

Report of Validation Panel for a Special Purpose, Minor or Supplemental Award

Date of Meeting: May 2nd

2017

Named Award: Certificate
Programme Title: Designing Innovative Services
Award Type: Special Purpose Award
NFQ Level: 8
Intakes Commencing: September 2017
ECTS/ACCS Credits: 10

PANEL MEMBERS

Name / Function / External Institution OR CIT Academic Unit
Dr. Denis Dennehy, Lecturer, Business Information Systems, NUIG
Julianne Coughlan, IS Project Leader, Cork County Council
Dr. Gearóid Ó Súilleabhán, Head of Department, Technology Enhanced Learning, CIT [panel chair]
Dr Stephen Cassidy/Dean of Academic Quality Enhancement & Acting Dean of Graduate Studies Office of the Registrar & VP for Academic Affairs

IN ATTENDANCE

Name / Function / External Institution OR CIT Academic Unit
Brian McGrath/Proposing team/Head of School of Business
Catherine Murphy/Proposer/Head of Department, Accounting and Information Systems
Dr. Fred Creedon/Proposing Team/ Department of Organisation and Professional Development
Heather Madden/Proposing Team/IT Services

PROPOSING TEAM MEMBERS

Name / Function / Academic Unit
Brian McGrath/Proposing team/Head of School of Business
Catherine Murphy/Proposer/Head of Department, Accounting and Information Systems
Dr Fred Creedon/Proposing Team/ Department of Organisation and Professional Development
Dr Jennifer Ferreira/Proposing Team/ Department of Accounting and Information Systems
Heather Madden/Proposing Team/IT Services

BACKGROUND TO THE PROPOSED PROGRAMME

The Certificate in Designing Innovative Services is a single semester part-time programme designed to provide students with the knowledge, skills and confidence required to work in the area of service design. The course aims to introduce students to design thinking skills and to the key tools and methodologies for development of services.

The industry-focus of the programme coupled with the applied nature of teaching is intended to provide a practical bedrock of knowledge and experience which can be used to immediate effect in designing services in any type of organisation. The programme will help participants to develop their analysis and design skills and, on its completion, they will be attractive as potential designers of services across a range of industries. In particular it is felt these skills would be useful for those working within the local government arena where the programme design team have established there is a particular demand.

The programme is structured to support those in full time employment. The first module, Seminar Series in Design Thinking, is to be delivered online, weekly. The second module, Design Thinking for Services, will have online lectures covering the theory content and face-to-face workshops delivered face-to-face over 4 Saturdays. The latter workshops represent the more practical element of the course requiring students to use the relevant tools and methodologies. Such use, it is envisaged, will resolve around the use of real world cases from students' own workplaces.

The programme will balance this supported learning of practical skills with presentations from expert practitioners in the field who will present on the seminar series with during the workshop sessions.

It is proposed the seminar series module will use reflective journals for assessment. The Design Thinking for Services module will require students to write an essay on an aspect of design thinking in service design as well as carry out a significant project in service design incorporating research, analysis and prototype development. This significant project can be from the student's own workplace.

There are no pre-approved modules or modules shared with other programmes. The two new draft modules were reviewed in advance of the validation by panel member Dr. Denis Dennehy and by Diego Dalia, Design Lead for Service and Interaction Design, IBM. Feedback was discussed with the full panel and the proposing team members on the day as part of the validation panel review.

Background to the programme relates, inter alia, to the acknowledgement at European Commission level for the necessity of design as a driver of change at national and local levels of public service (Droll, 2013). Similarly the Irish Government has recently targeted the development of design skills as part of the Action Plan for Jobs with a specific recommendation, in The Policy Framework for Design in Enterprise in Ireland report, regarding the need for design to enhance the competitiveness of Irish firms (2016). A recent report from the global Service Design Network indicates how strong the role of design in the public sector has become and how impactful it can be (2016).

This programme is supported by collaboration with Cork County Council who are actively developing new ways to design public services in partnership with citizens.

There are currently no other level 8 Service design courses offered in Cork.

References

Droll, P., 2013. *Powering European Public Sector Innovation: Towards a New Architecture; Report of the Expert Group on Public Sector Innovation*. European Commission, Brussels.

Thomson, M., Koskinen, T. 2012. *Design for growth & prosperity: report and recommendations of the European design leadership board*. European Commission. Directorate-General for Enterprise and Industry. Helsinki, Finland.

Whicher, A., Swiatek, P. and Cawood, G. (2013). *An Overview of Service Design for the Private and Public Sectors*. Sharing Experience Europe; European Commission. Available from:

<http://www.seeplatform.eu/docs/SEE%20Platform%20policy%20booklet%207.pdf> [Accessed 12 01 2017].

