SQA Advanced Unit Specification

General information

Unit title: Service Design: Project

Unit code: J5XE 47

Superclass: BA

Publication date: May 2022

Source: Scottish Qualifications Authority

Version: 01

Unit purpose

The purpose of this unit is to consolidate learner skills through a self-directed co-design project, which will be directed at developing an innovation within the learner's workplace or familiar organisation. This unit will apply the knowledge and skills developed during the previous three units of the Professional Development Award (PDA) in Service Design. This unit is beneficial for those who wish to improve service arrangements in their workplace in a variety of settings and roles.

Outcomes

On successful completion of the unit the learner will be able to:

1   manage a co-design project through all stages of the service design process
2   justify the selection of tools for user research and service design purposes
3   reflect upon the project process and outcomes in providing a service design recommendation

Credit points and level

1 SQA unit credit at SCQF level 7: (8 SCQF credit points at SCQF level 7).

Recommended entry to the unit

Access to this unit will follow completion of the three other units of the Professional Development Award (PDA) in Service Design. These units are: J5XA 47 *Service Design:*

User Research, J5XB 47 *Service Design: Tools and Methods* and J5XC 47 *Service Design: Co-Design.*

Core Skills

Achievement of this unit gives automatic certification of the following:

♦ Complete Core Skill(s)   Problem Solving at SCQF level 5

There are also opportunities to develop aspects of Core Skills which are highlighted in the **support notes** section of this unit specification.

Context for delivery

If this unit is delivered as part of a group award, it is recommended that it should be taught and assessed within the subject area of the group award to which it contributes.

Equality and inclusion

This unit specification has been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners should be taken into account when planning learning experiences, selecting assessment methods, or considering alternative evidence.

Further advice can be found on our website www.sqa.org.uk/assessmentarrangements.

Statement of standards

Unit title: Service Design: Project

Acceptable performance in this unit will be the satisfactory achievement of the standards set out in this part of the unit specification. All sections of the statement of standards are mandatory and cannot be altered without reference to SQA.

Where evidence for outcomes is assessed on a sample basis, the whole of the content listed in the knowledge and/or skills section must be taught and available for assessment. Learners should not know in advance the items on which they will be assessed and different items should be sampled on each assessment occasion.

Outcome 1
Manage a co-design project through all stages of the service design process.

Knowledge and/or skills
♦ Project stages
♦ Project aims
♦ Project proposal
♦ Project research
♦ The executive brief

Outcome 2
Justify the selection of tools for user research and service design purposes.

Knowledge and/or skills
♦ Resources
♦ Target participants
♦ Rationale
♦ Evaluation of outcomes

Outcome 3
Reflect upon the project process and outcomes in providing a service design recommendation.

Knowledge and/or skills
♦ Participatory creative thinking
♦ Reflective writing
♦ Storytelling

Evidence requirements for this unit

Learners will need to provide evidence to demonstrate their knowledge and/or skills across all outcomes by showing that they can:

♦ Produce a one page project proposal document detailing the following:
  — title of project
  — rationale for project
  — professional context
  — aims and objectives
  — target participants
  — proposed methods
  — intended outcome
  — relevant reading and other sources

♦ Create a mixed media portfolio of slides, documenting all stages of the project in an organised and logical sequence and providing:
  — explanation of contributions by target participants
  — explanation of creative participatory problem solving

♦ Write a one page reflective evaluation report which:
  — provides justification and rationale for the tools used
  — evaluates the outcomes of the project
  — evaluates the effectiveness of the project process

♦ Submit all content used in the portfolio including reference to all research carried out
♦ Write a short executive brief (summary) document.
♦ Include a research bibliography of all sources accessed.

Evidence should be created under open-book conditions over an extended timescale. Measures should be taken to ensure the authenticity of the learner's work.

Support notes

Unit title: Service Design: Project

Unit support notes are offered as guidance and are not mandatory.

While the exact time allocated to this unit is at the discretion of the centre, the notional design length is 40 hours.

Guidance on the content and context for this unit

This unit is intended to be a consolidation of learning and a self-directed, research-based approach should be encouraged. The learning that takes place in this unit focusses on aspects of project management, organisation and reflective writing. The learner will then implement the knowledge and skills gained in the previous units of the Professional Development Award (PDA) in Service Design to complete a co-design project. Assessors will facilitate this process by providing guidance in, for example, the documentation required.

Outcome 1 covers managing a co-design project through all of its stages. Learners will gain knowledge about project management and organisation, and develop skills in identifying the aims of a project, undertaking research and writing a project proposal. They will also learn about other formalities of project management, such as the executive brief or summary and the consideration of legal and ethical requirements. Learners will be required to analyse all information gathered from the project in the context of a workplace issue and, if possible make improvement or change recommendations.

Outcome 2 covers the selection of tools for user research and service design. Learners will be encouraged to plan for and make decisions about the resources and target participants to be used in their co-design project. They will also provide a rationale for the tools they choose and account for this in their final evaluation. They may have to employ an iterative approach and make adaptations to obtain the best results.

Outcome 3 covers reflection and evaluation of the outcomes of the co-design project and of the entire process. Learners could reflect upon the strengths and weaknesses of the process, participant feedback, their own learning and approaches, the choice of service design tools and where objectives were met. Part of the reflective account could make use of storytelling, eg by video capture or a sequence of photographs.

Progression from this unit and the Professional Development Award (PDA) in Service Design could be to further study in business process management within further or higher education.

Useful texts and related media:
Marc Stickdorn, Markus Edgar Hormess, Adam Lawrence, Jakob Schneider (2016) *This Is Service Design Doing: Using Research and Customer Journey Maps to Create Successful Services*, O'Reilly Media.

