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| **UNIT SPECIFICATION** | | | | | | | | | |
| **Unit title** **PREPARING FOR YOUR SERVICE IMPROVEMENT PROJECT (PSIP)** | | | | | | | | | |
| **Level** | | Level 7 | Credit value | | 20 (10 ECTS) | | | | |
| **Is this a common unit?** | | | Yes | | **Expected contact hours for unit** | | | | 24 |
| **Pre and co-requisites**  None | | | | | | | | | |
| Aims This unit aims to provide an opportunity to develop a SIP (Service Improvement Project) proposal. It will explore a range of relevant knowledge, skills and attributes to enable the student to prepare for a SIP. The PSIP unit will enable the student to:   * Gain sufficient knowledge regarding an appropriate, systematic and justified methodology in a complex professional area; * Acquire well-grounded problem identification, critical literature review, evaluation, change management, research, practice and/or service development skills; * Design an original, intellectually challenging and in-depth SIP action plan relevant to their professional context. | | | | | | | | | |
| **Intended learning outcomes (ILOs)**  Having completed this unit the student is expected to:   1. Demonstrate the capacity for the design of an original, feasible and coherent SIP proposal that addresses the limitations of knowledge claims and the difficulties and dilemmas associated with intervening in complex workplace/professional situations 2. Devise and apply an appropriate literature review strategy demonstrating critical evaluation skills 3. Critically identify and formulate the SIP problem and produce relevant, clear and focused aims and objectives 4. Produce a robust action plan/strategy for the development of the proposed SIP activity, incorporating appropriate methodological, ethical and design issues and decisions | | | | | | | | | |
| **Learning and teaching methods**  Students will be introduced to the likely elements of service improvement activity. A range of teaching methods will be used including seminars, workshops and other resources. Students will be expected to discuss their developing area of study with an appropriate work-based ‘third party’. | | | | | | | | | |
| **Assessment** | | | | | | | | | |
| **Formative assessment/feedback**  Group discussion | | | | | | | | | |
| **Summative assessment**  ILOs 1-4 will be assessed by 100% course work | | | | | | **Indicative assessment**  The completion of a SIP proposal, using a provided report style proforma, will form the coursework for this unit. The proforma will require the completion of related sections, for example:  Section 1: Introduction to the SIP proposal (500 word equivalent)  Section 2: Literature review, critical appraisal and problem identification (2000 word equivalent)  Section 3: Action plan/strategy summary (500 word equivalent) including:  Section 4: Verification from work based ‘third party’.  Therefore, the proposal will require verification from a work-based ‘third-party’ e.g. line manager, to demonstrate the viability and likely effective conduct of the proposed SIP activity. | | | |
| **Indicative unit content**  This is an introductory unit in which issues around service development, change management, evaluation, data collection /analysis methods, critical literature review, analysis and ethical-political issues will be introduced and debated in lectures, seminars and appropriate electronic resources. These lectures will be complemented by a unit guide and report style proforma that will guide students in developing a proposal to further advance and apply when undertaking the SIP. | | | | | | | | | |
| **Indicative learning resources**  Key Resource:  Whittaker, A., 2012. *Research skills for social work.* 2nd ed. London: Sage.  Primary Reading List:  1000 Lives Improvement, 2014. *The Quality Improvement Guide: The Improving Quality Together Edition*. Cardiff: 1000 Lives Improvement. Available from: http://www.1000livesplus.wales.nhs.uk/sitesplus/documents/1011/Quality%20Improvement%20Guide%20-%203rd%20edition%20%28IQT%29%20WEB.pdf [Accessed 27 July 2016].  Ashworth, R., Boyne, G., Entwistle T., (eds) 2010. *Public service improvement: theories and evidence.* Oxford: Oxford University Press.  Boyne, G., 2003. Sources of public service improvement: a critical review and research agenda. *Journal of Public Administration Research and Theory*. 13 (3), 367-394.  Hart, C., 2001. *Doing a literature search: a comprehensive guide for the social sciences*. London: Sage.  Lucas, B. with Nacer, H., 2015. *The habits of an improver. Thinking about learning for improvement in health care.* London: Health Foundation. Available from: http://www.health.org.uk/sites/health/files/TheHabitsOfAnImprover.pdf [Accessed 27 July 2016].  McSherry, R. and Warr, J., 2006. Practice development: confirming the existence of a knowledge and evidence base. *Practice Development in Health Care*. 5(2), 55-79.  McLaughlin, H., 2012. *Understanding social work research*. 2nd ed. London: Sage.  Martin, V. 2002. *Managing projects in health and social care.* London: Routledge.  Pawson, R., Boaz, A., Grayson, L., Long, A., Barnes, C., 2003. *Types and quality of knowledge in social care.* Bristol: SCIE/The Policy Press.  Robson, C. and McCartan, K. 2015. *Real world research*. 4th ed. Chichester: Wiley.  **Useful Websites:**  Beryl Institute (US): [www.theberylinstitute.org](http://www.theberylinstitute.org)  Bournemouth University Research Ethics: <https://research.bournemouth.ac.uk/research-environment/research-ethics/>  Healthcare Improvement Skills Centre: [www.improvementskills.org](http://www.improvementskills.org)  Health Foundation: [www.health.org.uk](http://www.health.org.uk)  National Research Ethics Service: [www.hra.nhs.uk](http://www.hra.nhs.uk) (see Defining Research Leaflet at: <http://www.hra.nhs.uk/documents/2016/06/defining-research.pdf>  Improvement Service (Scotland): [www.improvementservice.org.uk](http://www.improvementservice.org.uk) (e.g. see Public Service Improvement Framework)  INVOLVE (supporting greater public involvement in NHS, public health and social care research): [www.invo.org.uk](http://www.invo.org.uk)  Institute for Healthcare Improvement (US): [www.ihi.org](http://www.ihi.org)  Local Government Improvement and Development: <http://www.local.gov.uk/> (e.g. see Sector-Led Improvement link)  National Institute for Health Research ([www.nihr.ac.uk](http://www.nihr.ac.uk)), including social care: <http://www.nihr.ac.uk/research/Pages/programmes_school_for_social_care_research.aspx>  National Social Care Research Ethics Service: [www.screc.org.uk](http://www.screc.org.uk)  NHS Change model: <http://www.nhsiq.nhs.uk/capacity-capability/nhs-change-model.aspx>  NHS Improving Quality:<http://www.nhsiq.nhs.uk/>  Research in Practice: [www.rip.org.uk](http://www.rip.org.uk)  Research in Practice for Adults: [www.ripfa.org.uk](http://www.ripfa.org.uk)  Sage Research Methods Online: [http://methods.sagepub.com/#](http://methods.sagepub.com/)  Skills for Care: [www.skillsforcare.org.uk](http://www.skillsforcare.org.uk)  Social Care Institute for Excellence: [www.scie.org.uk](http://www.scie.org.uk)  Wessex School of Quality Improvement: <http://www.wessexdeanery.nhs.uk/quality_improvement/quality_improvement.aspx> | | | | | | | | | |
| **Unit number** |  | | **Version number** | 1.1 | | | **Date effective from** | Sep 2019 | |