FINDINGS OF THE PANEL

*NOTE: In this report, the term “Requirement” is used to indicate an action or amendment which in the view of the Panel **must** be undertaken prior to validation and commencement of the Programme. The term “Recommendation” indicates an item which the Course Board (or other relevant Institute unit) should implement at the earliest stage possible, and appropriate implementation of which should be the subject of ongoing monitoring.*

On consideration of the documentation provided and discussion of the programme with the proposers, the Panel has arrived at the following Findings, Requirements and Recommendations:

1. Validation Criteria

1.1 Is there a convincing need for the programme with a viable level of applications?

Overall Finding: Yes

Finding(s): It was convincingly argued by the proposing team in their documentation and on the day that design thinking and service design present a valuable and valued way to transform products and services for all types of organisations and that, more specifically, design-led innovation can make public services more efficient and effective while at the same time delivering services that the public really want. An acknowledgement of same and the concomitant demand for programmes in the area is apparent through recent policy documents, recent employment trends and through the programme design team’s own work in running events and offering services in the field. The involvement of Cork Co Council, who are actively preparing to offer new ways to design public services in partnership with citizens, is also seen as a positive both as a confirmed source of students and as a potential collaborating organisation in a number of aspects of the design, development and delivery of the programme. There is ultimately a strong sense that Cork Institute of Technology can be “first to market” with this programme and that, promoted in the right way, the SPA in Designing Innovative Services will, over the short and long term, prove very popular and attract significant student numbers.

Requirement(s): None

Recommendation(s): That the programme team make use of their extensive contacts in the industry to market this programme and also consider a related social media campaign and media development (e.g. video or animation).

1.2 Are the level and type of the proposed award appropriate?

Overall Finding: Yes

Finding(s): The panel found the proposed programme to be at the appropriate level with the appropriate number of credits for its scope and overall aim.

Requirement(s): None

Recommendation(s): In view of the possibility of developing further minor and major awards in the area, the programme team were advised to consider the title of the programme which suggests quite a broad scope and may not easily admit of other easily distinguished course offerings in related areas.

1.3 Is the learning experience of an appropriate level, standard and quality?

Overall Finding: Yes

Finding(s): The panel commend the relevance, standard and quality of the programme. A well-integrated balance of theory and practice combine with flexible delivery and support to offer a coherent, workplace-relevant and educationally effective blended learning experience.

The panel were assured that the programme would not follow a basic “one size fits all” approach to the design of innovative services and would present a wide range of models, methodologies and tools from within and beyond the field of design thinking and would furthermore explicitly prepare students to take responsibility for their own ongoing engagement with and integration of additional approaches and frameworks on which to base their own developing practice.

Requirement(s): None

Recommendation(s): The programme team are advised to return to the stated programme aim and consider if it should be expanded to include students interested in augmenting their existing work practice rather than seeking specifically or solely to “gain employment in a service design capacity” as the current aim appears to imply.

Module: Design Thinking Seminar Series

Recommendation: The panel advise some thought should be given to sequencing of invited talks, the provision of some introductory content to guide understanding of the content of the invited talks and the articulation of the talks with the progress and sequence of the parallel module (i.e. Design Thinking for Services).

Recommendation: Related to the above point, it is suggested the programme team consider if an additional learning outcome could or should be added to the module, one relating to the provision of an overview of the “state of the art” with respect to design thinking, service design, process improvement services, creative thinking etc.

Recommendation: Students, it is suggested, may need some specific guidelines on how to complete the reflective journal that constitutes their first assessment; such guidelines could also incorporate an assessment rubric or similar which would also bring benefits in terms of assessment reliability and validity.

Recommendation: The panel wondered if the assessment date given for the Reflective Journal assessment should be “every week” rather than “every second week”, given the frequency of guest lectures appears to be every week.

Recommendation: It was suggested the following texts could be added to the book resources for the module:

- Designing for Growth: A Design Thinking Tool Kit for Managers (Columbia Business School Publishing), Jeanne Liedtka and Tim Ogilvie, ISBN: 9780231158381 Ebook: ISBN: 9780231527965
- The Designing for Growth Field Book: A Step-by-Step Project Guide (Columbia Business School Publishing), Jeanne Liedtka, Tim Ogilvie, and Rachel Brozenske, ISBN: 9780231164672 Ebook: ISBN: 9780231537087
- Design Thinking for Strategic Innovation: What They Can't Teach You at Business or Design School, (Wiley Publishers), Idris Mootee, ISBN: 978-1-118-62012-0

Recommendation: The programme team are asked to consider if learning outcome 4 (“Demonstrate how design thinking creates user and business value in services”) should be rewritten with an alternative active verb for this level 8 module (consider how it is the students might demonstrate and what higher order skills they might use to, e.g., evaluate, analyse, critique etc.)