All links correct at time of publication.

Guidance on approaches to the delivery of this unit

A self-directed approach to learning should be encouraged, where the role of the assessor is more facilitative than instructive. However, guidance should be given on aspects such as documentation and presentation formats. Furthermore, feasibility checks should be carried out when necessary. This can be achieved through a process of monitoring and regular communications with the learner.

Outcomes 1 and 2 should be delivered first. Learners can then create a project proposal, which could be discussed with the tutor. Following feedback, the learner can then plan, design and deliver the project, constructing all documentation and portfolio content as they progress at their own pace.

Once the project is complete, learners must take a reflective approach and may require guidance about writing reflectively and employing storytelling where appropriate. However, the learner should be applying tools, techniques, knowledge and skills developed in previous units of the Professional Development Award (PDA) in Service Design, and therefore assessors should encourage an independent approach as much as possible.

Guidance on approaches to assessment of this unit

Evidence can be generated using different types of assessment. The following are suggestions only. There may be other methods that would be more suitable to learners.

The assessment of this unit is open-book over an extended timescale. Learners should work independently with minimal support. However, monitoring of progress is essential, especially in the early stages when learners are creating a project proposal.

Project proposal — should be a single page (A4) document outlining the project as detailed in the evidence requirements. The project should have a title, a rationale, an outline of the professional/workplace scenario, an outline of the aims and objectives and a description of who the target participants are. This document should also explain which tools and methods the learner plans to use, expectations of possible outcomes and a list of any research carried out. Relevant reading should be encouraged as a source of inspiration and an aide to the development of new initiatives. A formal reference list is not required: a list of URLs would be sufficient. The proposal document is flexible; ideas can evolve and therefore the learner should be able to change their plans if necessary.

Project portfolio — should be a mixed media portfolio of around 20 slides and should document all stages of the project in an organised and logical sequence. It could take any format, eg video clips, storytelling, photographic or text input. Explanations of how the participants contributed to the outcomes should also be documented or recorded. This could be presented as a digital story. Portfolio submission for assessment should include all content used in the portfolio. An executive brief should accompany the project submission. This is usually a summarised overview of the entire project and should be no longer than 300 words.

Reflective report — should be a single page (A4) document accounting for the service design tools and methods chosen, the reason for these choices, and an evaluation of the efficacy of these tools and methods. It should also include detail on whether any changes were made to the choice of tools and methods as the project progressed and the reasons for

and effectiveness of these. The learner should reflect upon the project outcomes, eg were these expected or surprising, and the follow on consequences of these. There should be a reflection on the whole process of the project and what has been learned from it. A bibliography of all sources read or referenced for the project should be included.

Centres are reminded that prior verification of centre-devised assessments would help to ensure that the national standard is being met. Where learners experience a range of assessment methods, this helps them to develop different skills that should be transferable to work or further and higher education.

Opportunities for e-assessment

E-assessment may be appropriate for some assessments in this unit. By e-assessment, we mean assessment which is supported by Information and Communication Technology, such as e-testing or the use of e-portfolios or social software. Centres wishing to use e-assessment must ensure that the national standard is applied to all learner evidence and that conditions of assessment — as specified in the evidence requirements — are met, regardless of the mode of gathering evidence. The most up-to-date guidance on the use of e-assessment to support SQA's qualifications is available at: www.sqa.org.uk/e-assessment

Opportunities for developing Core and other essential skills

There are opportunities throughout this unit to develop the Core Skills of *Communication, Information and Communication Technology (ICT), Problem Solving* and *Working with Others*.

This unit has the Core Skill of Problem Solving SCQF level 5 is embedded in this unit. When a learner achieves the unit, their Core Skills profile will also be updated to include this Core Skill.

History of changes to unit

Version	Description of change	Date

SQA acknowledges the valuable contribution that Scotland's colleges have made to the development of SQA Advanced Qualifications.

Further information
Call SQA's Customer Contact Centre on 44 (0) 141 500 5030 or 0345 279 1000. Alternatively, complete our Centre Feedback Form.

General information for learners

Unit title: Service Design: Project

This section will help you decide whether this is the unit for you by explaining what the unit is about, what you should know or be able to do before you start, what you will need to do during the unit and opportunities for further learning and employment.

This is the final unit of the Professional Development Award (PDA) in Service Design at SCQF level 7 and is designed to consolidate your skills through a self-directed co-design project directed at developing an innovation within your workplace or an organisation familiar to you.

Taking the form of a self-directed project, this unit can be workplace or community based and will apply the knowledge and skills acquired in the three other units, J5XA 47 *Service Design: User Research*, J5XB 47 *Service Design: Tools and Methods* and J5XC 47 *Service Design: Co-Design* of the Professional Development Award (PDA) in Service Design. In this unit you will learn how to manage a co-design project through all its stages, measure the outcomes and reflect upon the process, the tools and methods used, and finally on your own learning and professional development.

As with other units in the group award framework, this places an emphasis on practical engagement with the tools and methods chosen for the project, exploring their use in current practice, and gaining knowledge that connects with your working context through reflective practice. You will also be supported and encouraged to share your insights and reflections with fellow learners in a collaborative way.

The unit will be assessed through a portfolio of evidence which you will collate as you plan, deliver and reflect upon a co-design project.

There are opportunities to develop the Core Skills of *Communication, Problem Solving, Information and Communication Technology (ICT)* and *Working with Others* although there is no automatic certification of these skills.

This unit has the Core Skill of Problem Solving SCQF level 5 is embedded in this unit. When a learner achieves the unit, their Core Skills profile will also be updated to include this Core Skill.