



Case Management Competency Framework
Version 1

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Introduction

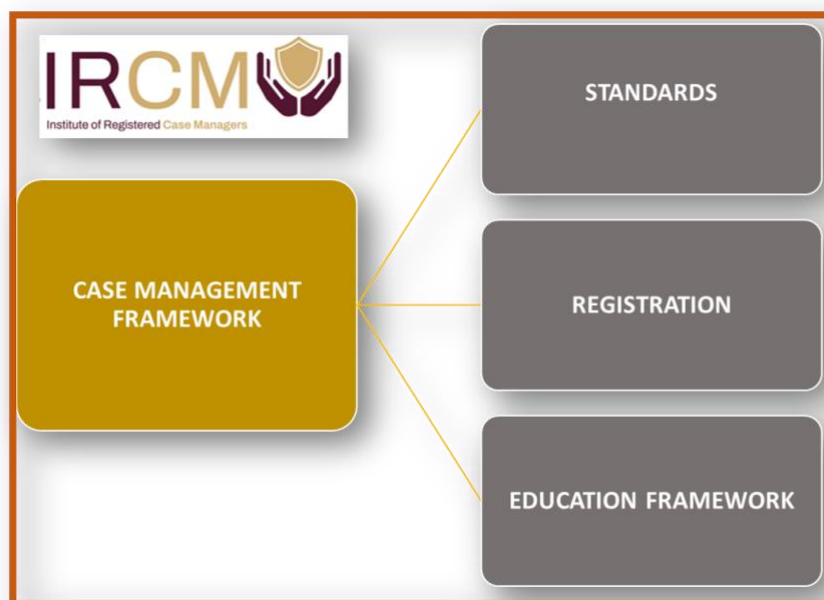
The Case Management Competency Framework is referred to as ‘the Framework’ throughout this document. Please refer to the IRCM Glossary of Terms (glossary) for explanations of terms where further clarification is needed.

The Framework is focused on 'case management' specifically and many of our registrants will work wholly as a case manager. However, some registrants may deliver case management as part of a wider role and will therefore also need to meet the competencies, codes and standards of other registers or regulators, and it is likely that there may be some overlap with these.

Purpose

The Framework provides a benchmark to articulate and promote the expectations and requirements for quality case management practice, and it has informed the development of the Standards of Proficiency, registration requirements, and curricula for education and training.

We have defined competencies as a combination of knowledge, skills, values, beliefs, and behaviours that enable a person to perform tasks and roles competently. *“Competencies are durable, trainable and, through the expression of behaviours, measurable”* (WHO, 2019, p4).



Graphic 1

It is not intended to be a performance appraisal tool per se but also provides a benchmark to help case managers and their employers plan personal and professional development.

Case Management

Case management roles are found in a range of health and social care/support settings. Case management may be a dedicated role or an aspect of an individual's broader practice.

The definition adopted here identifies case management as,

“a collaborative process which assesses, plans, implements, coordinates, monitors, and evaluates the options and services required to meet an individual's health, wellbeing, social care, education and/or occupational needs, using communication and available resources to promote quality, cost-effective and safe outcomes”.

'Case Manager' is not a protected title or a statutorily regulated profession and, unlike most other professional areas of health and social care practice, there is currently no specific educational qualification route into Case Management.

Individuals tend to transition into case manager roles from a variety of other educational or occupational routes, some being regulated by a professional body in relation to other aspects of their work and others not, but either way the fundamental case management aspects of their roles will not be regulated. This has led to the Institute of Registered Case Managers (IRCM) being established.

The Institute of Registered Case Managers

IRCM's mission is *“to safeguard people who use case management services, by setting and upholding standards for registered case managers.”*

Its vision is that *“we will be fair, proportionate and effective in administering a nationally recognised register, ensuring protection of service users and the public by promoting and upholding high standards of practice and ethical conduct for the case management profession”*

It will deliver on these:

- by setting standards for case managers' practice;

- through publishing a public register of people who meet our requirements and commit to practising in line with our standards; and
- by providing a process through which concerns can be reported, and then investigating and taking action where registered case managers do not meet our standards.

A certificate of proficiency in case management is being established by IRCM and it will also develop accreditation for education and training opportunities that meet our standards.

IRCM is a not-for-profit organisation and will be seeking accreditation from the Professional Standards Authority under its accredited register scheme. This will validate IRCM's commitment to high standards and public protection and service users will be able to have confidence when choosing services from someone who is not otherwise regulated for their case management practice.

IRCM Core Values

Inclusivity and Diversity: Case managers treat everyone equally and fairly, regardless of any personal or protected characteristics and circumstances; they strive to provide care that is inclusive, respectful, non-judgmental and values difference.

Compassion: Case managers relate with understanding, empathy, and kindness to service users and other stakeholders.