Design Thinking for Services

Recommendation: Learning outcome 3 (“Apply approaches for data collection and analysis”) is rather general in its formulation. It is suggested, particularly in context of the possibility of someone making an RPL application, that some context be provided with respect to service design/design thinking.

Recommendation: Similarly, learning outcome 5 (“Synthesise findings from a design thinking project”) could potentially be expanded to incorporate communication, presentation and visualisation, activities touched on in the module’s indication content, under the heading of “Synthesising findings”.

Recommendation: It is suggested that the module assessment be changed to from essay (40%) and project (60%) to report (20%) and presentation (80%) with the first report assessment having a strong formative function by serving as an explicit preparation, with feedback, for the final presentation. Peer review, it is suggested, could also be used to encourage more reflection, collaboration and internalising of the values of the module and field. The panel feel these changes, when implemented, would make for an assessment regime with a higher fidelity to the iterative and social nature of design thinking itself.

Recommendation: The module envisages students bringing problems and challenges relating to their places of employment for discussion and analysis. This may bring up other issues in turn in terms of relevant employers being made aware of and agreeing to certain “levels of exposure” with regard to their inner workings, organisational culture, corporate governance, strategic management, IP etc. The programme team are encouraged to reflect on these and other related matters that may arise from the use of live real world cases and consider the development of appropriate policies and procedures to take account of them.

Recommendation: The nature of the module and its final assessment piece may lend itself well to some kind of end-of-programme poster session or mini-seminar. Such a development could serve as a way to attract further interest in the programme both as a face-to-face event that prospective students and their sponsors could be invited to and as something around which social media and media production promotion could be organised.

1.4 Is the programme structure logical and well designed (including procedures for access, transfer and progression)?

Overall Finding: Yes

Finding(s): The programme team confirmed that a H22 or equivalent level 7 qualification, rather than a level 8 as had originally been proposed, will stand as the typical prior qualification for applicants. Advanced entry applicants will also be considered on the basis of relevant prior experiential learning. All candidates need to provide a personal statement demonstrating interest or competence in design thinking and or service design. Candidates may additionally be required to attend for interview.

Requirement(s): None

Recommendation(s): The panel suggest asking applicants, as part of their application or their personal statement, to indicate a service design or quality improvement issue they wish to work on as part of the programme. Where the number of applications exceed the available places this information may be of additional help in ranking applications.

1.5 Are the programme management structures adequate?

Overall Finding: Yes

Finding(s): The panel were reassured by details of the management structures and QA processes in place for this and other programmes in the department. The model of distance online learning in CIT furthermore was thought to represent a well-integrated, feature-rich space appropriate to support the kind of delivery, assessment and collaboration envisaged in the design of the programme.

Requirement(s): None

Recommendation(s): To make use of the data and reporting available via CIT's online learning infrastructure to inform course boards, exam boards, student monitoring and the formative evaluation of the programme.

Recommendation. To review course delivery based, inter alia, on independent feedback from participants during the course and/or at the end as a module review.

1.6 Are the resource requirements reasonable?

Overall Finding: Yes

Finding(s): Resource approval for the programme was received by the panel along with detailed costings relating to different possible student intakes for the programme; these costing take into account the weighting and allowances for online delivery and demonstrate clearly that with a proposed initial intake of 20 students the programme will produce a respectable net income. The Panel was further assured that appropriate resources in terms of staffing and facilities will be put in place when the programme is validated; this includes support and training from the Technology Enhanced Learning Department with regard to the significant online component of the programme. This programme benefits from the ability of the proposing team to leverage extensive existing contacts in industry to source well-experienced speakers for the Design Thinking Seminar Series module.

Requirement(s): None

Recommendation(s): None

1.7 Will the impact of the programme on the Institute be positive?

Overall Finding: Yes

Finding(s): The panel are assured the programme will have a positive impact on the Institute in terms, inter alia, of: the multidisciplinary nature of the programme which brings together a number of different individuals and units from across the institute; the further development and confirmation of service design as a core competence in CIT; the offering of an innovative level 8 blended course in topical and ever-growing field where CIT has "first mover advantage"; the linkages with the Cork County Council who are preparing their own related centre for designing public services in partnership with citizens; the potential for further programmes in the area and, in time, a full masters degree.

