**Service Improvement Poster Presentation (SIPP)**

**Introduction**

The SIPP assignment comprises a three day exercise which takes place at the university, followed by the production of an abstract and poster, and a presentation, which is delivered the following week. Although each trainee is individually assessed, the process itself takes place in small groups. The SIPP assesses your individual skills in interacting and working together with others. It is classed as a live skills assignment, which means that you will normally be allowed up to two attempts at passing it (summative and resubmission). The assessment takes place between the second and third core placements over a period of two weeks or less.

Below you will find different sections to guide you through the different stages and explain what is expected. All documents associated with this assignment can be found on the assignment programme handbook webpage [here](http://www.lancaster.ac.uk/shm/study/doctoral_study/dclinpsy/onlinehandbook/pals/).

**Domains actively assessed**

This assignment actively assesses the following domains:

1. Collating information and knowledge (gathering)

4. Performance skills (performing)

6. Communicating information effectively (communicating)

7. Interpersonal skills & collaboration (interacting)

Please see the [trainee feedback form for this assignment](http://www.lancaster.ac.uk/shm/study/doctoral_study/dclinpsy/onlinehandbook/pals/) for details of the kinds of behaviours that are assessed within each of these domains.

**Preparing for the assignment**

There are two teaching sessions which help orient trainees to the assessment. The first of these specifically focuses on what to expect in the assessment process of the SIPP itself, and also provides trainees with some teaching on key incidental skills, such as ways of producing over-size poster files ready for print. The second teaching session focuses on service development, which comprises the content of the activities undertaken during the assignment. Trainees will also be asked to spend up to one study day familiarising themselves with some of the structured exercises which will take place on the group work days.

**Structure of the assignment**

At the beginning of the process trainees will be allocated to a small group of trainees (usually comprising 4-6 members) with whom they will be working during the assessment process. Each group of trainees will be assigned a service improvement issue which will be the focus of their work together.

**1. Group work sessions**

Group work will take place on three days within a single week on campus, with each session running over the same period as a regular teaching day (10am-5pm). During these days trainees will work independently and collaboratively within their group to develop a service improvement proposal (the ‘project’).

Guidance on how to structure these sessions, with expected aims and outcomes from each day will be provided in advance of the sessions.

**2. Project poster & service development proposal**

By the end of the week of the group work sessions each group of trainees must produce an A0 poster which summarises their project proposal, and a short written executive summary of up to 500 words.

**3. Presentation day**

On a day in the week following the group work sessions, each group of trainees will attend an event where they will display and answer questions on their poster, give a live 30 minute presentation of their project proposal (which each trainee will present a segment of), and answer questions on this from markers and an invited audience. This event will last around 90 minutes for each group of trainees.

**Process of Assessment**

All trainees within each group are assessed simultaneously by two markers. Assessment by live observation of the structured activities takes place during a one hour period during each of the three group work sessions. Each of these hour-long periods is also video recorded to enable moderation by an external examiner.

During the live assessment periods trainees will be required to complete two structured exercises related to the project. Each trainee will lead at least one of the exercises.

The exercises are as follows:

|  |  | **Aim of the Exercises** | **Group Exercises** |
| --- | --- | --- | --- |
| Day 1 | Why are we doing this macro | Identifying drivers for change | PESTLE analysis |
| Why are we doing this micro | Identifying levers for change | Force Field analysis |
| Day 2 | What’s it going to achieve? | Justifying the project | Writing needs, vision or mission statements |
| How’s it going to operate? | Explaining the project | Writing a Theory of Change or Logic Model |
| Day 3 | How will we know whether it’s worked? | Assessing the project | SWOT analysis |
| How could we tell people about it? | Communicating about the project | Stakeholder analysis |

Trainees will be expected to agree a ‘leader’ for each assessed activity at the start of the first day.

During the presentation day further evidence is collected through live observation of trainee behaviour during the informal poster session prior to the presentation, through observing the formal presentation of the project, and from trainee responses to questions following it. All trainees will be expected to answer at least one question by the markers following the presentation.

The final rating of competencies will be agreed by the marker pair on the basis of evidence collected across all of the above.