Person-centred: Case managers put the service user at the centre of their care, respecting the values of the service user and their experiences, and practising in their best interests.

Empowerment: Case managers strive to empower service users and their significant others, according to their specific values, needs, and goals; providing options, consulting, and collaborating with the service user (and appropriate stakeholders) in decision-making to create consensus and foster trusting and productive relationships.

About the Framework

The Framework focuses on the fundamentals of case management, being designed to be relevant to all case managers across all health and social care/support settings. It

encompasses the values, beliefs, competencies, and underpinning knowledge and skills that any case manager should possess.

In time, as IRCM develops, the case management spectrum may become broader, but these fundamental elements should still be applicable across all areas.

The Framework aims to: -

- Respond to the changing contexts in which case managers practice
- Inform the IRCM Standards of Proficiency (SoP) which identify the demonstrable performance outputs that can be expected of a case manager, and will be required for IRCM registration and retention on the register
- Inform employers, commissioners, service users (and their significant others) who are accessing case management services
- Support workforce evaluation and planning by ministerial decision-makers and policymakers
- Inform education development by providing guidance for curriculum development
- Support pre-registrant case managers (and those who support them) by enabling them to use the competencies in planning their development towards registration
- Steer IRCM registrants in planning appropriately to meet ongoing development requirements for re-registration

Background

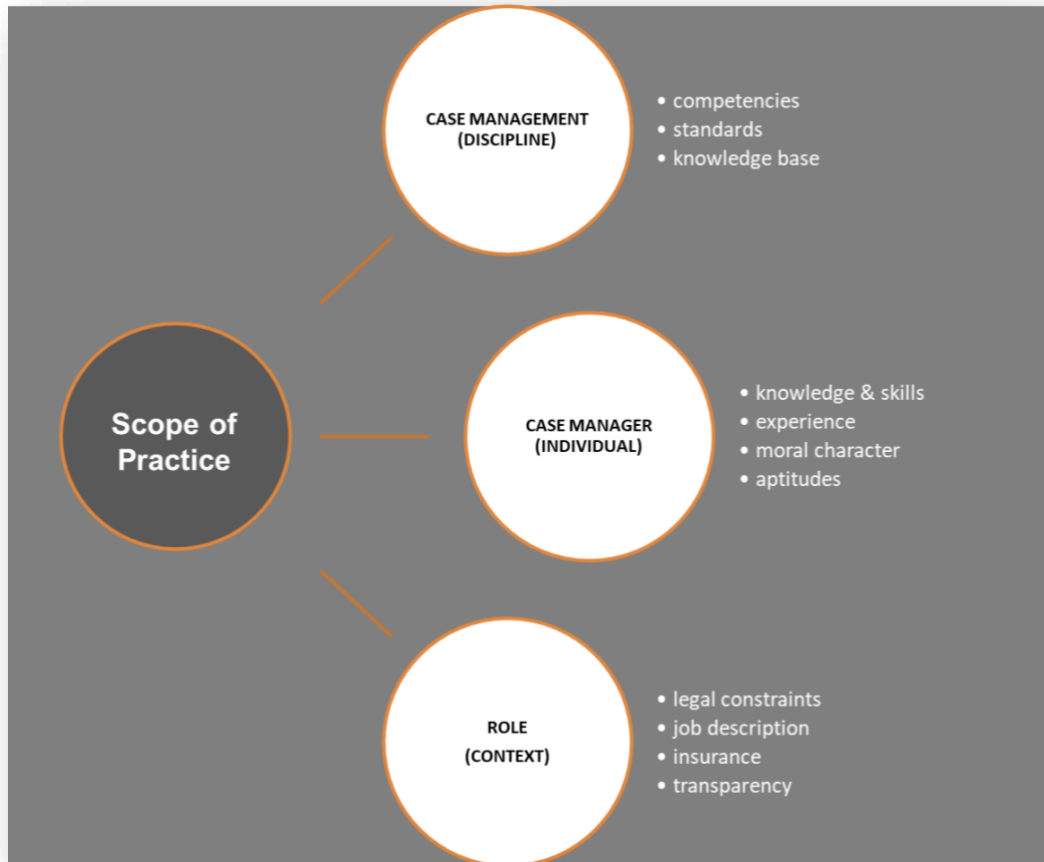
The original Case Management Framework (2015) was developed by a multi-disciplinary group from across three membership organisations - the British Association of Brain and Complex Case Management (BABICM), the Case Management Society UK (CMSUK), and Vocational Rehabilitation Association (VRA). This included consultation across a wide range of case management practitioners and stakeholders, in presentations and workshops in several different locations.

Version 1 was shared publicly at the joint 'Together' conference in 2015 and was made available via the BABICM, CMSUK, and VRA websites subsequently.

This updated 2022 version has been named the Case Management Competency Framework and is referred to as 'the Framework' throughout this document.

