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**Improving public services through  
service charters:**

**Drafting and implementing Service  
Improvement Action Plans (SIAPs)**

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# Table of Contents

This presentation will help you

- to become familiar with the key elements of a Service Improvement Action Plan (SIAP)
- to draft a SIAP
- to be aware of drivers and obstacles of service improvement
- to learn what it takes to move from a one-off service improvement to a culture of continuous improvement

# What a SIAP is about

A SIAP specifies how to implement improvements for PRIORITY services after analysing strengths and weaknesses in the way in which your agency has implemented your service charter.

The diagnosis should be based on several sources of information:

- A self-assessment carried out by the service improvement team (e.g. based on the tool of the Charter Mark Unit in the United Kingdom)
- A user survey which should be carried out once a year
- Complaints and suggestions received by service users
- Consultation with a standing user panels, focus groups etc.

# The key elements of a SIAP (1)

## (1) Introduction

sets out how the SIAP fits into the overall modernisation strategy of the local authority

## (2) Purpose and Principles

sets out how the SIAP relates to the strategic plan and survey results

## (3) Vision

sets out the overall aims of the SIAP

## (4) Stakeholders

identifies the key stakeholders which are relevant to the service concerned

## (5) Specific proposals, with stages outlined for the next 6 months, medium-term (6 months-5 years) and long-term (5-30 years)

## The key elements of a SIAP (2)

### (6) Systems support

A framework outlining which individuals, organisations and groups will be engaging, how and when (in each stage)

### (7) Business processes

An analysis of how current ways of working have to change to develop better services for your service users (and enable current non-users to use the services they are entitled to)

### (8) Organisational development

outlines staff training which is necessary to help them to provide better services. Also outlines what other investments in the service may be necessary (e.g. ICT or other equipment or premises).

## The key elements of a SIAP (3)

### (9) Performance Management and Accountability

sets out a range of key indicators to measure the success of the plan and defines who will be responsible for monitoring progress of the implementation of the SIAP

### (10) Financial implications

sets out how much the service improvements will cost and how they will be financed

# The Service Improvement Plan of the London Borough Barking and Dagenham (exerpt of one priority area)

RECOMMENDATION	ACTIVITIES	TIMESCALE	RESOURCES	LEAD	PROGRESS/EVIDENCE
<b>4. Social Services should ensure that its staff are adequately trained to undertake effectively direct work with children and young people</b>	4.1 To be addressed through Action Learning sets for Team Managers and staff	September 2005 – January 2006	Facilitated by Q Learning	Service Managers & Team Managers	Case file audit
	4.2 Full implementation of the Children's Services Training and Development Plan (includes training on child protection, assessments and case recording)	May 2006	Training and Development Activity	Service Managers & Team Managers	Attendance and participation in training  Improved outcomes evidenced in service specific audits
	4.3 Internal, office based lunchtime seminars on child protection, case recording, thresholds, assessment framework	June 2005 – December 2005	In house	Child Protection Advisor	Improved outcomes evidenced in service specific audits
	4.4 Review of whether the Action Learning Sets should be sustained in-house following the completion of the work programme	June 2006	TBC	Service Manager Safeguarding, Strategy & Performance	Action Learning Sets incorporated into Training Plan 06/07

# The Performance Management System of the Improvement Plan for Children and Young People's Services of Wakefield District, UK

