

SERVICE IMPROVEMENT PROJECT (SIP)

Version number 1

Level M

Credit value 40

(ECTS equivalent credit value 20)

PRE-REQUISITES AND CO-REQUISITES

Preparing for your Service Improvement Project (PSIP).

WHAT IS A SIP?

A SIP aims to bring about a measurable benefit to a service or services against a stated aim.

AIMS

The project embraces both traditional and non-traditional forms of intellectual inquiry and relevant and effective practical management. It demonstrates the student's autonomous and independent ability, within a complex professional context, to create knowledge which expands or redefines existing knowledge and/or develops new approaches to service improvement. Thus the SIP provides an opportunity:

- To implement the PSIP action plan/strategy and undertake an intellectually challenging and in-depth SIP relevant to the student's complex professional context;
- To apply well-grounded research and evaluation methods, change management, practice and/or service development skills and evaluate any subsequent change or improvement;
- To critically reflect on and evaluate the impact of the SIP activity.

The SIP is expected to be completed within 6 months.

INTENDED LEARNING OUTCOMES

Having completed this unit the student is expected to:

1. Demonstrate the capacity for the effective, autonomous and independent management of a SIP (accounts for 50% of assessment criteria)
2. Rigorously apply a suitable approach to a SIP that integrates procedures of research enquiry, analysis and evaluation to address the limitations of knowledge claims and the difficulties and dilemmas associated with intervening in complex workplace / professional situations (accounts for 25% of assessment criteria)
3. Structure and present a clear, critical and reflective discussion of the SIP activity, and evaluate its impact on, and the implications for understanding and knowledge for individual, local and wider contexts (accounts for 25% of assessment criteria).

LEARNING AND TEACHING METHODS

In this unit students will be supported by a university tutor and group-based methods.

Each student will receive support and guidance from a university based tutor. SIP tutors will normally provide the equivalent of a total of four hours contact over the duration of the unit. How this time is utilised is negotiable between tutor and student

and includes formative feedback on an interim progress report as well as a possible range of activities such as phone calls, emails, face to face meetings etc. SIP tutors will normally be responsible for directing students towards appropriate resources that are most closely linked to their SIP activity that may include electronic resources, workshops, seminars, and master classes to support their learning.

Methods of group support will include face to face and electronic techniques. A total of the equivalent of four hours face to face, group sessions will be coordinated by the Programme Leader or their representative over the duration of the unit. How this time is utilised is negotiable between the Programme Leader or their representative and the students and may include a range of activities. E-group support could be facilitated by Posterous SpacesTM or TumblrTM, and organised by the Programme Leader or their representative over the duration of the unit. Students will autonomously manage this problem solving e-group process in dialogue with their peers.

ASSESSMENT

Summative Assessment

ILOs 1 to 3 will be assessed by the completion of a SIP and coursework equivalent to 10,000 words.

Indicative assessment information

The completion of a SIP report, using a provided proforma, will form the coursework for this unit. The proforma will require the completion of four related sections:

Section 1: A SIP output/outcome summary report (500 word equivalent) verified by a work based 'third party', to include:

- Context and rationale
- Identified problem
- Aims and objectives
- Methods
- Service improvement/changes
- Critical reflection and future plans.

Section 2: Implementation of action plan/strategy (Enquiry-led or Intervention-led) (2500 word equivalent)

Section 3: Reflective discussion on SIP activity (2500 word equivalent)

Section 4: Appendices to include the PSIP action plan/strategy.

INDICATIVE CONTENT

This is a student-led enquiry unit. The specific content/subject matter related to the area of investigation will be justified by the student and negotiated with their SIP tutor and employer. Further, subject-specific content, related to ILOs2-3 will be offered via a unit guide, report style proforma and appropriate electronic resources.

INDICATIVE KEY LEARNING RESOURCES

Bolton, G. 2010 *Reflective practice: writing and professional development*, London: Sage

Creswell, J.W., 2002. *Research design: qualitative, quantitative and mixed methods approaches*. London: Sage.

Davies, S. 2004. Reviewing and interpreting research: identifying implications for practice. In Crookes, P.A. and Davies, S. Eds. *Research into Practice: essential skills*

for reading and applying research in nursing and health care, 2nd edition. Balliere Tindall.

D'Cruz, H. and Jones, J. 2004. *Social Work Research: Ethical and Political Contexts*. London: Sage.

Freshwater, D. 2004. The appreciation and critique of research findings: skills development. In Freshwater, D. and Bishop, V. Eds. 2004 *Nursing research in context: appreciation, application and professional development*. Basingstoke: Palgrave Macmillan.

Gerrish, K. and Lacey, A., 2006. *The research process in nursing* Oxford: Blackwell.

Herr, K. and Anderson, G., 2005. *The action research dissertation: a guide for students and faculty*. Thousand Oaks, California: Sage Publications

Koshy, E., Koshy, V. and Waterman, H. 2011 *Action Research in Health Care*, London: Sage

Le May L. (Ed) 2009 *Communities of practice in health and social care*, Oxford: Wiley Blackwell

McCormack, B. Manley, K. and Garbett, R., 2004 eds. *Practice development in Nursing*. Oxford: Blackwell Publishing.

McCormack, B., Wilson, V., and Manley, K. 2008 *International practice development in nursing and healthcare*, Oxford: Blackwell Pubs

McSherry, R and Warr, J. (Eds) 2008 *An introduction to excellence in practice development in health and social care*, Maidenhead: McGraw-Hill OUP

Martin, V. 2002 *Managing projects in health and social care*, London: Routledge

Mirr Jansen, M and Zwyart Stauffacher, M (Eds) 2006 *Advanced practice nursing: core concepts for professional role development* (3rd Ed), New York: Springer

Parking, P. 2009 *Managing change in healthcare: using action research*, London: Sage

Robson, C., 2002. *Real world research: a resource for social scientists and practitioner- researchers*, 2nd ed. Oxford: Blackwell.

Seden, J. (Ed) 2011 *Professional Development in Social Work: complex issues for practice*, Abingdon, Oxen: Routledge

Shaw, I., Briar-Lawson, K., Orme J. and Ruckdeschel, R. (eds) 2010. *The Sage Handbook of Social Work Research*, London: Sage.

Somekh, B. 2006 *Action Research: a methodology for change and development*, Maidenhead OUP

Whittaker, A. 2009. *Research Skills for Social Work*. Exeter: Learning Matters.