IRCM would like to thank everyone who has contributed to the development of both versions of the Framework for their input.

Scope of Practice



Graphic 2

Case managers must be clear about, and operate within, their scope of practice and will have to consider a number of factors in relation to the discipline of case management, their own individual scope, and the context in which they practice (see Graphic 2).

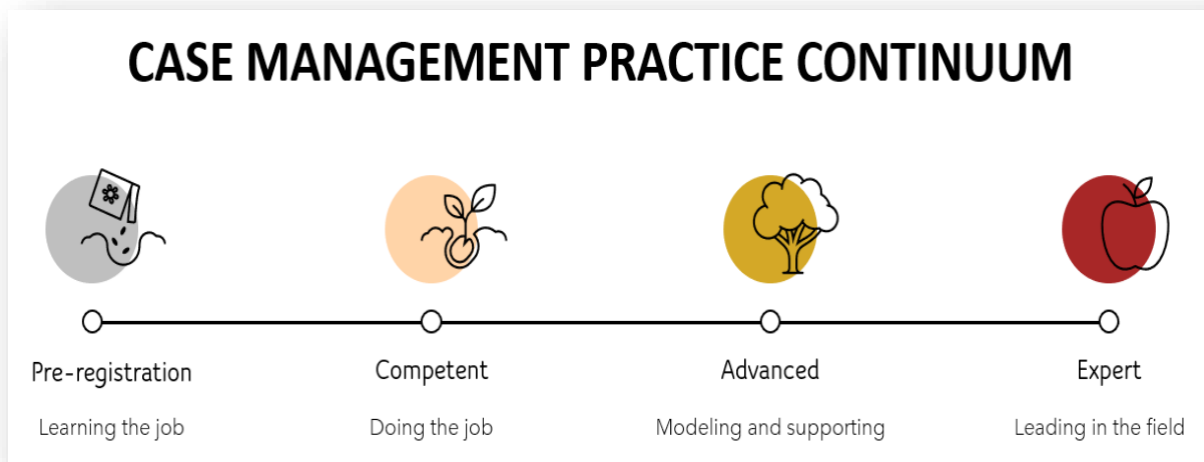
Scope of case management as a discipline is identified by the criteria and domains in the Framework, the Registration Criteria, and the Standards of Proficiency.

Scope of the individual is determined by whether or not they have the appropriate skills, training, values, attitude, and experience to provide safe and effective case management services.

Scope in relation to the context of practice is dictated by the purpose or remit of the role, the organisational setting, legal requirements or constraints in this context, the limits of the professional indemnity insurance in place, and transparency in relation to their capabilities so that the service user can make appropriate choices about the services they are accessing.

A Case Management Practice Continuum

Within the Framework, the concept of a Case Management Practice Continuum with varying degrees of autonomy and scope is employed (Graphic 3). Four points, or levels of proficiency¹, are defined along this spectrum and practitioners can move in either direction throughout their professional life, according to their scope in a particular area of practice and their degree of autonomy.



Graphic 3

¹ Model informed by Benner (1982) and Thomas and Kellgren (2017)

So what do these levels/points on the continuum look like in practice?

Pre-registration: This level of proficiency denotes a relative novice in their practice, and their case management role, despite any additional professional or vocational qualification and experience.

Their practice will likely be task oriented, and skills focused, practicing relatively inflexibly, and adhering to rules/guidance while working in predictable situations.

This case manager may not yet have enough experience to be eligible to apply for registration, in which case they should be engaging in training or development relevant to their role.

They should work under a degree of managerial and professional supervision (see glossary), with a competent or advanced Registered Case Manager, with an appropriate development plan including reflection on experience.

Competent: The competent level of proficiency is that which all IRCM Registered Case Managers must be able to demonstrate through successful completion of the Certificate of Proficiency (once available) and meeting the Standards of Proficiency.

Competent denotes a case manager who can plan effectively. They should now know what to expect and have adopted a holistic approach in their practice. They will think analytically, with an evidence-informed approach (see glossary), rather than following instruction. They can anticipate risks and consequences in unpredictable situations, operating with an increasing level of autonomy and scope.

They should continue to develop by engaging in managerial and professional supervision for themselves, as well as by providing the same for others.

They should also ensure that they have appropriate levels of support to practice safely and effectively and work within their scope of practice.

Advanced:

This level of proficiency denotes a case manager with significant experience, knowledge, and scope in their own area of case management practice.

In addition to all that they could do at a competent level, they practice holistically and use their experience to anticipate needs and mitigate risks early on in complex and unpredictable situations.

They are flexible and adaptable, and their practice is largely intuitive, whilst still being evidence informed. They can transfer knowledge between contexts to quickly identify priorities and appropriate goals in complex and unpredictable situations.

They should continue to engage with supervision and CPD to develop themselves and are likely to be supervising other colleagues managerially and/or professionally. They should be engaging with professional groups to contribute to development and advances in their field in case management.

