



## Higher National Unit Specification

### General information

**Unit title:** Service Design: Co-Design (SCQF level 7)

**Unit code:** J187 34

**Superclass:** BA

**Publication date:** December 2018

**Source:** Scottish Qualifications Authority

**Version:** 02

### Unit purpose

The purpose of this unit is to introduce learners to the principles and methods of co-design within service design. It will explore creativity, collaboration, facilitation, and a co-design approach to problem solving. Learners will develop knowledge of participatory design for mixed audiences, which will then be developed and delivered through the facilitation of a co-design workshop.

The unit is relevant for those who wish to develop service design skills and explore how these can be applied across public and private sector services. It is particularly relevant to those already in a professional role with some responsibility for service delivery, who wish to engage service users and communities in decision making through creative processes.

### Outcomes

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

- 1 Explain key approaches to co-design with reference to a recognised service design model.
- 2 Describe how prototyping assists the co-design process.
- 3 Facilitate a co-design workshop for an identified workplace scenario.

### Credit points and level

1 Higher National Unit credit at SCQF level 7: (8 SCQF credit points at SCQF level 7)

## Higher National Unit Specification: General information (cont)

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### Recommended entry to the unit

Access to this unit will be at the discretion of the centre. There are no specific requirements necessary prior to undertaking this unit. However, it would be beneficial for this unit to be delivered in conjunction with or following the units J185 34 *Service Design: User Research* and J186 34 *Service Design: Tools and Methods*.

### Core Skills

Achievement of this Unit gives automatic certification of the following:

Complete Core Skill                      Problem Solving at SCQF level 5

Opportunities to develop aspects of Core Skills are highlighted in the Support Notes for 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](http://www.sqa.org.uk/assessmentarrangements).

# Higher National Unit Specification: Statement of standards

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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

Explain key approaches to co-design with reference to a recognised service design model.

### Knowledge and/or skills

- ◆ Creative thinking
- ◆ Inclusiveness and respect
- ◆ Participation
- ◆ Facilitation
- ◆ Outcome analysis
- ◆ Innovation involving users

## Outcome 2

Describe how prototyping assists the co-design process.

### Knowledge and/or skills

- ◆ Problem identification
- ◆ Collaborative prototyping methods
- ◆ Prototyping tools and methods
- ◆ Iteration
- ◆ Prototyping environments
- ◆ Ethical considerations

## Outcome 3

Facilitate a co-design workshop for an identified workplace scenario.

### Knowledge and/or skills

- ◆ Co-design workshop planning
- ◆ Co-design workshop delivery
- ◆ Co-design workshop evaluations
- ◆ Presentation of co-design workshop outcomes within a portfolio

## Higher National Unit Specification: Statement of standards (cont)

**Unit title:** Service Design: Co-Design (SCQF level 7)

### 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 create a portfolio evidencing the planning and facilitation of a co-design event. This portfolio of work should include explanations of:

- ◆ a brief discussion of the application of key principles and approaches of co-design in relation to a recognised service design process.
- ◆ prototyping tools, conducive environments and any ethical considerations.
- ◆ the use of creative thinking to solve an identified problem within the learner's workplace.
- ◆ an outline plan for the event.
- ◆ an outline of user involvement to provide an innovative solution.

The portfolio should include a short evaluation of the process, detailing the outcomes of the event and including an explanation of any refinements or iterative processes.

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.



## Higher National Unit Support Notes

**Unit title:** Service Design: Co-Design (SCQF level 7)

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 about involving the users of a service in designing improvements to the service, enabling them to participate in creatively solving problems. Co-design changes the traditional design process, challenges professional roles, and provides users with a voice.

Outcome 1 introduces key approaches to collaborative design. Learners will be encouraged to think of co-design as a process that is inclusive, participative, iterative, respectful and outcome-focussed. In co-design, representatives from each key group of users work together to shape the design process, firstly defining the issue then going on to develop ideas and potential solutions. These can be tested immediately, using prototype methods and a process of iteration. Learners will come to appreciate that this approach provides the opportunity for all users to contribute insights and feedback. User participants will inform the co-design process and become experts in their own experience.

