%26wb%20of%20people%20with%20LTCs.pdf [Accessed 8 April 2016].

- Goodwin, N., Curry, N., Naylor, C., Ross, S. and Duldig, W. (2010) *Managing people with long-term conditions. An Inquiry into the Quality of General Practice in England*. Available from: http://www.kingsfund.org.uk/sites/files/kf/field/field_document/managing-people-long-term-conditions-gp-inquiry-research-paper-mar11.pdf [Accessed 8 April 2016].
- House of Commons Health Committee (2014) *Managing the care of people with long-term conditions (HC 401)*. Available from: <http://www.publications.parliament.uk/pa/cm201415/cmselect/cmhealth/401/401.pdf> [Accessed 8 April 2016].
- Margereson, C. and Trenoweth, S. (2009) *Developing Holistic Care for Long-term Conditions*. [online] London: Routledge. [Accessed 8 April 2016].
- McVeigh, H. ed. (2015) *Fundamental Aspects of Long Term Conditions: a guide for students of nursing and health*. [online] London: Quay. [Accessed 8 April 2016].
- Meerabeau, L. and Wright, K. eds.(2011) *Long Term Conditions: nursing care and management*. [online] Oxford: Wiley-Blackwell. [Accessed 8 April 2016].
- Randall, S. and Ford, H. eds. (2011) *Long Term Conditions: a guide for nurses and healthcare professionals*. [online] Oxford: Wiley-Blackwell. [Accessed 8 April 2016].
- Saxon, A. and Lillyman, S. (2011) *Developing Advanced Assessment Skills: Patients with Long Term Conditions*. [online] Keswick, Cumbria: M&K Update Ltd. [Accessed 8 April 2016].
- Snoddon, J. (2010) *Case Management of Long Term Conditions Principles and Practice for Nurses*. [online] Oxford: Wiley-Blackwell. [Accessed 8 April 2016].

Part 3: Assessment	
Assessment Strategy	<p>The assessment for this module is a critical appraisal of practice in relation to the management of long term conditions. The assessment aims to encourage the student to reflect on practice and to plan how they might change practice or service to manage long term conditions more effectively in the future. They will be able to tailor the assessment to a practice context.</p> <p><u>Component A</u></p> <p>A 5,000 word written assignment to critically appraise practice in relation to a specified long term condition (to be specified by the student). This could include an overview of the condition and the challenges it presents to individuals, their families, health and social care and society; an evaluation of relevant policies, theories and evidence related to different management approaches; a critical reflection on practice; and reasoned justification for how they might change a practice or service.</p> <p>Formative assessment</p> <p>Opportunities for formative assessment and discussion will be provided throughout the module through online seminars, discussion and individual feedback.</p>

Identify final assessment component and element	Component A	
% weighting between components A and B (Standard modules only)	A:	B:
First Sit		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
1. 5,000 word written assignment	100%	

Resit (further attendance at taught classes is not required)		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
1. 5,000 word written assignment	100%	
If a student is permitted a retake of the module under the University Regulations and Procedures, the assessment will be that indicated by the Module Description at the time that retake commences.		