Expert:

A practitioner with extensive experience in their area of case management practice who may be recognised as a leader in their field.

In addition to all that an advanced practitioner can do, they may be supervising individuals and/or teams managerially/professionally and will likely be engaging with and/or representing the case management profession as a whole, offering expert support and guidance to further the case management profession and promote best quality case management provision in the interests of the public and other stakeholders.

These descriptions do not have fixed parameters, but they will help individual case managers to identify where they can position themselves to be able to plan their development, and for managers/supervisors to identify what support they may need to enable them to perform well and develop appropriately.

An individual case manager's position on the continuum is not a permanent one. Despite all criteria being shared by all case managers, as with scope of practice, **some may find that**

they operate at different levels in different aspects of their role, or in different contexts, and over time.

Individuals do not have to start at one end and work to the other, for example:

- Novices may bring relevant transferable knowledge and skills from another professional area or may demonstrate more maturity and confidence in working independently than others might. They may already be able to identify themselves at a competent level earlier than the pre-registration period (although they will still require the relevant period of experience in their role before being eligible to apply for IRCM registration).
- Some practitioners may have been operating at an advanced level in their chosen field of case management (e.g., mental health) and take a new role in another area (perhaps complex brain injury) where they may have little experience. They would now be operating at a novice level in some aspects of their work, whilst they gain knowledge, skills and experience, but some of the fundamental case management aspects of their role may still be at the advanced level on the continuum.
- Practitioners who have considerable experience in a small team at advanced or expert levels may move into a large organisation and find themselves managing larger and more diverse teams. They may assess themselves to be at a competent level for some of the newer aspects of their role for a time, despite retaining an advanced level in other aspects.
- Expert practitioners may make a move into teaching or research into case management practice. They will retain their expert level in relation to case management itself but may find themselves at a novice level in terms of teaching or research around broader aspects of case management for a time.

Structure of the Framework

Competencies are organised into four key domains that encompass all areas of case management practice and collectively capture what case managers do and how they behave, in order to perform safely and effectively (G4).



Graphic 4

The 4 domains are underpinned by the IRCM's Core Values and the Standards of Moral and Ethical Conduct as set out in the Standards of Proficiency. They are further divided into criteria for the assessment of skills, behaviours, and knowledge: -

- The criteria are described across the four levels of proficiency on the Case Management Practice Continuum, as discussed earlier.
- The criteria are representative of the fundamental practices and activities that every case manager must engage with, irrespective of background. Hence, they apply across all different areas and specialisms of case management.
- The criteria are cumulative across the 4 points on the continuum i.e., the criteria in the expert columns are additional to the ones in the earlier columns, which are assumed to have already been satisfied.
- The criteria are not a replacement for any specific requirements that may exist in particular areas of case management (e.g., Brain Injury Case Management or Vocational Case Management), but will complement existing frameworks.
- As with all criteria based frameworks, equivalent skills and expertise areas will be considered on a case-by-case basis.

The Case Management Competency Framework

Professionalism Domain

Case management involves working with potentially vulnerable service users and requires adherence to ethical codes, standards, and legal frameworks. This domain focuses on case management service provision and the ongoing wellbeing of case managers, their service users, and their teams. There is an emphasis on professional integrity, scope of practice, collaboration, safety, and quality.

Level Criteria	Pre-registration	Competent	Advanced	Expert
Prof 1 Modelling professionalism	a	Behaves in a manner that instils confidence in others by always being open and transparent with the service user and other stakeholders, including where something has gone wrong, in line with the Duty of Candour. Conveys competence, reliability, respectfulness, and accountability.		
	b	Promotes and complies with professional standards, codes of conduct, regulations, legislation, and guidelines relevant to their profession and area of practice.		
	c	Understands and acts within their own professional boundaries, seeking support where needed.	Supports peers in the identification and maintenance of professional boundaries.	

Prof 2 Ethical practice	a	Seeks and documents consent to engage, establishing capacity, and revisiting at each interaction.			
	b	Adheres to rules relating to confidentiality seeking consent before sharing information.	Develops systems to assure service user confidentiality within case management practice.		
	c	Identifies underlying ethical and moral principles, and their implications.	Interprets and consistently applies moral and ethical principles and behaves with integrity.	Develops frameworks to support the consistent application of ethical and moral standards and integrity.	Contributes to national and international debates on morality and ethics in case management and/or health and social care more generally, where opportunities arise.
	d	Practices inclusively, in line with Equality, Diversity and Inclusion (EDI) legislation; recognising protected characteristics and working to mitigate any potential for discrimination, harassment or victimisation.	Supports the development and implementation of EDI policy and procedure within the organisation.		Contributes to national and international debates and initiatives on EDI in case management, where opportunities arise.
	e	Seeks support to identify potential conflicts of interest.	Identifies, declares, and manages real or potential conflicts of interest, and identifies strategies to minimise their impact.		
Prof 3:	a	Practices safely and effectively within an evolving scope of	Supports others to identify and work within scope, offering support to case managers in practicing safely and effectively.		