Requirement(s): None

Recommendation(s): None

CONCLUSION

Based on the above findings, the Panel has arrived at the following conclusions:

- The Certificate in Designing Innovative Services meets the required standards for a special purpose award at Level 8 of the National Framework of Qualifications.
- The Programme meet the criteria for validation of new programmes adopted by the Academic Council of Cork Institute of Technology.

The Panel therefore recommends that the Programme be validated for five academic years, or until the next programmatic review, whichever is soonest, subject to implementation of the Requirements above, and with due regard to the Recommendations made.

Implementation of Requirements and Recommendations
Requiring Registrar's Office Sign-Off:
<p>1.1 Recommendation: That the programme team make use of their extensive contacts in the industry to market this programme and also consider a related social media campaign and media development (e.g. video or animation).</p> <p>Response: The programme team will consult with the Marketing department to develop a marketing plan for the SPA. The plan will include development of content and disseminations mechanisms.</p>
<p>1.2.2 Recommendation: In view of the possibility of developing further minor and major awards in the area, the programme team were advised to consider the title of the programme which suggests quite a broad scope and may not easily admit of other easily distinguished course offerings in related areas.</p> <p>Response: The programme team will consider other offerings' titles in the area and the future proofing of the title.</p>
<p>1.3 Recommendation: The programme team are advised to return to the stated programme aim and consider if it should be expanded to include students interested in augmenting their existing work practice.</p> <p>Response: The programme team will adjust the programme aims to include students who are augmenting their existing work practice.</p>
<p>1.3 Module: DESI8016 Design Thinking Seminar Series. Recommendations: Complete Module: DESI8017 Thinking for Services. Recommendations: Complete</p>
<p>1.4 Recommendation: The panel suggest asking applicants, as part of their application or their personal statement, to indicate a service design or quality improvement issue they wish to work on as part of the programme. Where the number of applications exceed the available places this information may be of additional help in ranking applications.</p> <p>Response: The programme team will adjust the requirement for application to include a personal statement which describes a service issue they wish to work on.</p>
<p>1.5 Recommendation: To make use of the data and reporting available via CIT's online learning infrastructure to inform course boards, exam boards, student monitoring and the formative evaluation of the programme.</p> <p>Response: The programme team will utilise the reports from the online learning infrastructure to inform the programme board in its review of operations and progress of the programme.</p>

Appendix 1 –Programme Outcomes – Certificate in Designing Innovative Services
Programme Outcomes

Upon successful completion of this programme the graduate will be able to demonstrate... :

PO1	Knowledge - Breadth	
	(a)	Knowledge of tools and methodologies in the design of services, the importance of design thinking in the strategy of the organisation, role of multi disciplinary teams, service innovation, prototyping and presentation of new and redesigned services
PO2	Knowledge - Kind	
	(a)	Knowledge of the activities in service design and the main participants; connections between service innovation and organisation strategy; operational and strategic challenges and practicalities within service design
PO3	Skill - Range	
	(a)	Ability to apply tools and methodologies for the design of services, ability to develop empathy and insights, collect and analyse data, create prototypes, develop and recommend new service designs
PO4	Skill - Selectivity	
	(a)	Ability to work in or with the a variety of stakeholders across multiple disciplines inside and outside the organisation, understanding different stakeholders perspectives, iterate multiple designs and present a new service design
PO5	Competence - Context	
	(a)	Critical formulation and evaluation of alternatives and solutions in relation to new and redesigned services across a broad range of activities and environments
PO6	Competence - Role	
	(a)	The ability to work ethically and professionally as an individual or within a team, exercising responsibility and integrity
PO7	Competence - Learning to Learn	
	(a)	The ability to identify and address continuous learning requirements at a personal and professional level; be open to change and a willingness to undertake further learning as new developments and practices emerge in the area of design thinking and service design
PO8	Competence - Insight	
	(a)	Have a robust understanding of the impact of decisions and actions on stakeholders well-being, balancing ethics and social responsibility with a drive for business growth and responsibility

Appendix 2 Semester Schedule – Designing Innovative Services

Semester Schedules

Stage 1 / Semester 1

Mandatory								
Mod Code	Module Title	Co-ordinator	Level	Credits	FT Contact Hours	PT Contact Hours	Course Work	Formal Exam
DESI8016	Design Thinking Seminar Series (Approved)	CATHERINE MURPHY	Advanced	5.0	2.00	2.00	100.0	0.0
DESI8017	Design Thinking for Services (Approved)	CATHERINE MURPHY	Advanced	5.0	3.00	2.00	100.0	0.0