Our vision	Our priorities	Be Healthy	Stay Safe	Enjoy and Achieve	Make a Positive Contribution	Achieve Economic Well-being	Our key indicators
Safe	<b>Bullying, Racism and Personal Safety</b>	<p>This priority will address specific issues raised by children and young people. During the course of the plan we will take action to:</p> <ul style="list-style-type: none"> <li>•reduce concerns about bullying, racism, personal safety and the fear of crime;</li> <li>•decrease the number of admissions to accident and emergency services in local hospitals;</li> <li>•cut the numbers killed or injured in road traffic accidents.</li> </ul>					<ul style="list-style-type: none"> <li>•Proportion of domestic violence cases (where children are present) where there is recurrence following intervention</li> <li>•Proportion of children and young people who report bullying as a concern</li> <li>•Proportion of attendances at A&amp;E of children and young people under 18 years due to accidental injury</li> <li>•Proportion of children and young people who report racism as a concern</li> </ul>
	<b>Healthy Lifestyles</b>	<p>This priority will seek to improve the health of children and young people. During the course of the plan we will take action to:</p> <ul style="list-style-type: none"> <li>•reduce childhood obesity;</li> <li>•improve the emotional well-being of children and young people;</li> <li>•reduce unwanted teenage pregnancies and lower the incidence of sexually transmitted infections.</li> </ul>					<ul style="list-style-type: none"> <li>•Teenage pregnancy rates</li> <li>•Proportion of diagnosed cases of Chlamydia in young people aged 15-25</li> <li>•Development of emotional health screening tools to be introduced as part of the Common Assessment Framework</li> <li>•Proportion of children under 11 years classified as obese</li> <li>•Proportion of women who smoke during pregnancy</li> <li>•Proportion of children and young people with substance misuse problems who are in treatment</li> </ul>
Support ed	<b>Total Family Support</b>	<p>This priority will address the needs of the whole family with the aim of improving the well-being of children and young people. During the course of the plan we will take action to:</p> <ul style="list-style-type: none"> <li>•improve the integrated support available for families;</li> <li>•provide childcare places for all parents who want to access them;</li> <li>•improve opportunities for parents to be involved in education.</li> </ul>					<ul style="list-style-type: none"> <li>•Proportion of looked after children</li> <li>•Number of children with speech and language needs entering Key Stage 1</li> <li>•Children's readiness for school</li> </ul>
	<b>Everybody Counts</b>	<p>This priority will focus upon the needs of certain groups identified through the annual review, e.g. minority ethnic groups, looked after children, young offenders, more able pupils, those with disabilities and special educational needs. During the course of the plan we will take action to:</p> <ul style="list-style-type: none"> <li>•ensure that services are accessible and sensitive to the specific needs of such groups;</li> <li>•ensure that the needs of these groups are addressed through the other five priorities.</li> </ul>					<ul style="list-style-type: none"> <li>•Educational achievement of looked after children at Key Stage 2</li> <li>•Educational achievement of looked after children at Key Stage 4</li> <li>•Number of first time entrants to the youth justice system</li> <li>•Proportion of looked after care leavers in education, training and employment</li> <li>•Proportion of pupils with SEN in mainstream schools</li> </ul>
Fulfilled	<b>Learning for Life</b>	<p>This priority will seek to raise achievement, improve life skills and encourage children and young people to make a positive contribution. During the course of the plan we will take action to:</p> <ul style="list-style-type: none"> <li>•encourage high achievement by all children and young people in everything that they do;</li> <li>•encourage greater involvement by children and young people in their local community;</li> <li>•increase the participation of children and young people in service planning, development and review, and the democratic process.</li> </ul>					<ul style="list-style-type: none"> <li>•Percentage of pupils achieving Level 4 at Key Stage 2 in English</li> <li>•Percentage of pupils achieving Level 4 at Key Stage 2 in mathematics</li> <li>•Percentage of pupils gaining 5+A*-C, including English and mathematics, at GCSE or equivalent</li> <li>•Proportion of children and young people who say they enjoy their learning</li> <li>•Number of children and young people voting in the UK Youth Parliament elections</li> </ul>
	<b>Raising Aspirations</b>	<p>This priority will seek to raise the aspirations of children and young people in all that they want to do with their lives. During the course of the plan we will take action to:</p> <ul style="list-style-type: none"> <li>•improve achievement at 16 and 19;</li> <li>•increase participation in further learning;</li> <li>•develop the employability and enterprise skills of young people.</li> </ul>					<ul style="list-style-type: none"> <li>•Proportion of 19 year olds achieving a level 2 qualification</li> <li>•Number of 16-18 year olds not in education, employment or training</li> <li>•Proportion of young people remaining in learning post-16</li> </ul>