Scope of Practice		practice determined by their knowledge, skills, and experience.		
	b	Recognises when to refer to another with specialist or advanced knowledge, skills, or experience.		
	c	Can justify how they may extend their scope (professionally and/or personally).		
Prof 4: Practices safely	a	Only accepts referrals within their scope of practice and in accordance with their standards of proficiency and routinely evaluates that the case remains within scope.	Develops policy and procedures that ensure that referrals are only accepted and retained if they are within the scope of the service and case managers.	
	b	Adheres to health, safety and wellbeing policy and procedure, raising concerns promptly, appropriate to context and scope.	Manages health, safety and wellbeing of themselves, their colleagues, service users and other stakeholders.	Supports the development and implementation of health, safety, and wellbeing policy and procedure within the organisation.
	c	Acts in line with Duty of Care, complying with regulatory and legislative frameworks applicable to their practice, irrespective of their role or position with an organisation, including data protection and information storage and management.	Develops organisation wide accountability structures, policy, and procedure for ensuring and supporting safe professional practice.	

	d	Seeks support in applying due diligence when contracting, recommending, referring-on, or signposting to other services.	Acts with integrity and applies appropriate due diligence checks when contracting, recommending, referring-on, or signposting to other services.	Developing due diligence guidance and processes and monitors their implementation.
Prof 5: Collaborative working	a	Works effectively as a case management team member, responding to team processes and dynamics.	Demonstrates ability to work effectively in different types of teams to manage caseloads, establish team processes, and negotiate priorities.	Establishes inclusive teams to promote collaborative working across interdisciplinary and inter-agency networks, representative of a broad range of stakeholders.

	b Recognises, respects, and utilises the expertise of others including the service user, their family, colleagues, and other stakeholders.
	c Cooperates with others across disciplines, roles, cultures, agencies, and organisational hierarchies.
	d Acknowledges and minimises power imbalances within relationships between key players (including themselves), supporting the service user's autonomy.

Practice Domain

This domain relates to the technical aspects of case management including interactions between the case manager, the service user, and other key stakeholders in order to provide safe and effective services. It includes interpersonal competencies for meaningful engagement, communication, assessment, goal setting, planning, prioritising, implementing plans, record keeping, and monitoring and evaluating.

Level Criteria	Pre-registration	Competent	Advanced	Expert
Prac 1: Engagement and support	a	Establishes roles and relationships from the outset, managing expectations, and clarifying the role of the case manager.		
	b	Puts the service user at the centre of practice, supporting them and their family to be active partners, valuing difference and promoting autonomy where feasible.		
	c	Employs supportive conversation to encourage and enable independence, choice, and decision-making, in response to changing circumstances.		
	d	Builds rapport through mutual understanding and empathy to develop collaborative and trusting relationships with service users, colleagues, and other professionals.	Mediates to establish collaborative working relationships with and between service user, their families, and others in the case management team.	Provides facilitation and brokerage in relationships between relevant stakeholders.

	e	Demonstrates empathy and compassion, acknowledging the attitudes, beliefs, and feelings of the service user and their family.	Explores, validates, and works to address the attitudes, beliefs, and feelings of the service user and their family where appropriate.
	f	Assesses where advocacy is required on behalf of service users.	Facilitates or provides advocacy for service users in a range of conditions and contexts.
Prac 2: Effective communication	a	Actively listens, including using, interpreting, and responding appropriately to body language, checking back that information is understood.	
	b	Speaks clearly and concisely, using terminology and language that is unambiguous and appropriate to the service user and their family.	
	c	Manages the environment to support effective communication, taking into consideration noise, privacy, confidentiality, comfort, and space.	
	d	Recognises the communication needs and practices of the service user and their family, such as those related to age, education, culture, health condition or language, and employs relevant accommodations, including using interpreters and assistive technology.	
	e	Identifies the nature of conversation or negotiation, and seeks appropriate support in conducting difficult	Identifies appropriate communication strategies to diffuse and handle

		conversations.	difficult conversations, to reach consensus.	
	f	Produces written information for a range of stakeholders in different formats, including reports, summaries, and assessments, in line with service protocols.	Provides information in an accessible way to facilitate supported decision making using appropriate communication skills and strength-based approaches that will support and enable the service user and other stakeholders to make informed choices.	
Prac 3: Assessment	a	Adopts a person-centred approach to capture service user views, values, differences, and preferences.		
	b	Performs a holistic assessment, evaluating the service user’s health condition, functioning, environment, behaviour, social situation and need for intervention to develop a comprehensive understanding of them, their perspective, and what is important to them.		
	c	Seeks support to recognise and address barriers to the service user and their family’s engagement, and participation.	Recognises and addresses barriers to the service user and their family’s engagement, and participation.	
	d	Can identify various methods to gather information about service users and seeks support in choosing appropriately.	Selects and uses appropriate methods to build a holistic understanding of service user and stakeholder needs. Ensures that information is sufficient, necessary, and used appropriately.	Develops new approaches for gathering robust and reliable information appropriate to service user goals.