Outcome 2 describes how prototyping contributes to the co-design process. In service design, a prototype is an early version of a service that demonstrates and tests the ideas on which it is based. Examples include:

- ◆ Videos of people role-playing how a service could work
- ◆ Screen-based interfaces demonstrating a digital service
- ◆ A storyboard or drawing showing different journeys through a service

Prototyping is a beneficial procedure as it leads to quick identification of the key aspects of a new service concept, and proposes the trial of alternative solutions. Prototyping means that initial ideas and concepts can be re-evaluated and the best options to suit the users/consumers can be selected. Additional benefits include enhancement of communication, collaboration, and participation of inter-disciplinary stakeholders.

## Higher National Unit Support Notes (cont)

**Unit title:** Service Design: Co-Design (SCQF level 7)

Outcome 3 is a practical outcome where learners facilitate a co-design workshop. They will prepare for this by planning and deciding upon the most appropriate tools and methods. This will be documented in their portfolio. Facilitation can be described as preparing, guiding and supporting participants through a creative, innovative process of discovery. Typically, a facilitator will use many skills, tools and methods to assist in the exploratory journey involving all users, stakeholders and potential users or stakeholders. Service design tools and methods use visual techniques to enhance cognition; it is currently thought that most people learn better and follow instructions or procedures more easily when graphics are used. This can take the form of thumbnail sketches, scenarios, story-boards, wireframes, walkthroughs, customer journeys, cardboard mock-ups, mood boards, flow charts, process modelling notations and any other relevant visual means to clarify the scenario.

### Useful texts and related media:

All links correct at time of publication.

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

Gill Wildman and Nick Durrant (2013) *The Politics of Prototyping*, Plot

### Guidance on approaches to delivery of this unit

The recommended timescale for delivery of this unit is 40 hours. The optimal model for delivery is over five weeks, including an intensive 'boot camp' format over two days. This boot camp should be 'hands on', 'learn by doing' and would enable learners to practice co-design and formulate workshops with a group of fellow learners.

This best sequence of delivery of this unit would be in conjunction with or following the units J185 34 *Service Design: User Research* and J186 34 *Service Design: Tools and Methods* as part of the Professional Development Award (PDA) in Service Design. These other units contain valuable information about the users and tools used in service design which can be applied in this unit.

Learners unable to attend the two day intensive course will be required to complete a range of activities in their own workplace in order to meet the evidence requirements for the unit. All learners are further supported by self-directed learning online.

This unit can be delivered and supported in a variety of ways. Examples include: online, making use of discussion forums, blogs and online project management tools; or in a blended environment partly online but with access to tutors, webinars, lectures and practical events. It is essential that the unit draws upon examples from current practice and instills an exploratory and experimental approach to the design and application of co-design methods.

## Higher National Unit Support Notes (cont)

**Unit title:** Service Design: Co-Design (SCQF level 7)

The outcomes in this unit are best delivered in a sequential manner, culminating in the practice of delivering a workshop. The tutor should provide access to current published co-design learning materials, such as case studies and examples. The learner should be encouraged to contextualise their learning to their workplace or, if not currently employed, to an organisation familiar to them where the use of co-design methods and prototyping would be beneficial.

Class activities could include working in small groups. Use of interactive digital resources such as blogs, discussion forums, chat applications, social media and other interactive resources would be beneficial and can contribute to evidence gathering. Learners will achieve more by sharing and discussing ideas. Learners will be encouraged wherever possible to use video capture, photographic images, sketches, and diagrams throughout to help them to collate a portfolio of work.

### 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.

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.

