Bournemouth University

UNIT SPECIFICATION				
Unit title	**SERVICE IMPROVEMENT PROJECT (SIP)**			
Level	Level 7	**Credit value**	40 (20 ECTS)	
Is this a common unit?		Yes	**Expected contact hours for unit**	8

Pre and co-requisites
Preparing for your Service Improvement Project (PSIP).

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 unit 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 (ILOs)

Having completed this unit the student is expected to:

1. Demonstrate the capacity for the effective, autonomous and independent management of a SIP.
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.
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.

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 proforma 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 Unit Leader or their representative over the duration of the unit. How this time is utilised is negotiable between the Unit Leader or their representative and the students and may include a range of activities. E-group support could be facilitated by websites, BU VLE, and/or organised by the Unit Leader or their representative over the duration of the unit. Students will normally autonomously manage this problem solving e-group process in dialogue with their peers.

Assessment

Formative assessment/feedback
Feedback on interim progress proforma
Group discussion

Summative assessment	**Indicative assessment**
ILOs 1 - 3 will be assessed by the completion of a SIP and coursework equivalent to 6,000 words. (100% coursework)	The completion of a SIP report, using a provided proforma, will form the written coursework for this unit. The proforma will require the completion of four related sections: Section 1: A SIP output/outcome summary report (1000 word equivalent) verified by a work based 'third party'. Section 2: Implementation of action plan/strategy (3000 word equivalent) Section 3: Reflective discussion on SIP activity (2000 word equivalent) Section 4: Appendices to include the PSIP action plan/strategy.

Indicative unit 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 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
Bournemouth University Research Ethics: https://research.bournemouth.ac.uk/research-environment/research-ethics/
Healthcare Improvement Skills Centre: www.improvementskills.org
Health Foundation: www.health.org.uk
National Research Ethics Service: 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 (e.g. see Public Service Improvement Framework)
INVOLVE (supporting greater public involvement in NHS, public health and social care research): www.invo.org.uk
Institute for Healthcare Improvement (US): 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), 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
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
Research in Practice for Adults: www.ripfa.org.uk
Sage Research Methods Online: http://methods.sagepub.com/#
Skills for Care: www.skillsforcare.org.uk
Social Care Institute for Excellence: 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