	e	Is supported in using tools and measures to enable decision making and evaluation of outcomes.	Selects and uses appropriate assessment tools and outcome measures in line with contemporary evidence and best practice guidance.	Influences practice by developing and shaping the way in which service user needs are assessed, building the evidence base for the effectiveness of tools and measures in case management practice.
Prac 4: Planning	a	Seeks support, as required, in developing plans for ongoing self-management from the outset, promoting and supporting service user autonomy and self-advocacy where realistic.	Facilitates and supports service user planning according to service user preferences, considering individual and contextual factors such as the service user's values, priorities and expectations, the complexities of the case, the potential risks and benefits, and the service context.	
	b	Observes whether a service user may be at a risk of harm to themselves/others and seeks support to respond appropriately.	Assesses whether a service user is at a risk of harm to themselves/others and implements protection strategies where appropriate.	
	c	Seeks support to formulate and agree plans in uncomplicated and predictable cases,	Routinely formulates and agrees plans that are feasible, realistic, and cost-	Critically analyses information in complex cases to develop a

		identifying relevant issues, and drawing conclusions from a range of sources, including contextual factors, and opinions. Develops plans that are sufficiently detailed, including monitoring processes and timings.	effective, seeking support as required in more complex and unpredictable cases. Supports service users to develop their own individualised plans.	coherent plan in collaboration with the service users and other key stakeholders, supporting service user autonomy in the process.	the creation of cost-effective and objective-driven plans. Sets standards for case management planning in their context.
	d	Works with the service user to identify and negotiate SMARTER ² goals.	Ensures a transparent and inclusive approach when identifying and negotiating goals.	Uses mediation skills to negotiate goals in highly complex cases and advocates the use and application of evidence-based practice in goal setting.	
Prac 5: Implementing plans	a	Understands the process of prioritisation based on service user objectives – including the need to change priorities.	Prioritises activities to meet objectives, taking account of different sources of information, and the dynamic interplay of different factors.	Deals effectively with competing objectives and priorities, balancing cost effectiveness and service user need for own and other’s caseloads.	

² Specific | Measurable | Achievable | Realistic/Relevant | Time-bound | Evaluated | Reviewed/Rewarded

	b	Proactively engage with challenges and seek support in finding optimal solutions.	Independently anticipate and minimise complex problems, supporting others in same.	Facilitate environments for service user-focused, creative problem solving in support of good case management practice.	
	c	Demonstrates awareness of the need to deliver consistency and continuity.	Shows awareness when case management is no longer required and ensures maximum continuity with a professional exit.	Supports others in recognising that at times it is necessary to end a relationship with a service user, in a professional manner, and provides appropriate processes to facilitate professional exit.	
	d	Seeks support in identifying appropriate pathways through systems, services, and other resources to achieve planned objectives in uncomplicated and predictable cases.	Independently identifies appropriate pathways through systems, services, and other resources to achieve planned objectives in complex and unpredictable cases.	Works with other providers to create new pathways through systems and services for a range of service user profiles.	
Prac 6: Coordination	a	Shares appropriate assessment information to facilitate multi-agency working for the benefit of service users and other stakeholders, in line with service protocol and maintaining professional standards of confidentiality.		Creates frameworks for appropriate information sharing that are driven by service user need and adhere to evidence-based good practice.	
	b	Facilitates the access, management, and cohesion of services in uncomplicated, and	Facilitates the access, management, and cohesion of services in various	Takes a lead on case consultation and partnership-building,	Develops frameworks and protocols that ensure integration and

		predictable cases, in line with service policy, seeking support as required.	complex and unpredictable cases, and supports colleagues in the same.	working to unblock access to services and share information that is safe and appropriate.	effectiveness through collaboration and monitoring outcomes.
Prac 7: Knowledge and skills development	a	Identifies the learning requirements of service users and other stakeholders.	Identifies learning requirements and any specific needs of service users and other key stakeholders in complex and unpredictable situations and conditions.		
	b	Provides structured information and education reflective of service user's needs, but within scope of practice and in accordance with service guidelines.	Sources and provides information and education based on the needs of the service user, family, and other stakeholders.	Provides and develops new information and education tailored to the needs of the service user, family, or other stakeholders in line with a changing evidence base and emerging best practice.	
	c	Reinforces any education or training provided by others for skill development.	Provides or coordinates relevant training for service users with complex needs, and/or stakeholders, guiding colleagues in selecting and providing training for skill development.	Designs, develops, and provides training materials and interventions for complex situations, in their chosen field.	
	d	Monitors effectiveness of any education or training provided.	Evaluates the effectiveness of any education or training provided and makes recommendations for changes to	Engages with research to enhance the effectiveness of	