This unit is best assessed in a holistic manner where the learner collates a portfolio of evidence as they work through the outcomes. All learners must facilitate a co-design workshop, and include a brief evaluation of around 500 words of the process and results.

### Workshop:

All learners must facilitate a co-design workshop within their professional capacity, documenting this process within a portfolio. In order to facilitate this, they must first plan, prepare and design the workshop.

Examples of service design tools and methods that can be adopted include:

- ◆ thumbnail sketches
- ◆ scenarios
- ◆ storyboards
- ◆ wireframes
- ◆ visual walkthroughs
- ◆ photographic/filmed customer journeys
- ◆ cardboard mock-ups
- ◆ mood boards for design brainstorming
- ◆ flow charts
- ◆ process modelling notations

## Higher National Unit Support Notes (cont)

### Unit title: Service Design: Co-Design (SCQF level 7)

The portfolio presentation of work must contain details of the learner's participation and input throughout the co-design event, and include explanations of:

- ◆ the use of creative thinking to solve an identified problem. An example of this would be an explanation of how working collaboratively on a problem with users/consumers/stakeholders reached a unique and mutually satisfying solution.
- ◆ an outline plan for the event. This would identify resources, timing, individuals involved, environment for delivery and any ethical considerations.
- ◆ a brief discussion of the application of key principles and approaches of co-design in relation to a recognised service design process, eg the double diamond process. Co-design should include all users of the service without prejudice and everyone's opinion should be valued and respected. The workshop should be delivered in a way that incorporates these values. This may be an item of observation via a marker's checklist and/or the learner could mention this as part of their portfolio and in their planning documentation.
- ◆ an outline of user involvement to provide an innovative solution. This would describe who was involved, a record of their contribution and any innovative ideas as a result.
- ◆ prototyping tools and iterations, conducive environments and any ethical considerations. Learners should identify and describe each of these items.

### Evaluation:

A short evaluation of the process should be included in the portfolio of work to show details of the results of the event including an explanation of any refinements or iterative processes. This should be around 500 words and either incorporated into the portfolio (eg as part of a slide show) or in a separate document.

Presenting the portfolio of work can take many formats. One approach could be a digital slide show making use of a tool such as Microsoft PowerPoint, Sway, One Note, Adobe Acrobat reader, Apple Keynote, Google Slides, Prezzi, or any other tool which facilitates the collation of evidence in a variety of written or visual formats. Screen captures of chats/forums/online discussions could also be included. In addition, there should be an annotated bibliography demonstrating how the learner has sought out examples of current practice. Assessment of the portfolio should focus on content rather than presentation skills.

### 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 (ICT), such as e-testing or the use of e-portfolios or social software. Centres which wish 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](http://www.sqa.org.uk/e-assessment).



## Higher National Unit Support Notes (cont)

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### **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
02	Core Skills Component Problem Solving at SCQF level 5 embedded.	17/12/18

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## General information for learners

### Unit title: Service Design: Co-Design (SCQF level 7)

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 unit is part of the Professional Development Award (PDA) in Service Design at SCQF level 7 and is designed to introduce you to the principles and methods of co-design within service design. Co-design is about involving the users of a service in designing the improvements to the service, thus they become co-designers. Co-design changes the traditional design process, challenges professional roles, and provides users with a voice. Co-design enables participants to creatively solve problems.

This unit explores how co-design can be developed as an approach that involves service users collaboratively in the service design process. It introduces you to the key principles of creative thinking in teams, and provides some background on how co-design has transformed innovation and design in many sectors and industries. It equips you with key practical skills and knowledge in service prototyping and facilitation, which are both fundamental to engaging users in design processes.

As with other units in the group award framework, this one places an emphasis on practical engagement. It introduces you to the tools and methods and encourages you to explore their use in current practice. Reflection and evaluation of the co-design events you have participated and/or facilitated in is essential to the iterative approach that is prevalent throughout this unit. You will 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 gather as you participate in the planning and facilitation of a co-design event.

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.