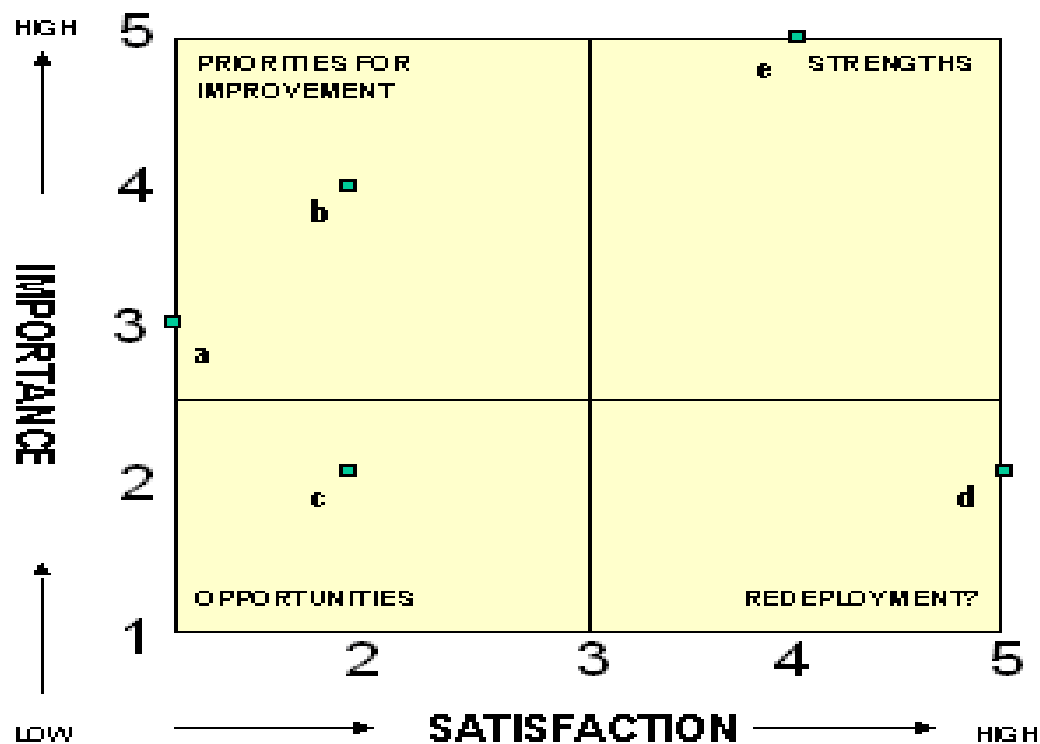


## How to determine the priorities of a SIAP (1)

- One way to determine priorities for service improvement is to create a service improvement matrix. This allows decision-makers to visualize potential areas for service improvement based on user survey responses.
- By plotting the two different ratings on a two-dimensional grid, it can be quickly determined which improvements are both necessary (low satisfaction ratings) and important for clients (high importance ratings).

Source: [http://www.tbs-sct.gc.ca/si-as/tools-outils/tools-outils04\\_e.asp](http://www.tbs-sct.gc.ca/si-as/tools-outils/tools-outils04_e.asp)

## How to determine a priorities of a SIAP (2)



Source: [http://www.tbs-sct.gc.ca/si-as/tools-outils/tools-outils04\\_e.asp](http://www.tbs-sct.gc.ca/si-as/tools-outils/tools-outils04_e.asp)

# How to determine the priorities of a SIAP (3)

## The Four Quadrants of the Matrix

- **Priorities for Improvement.** Service elements here have low satisfaction levels, but are the service dimensions which are also the most important to clients. These are the service elements that require *immediate* attention.
- **Strengths.** This contains those service elements that the client considers as important and has a high level of satisfaction. *No improvement* is required on this element.
- **Redeployment?** Elements in this quadrant have high satisfaction levels, but are not important to clients. No improvement is required to these service elements, or *the opportunity may exist to reallocate of resources* in support of other improvement priorities.
- **Opportunities.** Clients have low levels of satisfaction with these elements, but they are also not important. Improvements on these elements are *not a priority* at the moment.

Source: [http://www.tbs-sct.gc.ca/si-as/tools-outils/tools-outils04\\_e.asp](http://www.tbs-sct.gc.ca/si-as/tools-outils/tools-outils04_e.asp)



# Drivers and obstacles of service improvement

## Drivers

- Leadership all the way down
- Staff motivation
- Strategic focus
- Partnerships
- Customer focus
- Enabling Technology
- Internal Communications
- Initiative and Innovation

Waiting for instructions

Lack of staff skills

'Everything is top priority'

Departmentalism

'Producer focus'

'Paper-pushing'

'Mushroom management'

'Things are fine as they are'

## Obstacles

## How to make service improvements sustainable

SIAPs are likely to be a one-off project with no major benefits for users unless

- Agencies overcome departmentalism and look at services from the point of view of service users
- Agencies work with service users (e.g. establishment of permanent user panels, regular focus group sessions, surveys etc.)
- Agencies work with its partners, using their expertise and mobilising their resources
- Managers change the present hierarchical culture and encourage INDEPENDENT thinking by their staff