			the provision, or additional provision according to findings.	education and training in their area of practice.
Prac 8: Advising	a	Makes recommendations and provides guidance to address identified needs in uncomplicated cases and predictable situations, in line with service policy and within scope of practice.	Uses professional knowledge and reasoning in complex cases to make recommendations, appropriate to the recipient's needs and within scope of practice.	Uses specialist knowledge and reasoning to make recommendations in complex and unpredictable situations according to scope of practice and best practice evidence, and in ways appropriate to the recipient's needs.
Prac 9: Record keeping	a	Maintains contemporaneous, complete, accurate, and unbiased records including the documentation of consent.	Produces information and data sets that demonstrate the reasoning and rationale of decisions and interventions, ensuring they are relevant to the objectives for the service user and other stakeholders.	Develops and delivers frameworks for record keeping that facilitate the use of records, as part of continuous improvement in person centred outcomes across all relevant stakeholders.
	b	Organises information in a coherent way that supports the setting of objectives.	Organises complex sets of information into a coherent system that is	Develops frameworks that enable the organisation of different forms of information and data within and across cases.

			comprehensible to other relevant stakeholders.	
Prac 10: Monitoring and evaluating	a	Monitors progress in relation to person centred plans and objectives in a timely manner.	Monitors and evaluates progress against person centred plans and adjusts accordingly.	Establishes systems and mechanisms for the implementation of regular reviews of person centred plans and objectives.
	b	Is aware of different measures of effectiveness such as achieving person centred outcomes, and cost-effectiveness, and uses them to gather data, according to service protocols.	Selects and uses appropriate measures in relation to service users and services to identify effectiveness and contribute to quality improvement initiatives.	<p>Critically evaluates how effective plans and service provision are in achieving outcomes, from the perspective of different stakeholders, using data gathered and the emerging evidence-base to inform quality improvements.</p> <p>Contributes to professional debate on outcomes and cost-effectiveness and develops frameworks for quality assurance and quality improvement in this regard across the profession.</p>

Management and Leadership Domain

Case managers are required to manage and lead at all levels of practice. Management skills are essential for the organisation and delivery of safe, effective, and efficient services, whether as sole practitioners or within an organisation. Leadership is vital in modelling best practice and taking initiative, inspiring others to be the best they can be and ensure best quality case management is provided.

Level		Pre-registration	Competent	Advanced	Expert
Criteria					
Man 1: Decision making	a	Is supported in making effective decisions, based on sound evidence and judgement, on a day-to-day basis, remaining calm under pressure.	Acts decisively and effectively under pressure, making informed decisions based on sound evidence and judgement, in unpredictable situations, seeking guidance as required.	Enables and empowers others to make decisions, ensuring there are appropriate guidelines and protocols in place to support decision-making in unpredictable and pressured situations.	
	b	Understands the need to think laterally to reach the best possible decisions.	Employs creative and innovative thinking to make robust decisions for person centred plans and solutions.	Fosters creativity and innovation as principles of practice for case management, including awareness of emerging trends.	

Man 2: Working independently	a	Works independently on specified tasks and allocated cases within scope of practice.	Works independently managing a routine caseload, adapting to uncertainty or change, seeking support where needed.	Works independently in complex and unpredictable contexts, seeking support or giving support to others where required.	
	b	Manages and prioritises an allocated workload whilst receiving regular support to ensure the maintenance of wellbeing and effectiveness.	Manages and prioritises their own workload balance, with support as needed, to maintain wellbeing and effectiveness.	Manages and prioritises their own workload, and that of others, to maintain wellbeing and effectiveness in the context of multiple and competing demands.	
Man 3: Being a leader	a	Takes opportunities to develop leadership skills and seeks feedback when working with others.	Demonstrates leadership in motivating others and supports them in taking the lead to improve their performance.	Promotes and inspires other case managers to be creative and innovative leaders.	Defines and facilitates the development of leadership skills and competencies for case managers across the discipline.
	b	Recognises what constitutes good case management practice to promote case management appropriately.	Models best practice and inspires colleagues to maintain high standards of case management provision, identifying key areas for improvement.	Contributes to the definition and development of standards and governance structures for best quality case management practice at a local and national level.	

Man 4: Defining services	a	Describes services in an open, honest manner that is relevant to their area of practice.	Articulates relationships, roles, and governance processes clearly and unambiguously to service users and other stakeholders.	Ensures that all information and communications about the services provided and governance processes involved are accessible and comprehensive.
	b	Advertises and markets their provision/practice/service with integrity, without inflated claims, and in accordance with any relevant professional codes and legislation.		
Man 5: Managing risk	a	Demonstrates awareness of the potential risks involved in delivering a case management service, and knowledge of relevant frameworks and principles.	Demonstrates systematic and effective risk management, assessing and mitigating risks, applying evidence informed systems and processes such as clinical/professional wills, and appropriate insurances including professional indemnity cover.	Develops, promotes, and facilitates the use of frameworks for effective risk management and mitigation to benefit the broader case management profession.
Man 6: Managing resources	a	Demonstrates awareness of the costs of the different resources available to meet service user goals.	Understands and identifies appropriate resources available for case management and considers options and alternatives.	Identifies and advocates for alternative resource plans, providing rationale and justification.

	b	Works within a given budget, managing expectations where resources may be restricted.	Provides estimates and costed plans for own and others' practices, including contingencies, and communicates these clearly with those concerned.	Implements effective interventions to maximise service user support, based on an analysis of costs and benefits from the perspectives of a range of relevant stakeholders.	Contributes to profession and industry wide debate on management of capacity and caseloads.
Man 7: Managing feedback	a	Gathers and acknowledges feedback from the service user, their family, and other stakeholders.	Gathers, analyses, and follows up on all feedback, whether positive or negative, to address concerns, and identify actions required for implementing quality improvements.		Fosters an open and transparent culture regarding feedback.
	b	Seeks support in reporting and adhering to the processes in place for dealing with complaints.	Handles complaints transparently and in a timely and consistent manner.	Ensures there are clear, accessible and transparent processes in place for dealing with and recording any feedback and complaints including steps for escalation.	
	c	Ensures the service user is provided with information about IRCM, its role in protecting the public, and its process for raising concerns.			
Man 8: Managing performance	a	Seeks and engages with operational/ management supervision as required or offered.	Identifies the need for, and provides, management supervision within their own scope of practice.	Establishes and monitors management supervision systems within their service and ensures that supervisors are suitably trained to supervise	

			effectively, valuing difference and applying equality, diversity and inclusions principles in their approach.
	b Participates in appraisal processes, and/or carries out self-appraisal, setting and monitoring personal and professional objectives for their own case management practice.	Implements appraisal policy and processes to support colleagues, where relevant, to evaluate their own performance against agreed case management practice targets.	Develops, reviews, and facilitates the implementation of fair and equitable effective performance in relation to case management practice.

Learning, Development and Research Domain

Case managers are required to take ownership of their own learning and development, support other case managers in theirs, and commit to supporting the development of case management as a profession. This domain, therefore, focuses on learning, teaching, applying an evidence-informed approach to practice, and engaging with case management research to develop case management practice that is the best it can be.

Level \ Criteria		Pre-registration	Competent	Advanced	Expert
Lea 1: Continuing Personal and Professional Development (CPD)	a	Seeks appropriate professional/practice supervision or mentorship to enable objective reflection on their practice, supporting CPD.	Provides mentorship and professional/ practice supervision to support and motivate colleagues in their development,		Ensures that mentorship and supervision processes are in place and accessible.
	b	Uses reflection to question and evaluate their own practice in relation to the emerging evidence base for their area of case management.	Reflects on own specific and wider case management practices, to facilitate continuous development, and supports others in same.	Creates and fosters a culture of support for continuing professional development in order that individuals and services become the best that they can be, in the interests of service users.	

	c	Keeps a record of their CPD activities, highlighting their learning and how it will impact their practice.		Ensures that CPD records are utilised in appraisal processes and that objectives are supported through CPD planning.
Lea 2: Shaping practice	a	Maintains a contemporary knowledge of case management.	Contributes contemporary knowledge to the development of local case management policy, practice, and principles.	Influences national and international case management policy.
	b	Seeks support in using appropriate evidence to inform and strengthen the quality of their practice.	Applies critical thinking and an evidence-informed approach in their practice and service provision, in the interests of service users.	Critically appraises the knowledge base in their area of practice in relation to the emerging evidence base. Evaluates the knowledge and evidence base in casemanagement, influencing its development and dissemination in the field.
	c	Takes opportunities to participate in research, relevant to their field, that adheres to good research practice guidelines.		Develops, promotes, and disseminates research outputs to ensure good practice in case management. Facilitates effective multi-disciplinary and multi-agency research that will add to the knowledge base for case management.

<p>Lea 3: Education and training</p>	<p>a Engages in, supports, and contributes to education and training for case management colleagues.</p>	<p>Develops and shares good practice through education and training for case management colleagues and the wider case management team.</p>	<p>Delivers education and disseminates emerging research for the benefit of stakeholders in the wider case management community.</p>	<p>Demonstrates commitment to and participation in effective multi-disciplinary and multi-agency education and training in case management.</p>
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Appendix 1: References and sources used to inform Framework Development

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